

THE EFFECT OF SELF-EFFICACY AND MOTIVATION ON THE JOB SATISFACTION OF WORKPLACE TRAINERS

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Abstract

The purpose of the current study titled 'Effect of self-efficacy and motivation on job satisfaction of workplace trainers' is to understand the relationship between the variables of self-efficacy and motivation and propose whether there is an impact in the job satisfaction level of the trainers at workplace. The sample for the research purpose is 60 comprising of trainers of various sectors. The tools used for obtaining the test results include the General Self-efficacy questionnaire by Ralf Schwarzer and Matthias Jerusalem (1988), Work motivation questionnaire by K.G. Agarwal (1988), Job satisfaction questionnaire by A.K. Singh. The findings imply that the variables of self-efficacy and motivation have rather a very impactful role in the job satisfaction level of trainers at workplace. This study can further delve focus into the less explored domain of workplace trainers, who form a vital part in the development of an organization.

Keywords: Trainer, Self-efficacy, Motivation, Job Satisfaction.

An organization of the current, contemporary world is always upbeat and on track in their learning ideologies, compared to the one of yester years (Ellstrom, 2001). Most of current day's organizations are readily open for learning and are susceptible to the change process (Tjepkema, 2002). To adapt the organizations to this change process and stay upbeat in the strategy of learning, one of the indispensable components in an organization is the process of training. The process of training is considered effective by the by the employers to boost up the knowledge, skills and attitudes of the employees in the constantly changing business scenario (Seyler, Holton III, Bates, Burnett and Carvalho, 1998). Training provides, garners and helps the organizations reach up to their goals and enable a competitive advantage by adding value to their vital and key resources (Stavrou et al;2004).

In the fast moving organizational context, the process of training would not just render the key knowledge and skills, but also the necessary attitudes required by the individual to sustain in the workplace (Armstrong, 2001). Also, the interests of the organization as well as the human force is amalgamated and achieved with the help of an effective training at workplace (Stone, 2002). The process of training would help in raising the emphasis on employee development in the organization, which could have a greater say in determining the operational costs, liabilities, changing goals and objectives of the organization as well (Nickels, 2009).

Training is defined as an organized method in the broad spectrum of learning and development, which is used to enhance the potentials of the individual, group as well as organization (Goldstein and Ford, 2002). In training, every nuances and intricacies are considered, the old skills and knowledge is updated and the new ones are replenished, which

would lead to betterment in the organizational as well as the individual level (Aswathappa, 2000). To cater the best results from an effective training process, the design of the training should be a blend of the needs of the organization (Ginsberg, 1997).

The various benefits that are supplemented as a result of training are multifaceted and wide ranging. According to the European Journal of Business Management (2013), the potentials of training can be bifurcated into individual and organizational benefits (Jehanazeb, Bashir, 2013). Considering the individual perspective, firstly there is a scope for career advancement as the training program could lead to increased capabilities and duties, which leads to a higher remuneration (Fenn, 1999). Training from the organization would help the individuals understand the level of importance the organization places on them, leading to a higher job satisfaction rate (Wilson, 2000). The individual level performance is also elevated as a result of the training process (Kraiger 2002).

The organizational level benefits of training are also broad ranged (Jehanazeb, Bashir, 2013). The American Society for Training has found out a very significant correlation between the factors of employee development programs such as training and the higher revenues from stock market (Wanger, 2000). Thus,

the training program has an upper hand in the say of market growth. Secondly, training, considering the benefits rendered to the organization, has a very big impact on the overall organizational effectiveness (Schuler and Macmillan, 1984). Moreover, Rosenwald (2000) has pointed out a strong, positive relation between the employee's training and impact on the retention rates in the organizational level.

The tool of training is a very effective way of retaining the employees and help in an increased employee turnover ratio for the organization (Colarelli and Montei 1996; Becker 1993). The main stakeholders, who are indispensable for an effective training process include the trainer, trainee, designer, evaluator (Karthik, 2012). It is highly acclaimed that the trainee is a crucial element in the transfer of training process in the key of training (Burke, Hutchins, 2007).

Trainer at workplace

In the vital step of training, the individual who possesses a highly goal directed individual, aimed at guiding the organization in its steps of transformation is referred to as a trainer (Simons, 2000). While, a trainer is a perspective lender, who is able to guide each and every steps of a company in its phase of transformation (Canrinus, Buitink, Hofman, 2012). An effective trainer would help the trainees to transfer 40% of the skills immediately to the current job they are designated to in the workplace (Burke and Baldwin, 1999; Facticeau et al., 1995).

The benefits associated with having a productive trainer at the workplace are innumerable. Not just can a constructive trainer increase the transfer of training and productivity, but also a higher morale and team work, which results in a stronger competitive edge (Salas et al., 2006). Furthermore, a futile trainer would double the expenditure of the

organization involved (Goldman, 2000). One of the biggest soft skills training company in Poland, The House of Skills has bifurcated the roles of trainers into two, the one that they possessed in the traditional contexts and the roles a trainer is expected to handle in current scenario. In today's context, thus a workplace trainer juggles roles such as content curator, stimulator, constant developer along with the widely observed ones such as transfer of learning, communicator, facilitator and so on.

Diane Katz, very rightly put forward that trainers are excellent facilitators or mediators in the team play of an organizational framework. They not just enhance the creative solutions but also aid indirectly in vital problem solving (Katz, 2010). The trainer is more a constructor than a consumer of knowledge in the workplace (Brinia, 2008) but analyzing in terms of academic empiricism, very less has been probed into the realm of workplace trainers (Poell, 2006). Lending support to this statement, In the 1995 edition of the Journal of applied sport psychology, efforts were made to show that very less has been implored on the functions and indispensable need of the domain of a workplace trainer (Schunk, 1995).

Motivation

Motivation has been rightly defined as the reasons that underlie one's behavior (Guay *et al.*, 2010). When a particular end result is kept in the mental framework, motivation is that entity which moves us towards or away from it (Gredler, Broussard and Garrison, 2004). Motivation can be defined as those psychological processes that has a say in the onset, direction and maintenance of voluntary actions which are oriented towards a goal (Mitchell, 1982).

According to Viteles (1953), an unsatisfied need would cause a state of imbalance or disequilibrium, which would make an individual move in a goal directed pattern to quench the particular need. This urge or push can be symbolized as the motivation. The concept of motivation is defined as a cluster of interdependent emotions and beliefs that has the power to drive and influence one's behaviour (Martin and Dowson, 2009; Wentzel, 1999). Considering the behaviour of an individual, motivation is integral to start, sustain and concentrate it (Sinclair *et al.*, 2006).

The idea of motivation was further restructured to garner the concept of work motivation by Latham and Pinder (2005). Work motivation is integral to create conditions at the workplace where the employees overtly manifest a high sense of enthusiasm, interest, loyalty, discipline, pride and confidence to actively achieve the set goals in an organization (Mamoria, 1980). As need is indispensable in the process of motivation (Viteles, 1953), the two broad bifurcations of need that are seen from a human perspective include the physical needs and the psychological needs (Rand, 1964).

According to the Indian Journal of Industrial relations (Vol. 23), at the contemporary workplace scenario, the lower order needs such as security, physical well-being etc. are satisfied in a workplace and thus may not serve as an impetus for the motivational incentives, under very unusual circumstances. It is the higher order needs such as the needs for one's personal growth and need for challenge that would act as a strong determinant in the process of motivation (Alderfer, 1971; Maslow, 1954).

The concept of motivation is very important in determining the job satisfaction of the employees at the workplace scenario. In the year 2012, drew out a rather strong correlation between the variables of motivation and job satisfaction. The element of a depleted work motivation can have a high impact on the less satisfaction of the employees (Rajan and Babu, 2012). Thus, to determine the job satisfaction of the workplace trainers, the dimension of motivation is used as there is a very strong and positive relationship existing between the two variables (Ayub, 2011).

Self-efficacy

In the year 1986, the revered Albert Bandura published the social cognitive theory that focuses mainly on the concept of self-efficacy, that was considered one of the most practical ideologies in the modern psychology (Betz et al; 1996). Self-efficacy is basically defined as the likelihood in attainment of a particular outcome that entails certain value, leading to a desired behaviour (Vroom 1964, Wigfield and Eccles 2000). The certain responsibility or confidence that an individual possesses for a specific outcome would guide in the accomplishment of the subsequent target (Weiner, 1972). In the process of motivation, the element of self-efficacy plays a vital and key role (Bandura, 1993).

The dimension of self-efficacy is quite integral as only an individual himself would be able to judge his capabilities and organize, execute it in such a way that the target is achieved (Bandura, 1986). Thus, self-efficacy brought an elevated role on what people believe than on what is objectively true (Bandura, 1977). According to Vroom (1964), in the context of

attainment of any goal that has a particular value tagged with the same, more than any other factor, it is one's likelihood or belief in himself that can garner the desired outcome.

Self-efficacy at workplace is a rather very important concept for determining the target completion of the individuals and at the start of any activity, the self-efficacy of individuals would differ considering their prior experience, personal attributes and also support from groups such as peers and colleagues (Ericsson et al; 1993). At the work scenario, even if there is a less success rate or progress, the motivation level is not necessarily to go down if the self-efficacy or belief within oneself is high, and thus it certainly has a very big say in the corporate dimension (Schunk, 1989).

The variable of self-efficacy and job satisfaction have a rather positive correlation and is considered very important at the workplace. Studies conducted have proven that a higher self-efficacy can lead to a higher job satisfaction and productivity rates in the corporate scenario (Judge and Bono, 2001). According to the study conducted by Ryan and Deci (2000), the target completion is always based on the intrinsic motivation and belief held within themselves, leading to a better job satisfaction in the workplace. Thus, to assess the job satisfaction of the workplace trainers, the element of self-efficacy is selected as studies show that there is in fact a rather strong and positive correlation existing between the variables of self-efficacy and job satisfaction (Judge et al; 2005).

Job Satisfaction

A thought provoking article was published by the Atherton Press in the year 1968 titled Work and Human Behavior which reflected light on the fact that an individual spends around 2/3rds of his/her life engaged in work (Neff, 1968). Work thus becomes a very crucial ingredient in the lives of the people. One of the most important elements that is correlated with the general happiness at the work place include the concept of Job Satisfaction (Benin, Nienstedt, 1985). Reports show that more than 2000 studies have been conducted on the factor of Job satisfaction from 1935 (Purohit, Lambert, 1983). The New York State of Industrial and Labor Relations voiced out that as researchers concentrate on the various dimensions of Job

satisfaction, a universally widely acclaimed definition of Job satisfaction would be difficult to accept (Carroll, 1969).

Job satisfaction is defined as a feeling or an attitude that is more related with the psychological and material needs that are able to be relished with the current job that the individual is holding (Aziri, 2008). Rather than having a holistic attitude about the job as a whole, the individual would have attitudes about various figments of the job such as their immediate supervisors, coworkers, or pay (George et.al; 2008). Job satisfaction is also given a robust definition as the extent to which the persona is content with the brownies or rewards he/she gets, especially in terms of the intrinsic motivation (Statt, 2004). Working in satisfying and fulfilling jobs not just has a say in the productivity or performance but also on the non-work related domains of life as well (Kahn, 1981).

Chalking the internal state which may be associated with feeling of achievement, Job satisfaction could be defined either qualitatively or quantitatively (Oloulube *et al.*, 2006). The three important features of Job satisfaction are given by Spector (1997). According to Spector, the first feature is that every organization should be guided by the human values. If an organization respects the human force involved within, the fairness and equality would be high, resulting in an increased Job satisfaction rate. Secondly, Job satisfaction of the employees have a direct proportion with their behavior at the workplace. Hence a higher Job satisfaction, better would be the overall ambience in an organization. Thirdly, Spector (1997) states that the Job satisfaction can act as an indicator of different activities in the organizational framework.

Theoretical Framework:

Expectancy Value theory:

Formulated by Victor Vroom in the year 1964, the expectancy value theory explains about the likelihood of attaining a valued outcome leads to a specific behavior. The expectations towards attaining a particular entity would be the pivotal component in determining the outcome, as only if the level of one's internal expectation is high, the motivation towards the same would be also high, leading to the actual achievement of the target.

In the case of the study, the expectancy value theory would prove effective as only if a trainer expects that the likelihood of the session would be beneficial, he/she would be able to deliver the end result effectively.

Theory of self-efficacy:

The theory of self-efficacy puts emphasis on the extent on one's ability to complete tasks and reach goals. Bandura (1977) defines self-efficacy as a very crucial role in the motivational process.

In the case of a trainer, the self-efficacy is a pivotal component in determining the success and satisfaction of the session as only when an individual has the innate motivation and trust within him/her, the final end result would pave effective.

Statement of Problem:

The effect of self-efficacy and motivation on the job satisfaction level of the trainers at workplace.

Rationale:

According to the National Federation of Professional Trainers (NFPT), there is a rise in the attrition level of the trainers. The various study on attrition brought to the light that a reduction in the job satisfaction can lead to heightened levels of attrition (Savneet Kaur, 2013). As job satisfaction was henceforth identified as a crucial step in the attrition rate, the two factors of self-efficacy and motivation and the effect it plays on the job satisfaction of trainers is probed further in this research. Also, the trainers provide the baby steps and nourishment for the entire organization to grow (Harris, Simons, and Bone, 2000) as the trainers initially train the trainees, who in turn, enhances the growth of the organization.

Significance of the study:

As the emphasis is delved more on the perspective of the trainers, who were in fact a less explored domain (Poell, Krogt, Vermulst, Harris, Michele Simons), the reasons outlining their job satisfaction would be predominant. As a result of which, the importance for the trainers and their concerned issues would come more to the limelight, enhancing the training asset in an organization. When the trainers and the training domain is boosted, naturally, there would be an increased effectiveness garnered by the trainees, who in turn, involve in boosting the productivity of the organization.

Objectives:

To identify the level of self-efficacy of workplace trainers.

To identify the level of motivation of workplace trainers.

To identify the level of job satisfaction of the workplace trainers, with respect to the variables of self-efficacy and motivation.

To establish the effect of self-efficacy and motivation on the level of job satisfaction of the workplace trainers.

Research Gap

The articles of yester years and contemporary studies have dawned light on the appalling fact that there is in fact a dearth of studies in the arena of a workplace trainer (Poell,et. al; 2000) even though the training department and a trainer is considered significant in today's organization. The significance of a workplace trainer, though revered is overlooked and the satisfaction that they have in this domain is vaguely looked upon.

A research of today becomes relevant to the scenario only when there are literatures to muster it or concisely bring to light the gaps encountered. The reviewing of yester literatures help one in paving a broad direction into the research and also render cemented clarity to the same. To examine the broad gap in a research area which may lie within the surface, the reviewing of literature would help in a magnanimous extent. This is because there is an understanding of what has been studied and pondered upon in the yester

years and the days of today, which would enable one to draw out mental plans of what to expect in the future era, thus estimating a clear and concise gap in the research domain.

Workplace Trainers

The domain of trainers were selected in particular for this topic of Research Study mainly because of the pivotal role the segment of trainers play in the development of an organization and also because the workplace trainers are the need of the hour in leading the organization in a constant mode of change and transition. Little has been explored into the figment of workplace trainers. Hence my aim is to shed light into the target population of workplace trainers and their job satisfaction levels, drawing out the effect of motivation and self-efficacy on the same.

The study conducted by Rob, Ferd, Van, Vermulst, Roger, Michele in the year 2006 bring to the light that very little empirical research has been done in the target set of workplace trainers. A sample of 350 workplace trainers were interviewed telephonically and 3 significant role dimensions taken up by the figment such as performance, support and structure were traced upon. The study pointed out that further directions were to be drawn out in the field of workplace trainers.

Upon reviewing the article by Saxena in the year 1983 aimed at identifying the new perspectives and the changing roles of a workplace trainer, I could ponder more vastly into the current need of a trainer at the workplace. According to this article, a trainer is more of a manager of the learning process and has quite a lot of emphasis on not just the training-learning impartation, but also on the strategical steps such as planning, development and decision making in the organization. The trainer of today has not just a didactical role but also a rather elevated responsibility to revitalize the organization by imparting updated trends and helping the organization stay upbeat and on track. Saxena further states that very less imploring has been done on the domains of trainers, who are the need of the current hour.

Meanwhile, the study conducted by Darryl Gauld and Peter Miller in the year 2004 aimed at determining whether a relationship exists between the qualifications and competencies of a workplace trainer with respect to the effectiveness rendered by the trainer. The study, which aimed at 303 workplace trainers making use of a survey questionnaire reflected a positive correlation between the formal qualification and

effectiveness attached to a trainer at the workplace. Though the study has been revered and is objectified, it fails to delve upon any attributes such as the job satisfaction, motivation or self-efficacy of a trainer, which are vital elements of his/her effectiveness at the workplace scenario.

The thought pondering article by Dalgleish in the year 1983 is based on the commendable work conducted by Freeman and Bryne on 1976 in identifying the role, influence and need of a trainer on the trainees at the workplace. The target set of 76 trainers and their respective trainees in England was measured of what influence the performance of trainees is affected by the trainer set using Multiple Choice Question (MCQ) and Multiple Essay Questions (MEQ) and the results bring to the surface that there is a very significant influence that the trainer has on the trainee, and that there is an increased level of learning that is promoted due to the role an emphasis placed on a trainer, thus justifying the aim of the article.

An indeed intriguing study has been hosted by Debra in the year 2011 giving the light upon the importance of training and development on the attitude of 237 employees at workplace. The study sheds focus on the relevance of training on the contemporary organizational setup and how it has a say on the attitude of the employees. The results garnered gave a positive correlation on the training experiences and the attitude of the employees, thus elevating the stature of the training programs at workplace. Upon pondering, I have felt that the study forgets to delve more into the renders of the training session-the trainers and their stake on the effectiveness of the training session.

Motivation and Job Satisfactio

In a rather illuminating study by Rizwan, Azeem and Asif aimed at imploring the effect of motivation on job satisfaction, the target set aimed was the employees of telecommunication service organizations in Pakistan. The study conducted in the year 2011 used the questionnaire survey, which brought to light that the motivation level of the workers had quite a say in determining their satisfaction at the job. The satisfaction thus would be a vital component in estimating the productivity and effectiveness rendered by the employees.

A similar study has been regulated by Dr. Rajan, in the year 2015 where the objective was to examine the relationship between work motivation and Job satisfaction, keeping the target set of 60 pharmacists of

private hospitals in Tamil Nadu. The data primarily was obtained using structured questionnaires and the result has dawned the emphasis placed on motivation which can have a great say in determining the satisfaction level of the pharmacists in the private hospitals. The study delved various motivational related factors which were positively correlated with the job satisfaction levels, from the results garnered.

On an identical framework, there has been the study aimed at deciphering the relationship between motivation and the job satisfaction on the target set of sales representatives in Nigeria. The study hosted in the year 2014 by Olaleke, Olufemi, Olugbenga made use of selected sales representative (Saxena, 1983)s as they felt that only if the sales people were happy and satisfied with their job, it would reflect on the buyers and thus have a say in their overall productivity. 4 service firms were administered with questionnaires which brought focus to the fact that both intrinsic as well as extrinsic motivation of the sales personnel is vital for understanding their job satisfaction levels.

While there has been revered studies on the relationship and effect between motivation and job satisfaction, the study by Polite, Shaun and Maharaj aimed at placing the beacon on work engagement, motivation and job satisfaction is quite relevant. The study focused on 156 diamond mining employees at Zimbabwe made use of the Utrecht work engagement scale, Intrinsic motivation inventory and Minnesota job satisfaction questionnaire which gave vital results that a positive relationship exists between the three mentioned variables and gives a strong point of study that job satisfaction is a promising trait to keep employees motivated an engaged at work.

Keeping in similar point of thoughts like the above studies, a study has been conducted on the academic lines aimed at establishing the effect of motivation on job satisfaction by Rai, Shahid in the year 2013. The study explored 250 employees of District Public school, Okara, where the questionnaire method delved implications about a positive correlation existing between the intrinsic, extrinsic motivational levels and job satisfaction rates of the employees. The results of the study was also beneficial in indicating the less research pinpointed towards academic scenario employees.

An indeed ebullient study was conducted in the Nordic countries by Jacob, Kai and Anders in the year 2004 aimed at understanding the intrinsic work motivation and its effect on job satisfaction. The sample comprised of 9,623 employees through a method of random sampling and brought to the light that the work level motivation was a very important ingredient in determining the job satisfaction level of the Nordic country employees. Furthermore, the study also gave an objective implication that the result was positively significant, bearing no difference citing any gender disparities.

Self-efficacy and Job Satisfaction

Robert and Ming, in the year 2010 conducted a study to observe a relationship between the self-efficacy and job satisfaction of 1,430 teachers, also taking into concern their years of experience, characteristics and job stress. The methods such as factor analysis, item response modelling, structural equation model were used, which threw emphasis on the point that teachers who had a greater work stress had lesser self-efficacy, a non-linear relationship was drawn between the years of experience and self-efficacy. The study had a positive result drawing out the point that self-efficacy of teachers had a direct relationship with their satisfaction levels.

Drawing on the lines of a similar plot, a study was conducted by Esther, Michelle, Douwe, Jaap and Adriaan, in the year 2011 on 1,214 Senior secondary Dutch teachers. The study used the multiple group SEM and was aimed at understanding the relationship between the indicators of self-efficacy, job satisfaction, commitment and level of motivation in determining their level of professional identity. The study brought to the light that rather a strong relationship existed between the levels of self-efficacy and job satisfaction, which had a vital part in estimating the professional identity of the teachers. The study also made voice to emphasise the shunned part of professional identity of teachers in a research domain.

Meanwhile, a rather interesting study was hosted by Farshad, Mohammad and Reza on understanding the effect of self-efficacy on job satisfaction of 191 randomly selected sport referees in the year 2013. The results of the study was garnered making use of the Sherer's general self-efficacy scale, Weiss et al.'s job

satisfaction scale, bringing highlights about the point that there existed a very dominant effect of the self-efficacy level on the job satisfaction rates of the sports referees.

However, the study conducted by Dr. Seyithan in the year 2015 paved results which showed a negative correlation between self-efficacy and jobs satisfaction. The study had a target set of 208 US middle school teachers and made use of the Teacher's sense of self efficacy scale and the Job satisfaction survey. The study reflected that for the middle school teacher, self-efficacy had a diminished and non-significant effect on the job satisfaction but other constraints such as fringe benefits, pay, promotion etc. had an upper hand in the effect of job satisfaction levels.

A study aimed at assessing the relationship between self-efficacy and work engagement, and the effects the two variables had on job satisfaction was conducted by Mustafa and Oya in the year 2012. The study was observed on certified public accountants, making use of the general self-efficacy scale, Minnesota job satisfaction scale and the work engagement scale, revealing rather quite positive results. The conclusion of the study drew out a positive significance in the variables of self-efficacy and work engagement, turning out effective speculators of the variable of job satisfaction.

A very relevant study was conducted by Olayiwola, in 2011 on 600 industrial workers of Nigeria, aimed at understanding the effects of job satisfaction, self-efficacy and intrinsic motivation to effectively draw out the job performance. The results were obtained using the Job satisfaction scale, Annual performance evaluation reports, intrinsic motivation inventory and self-efficacy scale, which brought out an indeed strong relationship between the variables on the effect of job performance of the target set of industrial workers.

In the year 2011, a rather enlightening study was conducted by Husain objected at determining a relationship between self-efficacy and motivation in an academic layout. The target set comprised of 135 participants from various business schools in Karachi, making use of the Academic Motivation scale by Vallerando and General self-efficacy scale. The results brought a ravishing establishment of a very strong positive relationship existing between the variables of self-efficacy and motivation, having no disparity considering the differences of gender proportions.

Critically showing the limelight into the realm of self-efficacy, Baumeister, Campbell, Krueger and Vohs in the year 2003 has published a rather intriguing literature. The article reviews self-efficacy as a very important pre requisite for not just performance and success, but also to healthier and happier lifestyles. The study also shows that no causation can be established between self-efficacy and happiness but a recommendation has been directed to boost the self-efficacy of individuals, elevating their stature.

Method

Sample

The various study on attrition brought to the light that a reduction in the job satisfaction can lead to heightened levels of attrition as job satisfaction was henceforth identified as a crucial step in the attrition rate, the two factors of self-efficacy and motivation and the effect it plays on the job satisfaction of the workplace trainers is probed further in this research. This is the rationale of the study. As the current study focuses on the realm of workplace trainers, the sample to be taken for the study include 60 workplace trainers of different sectors, comprising both the genders.

As for the sampling technique to be used, Convenient sampling, which falls under the non-probability sampling can be used.

Inclusion Criteria

Trainers having an experience of more than 2 years in the same organization

Workplace Trainers

Exclusion Criteria

Freelancers, who are not technically bound to an organization is excluded.

Trainers who have had a break in their careers for more than 4 years.

Part Time trainers.

Research design

Methodology: Quantitative Research

Research Design: Correlational Research Design

Tools used:

To study about Self-efficacy, General self-efficacy scale is used:

The GSE questionnaire was formulated in the year 1995 by Ralf Schwarzer & Matthias Jerusalem for general adult population, including adolescents. The tool, which is to be self-administered, consists of 10 items which are measured on a 4 point scale.

Reliability

Cronbach's alphas ranged from .76 to .90, with the majority in the high .80s

Validity

Criterion-related validity is documented in numerous correlation studies where positive coefficients were found with favourable emotions, dispositional optimism, and work satisfaction.

To study about the 2nd variable motivation, The Work Motivation Questionnaire is used:

Work Motivation Questionnaire was constructed by Dr K. G. Agarwal in 1988 and it was published by National Psychological Corporation, Agra. Based on factor analysis of data from five general hospitals using doctor, nurse, orderlies, and sweepers as respondents, six factors were extracted and identified accounting for 86% variance. The factors were:

Factor I (Dependency). Items related to your immediate superior and components that constitute dependence like cooperation, trust etc. It is a psychological factor and dominant in role performance. Example, “how often your immediate superior appreciates you?”

Factor II (Organizational Orientation). Items that reflect the organization like job satisfaction, pay, benefits etc. Example, “do you agree that work assignments are well planned in this organization?”

Factor III (Work Group Relations). It determines the kind of work one has to do depending on their relation to other members of group like work allotted due to good relationship with senior. It may not be applicable where professionals may be free to plan their own assignments. Example, “to what extent do you have confidence and trust in the people in your work group?”

Factor IV (Intrinsic Motivation). Items related to the internal satisfaction that the work can provide to the employee. Example, “to what extent do you feel you are doing useful work?”

Factor V (Material Incentive). Tangible rewards often monetary are stated as material incentives. Example. “Considering your skills and efforts you put into the job; how satisfied are you with your pay?”

Factor VI (Job situation). It includes three variables of chance to learn, chance to use abilities, and general pattern of working. Example, “how do people work here in your organization?”

Items

There are 26 items, each having five alternative answers. Criteria for item selection were:

- Relevance to the input to be measured.
- Evidence in literature of its usefulness.
- Relevance to employee of all strata.
- Ease of translation to other language
- Ability to discriminate levels of work motivation
- Relevance to organization of different scale

Validity

Face validity varied from 4.47 for “job satisfaction” item to 3.31 for “snacks break” item. Item validity varied from .668 for “encouragement” to .236 for “responsibility”.

Reliability

Internal consistency reliability was found out using split half method. The reliability co-efficient was very high that is .994.

Scoring

Items were Likert type rated on a five point scale. Factor score can be worked out using the following classification:

Factor I: Dependence: Item numbers are 15, 16, 17, 18, 20, 21, 22, 23.

Factor II: Organizational Orientation: Item numbers are 1, 5, 8, 11, 12, 13.

Factor III: Work Group Relations: Item numbers are 6, 14, 19, 20.

Factor IV: Intrinsic Motivation: Item numbers are 23, 24, 25, 26.

Factor V: Material Incentive: Item numbers are 2, 3, 4, 5.

Factor VI: Job situation: Item numbers are 7, 9, 10.

Summated scoring is done by assigning 5 point to the extreme positive response and 1 point to the extreme negative point. This way options a, b, c, d, and e received 5, 4, 3, 2 and 1 score respectively.

To study about the level of Job satisfaction, the questionnaire by A.K. Singh is used:

The job satisfaction scale developed by Singh & Sharma has 30 questions and is standardized on engineers, doctors and teachers.

Reliability

The test retest reliability of the scale works out to be 0.978. The scale has a validity coefficient of .743.

The scale measures job satisfaction in two types of areas - job-intrinsic (factors lying in the job itself) and job-extrinsic (factors lying - 106 - 106 outside the job). These areas are covered in 30 statements. Each statement had five alternatives from which a respondent had to choose any one which candidly expressed his response. Q. No. 6, 11, 13, 19, 23 and 25 had job concrete statements whereas job-abstract statements were in the form of Q.No. 8, 15, 16, 17, 21 and 27. Job extrinsic statements found their place in Q.No. 1, 3, 4, 7, 10, 12, 26 and 30. Economic and community growth statements were numbered as 2, 5, 9, 18 and 14, 22, 24, 28 and 29 respectively.

Procedure

To study the effect of self-efficacy and motivation on job satisfaction in the domain of trainers, the idea is to approach the training wings of different organizations. After obtaining a confirmed appointment, the questionnaires would be circulated to a target of 60 workplace trainers.

After handing over the initial questionnaires on self-efficacy and motivation, the same sample itself would be handed over the job satisfaction questionnaire.

The participants are thought to be allotted using personal references and online contacts.

Data analysis:

For analyzing the data garnered form the study, IBM SPSS V.22 is proposed to be used. T Test, Pearson Correlation are the statistical tests to be carried out.

Ethical Considerations:

In conduction of this particular research study tilted 'Effect of self-efficacy and motivation on the job satisfaction of the workplace trainers', the first and foremost ethicality to be considered is the safeguarding of confidentiality of the employees. The participants would be briefed about the nature and scope of the study and would be given the assent to move out from the same at any point of time. There would be no disclosure of information under any circumstance.

Budget

The budget for the study was approximately Rs.2000 which includes all the printing out, photo copies, travelling expenses and other additional incurrences.

Results

The results obtained after data validation in SPSS software shows a positive correlation between the variables of Job Satisfaction with the Self Efficacy and Motivation.

Limitations:

Time frame of the study is quite less, thus narrowing the scope.

The sample size is comparatively lesser.

The availability of the contacts or resources for the study is limited.

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