

Work Motivation: The Study in Relation to Job Satisfaction Amongst the State University Teachers

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ABSTRACT

The purpose of this study is to investigate the age-wise differences with regard to the levels of work motivation amongst the state university teachers. The current study also endeavors to highlight the influence of intrinsic motivation and extrinsic motivation on job satisfaction. The data was collected from the 250 state university teachers of Punjab. The statistical technique i.e. ANOVA is applied for age-wise analysis and regression analysis is applied for determining the impact of intrinsic motivation and extrinsic motivation on the job satisfaction. The findings reveal that the teachers amongst younger age group show higher level of extrinsic motivation than teachers belonging to the older age group. This implies that with the growing age, the inclination towards the monetary factors declines. Intrinsic motivation and extrinsic motivation both effect job satisfaction.

Keywords: *Motivation, Job Satisfaction, Universities Teachers*

INTRODUCTION

Teachers are regarded as the nation builders. They truly lay the foundation of any country's development. Teachers play an umpteen number of roles in a student's life while imparting education. A teacher has an indelible influence over the lives of his or her students. A teacher not only educates but also facilitates, mediates, inspires, instructs, moderates, motivates, guides and the list continues. Teaching is not only a noble profession but a humanistic contribution to the society as a whole. Teachers play pivotal role in the holistic development of the students. They influence not only the minds of the students but also influence the future of the nation. It is well said that:

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“Through education, inspiration and cooperative action, we can create a society that honours the worth and dignity of every human being”- Common Peace (<http://www.gandhifoundation.ca/ideas-for-teachers.html>).

The Indian higher education system has undergone many changes since independence. The numbers of universities, colleges and higher education institutions have increased tremendously. There exist 375 state universities and 294 private universities in India. (<https://www.ugc.ac.in>)

According to MHRD (Ministry of Human Resource Development) “A university established or incorporated by a Provincial Act or by a State Act is called a State University”.

WORK MOTIVATION

A motivational drive is an ability to inspire an individual to perform actions for achieving desired outcomes. Atkinson (1964) delineated that motivation is an energetic drive which influences the willpower to move ahead on the path of achievement. Luthans (1998) described that money is not only a motivator but there are some other incentives also which act as motivators. According to Pinder (1988) motivation is an energetic drive that leads towards accomplishment of goal.

Environment creates two types of motivation i.e. intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to doing “an activity simply for the enjoyment of the activity itself, rather than its instrumental value”. The extrinsic motivation means “to do an activity in order to attain some separable outcomes” (Ryan and Deci, 2000).

JOB SATISFACTION

Job satisfaction refers to the feelings and emotions carried out after accomplishment of any activity. There are various factors which raise the satisfaction level in the work environment such as more challenging work, equitable reward system, supportive and hygienic working conditions, good relationships with colleagues, salaries etc. Luthans (1994) described job satisfaction as an “attitude developed by an individual towards the job and job conditions”.

Motivation and job satisfaction has been linked to each other by various researchers. Job satisfaction referred to the resultant happiest feeling and emotions after fulfillment of any task, whereas; motivation referred to the drive which stimulates an individual to fulfill the task effectively.

REVIEW OF LITERATURE

Usugami and Park (2006) examined the similarities and differences in the opinions of Korean and Japanese executives related to motivation. Both respondents i.e. Korean and Japanese executives believed that good salary and bonus strongly motivates at work. Responses of Korean executives reveal that ‘corporate performance’ correlates positively to ‘employee motivation’; while, it opposes with regard to opinions of Japanese executives.

Brown and Hughes (2008) conducted a comparison of two groups with regard to elementary and secondary school teachers and the administrative staff. The teachers were asked about those factors that motivates them. Also, opinions of administrators were taken about what motivates their teachers. A significant difference was found in the opinions of teachers and administrators. Teachers rated themselves significantly higher on intrinsic factors and lower on extrinsic factors, whereas; it opposes with opinion of administrators. Disparity was found in the perceptions of both the groups.

Kiziltepe (2008) examined the sources of motivation as well as de-motivation of teachers working at a Public University of Istanbul, Turkey. Survey was conducted on 300 university teachers. Findings revealed ‘students’ to be a primary motivational and de-motivational factor for the university teachers; while ‘career’ to be a secondary motivational factor and ‘economics and research’ to be a secondary de-motivating factors.

Griffin (2010) investigated the job satisfaction and motivation amongst the teachers in Bahamas and Jamaica. The survey was conducted on the elementary school teachers (N=168). The Bahamian teachers were found to be highly satisfied as compared to the Jamaican teachers. Bahamian teachers rated ‘working conditions’ as the strongest motivating factor. Teachers above the age of 46 years were found highly satisfied as compared to the teachers who were below this age category. The factor such as ‘salary’ was found to be highly motivating factor for the younger teachers (less than 30 years) as compared to the older teachers. Also, male teachers showed higher level of job satisfaction than female teachers.

Mawoli and Babandako (2011) studied the level of satisfaction, dissatisfaction and motivation of 219 academic staff working in the Badamasi Babangida University, Lapai, Nigeria. The findings revealed high level of job satisfaction amongst these staff. The factors such as ‘hygienic and conducive working conditions’ were found to be the most important factor for increasing the level of satisfaction. The higher motivation and job performance was found in terms of teaching; whereas;

in terms of research, a moderate level of motivation was found. This indicates that the university staff has more focus on teaching as compared to the research.

Nderitu (2013) conducted a study on sample of 200 employees working at four government departments in Kenya. The study analyzed effects of incentives, leadership style, staff capacity and promotion based upon merit on job satisfaction and their productivity. It was found that incentive effects more to job satisfaction, followed by promotions based upon merit, leadership style and at last staff's capacity.

Al-Salameh (2014) conducted a study on primary school teachers. Female teachers were found highly motivated at job. Results showed significant differences in work motivation of teachers who have bachelor degree and high diploma qualifications. It means teachers having bachelor degrees were more motivated towards their work than the teachers having diploma according to this study. No age-wise difference was found.

Oluseye *et al.* (2014) conducted a study on sales managers to investigate the impact of intrinsic motivation and extrinsic motivation on job satisfaction. The data was collected from 138 sales representatives from selected service firms in Lagos, Nigeria. The findings of the study revealed that intrinsic motivation has high & significant influence on job satisfaction. On the other hand, material reward featured as one of the indicators of extrinsic motivation which significantly influences job satisfaction.

Bakhtawar (2016) conducted a study to investigate job satisfaction in relation to motivational factors such as salary, security, work environment and compensation and benefit. The sample size of the study was 100 NGO employees, out of which 35 were females and 65 were males. The age of employees ranged from 25 years to 35 years. It was found that overall work motivation has impact on job satisfaction but the level of significance varies as per the variables and employees' understanding of these variables. It was revealed that satisfactory salary and healthy work environment increases work motivation among the NGO employees which further leads to job satisfaction. Whereas, the job security and compensations & benefits were negatively correlated with job satisfaction.

Oladiti (2017) conducted a study on school teacher (N=400). The findings of the study revealed no gender-wise difference with regard to job satisfaction and work motivation. It was found that more qualified teachers were more motivated at work as compared to less qualified teachers.

Octaviannand *et al.* (2017) conducted a study people working in various departments of service sectors. Findings revealed that satisfaction

and motivation positively correlates with employee performance. It was found that better the job satisfaction and motivation, higher will be the performance of employees and vice-versa.

Objectives of the Study

- To investigate the role of ‘age’ with regard to work motivation amongst the state university teachers.
- To determine the influence of intrinsic motivation and extrinsic motivation on job satisfaction amongst the state university teachers.

RESEARCH METHODOLOGY

Sampling Design

Data was collected from the regularly appointed teachers working in the state universities through convenience sampling technique. The effective sample turned out to be that of 250 respondents. The state universities of Punjab included in the study are: Guru Nanak Dev University, Amritsar; Punjabi University, Patiala; Panjab University, Chandigarh; Punjab Agricultural University, Ludhiana; Rajiv Gandhi National University of Law, Patiala. Five point Likert scale is used i.e. ‘strongly agree’, ‘agree’, ‘neither agree nor disagree’, ‘disagree’ and ‘strongly disagree’.

Findings

Age-wise opinions of State University teachers with regard to Intrinsic motivation, Extrinsic motivation and overall Work motivation

Perusal of the Table 3 indicates no significant difference with regard to the intrinsic motivation and overall work motivation.

Table 1: Age-Wise Analysis with Regard to Work Motivation (Dimension-wise)

Variables	Age group	N	Mean	Std. Dev	F-value
Intrinsic Motivation	25-30 yrs	20	4.67	.302	1.893
	31-36 yrs	38	4.53	.342	
	37-42 yrs	77	4.44	.664	
	43-48 yrs	38	4.56	.439	
	49-54 yrs	44	4.69	.386	
	55 or above	33	4.64	.431	

Variables	Age group	N	Mean	Std. Dev	F-value
Extrinsic Motivation	25-30 yrs	20	2.93	.482	2.366**
	31-36 yrs	38	2.69	.669	
	37-42 yrs	77	2.60	.699	
	43-48 yrs	38	2.60	.731	
	49-54 yrs	44	2.40	.753	
	55 or above	33	2.35	.808	
Overall Work Motivation	25-30 yrs	20	3.56	.336	1.908
	31-36 yrs	38	3.36	.447	
	37-42 yrs	77	3.27	.499	
	43-48 yrs	38	3.31	.481	
	49-54 yrs	44	3.23	.490	
	55 or above	33	3.18	.520	

** Significant at 5 per cent level

Further, Age-wise analysis of above table 1 indicates significant differences in extrinsic motivation (F-31.495) at 5 per cent level of significance. The findings show that the weighted average scores of teachers of age group 25-30 years showed high level of extrinsic motivation and with passage of time the level of extrinsic motivation becomes lower. The results are substantiated by Griffin (2010), who stated 'salary' as the highly motivating factor for the younger teachers as compared to the older teachers. Also, Inceoglu *et al.* (2012) indicate that older employees were less motivated extrinsically. Although, Anicas (2012) did not find significant influence of age on work motivation as far as age-wise dimension is concerned.

Table 2: Correlation Matrix

Dimensions of Motivation	Job Satisfaction
Intrinsic motivation	.158**
Extrinsic motivation	.185*

*significant at 1 per cent level; **significant at 5 per cent level

The Table 2 indicates a positive correlation of both intrinsic motivation (.158) and extrinsic motivation (.185) with regards to job satisfaction. The finding is supported by Bakhtawar (2016). It reveals that extrinsic motivation has higher correlation with job satisfaction as compared to the intrinsic motivation.

Table 3: Regression Analysis of Intrinsic Motivation and Extrinsic Motivation on Job Satisfaction

Independent Variable	Unstandardized Coefficients		Standardized Coefficients	t- value
	B	Std. Error	Beta	
Intrinsic motivation	.212	.065	.064	.3.253**
Extrinsic motivation	.144	.064	.142	2.197**

* significant at 1 per cent level; **significant at 5 per cent level; R Square=0.259; F=20.573**

Perusal of Table 3 shows the regression coefficients between the independent variables (intrinsic motivation & extrinsic motivation) and Job satisfaction. It is found that both intrinsic motivation and extrinsic motivation influences job satisfaction. These variables together explained 25.9 per cent of the variation. The intrinsic motivation and extrinsic motivation are positively related with job satisfaction. It should be noted that job satisfaction is strongly affected by extrinsic motivation, followed by intrinsic motivation. This finding is supported by Mawoli and Babandako (2011) who found that extrinsic factors such as 'hygienic and conducive working conditions' are the most important factor for increasing the level of satisfaction. Also, Usugami and Park (2006) found that motivation was a predictor of job satisfaction. Jehanzeb *et al.* (2012) also stated that rewards have a positive significance on the overall motivation which leads to higher job satisfaction among employees.

CONCLUSION

The study concludes that the teachers amongst the age group of 25-30 years showed higher level of extrinsic motivation than intrinsic motivation. With the passage of time the level of extrinsic motivation comes down. This implies that as the person grows in age, his/her inclination towards both intrinsic motivation and monetary factors decreases. It is found that intrinsic motivation and extrinsic motivation both emerged as significant contributors of job satisfaction. These variables together explained 25.9 per cent of the variation in the job satisfaction. This indicates that motivation among employees increases their job satisfaction and the findings validate the fact that both intrinsic and extrinsic motivations have significant relationship with regard to job satisfaction. Therefore, it is recommended to the educational institutions to give consideration to promote intrinsic motivation amongst the young teachers. Also, the due

consideration should be taken towards extrinsic as well as intrinsic factors which would further lead to the high level of job satisfaction at workplace.

LIMITATIONS OF THE STUDY

The study is limited to the state university teachers only of Punjab only. Therefore, the results may not be representative for the country as a whole. Although, there is a possibility of applicability of the conclusions about university teachers to other parts of the country, no such general applicability beyond the respondents of Punjab is claimed. An inter-state study can provide a better glimpse of the Indian perspective.

The present study did not focus upon various dimensions of intrinsic motivation and extrinsic motivation separately. Hence, research can focus on the dimension-wise study of intrinsic & extrinsic motivation.

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