

An Assessment of Job Motivation of School Teachers through Job Diagnostic Survey

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ABSTRACT

Careful and appropriate designing of the parts of a job has an impact on the job holder. Literature supports that it determines the effectiveness of job performance, job satisfaction, work commitment and involvement through motivation towards work. The current study aimed to find out the work motivation of teachers teaching in the schools of Jalandhar region of Punjab by calculating motivating potential score (MPS). It is calculated on the data collected from 200 teachers through job diagnostic survey which covers five dimensions of job characteristics model. MPS is calculated using a standardized formula and thereafter the weighted average score of five dimensions and each item within these dimensions is also calculated. Results show very low motivation on all the five dimensions of motivation model i.e. Job Characteristics Model. Results call for a strong need to relook and redesign the job of school teachers. In addition, the paper also deliberated the significance of results with respect to overall management and administration of the schools.

Keywords: *Intellectual Capital, Organizational Learning Capabilities, Open Innovation, Organizational Effectiveness*

INTRODUCTION

Designing and framing the contents of a job determines the completion of a job successfully. Existing literature in this regard also supports

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that a well designed job is positively associated with job satisfaction, job performance (Garg & Rastogi, 2006), burnout (Fernet, Chanal & Guay, 2017) work motivation and organization commitment (Suman & Srivastava, 2009). Never the less even the meticulously worked job design also helps in managing employee stress by balancing the work load effectively (Smith & Sainfort, 1989). It is claimed that a job which provide high scope for autonomy, variety, task identity and feedback lead to high managerial commitment for organization (Steers & Spencer, 1977). Specifically job satisfaction is affected by the components of the work assigned (Hackman & Oldham, 1980; Loher, Noe, Moeller & Fitzgerald, 1985; Bhuian & Menguc, 2002) and a rigidly defined job has a negative effect on the job satisfaction and employee performance (Pinto de Sa & Moura e Sa, 2010). Augmenting the job of a job holder enables to raise the attitude and behavior (Hackman & Lawler, 1971). Total work outcome is dependent upon characteristics of a job because it has a direct impact on the psychological states of the job holder (Guise, 1988). Overall, motivation of teachers derived from the work is positively associated with job satisfaction (Muhammad, 2015).

With reference to the above discussion it is critical to meticulously design the job. In light of this, job characteristics model (JCM) is a powerful instrument to identify the components of job that can be redesigned in order to enhance the work motivation of the job holder. By using this model the different components of a job can be redesigned in terms of enhancement of meaningfulness of the job, creating onus for work outcomes and familiarity about actual output of assigned work (Lunenber, 2011). JCM model includes five core characteristics of a job i.e. “skill variety, task identity, task significance, autonomy and job feedback”. Overall motivating potential score (MPS) can be calculated of each job holder by using the data on these five variables. MPS score indicates the psychological state of an individual from his own job. This psychological state can be studied under three categories i.e. experienced meaningfulness of job (skill variety, task identity and task significance), feeling of responsibility (autonomy) and knowledge of results (feedback) (Aswathappa, 2017).

LITERATURE REVIEW

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).

It has been tested that the individuals with highly affluent jobs feel more motivated with the management of the institution in comparison to the employees with less affluent jobs (Phlic, Rn & Koskinen, 1995). The characteristics of the tasks within the job is related with internal motivation of an individual (Kumar, Abbas, Ghumro & Zeeshan, 2011). It also mediates the connection between personality and satisfaction (Judge, Bono & Locke, 2000). At the same time the required reforms in the school need to be adopted in the form of instructions, teacher, administration and learning sources (Haruthaithanasan, 2018). Internal motivation of the job holder is responsible for the effective performance of the job. Task variety and task significance also positively affects the employee satisfaction and work motivation (Rousseau, 1977; Thakor & Joshi, 2003). Teachers feel motivated if they are, assigned the work related to their specialized area, given freedom to decide the content of teaching and recognized by the superior (Berg, Bakker & Cate, 2013). In this context another study supported that all the dimensions of job characteristics model had a positive effect on the motivation of an employee and feedback had the most impact out of all the dimensions (Sadeghi, Sharifian, Sagheb, & Shokrpour, 2019). Leadership of school principal also had a positive impact on the work motivation of teachers (Lee & Kuo, 2018). In addition, responsibility and accountability within the job is considered as important determinant of job motivation (Gyan & Shukla, 2017). It is found that at school level job satisfaction level of male teachers and the teachers at the beginning or at the verge of completion of their career were more satisfied from their job than female teachers or the teachers in the mid of their career (Mertler, 2002). It is also correlated with experience of a teacher, age, subject given, gender and the level of assigned responsibilities (Bishay, 1996).

RESEARCH METHODOLOGY

Considering the fact that the development of a nation is dependent upon the education system of the economy (Nagrath & Sidhu, 2017) on one side and on the basis of the discussion highlighting the importance of job designs and the degree of motivation associated with the components of the job on other side it is important to know whether the school teachers feel motivated from their job or not. In the present study job motivation of school teachers of Jalandhar area is worked out by adopting job characteristics model. The study is confined to the teachers of sixteen

private co-educational schools affiliated with The Central Board of Secondary Education (CBSE) in Jalandhar region. In addition, the schools up to senior secondary level are considered for the present study.

Total of 200 school teachers participated in the study. Out of this, 84 (42 per cent) were male teachers and rest 116 (58 per cent) were female teachers. The qualification of 72 (36 per cent) teachers were graduation, whereas, 128 teachers (64 per cent) were post graduate. On the basis of age, 52 per cent of teachers (103) fell in the age group of 20-30 years, 29 per cent (58) were in the age group of 31-40 years, 17 per cent of the teachers (34) were between 41-50 years and few i.e. 5 (2 per cent) were in the age slab of 51-60 years. Further, 128 teachers were married (64 per cent), 48 teachers (24 per cent) were reported as unmarried, whereas, 24 teachers (12 per cent) were single.

Further, the responses from 200 school teachers were collected through convenience sampling method. Standardized questionnaire by Hackman and Oldham i.e. Job Diagnostic Survey (JDS) was used to collect the data from school teachers. It consists of twenty-three items categorized into five dimensions on five-point scale ranges from very descriptive to very non descriptive. Considering the model, motivating potential score of teacher is measured with the help of following equation:

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

After applying the standardized equation 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. Further, the weighted average score of all the dimensions and the items within each dimension is calculated.

DATA ANALYSIS

According to Table 1, overall motivating potential score of school teachers falls in the category of low MPS (MPS = 34.34). It means the different aspects of the job of school teachers do not motivate them with reference to skill variety, task significance, task identity, autonomy and freedom. Weighted average score of all the dimensions of motivating potential score is above 3, which means it is inclined towards non descriptive aspects

of all the dimensions of the job of school teachers. It means teachers don't find the opportunity in their job tasks through which they can use variety of skills, they don't have the complete control on their job, they don't find their work as worth and they are not privileged to outline and prioritize their working methods in order to complete the job. In addition, school teachers viewed that the parts of their job do not provide the proper feedback.

Table 1: MPS Score and its Dimensions

| Motivating Potential Score = 34.34 | |
|---|------------|
| Dimensions of Motivating Potential Score (MPS) ↓ | WAS |
| Skill Variety | 3.22 |
| Task Identity | 3.08 |
| Task Significance | 3.23 |
| Autonomy | 3.19 |
| Feedback | 3.37 |

Source: Primary data

Table 2 presents the weighted average score of all the items under five dimensions of job characteristic model. The statements marked as “*” are negative items which are reverse coded. It is found in a study that overall weighted average score of all the five dimensions is 3 or above 3 which conveys the argument that school teachers feel that their jobs cannot be much explained in terms of diverse skills, integrity with the tasks assigned, importance of the task, self-governance of the job and freedom.

Further, on “skill variety” dimension the score of three of the items (SV1, SV2 and SV4) is 4 or near to 4 which mean that teachers opined these statements as non-descriptive aspects of their job. Whereas, two of the negative items (SV3 and SV5) on skill variety have the score 2 or near to 2. On “task identity” dimension two of the items (TI2 and TI4) have the weighted average score above 4 or near to 4 which means that these items do not describe the job of school teachers. There are two negative items on this dimension (TI2 and TI3) and the mean score of these items is near to 2 which means these statements describes the job of school teachers. Another dimension of MPS is “task significance” and two of the negative items (TS2 and TS3) have the weighted average score near to 2 which means these statements describe the aspects of the job of school teachers. Whereas, the other two statements (TS1 and TS4) have the weighted

average score near to 4 which means these two items are non-descriptive in relation to the job of school teachers. Likewise, two of the items on “autonomy” dimension (AT1 and AT4) have the weighed score more than 4 or near to four. It is being reinforced by two other statements (AT2 and AT3) which are negative statements and having the mean score just little more than 2. Four of the items on “feedback” dimension have the weighted average score near to 4, whereas, two of the items are negative which are reverse coded having the mean score near to 2.

Table 2: Weighted Average Score of Items on MPS Dimensions

| Sr. No. | Items on skill Variety ↓ | WAS | Overall WAS |
|---------|---|------|-------------|
| SV1 | I have a chance to do a number of different tasks, using a wide variety of different skills and talents. | 4.08 | 3.22 |
| SV2 | I get to use a number of complex skills on this job | 3.91 | |
| *SV3 | The job is quite simple and repetitive | 2.05 | |
| SV4 | My job involves doing a number of different tasks | 3.94 | |
| *SV5 | The demands of my job are highly routine and predictable | 2.1 | |
| Sr. No. | Items on Task Identity ↓ | WAS | |
| TI1 | I do a complete task from start to finish. The results of my efforts are clearly visible and identifiable | 4.11 | 3.08 |
| TI2* | I make insignificant contributions to the final service | 2.15 | |
| TI3* | The demands of my job are highly routine and predictable | 2.27 | |
| TI4 | My job provides me with the chance to finish completely any work I start | 3.76 | |
| Sr. No. | Items on Task Significance ↓ | WAS | |
| TS1 | What I do affects the well-being of other people in very important ways | 3.91 | 3.23 |
| TS2* | What I do is of little consequence to anyone else | 2.41 | |
| TS3* | My job is not very important for the school’s survival | 2.75 | |
| TS4 | Many persons are affected by the job I do | 3.85 | |

| Sr. No. | Items on Autonomy ↓ | WAS | |
|---------|---|------|------|
| AT1 | I have almost complete responsibility for deciding how and when the work is to be done | 4.51 | 3.19 |
| AT2* | I have very little freedom in deciding how the work is to be done | 2.21 | |
| AT3* | My job does not allow me an opportunity to use discretion or participate in decision making | 2.27 | |
| AT4 | My job gives me considerable freedom in doing the work | 3.77 | |
| Sr. No. | Items on Feedback ↓ | WAS | |
| F1 | My senior provides me with constant feedback about how I am doing | 3.9 | 3.37 |
| F2 | The work itself provides me with information about how well I am doing | 3.95 | |
| F3 | Just doing the work provides me with opportunities to figure out how well I am doing | 3.95 | |
| F4* | My seniors or coworkers rarely give me feedback on how well I am doing the job | 2.35 | |
| F5 | Higher Authorities let us know how well they think we are doing | 3.93 | |
| F6* | My job provides few clues about whether I'm performing adequately | 2.17 | |

Source: Primary data; Note: * Means negative statements

DISCUSSION

Core job dimensions of job characteristics model have a direct and indirect impact on both personal level and work level outcomes (Renn & Vandenberg, 1995). Data on these dimensions shows that school teachers do not feel enriched with all the five components of their job related to diversity in their job, recognition with the work, degree of importance attached with the assigned tasks, opportunities of self-governance and level of freedom.

Teachers feel that they don't find enough chances to do task which demands application of variety of different and complex skills. They also

stated that their job include the tasks as more repetitive, routine based and simple. It is interpreted that the job of teachers does not provide the opportunity to do all the activities of their job from start to end. It may lead to a situation in which they cannot completely associate themselves with the outcomes of their job. It might be because of the fact that teachers are assigned with same subjects and activities repetitively without any rotation. They feel that their contribution is not significant or important for the delivery of final service to the students. Teachers feel that their work does not have much effect on anyone else and they don't feel their work as valuable on which the survival of the school depends. They don't feel that the work carried out by them has any connection with the well-being of any other person in the school or their work has an impact on the working of anyone else. The reason could be non-recognition of teacher's efforts at individual as well team level because of which they found their contribution as insignificant to the school. The school authority might be treating the work assigned to the teacher as a responsibility of a teacher without making the distinction between the level of efforts put up by the teacher's which may demotivate them for consistent good performance. In addition, teachers strongly sense lack of autonomy to adopt their working style and ways of performing the activities of their job. School teachers lack the platform where they can decide their methods of performing and completing their job. The teachers working in privately managed and controlled schools may feel job insecurity and rarely try new methods in academic and non-academic activities. Work overload may also create time pressure to meet with the deadlines which leaves very less space to try some new methodology with the students. Data on feedback dimension reflects that teachers keep the viewpoint that they don't get regular feedback from their seniors or higher authorities and not even the components of the job provide the opportunity to get intermittent feedbacks. It might be because of the reason that the work is not assigned on the basis of their competence and also private schools might not be following any standard feedback mechanism. In addition, there could be other reasons responsible for low motivation among private school teachers in the form of negotiable based salaries, excessive paper work, no say of teachers in formulating school policy, performance pressure from school administration and inclination towards educational trends in which schools have been excessively commercialized like a five star resorts.

On the basis of these findings the full potential of the school teachers might not be explored if they find their job as not so significant and

meaningless. Even the creativity in terms of experimenting with new teaching methods, planning and scheduling their class activities by their own also remain hidden if they are to adopt the conventional and directed methods of teaching. Lack of opportunities of frequent feedbacks may sometimes lead to incorrect learning and application of it for a longer period of time by giving no chance for timely correction.

IMPLICATIONS OF THE STUDY

In relation to the findings of the study, it is found that job involvement has a significant relationship with the characteristics of a job (Lawler & Hall, 1970). It means that a teacher can be physically and intellectually be involved in the work if one finds it well designed and enriched. In order to achieve this, it is found that the teachers who work in teams reflected higher level of skill variety implementation, professional commitment, peer helpfulness (task significance), knowledge of students (feedback) than the teachers who work individually (Pounder, 1999). The school administration should assign some of the team based tasks to teachers in order to generate the sense of interdependence among each other. It is highlighted that there is a need to redesign the jobs in the direction of team oriented allocation of work rather than individual and to reconsider the activities within jobs with the changing work contexts (Oldham & Hackman, 2010). Empowerment at workplace in terms of competence, meaningfulness of work, autonomy is the significant determinant of job characteristics and intrinsic motivation of workforce (Gagne, Senecal & Koestner, 1997). The state should redesign the jobs of school teachers in which enough space should be given to them to choose the working methods and plan activities of students by their own. Competence based work should be assigned by the head of the school by identifying the competencies possessed by the different teachers. It is strongly recommended that there is a need to redesign the jobs of school teachers in the direction which may sense more meaningfulness, freedom, interdependence and frequent feedbacks to the teachers.

CONCLUSION AND SCOPE OF FUTURE RESEARCH

The study assessed the motivation level of school teachers working in CBSE affiliated schools of Jalandhar city with the use of job diagnostic

survey. The results of the study reflected that the teachers are not motivated with any of the dimension of their work considered under the model. As discussed above, the literature supports that teacher can only do justice with the work if one feels motivated with the content of their work. In addition, literature strongly implicates the relationship of job motivation with job satisfaction, performance, commitment and attitude towards job. The teachers are considered as the builders of the society because they are responsible for shaping and directing the youth of the country. A serious attempt is required to reframe and restructure the jobs of school teachers in a way so that they feel independent and empowered while selecting their own teaching patterns, generates sense of belongingness with their work, their contribution as worth towards the development of students as well as school, get chance to use their competencies. In this direction, teachers should be given team based assignments with their regular teaching, given authority so that they can have an adequate control on their assigned tasks, be recognized and rewarded for their significant contribution in the school. There is a need to develop formal intermittent feedback mechanisms so that teachers must be well aware in time about their performance and can improve in any lagging area if required. There is a need to relook and change the school curriculum in a way so that teachers can get the chances to use their diverse skill set. Regulatory bodies at state and national level, affiliating boards, school management need to consider and rethink about the issues discussed in the study and make the necessary changes in the desired direction.

This study is confined to the school teachers of Jalandhar city only. Similar kind of study following the same design and methodology can be undertaken in other cities of Punjab, on school teachers working in schools affiliated with different boards and further comparisons can also be made. Job motivation of teachers of higher education institutions can also be the scope of further research.

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