

Power Motivation, Burnout of Teacher and its Relationship with Student Satisfaction: An Empirical Study at Public Sector University

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Abstract

Teachers are the pillars of any country economy and society. Teachers role in students' life and their career are phenomenon, educational institutes must take care of those aspect which can improve or diminish the teacher performance. Student satisfaction runs the success meter of the educational institute smoothly and maintain the good will in market and society, as satisfied student perform well above the rest in every aspect of life. For the present study students satisfaction was investigated by relationship of teacher power motivation, empowerment and burnout. The results showed that power motivation is negatively related to burnout, empowerment has a positive relationship with student satisfaction and burnout has a negative relationship with student satisfaction.

Keywords: Power motivation; burnout; student satisfaction; Public Sector University; teachers.

1. Introduction

Reputation, goodwill (Malik et al., 2011) and quality products (students) of educational institutions' carry further by the teachers by their class room performance. Teachers are the pillars of any country economy and society. Teachers role in students' life and their career are phenomenon, educational institutes must take care of those aspect which can improve or diminish the teacher performance. Brown (2009) suggests the teacher as role model who possesses a core set of beliefs, experiences, and practices necessary to counter the social and educational conditions to prepare their student for future of country and their individual career. During early childhood age teacher works as foundation builder of child (as parents role also worthwhile in this stage too), in college and university level, teacher toil to make country's foundation by edifying the young generation to prepare for future challenges and aspects. On the other hand, if the majority of students do well in educational institute, it explicitly suggests that students are satisfied with the facilities offered by institute especially with teachers. Teacher knowledge, skill and experience transmission enable students to do well in present and future (student own role is worthwhile too), and make them to compete with their colleagues.

In this study the teacher burnout state and student satisfaction level were tested. Burnout state judge by the power motivation and student satisfaction evaluate by 1) burnout 2) empowerment. Power motivation formulates positive impact on employees (Merrick and Shafi, 2011) which minimize the burnout impact (Farzalipour et al. 2012). Study of Kanno and Koeske (2010) shows the signs of negative relationship between burnout of teachers and student satisfaction. The studies of Yunus et al. (2010) and Gill, et al. (2012) posit that empowerment has positive relationship with student satisfaction.

2. Literature review

Motivation as the individual's desire to direct and sustain energy toward optimally performing, to the best of his or her ability, the task required in order to be successful in a work position (Mills et al., 2006). Nel et al. (2004) explained motivation as intentional and directional. Fox (2007) elaborated the human nature as individual employees differ basically, as it is difficult that two individuals show the same reaction to a particular stimulus, so this signified the reality that not all employees will be motivated by the same factors with a view to performance. McClelland (1975) defined three kinds of work place motivation, need of power or power motivation is one of them. The need for personal power can be seen in the business environment as individual pushes towards advancement and to higher levels of authority (McClelland, 1967), which is overturn state of burnout. Lonardi et al. (1996) posited the relationship between power motivation and between the superintendents' of schools.

Jarrar and Zarii (2010) classified empowerment is delegating the power of decision and action to the employees and giving more responsibility and authority to complete their task. Empowerment involves having confidence over teachers about their honesty, integrity and appropriate ability in performing their ability in performing their duties independently, without any type of supervision (Mohanty, 2010). Peter and Mazdarani (2008) analyzed the effect of employee empowerment on service quality and customer satisfaction and find the positive relationship. Yang and Choi (2009) emphasized that when student/customer feel that they getting offering which satisfy them the behind mechanism on offering will consist on autonomy and responsibility.

Burn-out can be defined as a psychological syndrome which emerges as emotional exhaustion, depersonalization and reduced personal accomplishment, which may occur among individuals who work together (Maslach and Zimbardo, 1982). Burnout, characterized by feelings of emotional exhaustion, depersonalization and reduced personal accomplishment can prove detrimental to both the individual employee and the organization (Steyn, 2010). In the case study, Scott (2000) found that burnout has a negative relationship with customer satisfaction. Yagil (2006) confirmed the same phenomenon in her study. Based on literature review the hypotheses of the study are:

H₁: Power motivation is negatively related to burnout of teachers.

H₂: Empowerment of teachers is positively related to students' satisfaction.

H₃: Burnout of teachers is negatively related to students' satisfaction.

3. Research methodology

This article is the part of the pilot study of 'a model of lecturers' power motivation, empowerment, internal service quality and burnout to students' satisfaction'. For this purpose the reliability of given sections of tool (questionnaire) and correlation observed. For the purpose of pilot study twenty four (24) academic staff from a public sector university responded, in which first ten (10) responses which covered all parts of questionnaires were selected. The questionnaire was uploaded at <https://www.surveymonkey.com> to get response from the academicians.

The questionnaire for academics (as complete study has two questionnaires, second one for students) comprised on six (6) sections, but for this study only four (4) sections data used (power motivation, empowerment, burnout and student satisfaction). Power motivation items employed from the study of Frieze and Boneva (2001) which had twelve items. These twelve items measured at the 5 point Likert scale ranged from 'strongly disagree' to 'strongly agree'. The empowerment tool had ten items which adopted from Spreitzer (1995), computed on 5 point Likert scale ranged from 'strongly disagree' to 'strongly agree'. The burnout variable had four items, were also measured on 5 point Likert scale ranged from 'strongly disagree' to 'strongly agree' adopted from Singh (2000). The student satisfaction section constructed by implement the eleven items from Parasuraman et al. (1988) of SERVQUAL scale measured at the 5 point Likert scale ranged from 'strongly disagree' to 'strongly agree'. Ten items were related to demographic information of teachers and six items for students' demographic information. Some of the items had very minor changes which not affect on their meaning. Questionnaire was translated by expert from University of Pendidikan Sultan Idris into Malay language

4. Results and interpretations

As mentioned under the heading of 'Research Methodology' that present study conducted for test the reliability and check correlation between the four variables, power motivation, empowerment, burnout and students' satisfaction. Table 1a describes the reliability results for ten (10) power motivation items, which had the reliability of .936 Cronbach's Alpha, which indicates a high level of internal consistency for burnout scale with this specific sample.

Power motivation actually had twelve (12) items, but two items (item 6 and item 7) deleted as it they were weakly correlated. Deletion of these items improves the reliability of variable/ scale. Table 1b demonstrate the total statistics of power motivation items in which third column shows the total correlation of items which all has more then .3 correlation, and fifth column illustrates the increase, decrease or constant figures of Cronbach's Alpha if item deleted.

Table 2a shows the reliability results for eight (8) empowerment items which had reliability of .848 Cronbach's Alpha, which indicates a high level of internal consistency for empowerment scale with this specific sample.

Originally empowerment had ten (10) items, two (2) items were deleted (Item 1 and Item 9), as one of them (Item 1) were negatively and other one (item 9) was weakly correlated. Deletion of both items enhances the reliability of variable/ scale. Table 1b demonstrate the total statistics of empowerment items in which third column shows the total correlation of items which all has more then .3 correlation, and fifth column illustrates the increase, decrease or constant figures of Cronbach's Alpha if item deleted.

Table 3a describes the reliability results for three (3) burnout items, which had the reliability of .786 Cronbach's Alpha, which indicates a high level of internal consistency for burnout scale with this specific sample.

Burnout actually had four (4) items, one item (item 1) deleted as it negatively correlated. Deletion of item improves the reliability of variable/ scale. Table 3b demonstrate the total statistics of burnout items in which third column shows the total correlation of items which all has more then .3 correlation, and fifth column illustrates the increase, decrease or constant figures of Cronbach's Alpha if item deleted.

Table 3a exhibits the reliability results for eleven (11) student satisfaction items, which had the reliability of .917 Cronbach's Alpha, which indicates a high level of internal consistency for burnout scale with this specific sample.

Student satisfaction was consist on eleven (11) items, and all items were retain, as Item 11 deletion can increase the Cronbach's Alpha, but it had high correlation, (as mention in table 4b) so item 11 hold for analysis purpose. Table 4b demonstrate the total statistics of burnout items in which third column shows the total correlation of items which all has more then .3 correlation, and fifth column illustrates the increase, decrease or constant figures of Cronbach's Alpha if item deleted

The table 5 exemplifies the correlations of Power Motivation, Empowerment, Burnout and Student Satisfaction. Results are confirms the negative relationship of power motivation to burnout (-.299), hence, H1 is accepted. Empowerment has a positive relationship with student satisfaction (.545), therefore, H2 is accepted. Burnout has a negative relationship with student satisfaction (-.197), thus, H3 is accepted.

Conclusion

This part of the pilot study is appropriate for conduct the same study and approach at broader perspective as reliability results are find suitable for all four variables (power motivation, empowerment, burnout and students' satisfaction). Power motivation is negatively related to burnout which suggests that when teacher feel influence on others and gain social status on their own, they perform their duties in more comfort zone, and they feel more committed to people, which confirmed the result of the study of Lonardi et al. (1996). Empowerment also has a positive relationship with student satisfaction as teacher feel more free to take decisions and steps for their work, it effect positively on students' satisfaction as they concentrate more on their studies and issues, this also verified the research study of Yang and Choi (2009). Burnout has a negative relationship with student satisfaction, which aligned with the results of (Steyn, 2010) and Yagil (2006), as when teacher exhausted and feel diminished interest in their work, it ultimately effect on

students performance and satisfaction. Low student satisfaction ultimately effect on the performance of university and if it happen with teacher burnout that would be so disastrous situation for university.

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Table 1a: Power motivation reliability statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.936	.938	10

Table 1b: Power motivation item-total statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
If given a chance, I would make a good leader of people	31.6000	52.267	.860	.923
I enjoy planning things and deciding what other people should do	32.3000	51.122	.900	.921
I like to have a lot of control over the events around me	32.2000	54.844	.821	.925
I think I would enjoy having authority over other people	32.4000	56.267	.722	.930
I like to give orders and get things going	32.4000	54.044	.791	.927
I like to have people come to me for advice	32.0000	57.333	.930	.924
I find satisfaction in having influence over others	32.5000	59.167	.617	.935
I enjoy debating with others in order to get them to see things my way	32.3000	58.456	.650	.934

I want to be a prominent person in my community	32.1000	57.433	.878	.925
I like to be admired for my achievements	32.4000	62.489	.370	.946

Table 2a: Empowerment reliability statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.848	.836	8

Table 2b: Empowerment item-total statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
I plan my own schedule	25.7000	23.122	.398	.876	.850
Management gives me a lot of discretion	26.7000	19.122	.728	.956	.811
The organization gives me freedom of choice in performing important activities	26.8000	16.622	.892	.969	.783
I have a lot of freedom in planning my job	26.6000	17.822	.875	.963	.788
I can decide on my own how to perform my job	25.8000	23.067	.619	.820	.834
Management counts on me to make the right decisions	26.4000	18.044	.659	.897	.825
I have the professional knowledge required to perform my job well	25.4000	25.156	.252	.838	.860
I am capable of coping with stress in my job	25.9000	24.544	.269	.872	.860

Table 3a: Burnout reliability statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.786	.820	3

Table 3b: Burnout item-total statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Working with students is really a strain for me	3.4000	2.267	.749	.899	.627
I feel that I treat some students as if they were impersonal 'objects'	4.0000	4.667	.426	.239	.895
I feel indifferent toward some of my students	3.8000	3.956	.892	.907	.539

Table 4b: Students' satisfaction item-total statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.917	.919	11

Table 4b: Students' satisfaction item-total statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
When my teachers/lecturers promise to do something, at a certain time he/ she do so	37.0000	43.862	.533	.916
When I have problem(s), my teachers/lecturers are sympathetic and reassuring	36.5000	40.397	.607	.912

My teachers/lecturers are dependable	36.6000	38.524	.756	.905
My teachers/lecturers provide the services at the time he/she promised to do so	36.7000	41.597	.527	.916
My teachers/lecturers give prompt service	37.0000	37.862	.776	.903
My teachers/lecturers are always willing to help	36.4000	38.938	.821	.902
My teachers/lecturers are never too busy to respond to my requests	37.3000	40.562	.590	.913
My teachers/lecturers can be trusted	36.4000	38.317	.891	.899
My teachers/lecturers are polite	36.5000	37.707	.764	.904
My teachers/lecturers have knowledge to do the job well	36.4000	38.317	.753	.905
My teachers/ lecturers give me individual attention	37.2000	40.510	.483	.920

Table 5: Correlation of power motivation, empowerment, burnout, and students' satisfaction

		ReliPM	ReliEmp	ReliBurnout	SS
ReliPM	Pearson Correlation	1	.307	-.299	.114
	Sig. (2-tailed)		.388	.401	.755
	N	10	10	10	10
ReliEmp	Pearson Correlation	.307	1	-.770**	.545
	Sig. (2-tailed)	.388		.009	.104
	N	10	10	10	10
ReliBurnout	Pearson Correlation	-.299	-.770**	1	-.197
	Sig. (2-tailed)	.401	.009		.586
	N	10	10	10	10
SS	Pearson Correlation	.114	.545	-.197	1
	Sig. (2-tailed)	.755	.104	.586	
	N	10	10	10	30

		ReliPM	ReliEmp	ReliBurnout	SS
ReliPM	Pearson Correlation	1	.307	-.299	.114
	Sig. (2-tailed)		.388	.401	.755
	N	10	10	10	10
ReliEmp	Pearson Correlation	.307	1	-.770**	.545
	Sig. (2-tailed)	.388		.009	.104
	N	10	10	10	10
ReliBurnout	Pearson Correlation	-.299	-.770**	1	-.197
	Sig. (2-tailed)	.401	.009		.586
	N	10	10	10	10
SS	Pearson Correlation	.114	.545	-.197	1
	Sig. (2-tailed)	.755	.104	.586	
	N	10	10	10	30

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