

Assessment of the Psychology of Private School Teacher's with Reference to Motivation, Job Satisfaction, Performance and Organizational Commitment

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ABSTRACT- The role of psychology has increased over the last few years. People have gone under extreme mental pressure during COVID 19 pandemic. Lock down, quarantine, and deaths of people have traumatised everyone. Suddenly the number of academic researchers has turned to this issue. Several studies have been conducted to understand the psychological issues among people. Present study has focused upon the private teachers in Delhi NCR. Researchers have clubbed 38 questions related with teachers' psychological aspects of private school teachers. The questionnaire has been tested for reliability (Cronbach's Alpha 0.751). Further Factor analysis has extracted 04 components viz. Job Satisfaction, Motivation, Organizational Commitment, and Employee Performance. Researchers have found that there is significant difference in the opinion of teachers about extracted psychological variables. The teachers are having their opinion on a positive side even after the pandemic. Researchers have found that teachers have adopted the changes in the environment and feel satisfied with new normal.

Keywords- Work place motivation, Job Satisfaction, Organizational commitment.

1. INTRODUCTION

Psychology is well-known as a distinct discipline, but it also forms the basis for several other multi-disciplinary subjects such as sociology, education, and organizational behavior.

1.1 Psychology's Significant Contributions to Sociology

Psychology and sociology complement each other because they both study people's emotions, relationships, and behaviors in greater depth. Both branches are classified as social sciences and are interdependent. Psychology is the study of one's or a group's mind and how it reacts to situations. Indeed, psychology has had such an impact on sociology that a separate discipline called social psychology has been established. Psychology has made significant contributions to Sociology[1,2,3].

1.2 Psychology's Significant Contributions to Education

When we consider some of psychology's most significant contributions, the need for a psychological foundation in education becomes clearer. Some of psychology's more significant contributions are as follows:

- It introduces us to the unique characteristics of children.
- It assists us in comprehending the issue of dullness and backwardness in children.
- Psychology clarifies the basic needs and mental characteristics of children of various ages, as well as their educational implications.

- Psychology explains the role of emotional factors in all aspects of school life[4,5,6,7].
- Psychology explains the nature of general intelligence and demonstrates how intelligence testing can be used to solve various school problems.

1.3 Significant Psychological Contributions to Organizational Behavior

Because psychology is a science of behavior, it may have had the first impact on the field of organizational behavior. A psychologist is someone who studies almost every aspect of behavior. Psychology is the study of human behavior to explain and sometimes change the behavior of humans and other animals. Psychologists are primarily interested in predicting individual behavior by observing the dynamics of personal factors[8,9,10]. Teaching theorists, personality theorists, counseling psychologists, and primary, industrial, and organizational psychologists are among those who have contributed to and continue to add to the knowledge of OB. Understanding psychological principles and models aids in learning about determinants of individual behavior such as the learning process, motivation techniques, personality determinants and development, perceptual process and its implications, training process, leadership effectiveness, job satisfaction, individual decision-making, performance appraisal, attitude measurement, employee selection, and job design[11].

1.4 The Great Resignation

The rate of job turnover in the United States has reached unprecedented levels since the program's inception. The Bureau of Labor Statistics issued a report in December 2000. The "Great Resignation" is a relatively new phenomenon. While historical data on manufacturing quit rates suggests that the US economy had even higher quit rates in the 1960s and 1970s, recent quit rates are too high to be explained solely by labour market tightening. Individual-level data should be used in future research to identify and assess additional reasons why quit rates may have increased. It should also investigate whether former employees are re-entering or leaving the labour force. So, the researcher has selected Job Satisfaction, Motivation, Organizational Commitment, and Employee Performance for the study among private school teachers[12,13].

2. LITERATURE REVIEW

Literature review is very important part of the research. Researchers have studied several researches related with Job Satisfaction, Motivation, Organizational Commitment, and Employee Performance. Few noteworthy considerations are mentioned here. D. R. Kapur (2018) studied the factors influencing secondary school teachers' performance and job

satisfaction in India. Teachers are people who make a significant contribution to knowledge transmission, skill development, and the overall growth and development of students and the community. In a literature review of teachers' job satisfaction in developing countries, Sahito, Z., and Vaisanen, P. (2020) investigated the factors of job satisfaction and dissatisfaction with the researchers' recommendations in seventy recruited research studies. The study was carried out in 21 Asian and African countries, with the majority of the work done in Iran, India, Turkey, Pakistan, China, and Malaysia. The primary goal of the study was to investigate various relevant factors and, based on the findings, provide recommendations and solutions to improve the jobs of teachers working in developing-country educational institutions. Bashir, B., and A[14,15]. Gani (2020) investigated the level of commitment among Indian university teachers across multiple dimensions, as well as whether there is a significant difference between selected demographics and teachers' perceptions of organisational commitment issues. Full-time teachers at various Indian universities provided the data. According to the findings of this study, the majority of teachers have a long-term commitment because they weigh the costs and risks of leaving the university and would leave if given better options. Solanki, S., and Mandaviya, M. (2021) investigated gender differences in perceived stress levels of university instructors in India. An online cross-sectional survey was completed in Gujarat with 86 respondents, 51 males and 35 females[16,]. According to the findings, job stress has a significantly greater impact on work-life balance for women. Furthermore, male respondents scored higher than female respondents in managing anger at work, indicating a stronger detachment from work. In an era of mass resignation, it will be important to understand the psychology of employees and devise strategies to improve their performance and commitment. As a result, the current study gains significance and fills existing research gaps[17,18].

3. RESEARCH METHODOLOGY

3.1 Objectives

To study the psychological aspects of private school teachers in Delhi NCR towards their job

3.2 Hypothesis

- H₀1- There is no significant difference in the opinion of the private school teachers for their motivation
- H₀2- There is no significant difference in the opinion of the private school teachers for their Job satisfaction
- H₀3- There is no significant difference in the opinion of the private school teachers for their performance
- H₀4- There is no significant difference in the opinion of the private school teachers for their organizational commitment

3.3 Population

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

3.4 Sampling

Researcher has used convenience sampling for collection of data

Sample size: 500

3.5 Development of research tool

- Cronbach's Alpha is the most widely used reliability measurement tool. A tool is deemed dependable if its value is more than 0.600. The SPSS analysis has suggested the Cronbach's Alpha of 0.751 which is significant.
- The Kaiser-Meyer-Olkin (KMO) Test evaluates the suitability of data for factor analysis. The acceptance of the KMO value is viewed differently by many statisticians. In real life, a matter of 0.80 to 1.00 is great. An average value between 0.60 and 0.80. The value of the research data is 0.703, which is deemed enough for sampling. Bartlett's Test of Sphericity's sig. The value is 0.000. Bartlett's Test of Sphericity needs to be less than 0.05 for factor analysis to be suggested as appropriate. Therefore, the available data is sufficient for factor analysis.
- In SPSS dimension reduction menu, the factor analysis has suggested that 04 factors have eigen value more than 01. This suggested that the tool is extracting 04 variables.

Further based upon the literature review and the nature of questions the factors have been named as Job Satisfaction, Motivation, Organizational Commitment, Employee Performance.

Table 1: Pattern Matrix

Component: Job Satisfaction, Motivation, Organizational Commitment, Employee Performance		
	Job Satisfaction	Loadings
1	I feel integrity for my teaching profession.	.926
2	I feel that there are adequate basic facilities (like drinking water, toilets, and first aid facilities) in my school.	.902
3	I am satisfied with the teaching-learning equipment in each classroom.	.770
4	I am satisfied with the 'Pupil-Teacher Ratio (PTR)' as prescribed by RTE Act followed in my school.	.773
5	I am satisfied with the workload at school.	.740
6	I have additional duties that does not interfered with my normal School work and Personal life.	.687
7	I believe that my job gives me Financial Independence	.644
8	I believe that my job gives me Social Reputation	.629
9	I am happy with my teaching at school	.622
10	Role of a school teacher in society cannot be ignored, I feel pride being one of them	.608
	Motivation	
11	Absence of additional incentives for those having additional qualifications does not affect motivation	.981
12	I get ample academic support and supervision through the monitoring and on-site support mechanism	.927
13	There is a considerable degradation in the quality of students in comparison to students of pre-grading period	.864
14	The nature of management has great influence on my motivation	.840
15	The monetary benefits (salary and other allowances) from my job are reasonable	.827

16	Supplementary income like income from publication of books and guides and private tuition does not attract me	.782
17	Each day is a new learning for a teacher	.620
18	Work culture at my school is motivating	.884
19	I am motivated to adopt technology changes in teaching	.716
20	Either its in-class teaching or online teaching, I am always motivated to teach	.657
Organizational Commitment		
21	I enjoy devoting time for students as it makes me happy	.940
22	I like to join any new tasks, cultural and sports committee and other activities at school	.894
23	I keep working and improving my teaching pedagogy	.788
24	For me 'Work is worship'	-.753
25	I try to introduce active participation of students in social activities like tree plantation, Swach Barat activity etc.	-.707
26	I spend extra hours beyond office time, if need to my school	.613
27	I feel motivated and train students to participate in other colleges cultural, sports and academic competition, as it brings fame to our school	.603
28	Sometime I try to council students for better academic and sports achievement beyond my assigned works at school	.526
29	I feel concerned for my students outside the class room too	.440
Employee Performance		
30	I am happy with my teaching at school	.840
31	I have received appraisal (monetary/Verbal/written/certificate) during last year	.726
32	I believe that my students are satisfied with my teaching pedagogy	-.685
33	I have been apricated by school management for my teaching pedagogy	.683
34	I don't feel making a change in my current job	-.648
35	My academic performance index score was satisfactory in last year	-.564
36	I perform academic and administrative activity both with same zeal	.520
37	I try to initiate different activities at school	.443
38	I feel satisfaction with my work performance at my school	.433
Extraction Method: Principal Component Analysis. Rotation Method: Oblimin with Kaiser Normalization. a. Rotation converged in 14 iterations.		

4. ANALYSIS AND FINDINGS

1- H₀₁- There is no significant difference in the opinion of the private school teachers for their motivation.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The median of Motivation equals 2.500.	One-Sample Wilcoxon Signed Rank Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Figure 1: Test Summary

Researchers have collected data for the motivation among the teachers with the help of questionnaire. For the symmetry with other variables averages of total score have been considered for analysis. The Wilcoxon sign rank test has suggested that there is significant difference among the teacher's motivation. The sig value is 0.00. So, the null hypothesis has been rejected and it

could be said as there is a significant difference in the opinion of the private school teachers for their motivation. Further, the overserved median is greater than hypothesized median, this suggested that teachers in private schools in Delhi NCR are motivated.

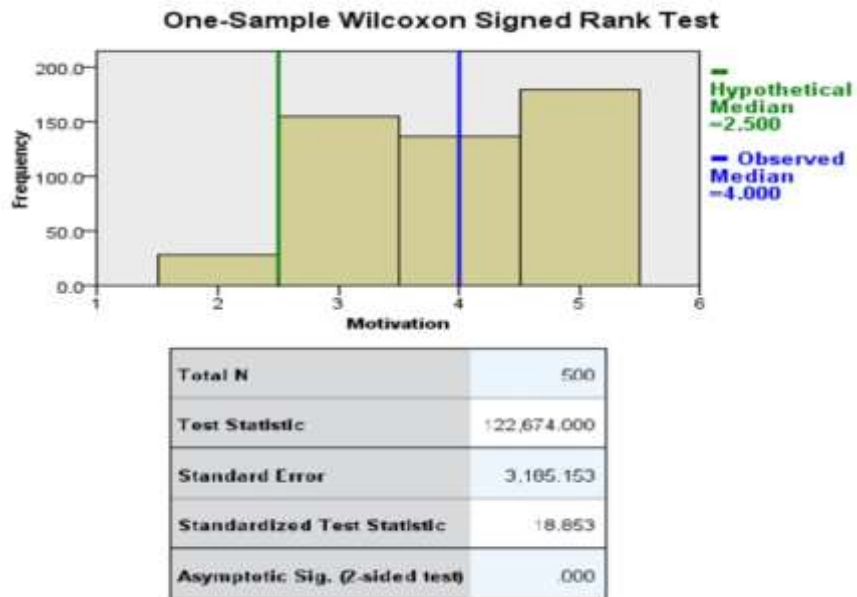


Figure 2: Ranked Test

H₀₂- There is no significant difference in the opinion of the private school teachers for their Job satisfaction

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The median of Job_Satisfaction equals 2.500.	One-Sample Wilcoxon Signed Rank Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Figure 3: Test Summary

Researchers have collected data for the Job satisfaction among the teachers with the help of questionnaire. For the symmetry with other variables averages of total score have been considered for analysis. The Wilcoxon sign rank test has suggested that there is significant difference among the teacher’s Job satisfaction. The sig value is 0.00. So, the null hypothesis has been rejected and it

could be said as there is a significant difference in the opinion of the private school teachers for their Job satisfaction. Further, the overserved median is greater than hypothesized median, this suggested that teachers in private schools in Delhi NCR are satisfied with their jobs.

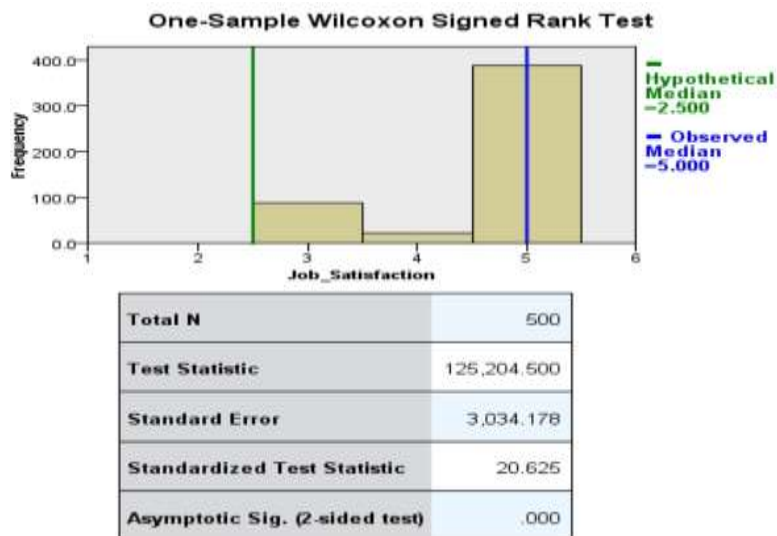


Figure 4: Ranked Test

H₀₃- There is no significant difference in the opinion of the private school teachers for their performance

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The median of Employee_Performance equals 2.500.	One-Sample Wilcoxon Signed Rank Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Figure 5: Test Summary

Researchers have collected data for the Employees' performances among the teachers with the help of questionnaire. For the symmetry with other variables averages of total score have been considered for analysis. The Wilcoxon sign rank test has suggested that there is significant difference among the teacher's performance. The sig value is 0.00. So, the null

hypothesis has been rejected and it could be said as there is a significant difference in the opinion of the private school teachers for their performance. Further, the overserved median is greater than hypothesized median, this suggested that teachers in private schools in Delhi NCR are satisfied with their job performances. They have firm believe that they perform well at their work.

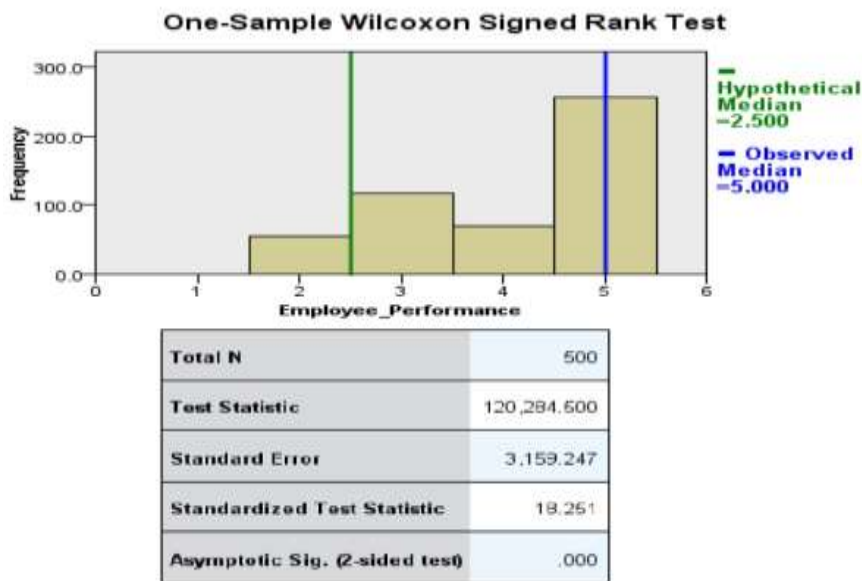


Figure 6: Ranked Test

H04- There is no significant difference in the opinion of the private school teachers for their organizational commitment

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The median of Organizational_Commitment equals 2.500.	One-Sample Wilcoxon Signed Rank Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Figure 7: Test Summary

Researchers have collected data for organizational commitment among the teachers with the help of questionnaire. For the symmetry with other variables averages of total score have been considered for analysis. The Wilcoxon sign rank test has suggested that there is significant difference among the teacher's organizational commitment. The sig value is 0.00. So, the null

hypothesis has been rejected and it could be said as there is a significant difference in the opinion of the private school teachers for their organizational commitment. Further, the overserved median is greater than hypothesized median, this suggested that teachers in private schools in Delhi NCR are satisfied with their organizational commitment.

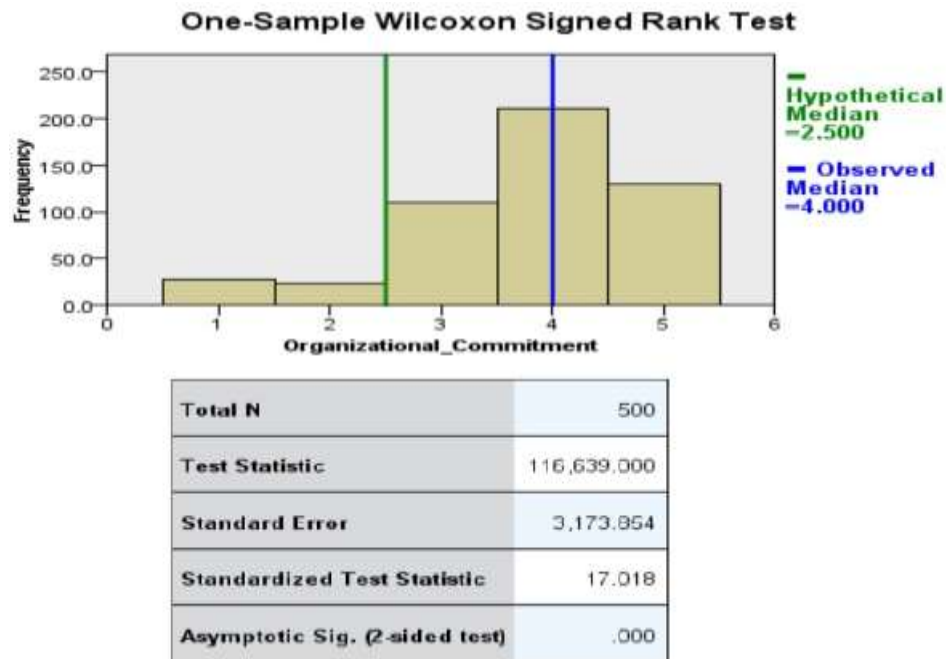


Figure 8: Ranked Test

5. CONCLUSION

Researchers attempted to assess teachers' motivation while also increasing job satisfaction and other psychological variables. Celebrate that employee's and their contributions to the company, whether it's a one-year work anniversary, a ten-year work anniversary, or a birthday. By honouring teachers' accomplishments, you demonstrate to employees how much you value their loyalty and dedication to their jobs and the company. Teachers who feel valued and appreciated are far more likely to pursue professional development opportunities and produce high-quality work with you. Even small gestures can have a big impact on employee satisfaction.

A teacher who does not prioritise their own health and wellness is more likely to experience lower levels of job satisfaction and overall happiness. Encourage your faculty to look after their own health and well-being. There are numerous ways for school administration to promote wellness in the workplace and at home, whether it's a 15-minute walk to clear your mind after a stressful call or a healthy eating seminar. A teacher who feels valued and appreciated is much more likely to be engaged with their work and to be satisfied with their job.

Of course, all teachers should feel valued, but make certain that your top performers are recognised and rewarded for exceeding expectations in their roles. Rewarding top performers, whether with a small appreciation gift or an online shout-out, is a great way to keep employees motivated and satisfied. Rewarding teachers for outstanding performance helps to retain top talent while also motivating them to strive for the next win. It encourages healthy competition by challenging your team to do and be more. Maintaining a sense of reward while also challenging employees is a great way to boost job satisfaction.

The researcher has tried to measure the psychology of private school teachers in modern world and found that novelty of the role of a teacher has kept up the psychology

of the teacher even in the dark days of pandemic. Teachers have adopted the changes and moved ahead with similar commitment towards their profession as earlier.

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