

A Study of the Impact of Motivation and Job Satisfaction on the Private School Teachers Performance and Commitment

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ABSTRACT- Psychology has, essentially, benefited people because it can explain why people behave the way they do. A psychologist with this level of professional insight can help people improve their decision-making, stress management, and behavior by understanding past behavior to better predict future behavior. All of this can lead to a more successful career, better relationships, increased self-confidence, and overall improved communication. Psychology's scope was once limited to people's mental health. Psychology is used to help mentally stressed people who had been through traumatic experiences. Present research is based upon a survey for the impact of motivation and job satisfaction upon the organization commitment and performance of teachers in private school.

KEYWORDS- Job Satisfaction, Employees' Performance, Motivation, Organizational Commitment

I. INTRODUCTION

Understanding the cause of job satisfaction and motivation of people has been always a key question for managers. Several researchers of psychology have tried to explore the issue. The concept of motivation can be traced back to the times of Socrates, Plato, and Aristotle. Plato believed in a structured hierarchy that included dietary components, emotional components, and rational components. For more than two centuries, Aristotle maintained the spiritual hierarchy. However, he implemented reforms that contradicted his original beliefs. He believed that dietary and emotional components are important to the body and are part of the motivation concept. They can prepare sensors for things like growth, physical comfort (food), and sensory experiences like pain and pleasure (emotional). These two components formed the foundation of irrational motivation force. The logic section included all rational aspects of the soul, such as intellectual concepts and voluntary characteristics. For the first theoretical justification of motivational activities, the ancient Greeks assumed three components, the body's desires, pleasures, and pains (senses and efforts of will and spirit) in a hierarchical arrangement.

Years later still the concepts of motivation fascinate the researchers. People try to understand what motives an

individual to do certain behaviour and what are the consequences of a motivated individual. Present research is all the same but unique in modern context. The researcher has tried to understand the level of job satisfaction and motivation among private school teachers. Further the researcher has tried to know the impact of the job satisfaction and motivation upon the employees' performances and organizational commitment.

Motivation Assessment Scale (MAS) by Durand & Crimmins, 1988; 1992, The Situational Motivation Scale (SIMS) Guay, Vallerand, & Blanchard, 2000, The Sport Motivation Scale (SMS) Pelletier, Tuson, & Fortier, 1995, and General Procrastination Scale by Lay, 1986, Achievement Motives Scale by Lang and Fries (2006) are some common measurement tools for the Motivation Assessments.

Job Satisfaction Questionnaire (Andrews & Withey, 2012), Gallup Workplace Audit (GWA) (Gallup Organization, 1992–1999), and Job Diagnostic Survey (JDS) by Hackman & Oldham, (1974, 1975) are some common job satisfaction measurement instruments. Affective job satisfaction refers to a person's emotional reaction to their job as a whole. Employees' cognitive job satisfaction refers to how satisfied they are with some aspect of their job, such as pay, hours, or benefits. Many organizations face difficulties in accurately measuring job satisfaction because the definition of satisfaction varies among employees. Most organizations, however, recognize that workers' job satisfaction can affect their job performance, and thus determining metrics is critical to creating strong efficiency.

Despite popular belief, studies have shown that high-performing employees are not satisfied with their jobs simply because they have two high-level titles or increased pay. This lack of correlation is a major concern for organizations, as studies show that implementing positive HR practices results in financial gain for organizations. Employees are expensive, so creating satisfaction that is relevant to the return on investment is critical. Simply put, a positive work environment correlates with increased shareholder value.

Job satisfaction is typically measured and influenced by five factors: Total compensation or pay for The actual work (i.e., job specifics such as projects, and

responsibilities) Possibilities for advancement (i.e., expanded responsibilities, more prestigious title) Relationship with the boss Interaction and collaboration with coworkers. Aside from these five factors, one of the most important aspects of an individual's job in a modern organization is the communication demands that the employee faces on the job. A communication load can be defined as "the rate and complexity of communication inputs an individual must process in a specific time frame." If an employee receives too many messages at once, does not receive enough input on the job, or is unsuccessful in processing these inputs, the employee is more likely to be fired.

Simply put, there are at least two types of employees when it comes to motivation: (1) self-motivated employees and (2) employees whose motivation is dependent on external aspects of the workplace and job. According to a 2015 study published in the *Journal of Management and Organizational Studies*, self-motivated employees are more likely to be satisfied with their jobs. These findings suggest that motivation is not always a byproduct of job satisfaction, but it can also be the cause of it. As a result, gaining a deeper understanding of the dynamics of motivation can assist managers in identifying ways to promote self-motivation among employees and, as a result, increase employee performance in the workplace.

The researcher has discussed the scope of psychology in the modern world. It has been found that psychology affects productivity in an organization and among several factors that affect the productivity of employees' job satisfaction and motivation are the leading ones. The researcher proposes a problem statement for the study as follows: a study of the impact of motivation and job satisfaction on the private school teachers' performance and commitment

II. LITERATURE REVIEW

The researchers have conducted literature review on the training and development (Jaiswal G et al. [1,3] based on a doctoral dissertation, proposed measuring the job satisfaction of 350 teachers from four higher education institutions in India using Paula Lester's teacher job satisfaction questionnaire (TJSQ). University academicians, who form the backbone of the higher education system, require better policies, training programs, managerial support, and frequent satisfaction measures to ensure increased productivity, motivation, and commitment to work.

Sahito, Z., and Vaisanen, P. [5] investigated the factors of job satisfaction and dissatisfaction with the researchers' recommendations in seventy recruited research studies for a literature review of teachers' job satisfaction in developing countries. The recruited studies were conducted in 21 Asian and African countries, with the majority of them taking place in Iran, India, Turkey, Pakistan, China, and Malaysia. The study's main goal was to investigate various relevant factors and, based on them, provide recommendations and solutions for improving the jobs of teachers working in educational institutions in developing countries. This study included 61 quantitative, two qualitative, and seven mixed research papers. Pathak, R. [11] examined faculty motivation in higher education in India and the implications of the new education policy

2020 for faculty motivation. The country has seen the transition of education from the Gurukul system to the Macaulay system. Poor outcomes in Indian higher education have resulted in low employability and a student outflow to universities abroad. To make Indian higher education globally competitive, performance-based growth opportunities, motivation to advance in skill and hierarchy, and a focused approach to faculty empowerment, autonomy, and decentralization are required. The world's largest democracy seeks a vibrant higher education system to meet the aspirations of its youth. The most recent attempt to reform higher education is the National Education Policy 2020.

Gaihre, G. P., Khanal, J., and Ghimire, S. [6,7] investigated the motivational practices and contextual challenges for teacher motivation in Nepalese community colleges. Based on information gleaned from in-depth interviews with teachers, campus chiefs, and chairpersons of college management committees at community colleges in one district of Nepal. Herzberg's two-factor theory was used as a reference for data evaluation and analysis. The findings revealed that community colleges in Nepal are attempting to motivate their teachers to adopt widely used good practices in the same way that other organizations of a similar nature do. However, due to a lack of resources and systematized procedures, they are unable to implement those practices following their teachers' expectations. These colleges are seeking additional assistance from their affiliated universities, the University Grand Commission (UGC), as well as state, provincial, and local governments. Motivation is the driving force behind community college teachers' efforts to direct and control instructional activities both in and out of the classroom. Community colleges in developed countries have been extensively researched to uncover and identify enacted practices and challenges. Little is known about the practices and challenges of motivating teachers in developing-country community colleges. Exploring what practices are being implemented and what challenges are being faced while motivating teachers in community colleges from an unexplored context provides scholars with critical information. Bashir, B., and A. Gani (2020) examined the state of commitment of university teachers in India across various dimensions, as well as whether there is a significant difference between selected demographics and teachers' perceptions of organizational commitment issues. The information was gathered from full-time teachers at various Indian universities. This study reveals that the majority of teachers have a long-term commitment because they weigh the costs and risks of leaving the university and if given better options, they may leave their institutions [10,11]. Only the level of education was found to have a significant impact on the commitment of university teachers among the demographic variables studied. His research reveals that teachers and universities have a give-and-take relationship. When teachers perceive high levels of organizational engagement, they respond with increased commitment, seeing themselves as an integral part of the organization. They are more committed to meeting and exceeding organizational objectives. Furthermore, universities rely on dedicated teachers to establish and maintain a competitive advantage and achieve superior performance [11,12].

N. Chanana [5] investigated the level of organizational commitment and job satisfaction among male and female school teachers working in private schools. The descriptive method is used in this study. Purposive sampling was used to select the sample of 181 private school teachers. Allen and Meyer developed the organizational commitment questionnaire in 1990, and Brayfield and Rothe developed the job satisfaction index in 1951[9][12.13]. Mean, standard deviation (S.D.), and z-test are used in descriptive statistics. In the current study, the Shapiro-Wilks test, Levene's test, and Mann-Whitney U test are used to analyze data. The findings revealed that female teachers are more persistently committed than male teachers during this difficult pandemic situation. During Covid-19, both female and male teachers demonstrated a low level of organizational commitment. During the Covid-19 pandemic, there is no significant difference in overall job satisfaction between male and female teachers. During the Covid-19 pandemic, this study also discovers a positive and significant relationship between organizational commitment and job satisfaction. For the present research proposal, the researcher has studied several research papers. Few have been detailed above. The research found that there are fewer studies on the decision problem statement. The research has found the following research gap:

The world is in Post COVID era. Studies related to psychology conducted earlier become less significant as the impact of the pandemic era may have impacted the psychology of people. N. Chanana (2021) has conducted a study for observing organizational commitment in post COVID era. Researchers found scope for the study of teachers' job satisfaction, motivation, employee performance, and organizational commitments in the present world. Researchers have found that there are multiple studies considering one or two variables considered in the research problem. Thus, the researcher found a research gap in a multivariate study in this context. The present study will try to fill the gap.

Studies on teaching organizations are available for job satisfaction and motivation, few studies have focused on the changing dimensions of education in India (Pathak, R., 2021 examined faculty motivation in the light of the new education policy 2020) but there is a need to conduct a study of private school teachers as their job has gone through senior changes during last few years. Thus, the present study becomes significant and bridges the existing research gaps.

III. RESEARCH METHODOLOGY

A. Objective

The research proposes the following objectives for the present research:

- To study the psychological intervention of job satisfaction on the employee's performance and

organizational commitment in private school teachers in Delhi NCR

- To study the psychological intervention of motivation on the employee's performance and organizational commitment in private school teachers in Delhi NCR
- To study the relationship between job satisfaction and motivation of the private school teachers in Delhi NCR
- To suggest the measures to improve job satisfaction, motivation, employees' performance, and organizational commitment among private school teachers in Delhi NCR

B. Population

Proposed population for the present research is Private School teachers (05-12) in Delhi NCR.

C. Sampling

Researcher has used convenience sampling for collection of data

Sample size:

- A pilot survey has been conducted to develop the questionnaire. The sample for the pilot survey will be 8-10 times of the number of questions in the questionnaire. This is based upon the acceptable idea that such sample size will produce a data suitable (KMO and Bartlett's test of sphericity) for Factor analysis.
- Final Data has been collected by a survey among 500 teachers of private schools

D. Hypothesis

Based on the research objectives following hypotheses are proposed:

- H₀₁: There is no significant impact of job satisfaction on the employees' performance of private school teachers in Delhi NCR
- H₀₂: There is no significant impact of job satisfaction on the organizational commitment of private school teachers in Delhi NCR
- H₀₃: There is no significant impact of motivation on the employees' performance of private school teachers in Delhi NCR
- H₀₄: There is no significant impact of motivation on the organizational commitment of private school teachers in Delhi NCR
- H₀₅: There is no significant relationship between job satisfaction on the motivation of private school teachers in Delhi NCR

If the research hypothesis is rejected, the researcher has assumed an alternative model. The alternate hypothesis will be the affirmative form of the statements in the null hypothesis. Based upon the assumption the alternative hypothesized model is assumed.

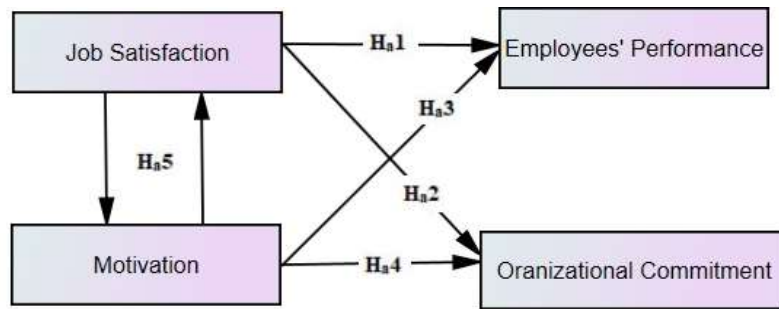


Figure 1: Alternative hypothesised model

IV. ANALYSIS AND FINDINGS

H₀₁: There is no significant impact of job satisfaction on the employees’ performance of private school teachers in Delhi NCR

Table 1: Correlations

		Employees’ performance	Job satisfaction
Employees’ performance	Pearson Correlation	1	.581**
	Sig. (2-tailed)		.000
	N	500	500
Job satisfaction	Pearson Correlation	.581**	1
	Sig. (2-tailed)	.000	
	N	500	500

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

The correlation table shows that Job satisfaction is positively related with Employees’ performance. The correlation value is .581 which is above 0.400. The value shows that both have moderate correlation. It suggested that with increase in the job satisfaction employee’s performance will also increase. With results of correlation table, H₀₁ is rejected so it could be said that, there is a significant impact of job satisfaction on the employees’ performance of private school teachers in Delhi NCR. Teachers are one of any educational organization's most valuable resources (school). To compete successfully in

the global market and achieve its goals, school management and educational administrators at the government all level must ensure that all teachers are willing to work hard to move schools toward their objectives. Job satisfaction among the teachers will help them to deliver more and perform well at college. 2- H₀₂: There is no significant impact of job satisfaction on the organizational commitment of private school teachers in Delhi NCR.

Table 2: Correlations

		Job Satisfaction	Organizational commitment
Job satisfaction	Pearson Correlation	1	.510**
	Sig. (2-tailed)		.000
	N	500	500
Organizational commitment	Pearson Correlation	.510**	1
	Sig. (2-tailed)	.000	
	N	500	500

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

The correlation table shows that Job satisfaction is positively related with Organizational commitment. The correlation value is .510 which is above 0.400. The value shows that both have moderate correlation. It suggested that with increase in the job satisfaction organizational commitment will also increase. With results of correlation table H₀₂ is rejected so it could be said that, there is a significant impact of job satisfaction on the organizational commitment of private school teachers in Delhi NCR.

The organisational commitment of a teacher reflects a multidimensional psychological attachment of a teacher to the school to which he or she belongs. Teacher organisational commitment was defined by Firestone and Rosenblum (1988) as teachers' positive and affective attachment to a specific school. Teachers' commitment, according to Firestone and Rosenblum (1998), includes commitment to students, commitment to the teaching profession, and commitment to a specific school. Job

satisfaction can increase the organizational commitment of the teachers.

3- H₀₃: There is no significant impact of motivation on the employees' performance of private school teachers in Delhi NCR.

Table 3: Correlations

		Employees' performance	Motivation
Employees' performance	Pearson Correlation	1	.477**
	Sig. (2-tailed)		.000
	N	500	500
Motivation	Pearson Correlation	.477**	1
	Sig. (2-tailed)	.000	
	N	500	500

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

The correlation table shows that Motivation is positively related with Employees' performance. The correlation value is .477 which is above 0.400. The value shows that both have moderate correlation. It suggested that with increase in the motivation of teaches their performance will also increase. With results of correlation table H₀₃ is rejected so it could be said that, there is a significant impact of motivation on the employees' performance of private school teachers in Delhi NCR.

Motivation is key for the success in any job. A motivated person can only achieve anything in the society. A teacher must remain motivated to achieve their goals. Teaching goals are not limited to academic achievement. A teacher must participate in administrative and counselling activities to make the teaching-learning successful.

4- H₀₄: There is no significant impact of motivation on the organizational commitment of private school teachers in Delhi NCR

Table 4: Correlations

		Organizational commitment	Motivation
Organizational commitment	Pearson Correlation	1	.489**
	Sig. (2-tailed)		.000
	N	500	500
Motivation	Pearson Correlation	.489**	1
	Sig. (2-tailed)	.000	
	N	500	500

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

The correlation table shows that motivation is positively related with organizational commitment. The correlation value is .489 which is above 0.400. The value shows that both have moderate correlation. It suggested that with increase in the motivation of teachers their commitment towards their school will increase. With results of correlation table H₀₄ is rejected so it could be said that, there is a significant impact of Motivation on the organizational commitment of of private school teachers in Delhi NCR.

Meyer and Allen (1997) classified organisational commitment into three categories: affective, continuous, and normative. Affective organisational commitment

refers to employees' willingness to remain with an organisation because they believe their role and job goals are well defined and that they will receive management support (Meyer et al., 1993). While continuous organisational commitment refers to the benefits of staying within the organisation because there are fewer job opportunities outside the organisation and the perceived costs of leaving the current organisation are higher (Meyer et al., 1993). Motivated teachers will exhibit more organizational commitment.

5- H₀₅: There is no significant relationship between job satisfactions on the motivation of private school teachers in Delhi NCR

Table 5: Correlations

		Job Satisfaction	Motivation
Job satisfaction	Pearson Correlation	1	.603**
	Sig. (2-tailed)		.000
	N	500	500
Motivation	Pearson Correlation	.603**	1
	Sig. (2-tailed)	.000	
	N	500	500

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

The correlation table shows that Job satisfaction is positively related with Motivation. The correlation value is

.603 which is above 0.600. The value shows that both have high correlation. It suggested that with increase in the job

satisfaction employee’s motivation will also increase. With results of correlation table H₀₅ is rejected so it could be said that, there is a significant relationship of job satisfaction and motivation of private school teachers in Delhi NCR.

Multiple Correlations Coefficient-

$$R_{1,234} = \sqrt{1 - (1 - r^2_{1,4}) (1 - r^2_{13,4}) (1 - r^2_{12,34})}$$

Table 5: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.711 ^a	.505	.501	3.53517

a. Predictors: (Constant), Employee’s Performance, Motivation, Job Satisfaction

The value of R is 0.711 which shows that the overall relation among all considered three variables are high and they have huge impact on each other. The value of R supports above testing of hypothesis.

Summary of Research- Figure 2 is showing the summary of our research

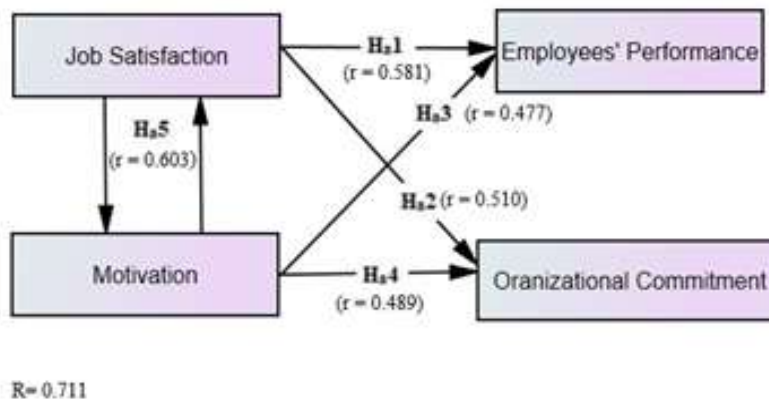


Figure 2: Summary of Research

V. CONCLUSION

Researcher has tried to find out the impact psychological variables for organizational good. For the purpose of study researcher has selected private school teachers as the subject of study. Organizational commitment and employees’ performance has been considered as organizational aspects which every organization needs to improve. Psychological constructs of motivation and job satisfaction have been examined for their effect on desired organization aspects. Researcher has found in the study that improving the motivation and job satisfaction will improve the individual out. The research outcome can be applied to other organizations to improve the quality of the results an organization wants.

Present research can be used by the researcher of psychometrics and psychology for the development of measurement tool. Researcher also recommends the present research to the students of psychology so that they can have better understanding of the concepts like motivation, job satisfaction etc.

Researcher has conducted a study on different psychological aspects on organizational outcome. Researcher has developed a questionnaire to achieve its objectives. The researcher has tested the data for the hypothesis examination. The researcher has tried to complete the researcher objectives for bring a meaningful contribution in the field of psychology.

CONFLICTS OF INTEREST

The authors declare that they have no conflicts of interest.

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