

## **Association between Work Motivation and Job Satisfaction of College Teachers**

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### **Abstract**

*Colleges should motivate the teachers for their job satisfaction in order to enhance the performance of the organizations. This paper examines the association between work motivation and job satisfaction of teachers. With convenient sampling technique, only 112 responses are usable out of 150 questionnaires distribution to the teachers of university constituent, affiliated and plus two campuses/ colleges in Kathmandu valley. Using descriptive statistics and correlation analysis, the study analyses the work motivation and job satisfaction of the teachers. The study concludes that there is a positive association between work motivation and job satisfaction of teachers.*

### **Background**

Work motivation and job satisfaction are very essential in the lives of teachers because they form the fundamental reason for working in life. Almost teachers work in order to satisfy their needs in life. Job satisfaction in this context is the ability of the teaching job to meet teachers' needs and improve their job/teaching performance.

Motivation is a basic psychological process. Motivational factors show the competitiveness in the organization naturally along with perception, personality, attitudes, and learning, motivation is an important element of behaviour (Miner, Ebrahimi, & Wachtel, 1995). Colvin (1998) shows that financial incentives will get people to do more of what they are doing.

Motivation is not the only explanation of behaviour but also interacts and acts in conjunction with other cognitive processes. Motivating is the

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management process of influencing behaviour based on the knowledge of what make people tick (Luthans, 1998). Miner, Ebrahimi and Watchel (1995) stated that in a system sense, motivation consists of three interacting and interdependent elements (i.e., needs, drives, and incentives).

Job satisfaction formulates the employee more considerate and concerned for the organization (Saleem, Mahmood, & Mahmood, 2010). Mitchell and Lasan (1987) described that job satisfaction is the most important and frequently studied attitude in the field of organizational behaviour. Job satisfaction is so important in that its absence often leads to lethargy and reduced organizational commitment (Moser, 1997). Lack of job satisfaction is a predictor of quitting a job (Alexander, Lichtenstein, & Hellmann, 1998; Jamal, 1997).

Sometimes workers may quit from public to the private sector and vice versa. At the other times the movement is from one profession to another that is considered a greener pasture. This later is common in countries grappling with dwindling economy and its concomitant such as poor conditions of service and late payment of salaries (Nwagwu, 1997).

Job satisfaction might be motivated by the nature of the job which is pervasive and peculiar. Working conditions that are similar to local and international standard (Oshagbemi, 2000), and extent to which they resemble work conditions of other professions in the locality. Other inclusions are the availability of power and status, pay satisfaction, promotion opportunities, and task clarity (Bolarin, 1993; Gemen-xhenandez, Max, Kosier, Paradiso, & Robinson, 1997).

Quratul-Ain (2012) examined the impact of employees' motivation on organizational effectiveness. The study found that empowerment and employee recognition for enhancing motivation leads to organizational effectiveness. The well designed rules, policies and structures of organizations give space to the employees to work well and appreciate them on their tasks fulfilment and achievements. This will surely lead to organizational growth.

Golshan, Kaswuri, Aghashahi, Amin and Wan Ismail (2011) analysed the effects of motivational factors on job satisfaction. It was found that employees' motivators are related significantly to their intrinsic job satisfaction. However, employees' hygiene factors are not significantly related to extrinsic job satisfaction.

Teck-Hong and Waheed (2011) examined what motivates employees in the retail industry, and examines their level of job satisfaction, using Herzberg's

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hygiene factors and motivators. The results show hygiene factors were the dominant motivators of sales personnel job satisfaction. Working conditions were the most significant in motivating sales personnel. The main implication of this study is that sales personnel who value money highly are satisfied with their salary and job when they receive a raise. Furnham and Eracleous (2009) depicted that an individual is satisfied with his/her work directly depends on the presence of some motivational factors such as pay, bonus, perks, and other circumstances that motivate him/her.

Chatzoglou, Vraimaki, Komsiou, Polychrou and Diamantidis (2011) analysed the factors affecting Accountants' job satisfaction and turnover intentions. The study resulted that the specific action from accounting office/department managers to improve working conditions and strengthen employees commitment in order to enhance their performance and weaken their turnover intention.

Luthans (1998) asserted that motivation is the process that arouses, energizes, directs, and sustains behaviour and performance. It is the process of stimulating people to action and to achieve a desired task. One way of stimulating people is to employ effective motivation, which makes workers more satisfied with and committed to their jobs. Money is not the only motivator. There are other incentives which can also serve as motivators. Attitude has direct impact on job satisfaction. The key to understanding the process of motivation lies in the meaning of, and relationship among, needs, drives, and incentives.

Brown and Shepherd (1997) examined the characteristics of the work of teacher-librarians in four major categories: knowledge base, technical skills, values, and beliefs. It was found that they will succeed in meeting this challenge only if they are motivated by deeply-held values and beliefs regarding the development of a shared vision. Motivation improves workers' performance and satisfaction.

Silverthorne (1996) investigated motivation and managerial styles in the private and public sector. The results indicated that there is a little difference between the motivational needs of public and private sector employees, managers, and non-managers.

Vinokur, Jayarantne and Chess (1994) examined agency-influenced work and employment conditions, and assessed their impact on social workers' job satisfaction. Some motivational issues were salary, fringe benefits, job

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security, physical surroundings, and safety. Certain environmental and motivational factors are predictors of job satisfaction.

The above studies are related to motivation and job satisfaction of employees working at different organizations except educational institutions. The studies has not covered association between work motivation and job satisfaction of university constituent, affiliated and plus two campus/ college teachers in the Nepalese context. This study is an attempt towards fulfilling this lacking to some extent.

### **Issues**

There has been a lot of study in the area of Motivation and Job Satisfaction still it remains unexplored to some extent and yet a general understanding has not been developed when it comes to studies conducted at different times and in different work environment. One of the greatest challenges that university campuses and plus two colleges face today is how to manage work force of the teachers who are dissatisfied with working environment. Therefore, it has become an important area of research about how to improve performance of campuses/colleges. Moreover, it has been observed many times that teachers who are satisfied with their jobs are still not good performers. This may be because of their lack of motivation and commitment for the organization. This point of view emphasizes the importance of the study of Motivation and its relationship to Job Satisfaction.

Ministry of Education (Nepal Government) and the Teachers' Union of different universities are in a constant argument over improvements in working conditions, securities and other benefits of teachers. As Nepal's economy is not properly balanced; the government has not fulfilled the teachers' demand.

With this background, the present study is a humble endeavour towards exploring the dynamic relationship between the two very important organizational variables (i.e., Work Motivation and Job Satisfaction) of university and plus two teachers in Nepal.

The following research question has been set for this study:

Is there any association between work motivation and the job satisfaction of teachers?

### **Objective**

The specific objective of the study is to evaluate the work motivation and the job satisfaction of the teachers with their jobs as well as to analyse the association between work motivation and job satisfaction of them.

### **Methods**

This study is descriptive and analytical. This study is based on primary data. The primary data are obtained through questionnaires administered to the teachers of university constituent, affiliated as well as plus two campuses/ colleges in Kathmandu valley and also informal interviews were obtained.

### ***Sampling technique***

Convenient sampling technique has been used in this study. Direct responses of the respondents have been taken. One hundred and fifty, 150 questionnaires were distributed to the respondents in different campuses or colleges of Kathmandu valley but only 112 responses have been successfully obtained. It is approximately 75 percent success rate in this study. The 65 percent, 13 percent, and 21 percent of responses have been taken from Public, Community, and Private Campuses/ Colleges respectively. Similarly, 84 percent of the respondents were male and 16 percent of the respondents are female. Majority of the respondents were Lecturers which covered 40 percent. Majority of respondents were 30 to 40 years old, accounting for 39 percent. Likewise, majority of respondents had qualification of post graduate (i.e., 79 percent). Lastly, majority of respondents taken from the experience group was 10 to 15 years which covered 27 percent of responses.

A five point Likert-based scales was constituted for question-answer to the respondents. To test the reliability of answers of the questionnaires, reliability analysis is used in the study. Cronbach's alpha ( $\alpha$ ) is a measure of reliability that is most widely used (George & Mallery, 2009). They described a rule of thumb that  $\alpha > 0.9$  – excellent,  $\alpha > 0.8$  – good,  $\alpha > 0.7$  – acceptable,  $\alpha > 0.6$  – questionable,  $\alpha > 0.5$  – poor, and  $\alpha < 0.5$  – unacceptable.

All factors of two variables (i.e., work motivation and job satisfaction) have been tested (i.e., reliability analysis) using SPSS 13.

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The study uses mean, standard deviations, standard error, correlation analysis and t-test to examine the relationship between of work motivation and the job satisfaction of the teachers.

The research hypothesis has been set as follows:

**Null Hypothesis (H<sub>0</sub>):** There is no significant association between work motivation and job satisfaction of teachers.

**Alternative Hypothesis (H<sub>1</sub>):** There is a positive significant association between work motivation and job satisfaction of teachers.

#### **Limitations**

This study is only based on primary data. It covers only university constituent, affiliated and plus two campuses/ colleges teachers in Kathmandu valley.

In case of analytical tools, the study has used only reliability test, arithmetic mean, standard deviation, correlation analysis and t-test to examine the relationship between of work motivation and the job satisfaction of the teachers. The study results could have some limitations due to the limited analytical tools used.

Similarly, the study also suffers from the limitation of covering only university and plus two colleges ignoring others schools and different organizations.

#### **Results and discussion**

In the Likert scale, the values 1, 2, 3, 4, and 5 are taken as 'Strongly disagree', 'Disagree', 'Neutral', 'Agree', and 'Strongly agree' respectively. The value 3 is neutral. This means that the mean score of value 3 indicates no effect of variable. The mean score more than 3 means a positive effect of the variable. But the mean score less than 3 means a negative effect of the variable.

#### **Reliability test**

As primary data in the survey, the reliabilities of work motivation and job satisfaction of teachers are tested with twelve scale items each separately. The variables and their values of Cronbach's alpha are given in Table 1.

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Table 1: Reliability statistics

<b>Variables</b>	<b>Cronbach's Alpha (<math>\alpha</math>)</b>	
Work Motivation	0.805	> 0.8
Job Satisfaction	0.833	> 0.8

Source: Survey 2012

According to George and Mallery (2009), the Cronbach's alpha value of work motivation and job satisfaction are 0.805 and 0.833 respectively. The result shows that the reliabilities of these variables are good.

**Teachers' work motivation**

Table 2 shows the descriptive analysis of teachers' work motivation factors. It revealed the significance of work motivation factors on teachers' perception. Among the 12 work motivation factors, p-values of all factors except "Job security condition" and "Pay scale and fringe benefits" are 0.000 (i.e., 0.000 < 0.01) which are significant at 1 percent level of significance. The mean score of "Job is life and not to fail" is 4.339 (i.e., 4.339 > 3) which is the highest and ranked first. This means that the teachers are highly motivated with job life and do not want to fail. The mean score of "Make a lot of money" is 2.036 (i.e., 2.036 < 3) which is the lowest and ranked last. It indicates that the teachers are de-motivated with that factor. The mean score of "Job security condition" and "Pay scale and fringe benefits" are 3.125 and 2.866 respectively which are not significant. This means that these factors do not affect the teachers' work motivation.

Table 2: Motivational factors of teachers

<b>Scale Items</b>	<b>Mean</b>	<b>S.D.</b>	<b>S.E.</b>	<b>t-value</b>	<b>p-value</b>	<b>Rank</b>
Job is life and not to fail	4.339	0.916	0.087	15.476	0.000	1
Reputation	4.170	0.879	0.083	14.081	0.000	2
Best to be a winner	3.938	0.952	0.090	10.424	0.000	3
Educational development	3.911	0.991	0.094	9.721	0.000	4
Creative and new challenges	3.884	0.888	0.084	10.537	0.000	5
Pleasure for the moment	3.768	0.816	0.077	9.955	0.000	6
Personal values	3.750	0.895	0.085	8.864	0.000	7
Career plans	3.589	1.000	0.095	6.233	0.000	8
Standard of living	3.393	0.971	0.092	4.281	0.000	9
Job security condition	3.125*	1.309	0.124	1.010	0.314	10
Pay scale and fringe benefits	2.866*	1.219	0.115	-1.163	0.248	11
Make a lot of money	2.036	0.958	0.091	-10.653	0.000	12

(\*) indicates that p-value is not significant at 10 percent level of significance.

Source: Survey 2012

**Teachers' job satisfaction**

Table 3 shows the descriptive analysis of teachers' job satisfaction factors. It reveals the significance of job satisfaction factors on teachers' perception. Since, p-values of all job satisfaction factors are less than 0.05, the mean scores of all factors are significant at 5 percent level of significance. The mean score of "Positive attitude" is 4.080 ( $4.080 > 3$ ) which is the highest and ranked first. This means that the teachers are highly satisfied with that factor. The mean score of "Receive pay scale" is 2.634 (i.e.,  $2.634 < 3$ ) which is the lowest and ranked last. It indicates that the teachers are dissatisfied with that factor.

Table 3: Factors of teachers' job satisfaction

Scale Items	Mean	S.D.	S.E.	t-value	p-value	Rank
Positive attitude	4.080	0.773	0.073	14.796	0.000	1
Helpful and cooperative fellows	3.982	0.782	0.074	13.283	0.000	2
Enjoyment	3.902	0.838	0.079	11.391	0.000	3
Job Continuity	3.804	0.985	0.093	8.634	0.000	4
Opportunity to interact	3.795	0.892	0.084	9.430	0.000	5
Meeting with others	3.732	0.890	0.084	8.704	0.000	6
Freedom	3.723	0.951	0.090	8.047	0.000	7
Different activities of job	3.509	0.880	0.083	6.119	0.000	8
Opportunity to complete task	3.473	0.920	0.087	5.444	0.000	9
Performance Information from superior	3.304	1.012	0.096	3.175	0.002	10
Well management	3.205	1.032	0.098	2.105	0.038	11
Receive pay scale	2.634	1.115	0.105	-3.475	0.001	12

Source: Survey 2012

**Work motivation and job satisfaction of teachers**

As shown in Table 4, the mean score of work motivation and job satisfaction of teachers are 3.564 (i.e.,  $3.564 > 3$ ) and 3.595 (i.e.,  $3.595 > 3$ ) respectively. The p-values of them are 0.000 (i.e.  $0.000 < 0.01$ ) each which are significant at 1 percent level of significance. This means that teachers are motivated with their work and also satisfied with their job.

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Table 4: Teachers' perception on work motivation and job satisfaction

Variables	Mean	S.D.	S.E.	t-value	p-value	Minimum	Maximum
Work Motivation	3.564	0.559	0.053	10.672	0.000	1	4.917
Job Satisfaction	3.595	0.551	0.052	11.436	0.000	1	4.667

Source: Survey 2012

**Correlation analysis**

As per Table 5, the correlation coefficient of work motivation with job satisfaction is 0.733. This result indicates that work motivation and job satisfaction variables are highly positive correlated.

Table 5: Correlation analysis between work motivation and job satisfaction

Job Satisfaction	Pearson Correlation	Work Motivation
		0.733**
	Sig. (2-tailed)	0.000
	N	112

\*\* Correlation is significant at the 0.01 level (2-tailed).

Source: Survey 2012

**Test of hypothesis**

Since p-value of correlation coefficient is 0.000 (i.e.,  $0.000 < 0.01$ ), the correlation coefficient is statistically significant at 1 percent level of significance. As such, the null hypothesis is rejected and hence alternative hypothesis is accepted. Also, the value of correlation coefficient is in positive sign. This suggests that there is a positive association between work motivation and job satisfaction

**Conclusion**

The teachers are de-motivated with making a lot of money but they are dissatisfied with their pay scale. From the overall analysis, however, the teachers are motivated with their work and also they are satisfied with their job. There is a positive association between work motivation and job satisfaction of teachers. In conclusion, teachers' work motivation and job satisfaction are highly positive correlated. This indicates that the administration must increase the scale of salary according to the market price of other commodities to motivate the teachers in their teaching. In order to encourage them, the administration can launch different programmes to prize teachers.

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