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WORK MOTIVATION OF SCHOOL TEACHERS: AN APPLICATION OF JOB CHARACTERISTICS MODEL

Gitika Nagrath

Assistant Professor, Department of Commerce and Business Administration, DAV University, Jalandhar, Punjab, India. Email: gitika.nagrath@yahoo.co.in

Abstract: *The performance of a teacher can be satisfactory if one is satisfied, committed and motivated from the contents of a job. Ample amount of research supports the viewpoint that the characteristics of a job have a magnificent impact on the work motivation which determines the level of performance. The present paper attempts to identify the work motivation of school teachers teaching in CBSE affiliated schools in Jalandhar city of Punjab with the use of job characteristics model. Data is collected with the help of job diagnostic survey which computes the motivating potential score of a job. The association of motivating potential score is calculated with the demographic variables which included gender, education level and age by using chi square test. The results revealed no association of gender and education level with motivating potential score. Whereas, a significant association has been found between age and motivating potential score. The desire of teachers for skills variety, task identity and task significance from the job increases with age. The study also discusses the implications of the results for school administration and management.*

Keywords: Motivation, Teachers, Motivating Potential Score, Job Characteristics Model

Introduction

Successful completion of a job is dependent upon its contents. In relation to this significant body of literature is available. A well designed job is positively associated with job satisfaction, job performance (Garg and Rastogi, 2006), work motivation and organization commitment (Suman and Srivastava, 2009). Supporting this viewpoint, another study stated that the job which provide high scope for autonomy, variety, task identity and feedback lead to high managerial commitment for organization (Steers and Spencer, 1977). Never the less even the meticulously worked job design also helps in managing employee stress by balancing the work load effectively (Smith and Sainfort, 1989). The relationship between personality and job satisfaction is also mediated through the characteristics of a job (Judge, Bono and Locke, 2000). Work outcome is dependent upon certain psychological states of the job holder and the psychological states of an individual in turn are the result of characteristics of the job (Guise, 1988). Job satisfaction of an individual is affected by the components of a job (Bhuian and Menguc, 2002) and a rigidly defined job has a negative effect on the job satisfaction and employee performance (Pinto de Sa and Moura e Sa, 2010). Internal motivation of the job holder is responsible for the effective performance of the job. Augmenting the job of a job holder enables to raise the attitude and behavior (Hackman and Lawler, 1971). It has been found that job satisfaction is the outcome of the characteristics of the job (Hackman and Oldham, 1980). The work context of a job boosts the employee motivation in a manner to create a meaningful impact in other employee's life (Grant, 2007). Employee satisfaction and wok motivation is greatly affected by the variety and task significance of a job (Rousseau, 1977). In addition, a salespersons customer orientation (work motivation) tends to be more if they assume high meaningfulness from their job (Thakor and Joshi, 2003).

In light of the importance of work motivation, job characteristics model is a useful instrument to identify the components of job that can be redesigned in order to enhance the work motivation of the job holder. The idea behind the model is to enrich the components of a job which affects the psychological state of the job holder in terms of generating meaningfulness of the job, level of responsibility for outcomes of the work and level of knowledge of actual results of work activities (Lunenberg, 2011). It includes five core characteristics of a job i.e. skill variety, task identity, task significance, autonomy and job feedback. This model integrates these five job characteristics in order to calculate the overall motivating potential score (MPS) for each job's potential for motivating the job holder. These five job

characteristics lead to create three categories of psychological states which include experienced meaningfulness of job, feeling of responsibility and knowledge of results. The outcomes depend upon the degree of the psychological state of an individual (Aswathappa, 2017).

Objectives

In the above stated context it becomes imperative to know the work motivation of school teachers by using job characteristics model. It will help to understand which component of their job motivates or demotivates them. Thus, the required aspects of the job can be redesigned accordingly which may generate higher level of work motivation from their job. So, the study aims to identify the motivating potential score with the help of following objectives:

- To identify the difference in motivating potential score on the basis of gender.
- To identify the difference in motivating potential score on the basis of education.
- To identify the difference in motivating potential score on the basis of age.

Methodology

The present study is carried out through primary data. Data was collected with the help of a standardized questionnaire by Hackman and Oldham i.e. Job diagnostic Survey (JDS). It consist of twenty three items on five point scale ranges from V.D.-very descriptive, M.D.- mostly descriptive, S.D.-somewhat descriptive, M.N.- mostly non descriptive and V.N.-very non descriptive. Considering the model, motivating potential score is calculated using the following formula:

$$MPS = \frac{(\text{Skill variety})+(\text{Task identity})+(\text{Task significance}) \ *\text{autonomy} * \text{feedback}}{3}$$

After applying the formula the MPS score can vary from 1 to 125. The score between 1 to 50 stands for low motivating potential of the job, 50 to 75 means average motivating potential of the job and 75 to 125 stands for high motivating potential of the job contents which can motivate the job holder.

The universe of the study is all the teachers teaching in CBSE affiliated schools of Jalandhar region. Using convenience sampling technique sample of 150 teachers has been taken for the purpose of study. Data was analysed using chi square test of independence in order to identify the association of motivating potential score with gender, education and age. For this purpose following hypothesis has been framed in order to conduct the research:

- There is no association between motivating potential score and gender.
- There is no association between motivating potential score and education.
- There is no association between motivating potential score and age.

Results

An attempt has been made to study the relationship between motivating potential score with demographic variables i.e. gender, education and age.

Studies have found a significant relationship between level of motivation of a teacher with respect to gender (Bishay, 1996). In addition, a study has found difference in the level of motivation of health workers with gender (Franco, Bennett, Kanfer and Stubblebine, 2000). Association between motivating potential score with gender is presented in table 1. It is clear from the table that no significant association is found between these two variables as the significance value is more than .05. It indicates that gender has no relationship with the motivating potential score of a job. In this context a study found that job motivation has no relationship with male or female (Dieleman, Cuong, Anh and Martineau, 2003). Also no difference has been identified for the preference given by males and females to extrinsic and intrinsic motivators (Lim, 2014). Similarly, no significant difference is revealed in relation to academic motivation of school teachers with respect to gender (Titrek, Çetin, Kaymak and Kaşikçi, 2018).

Table 1: Association between Gender and MPS

Gender ↓	Motivating Potential Score (MPS)			Chi Sq	Sign.
	Low Motivating Potential	Average Motivating Potential	High Motivating Potential		
Male	61	2	0	0.935	0.627
Female	82	4	1		

Source: Author's own

Number of years spent by a person in full time education has an impact on the status achieved in life (Schoon, 20018). Higher level of education is associated with higher level of commitment towards work (Rose, 2007). It is reinforced by another study which stated an effect of education level on job satisfaction and commitment level of employees (Lok and Crawford, 2004). Similarly, the difference in the potential creative performance has been found between white collar employees and blue collar employees (Tierney and Farmer, 2002). Table 2 represents the analysis on the basis of association between motivating potential score of a job with the level of education of the job holder. Significance value shows that there is no association between the variables as the value is more than .05. It means level of education of a school teacher have no association with motivation potential of their job.

Table 2: Association between Education and MPS

Education ↓	Motivating Potential Score (MPS)			Chi Sq	Sign.
	Low Motivating Potential	Average Motivating Potential	High Motivating Potential		
Graduation	53	1	0	1.606	0.448
Post-Graduation	90	5	1		

Source: Author's own

Highlighting the relationship between age and motivating potential score a study identified a positive correlation between these two variables (Boumans, Jong and Janssen, 2011). Significant difference in work motivation was identified with age. Older employees are more inclined for work motivation with intrinsic rewards than extrinsic job charactersticks (Inceoglu, Segers and Bartram, 2011). Preference for job characteristics of younger employees showed lesser desire for satisfaction of higher order needs in comparison to physical conditions at work which motivates them to contribute towards their job (Leviatan, 1992). In addition age is positively related with work motivation in general but not with growth oriented activities (Roßnagel and Biemann, 2012).

Association between age and motivating potential score is given in table 3. The analysis shows that there is a significant association between motivating potential score of the job of a school teacher with age. The significance value of chi square test is less than .05 which indicates an association between MPS and age. Further, according to table 4, the association between the five dimensions of MPS with age reflects the significant association of skill variety, task identity and task significance with age. It means that school teachers seek more variety in their jobs as they grow older. The need for sense of identity increases with the passage of time. They also feel that the activities performed by them should significantly contribute towards school's performance. However, autonomy and feedback individually is not related with age. It can be stated that every school teacher quest for freedom and time to time assessment of their work irrespective of age.

Table 3: Association between Age and MPS

Age ↓	Motivating Potential Score (MPS)			χ^2 value	Sign.
	Low Motivating Potential	Average Motivating Potential	High Motivating Potential		
20-30	76	1	0	15.764	0.015
31-40	42	1	0		
41-50	21	4	1		
51-60	4	0	0		

Source: Author's own

Table 4: Association of Age with MPS dimensions

	MPS Dimensions	χ^2 value	Sign.
Age	Skill Variety (SV)	62.64	.000
	Task Identity (TI)	91.00	.000
	Task Significance (TS)	67.45	.001
	Autonomy (A)	46.49	.060
	Feedback (F)	37.81	.524

Source: Author's own

Discussion

This study was carried out to find the relationship between motivating potential score of school teachers with demographic variables which included gender, qualification level and age. Motivating potential score consist of five dimensions which includes skill variety, task identity, task significance, autonomy and feedback. Results revealed no

significant association of MPS with gender and education level of school teachers. It means the MPS score does not vary with male or female teacher. Similarly, MPS score also does not vary with level of education of teachers. However, significant association has been found between MPS and age. It can be interpreted that as an employee grows older in age motivating potential score also increases. There can be chances that teachers reach to the positions which they wish with the passage of time, hence, the MPS also increases with higher positions. In addition, there is possibility that teachers also understand their job well as they spent enough time on their job with growing age. It has been found that skill variety, task identity and task significance has significant association with age which means school teachers look for heterogeneity in their job which will enable them to use their diverse skill set. The desire to associate themselves with the job and the feel of worth of their work also increases with age.

These findings generate an implication upon school management and administration to assign the tasks to the senior school teachers in such a way which provides more opportunities for the utilization of their skills. Important school tasks must be given to the senior teachers which may generate a sense of valuable contribution from their end. Also the work must be assigned as per the expertise of the teacher so that one can quickly gel up with the task and do justice with the work. According to the current set of literature the probability of job satisfaction, organizational commitment and work motivation increases by designing the jobs which provides the application of more skill variety, creates high task identity and high task significance.

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