

Job Satisfaction Among Senior Secondary School Teachers with Their Motivational Climate

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Teachers' job satisfaction is qualitative in nature which mainly includes motivational school environment, time period of service, personal and professional growth of teachers, financial status of the teacher, teaching style, interesting and motivational (intrinsic and extrinsic) relationship between teachers and students' attitude towards in teaching process. A motivational climate in the educational organization increases the performance and productivity of the teachers. The present objective of this study is to understand a study of job satisfaction among senior secondary school teachers in relation to their motivational climate. In this study, the investigator used the Job Satisfaction Scale by Singh and Sharma and the Motivational Climate Scale (MCS) by Dhar and Dhar. A representative of 125 samples (male and female) of senior secondary school teachers (Ludhiana). Finding of the study after analysis and interpretation of data, the investigator conclude that, there is a significant relationship between job satisfaction and motivational climate among senior secondary school teachers.

Keywords: - Job satisfaction, Motivational climate, Senior secondary school teachers

Well-adjusted and satisfied teachers can contribute a lot of wellbeing of his/her learners. A dissatisfied teacher can become more irritate and make unhealthy environment or tension that affect negative influence on the learner performance and also affect their academic growth. According to Anderson (1998) an affective teacher is one who focus on the students learning progress and having favourable attitude towards his/her teaching profession. A good teacher not only show right path of their students but also prepare them as a good human resource for further development of nation. It is also noted that effectiveness of the teaching is chief depends upon various variables like as motivation, job satisfaction, positive attitude towards teaching, and teaching aptitude qualities, knowledge, interest, to understand the responsibility and

dedication (loyalty) of the teaching profession etc.

Job satisfaction of the school teacher is main considered as an essential factor that affect the improvement of education system. Satisfaction is a psychologically phenomenon that highlight an individual is satisfied with their job and also show their positive attitude towards work/job. Teaching with high level jobs satisfaction perform well in their jobs. Similarly, teachers with low levels of satisfaction not perform well in their jobs. So, we can say that dissatisfied teacher has lack of concern about students learning performance that type of attitude also affect educational quality of the education institution. According to Destefano (2002) teachers job satisfaction play the significant role development in the human resource (students) and promote various perspectives

as it may enable educational institution to growth and principles to improve with retention rates. Teachers job satisfaction is the strongest factor that affect overall life satisfaction of the teachers. According to Eyopoglu and Sancer (2009) job satisfaction main impact on psychologically and physically wellbeing of the teachers. Teachers' jobs satisfaction refers to specific type of positive feeling and attitude of the teaching in educational context. In other words, teachers job satisfaction is qualitative in nature which main include motivational school environment, time period of service, personal and professional growth of teachers, financial status of the teacher, teaching style, interesting and motivational (intrinsic and extrinsic) relationship between teachers and students' attitude towards in teaching process.

Motivational climate the success of any educational organisation main depends upon motivation among teaching staff. Motivational climate main influence of the teachers to wellbeing adjusted in their school climate and dedication in performance of their responsibility. A teacher job performance mainly depends upon the level of interaction between ability and motivation.

Job performance = Ability * motivation

Motivational climate gives the empowerment of the teachers that plays significant role in educational organisation. Motivation helps the teachers to teach their students according to their needs and demand of the society. Positive motivational climate creates the opportunity to understand the behaviour of the teachers. Motivational climate in the educational organisation increases the performance and productivity of the teachers. According to Dhar and Dhar (2001) motivation is never ending and complex in nature that affect individual performance and efficiency in organisation. The importance of motivational climate in

educational organisation includes many factors like security, adequate salary, monetary and non-monetary benefits, participation, challenging work etc., and positive environment is very helpful for the teachers to perform their responsibility in well manner. Teacher's Job satisfaction and motivational climate are major factors in education organisation that improve the teacher's performance/productivity and also increase the quality of learning.

The more we know about the relationship between job satisfaction and motivational climate the more we can do to ensure that senior secondary school teachers perform best in their teaching field from the review of related literature Bakotia (2015), Shoshani and Eldor (2016), Crisci A., et al., (2018), Zakariya, Bjørkestø and Nilsen (2020), Khan (2021), Ortan, Simut and Simut (2021), found positive correlation between job satisfaction and motivational climate. But studies like Skaalvik and Skaalvik (2017), Kapa and Gimbert (2018), Rasheed et al. (2016), Appova and Arbaugh (2018), Hamid, Ahmed and Rashid (2020) show contrary results which states negative correlation between job satisfaction and motivational climate. Given the multitude of studies of job satisfaction, an exhaustive account of motivation and job satisfaction theories would be impractical. As some studies shows positive relationship and some studies shows negative relationship so the investigator conduct the relationship between job satisfaction and motivation climate. So, the proposed study seems to justify as well as their limitations as seen from a variety of points of view.

Therefore, based upon literature review, this study adopts the following definition: To summarize, the literature indicates that job satisfaction and motivational climate has a potentially significant impact on teachers' retention, performance and wellbeing, physical and mental. Accordingly, educational

authorities should understand what satisfies teachers and how they can increase teachers' job satisfaction and motivational climate in school that effect their performance, which the present study attempts to investigate among secondary school teachers.

Operational definition

Job satisfaction Scale: According to Singh and Sharma (1999) Job satisfaction is generally accepted psychological aspect of functioning in any type of profession that affect individual satisfaction regarding to the favourable jobs/work with job related extrinsic and intrinsic factors.

Motivational Climate Scale (MCS): According to Dhar and Dhar (2001) Motivational climate is an important factor which influences the behaviour of the teacher, educators and other school staff work together effectively which main include factors of namely concern for teachers, optimum use of abilities/efficiency, opportunity to command and proper direction, stimulating work, cordial interpersonal relations with teachers and students.

Emergence of the study

The most relevance this study, job satisfaction and motivational climate among senior secondary school teachers that play the significant role in long-term growth of educational system. Job satisfaction and motivation/dedication towards the work are intimately related to each other. In the absence of the motivational climate teachers will be never satisfied to their work/performance. An effective educational organisation will make sure that there is a spirit of cooperation, coordination, sense of commitment and understanding among teaching staff that create the healthy environment and develop positive attitude among teachers. Motivational climate in

educational institution plays essential role to improve the quality of education which main include relationship between teacher and students and also create link between teaching motivation towards student performance and improvement of institution work (like decision making, policies). Effective motivational climate in the organisation and job satisfaction are measure and important factor in contributing the quality education and also responsible to develop new strategy/ methods of teaching skills among teachers because fully satisfied teachers feel more motivated towards their teaching profession that play the significant role in the growth and development of the students learning process.

Objectives

1. To study the job satisfaction among senior secondary school teachers.
2. To study the motivational climate among senior secondary school teachers.
3. To find out the relationship between job satisfaction and motivational climate among senior secondary school teachers.

Hypotheses

1. There exists no significant difference in mean score of job satisfaction among senior secondary school teachers.
2. There exists no significant difference in mean score of motivational climates among senior secondary school teachers.
3. There exists no significant relationship between job satisfaction and motivational climate among senior secondary school teachers.

Method

Sample

In this study, an investigator took 125 samples of senior secondary school teachers (63 female and 62 male) of district Ludhiana district only near-by-government school.

Tools

1. Job Satisfaction Scale by Singh and Sharma (1999).
2. Motivational Climate Scale (MCS) by Dhar and Dhar (2001).

Results

Table 1. Mean, Median, Mode, and standard deviation used for descriptive analysis.

Variable	Mean	Median	Mode	S.D.
Job Satisfaction	74.92	75.96	78.04	17.73
Motivational Climate	99.24	98.93	98.33	13.28

The variables of job satisfaction and Motivational Climate among senior secondary school teachers' distribution taken as normal.

Null hypothesis 1

There is no significant difference in mean Scores of job satisfaction among senior secondary school teachers.

Table 1.2 Significant difference in mean Scores of job satisfaction among senior secondary school teachers (62 male and 63 female).

Variable		N	Mean	S. D	Variance	D	t-test	Level of Significant
Job Satisfaction	Male	62	75.16	16.89	285.45	0.48	0.15	Non-Significant
	Female	63	74.68	18.51	342.75			

Table 1 revealed that the mean scores of job satisfaction among senior secondary school teachers (62 males and 63 female) as 75.16 and 74.68 respectively and their standard deviation as 16.89 and 18.51 respectively. The t-test 0.15 with $d_f=123$ which is significant at 0.05 level of confidence. This revealed that a no significant difference of mean scores of job satisfaction among senior secondary school teachers.

Therefore, hypothesis 1, stating that there is no significant difference in mean Scores

Table 2 Significant difference in mean Scores of motivational climate among senior secondary school teachers (62 male and 63 female).

Variable		N	Mean	S. D	Variance	D	t-test	Level of Significant
Motivational Climate	M	62	99.35	13.15	172.92	0.23	0.095	Non-Significant
	F	63	99.12	13.04	170.04			

Table 2 revealed that the mean scores of motivational climate among senior secondary school teachers (62 males and 63 female) as 99.35 and 99.12 respectively and their standard

of job satisfaction among senior secondary school teachers stand accepted.

As mean scores of job satisfaction male are higher than female, it may be concluded that senior secondary school teachers 's job satisfaction male is higher than female.

Null hypothesis 2

There is no significant difference in mean score of motivational climate among senior secondary school teachers.

deviation as 13.15 and 13.04 respectively. The t-test 0.095 with $d_f=123$ which is significant at 0.05 level of confidence. This revealed that a no significant difference of mean scores of motivational climate among senior secondary school teachers.

Therefore, hypothesis 2, stating that there is no significant difference in mean Scores of motivational climates among senior secondary school teachers stand accepted.

As mean scores of motivational climate male are higher than female, it may be concluded that senior secondary school teachers 's motivational climate male is higher than female.

Null hypothesis 3

There is no significant relationship between job satisfaction and motivational climate among senior secondary school teachers.

Table 3. Coefficient of Correlation 'r' between job satisfaction and motivational climate among senior secondary school teachers.

Variable	N	'r'	Level of Significant
Job Satisfaction	125	0.40	Significant
and Motivational	62- male	0.92	Significant
climate	63- female	0.38	Significant

Table 3 reveals that correlation between job satisfaction and motivational climate among senior secondary school teachers is 0.40 which is significant at 0.05 level of significance. This value shows that there is positive significant relation between job satisfaction and motivational climate among senior secondary school teachers (male and female). This table also reveals that correlation between job satisfaction and motivational climate among senior secondary school male teachers is 0.92 which is significant at 0.05 level of significance. This value shows that there is positive relation between job satisfaction and motivational

climate among senior secondary school male teachers and also the table represent that correlation between job satisfaction and motivational climate among senior secondary school female teachers is 0.38 which is significant at 0.05 level of significance. This value shows that there is positive relation between job satisfaction and motivational climate among senior secondary school female teachers.

Thus hypothesis H3 Which states that "there is no significant relationship between job satisfaction and motivational climate among senior secondary school teachers stands rejected." The above result seems justified because the review of related literature literature Bakotia (2015), Shoshani and Eldor (2016), Crisci A., et al., (2018), Zakariya, Bjørkestø and Nilsen (2020), Khan (2021), Ortan, Simut and Simut (2021),) found positive correlation between job satisfaction and motivational climate.

Discussion

In the descriptive analysis, the results have been analysed and interpreted in the light of mean, median, mode, standard deviation.

In the Inferential analysis or Correlational analysis, the results have been analysed and interpreted in the light of t-test and calculation of correlation coefficient 'r'.

- There is no significant difference found between mean Scores of job satisfaction among senior secondary school teachers.
- There is no significant difference found between mean Scores of motivational climates among senior secondary school teachers.
- Coefficient of correlation 'r' between job satisfaction and motivational climate among senior secondary school teachers (male and female) show

positive and significant relationship at 0.05 level.

The finding of the study is the role of motivational climate in school organisation has high impact of job satisfaction among teaching staff. Both play the significant role to enhance the teaching learning process and also effect the positive change in the field of professional life of senior secondary school teachers and their professional growth/ identity. Motivational climate in the school organisation is like a key factor of proper development of balance personality of school teachers. A teacher job satisfaction mainly related to their personal and professional values and their adjustment of various circumstances in the educational organisation. Motivational climate in organisation provides the empowerment of the school teachers that play the significant role in the formation of the positive attitude, values, and communication skills and also impact the outcome of students learning.

Suggestions for Further Research

The school background of teachers such as nature of school, type of management, type of syllabus, three language formula of study and major subjects can be considered for further study. This study can be conducted at national level and international level.

This study can be extended to a larger sample size. The similar study can be tried in a huge sample with various geographic location, population and religion. This research can act as a foundation in the planning of professional development programmes for school teachers, college teachers and teacher educators; as professional identity is the first step of the professional development. It will improve their self - image and motivate them further to improve it.

The current study may be expanded with other suitably related variables

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