

AN EMPIRICAL STUDY ON THE IMPACT OF PROFESSIONAL DEVELOPMENT ON MOTIVATION AND JOB SATISFACTION AMONG DIFFERENT GENDERS

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Abstract:

This study investigates the impact of professional development programs on the motivation and job satisfaction of non-teaching staff within educational institutions. With a sample size of 150 participants, convenience sampling was employed to select willing and accessible individuals. The research utilized structured surveys to gather data on participants' perceptions of the influence of professional development initiatives on various aspects of their professional engagement. Statistical analyses, including independent samples t-tests, were conducted to examine gender-related differences. The findings indicate a generally positive impact on motivation and job satisfaction, with significant gender differences noted. This research contributes valuable insights to the design and implementation of effective professional development programs for non-teaching staff, promoting a more engaged and satisfied educational workforce.

Keywords: *Professional development, non-teaching staff, motivation, job satisfaction.*

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Introduction:

The educational landscape thrives not only on the dedicated efforts of teachers but also on the tireless contributions of non-teaching staff. From administrative support to technical expertise, these individuals play a crucial role in ensuring the smooth operation and success of schools and universities. However, their work often goes unrecognized, and their professional growth can be neglected. This study aims to shed light on the vital link between professional development opportunities and the motivation and job satisfaction of non-teaching staff.

Motivation: The fuel that drives dedication and performance, motivation is essential for any employee. In the context of non-teaching staff, it translates to a sense of purpose, a desire to excel, and a commitment to their roles beyond their immediate duties. However, maintaining this motivation can be challenging in an environment where professional development opportunities are limited or inaccessible. This study delves into the impact of structured professional development programs on the motivation of non-teaching staff, exploring how these programs can rekindle passion, enhance skills, and foster a sense of value within their work.

Job Satisfaction: Beyond motivation lies job satisfaction, the culmination of factors that contribute to a positive and fulfilling work experience. For non-teaching staff, it encompasses feeling valued and appreciated, having a clear understanding of their contributions, and experiencing a healthy work-life balance. This study investigates how professional development programs can contribute to job satisfaction by providing opportunities for growth,

recognition, and improved work-related skills. By examining the relationship between these programs and job satisfaction, we can gain valuable insights into how to create a more fulfilling and enriching work environment for this vital segment of the educational workforce. Job satisfaction, according to Robbins and Judge (2012), is a favorable emotion about a job that stems from an assessment of its features. Thus, an employee's estimate of job satisfaction is a complex sum of numerous discrete variables (Robbins & Judge, 2012). Job satisfaction, according to Locke (1976), is "a pleasurable or positive emotional state resulting from an appraisal of one's job or job experiences." This definition establishes a link between job satisfaction and a person's emotional state. Pay, promotions, coworkers, supervision, and work were recognized as five factors influencing job satisfaction by Smith, Kendall, and Hulin (1969). Locke (1976) adds a few more aspects, such as recognition, working conditions, and company and management (Judge & Klinger, 2008).

The Need for this Study:

While the importance of professional development for teachers is widely recognized, the same hasn't always held true for non-teaching staff. This study seeks to address this gap by providing empirical evidence for the positive impact of professional development programs on their motivation and job satisfaction. The findings of this research can inform educational institutions and policymakers in designing and implementing effective programs that cater to the specific needs and aspirations of non-teaching staff. Ultimately, this study aims to contribute to a more vibrant and engaged educational ecosystem where all members, both teaching and non-teaching, feel empowered and valued.

Objectives of the Study:

1. Assessing the Impact of Professional Development Programs on Motivation
2. Investigating the Influence of Professional Development Programs on Job Satisfaction

Hypothesis of the study:

1. (H0): There is no significant relation between gender and Impact of Professional Development Programs on Motivation
2. (H0): There is no significant relation between gender and Impact of Professional Development Programs on Job Satisfaction

Review of literature:

Research consistently shows a positive impact of professional development programs on motivation. Göllü (2014) found a strong positive relationship between personal development trainings and employee motivation in the Turkish pharmaceutical sector. Boström (2017) identified motivational beliefs as a key factor in the effectiveness of professional development programs in formative assessment on teacher practice. Daumiller (2019) highlighted the role of achievement goals in Karimi (2019) found that such programs can significantly enhance teachers' use of motivational strategies, leading to increased student motivation. Chang (2017) further highlighted the role of professional development motivation in mediating the relationship between work values and job satisfaction. Beltman (2009) emphasized the importance of considering both personal and contextual factors in professional learning, with workplace demands and limited support being identified as potential

constraints. Daumiller (2019) underscored the influence of academics' achievement goals on their learning engagement and gains in professional development courses. These studies collectively suggest that professional development programs influencing learning engagement and gains in professional training courses for university academics.

These studies collectively suggest that professional development programs can have a positive impact on motivation, but their effectiveness may be influenced by various individual and contextual factors.

A range of studies have explored the impact of professional development programs on job satisfaction. Chang (2017) found that work values significantly influence professional development motivation and job satisfaction, with cognitive interest and social relations being key motivators. Smet (2021) identified a positive relationship between job satisfaction and the need for professional development in teaching diversity and special needs, which was moderated by the number of professional development activities. Mahatanankoon (2007) highlighted the importance of formal professional development activities in IT careers, while Thahir (2021) demonstrated the positive influence of professional development and job satisfaction on teaching performance. Nasser (2010) further emphasized the importance of addressing individual characteristics and motivation patterns in professional development programs to enhance satisfaction. Research consistently shows a positive correlation between training and job satisfaction. Damirchi (2013) found a direct and significant connection between the two, while White (2018) noted that job mobility, often seen as a barrier to in-firm training, is actually associated with increased job satisfaction. Nauman (2020) further supported this, demonstrating that training indirectly influences job satisfaction through affective commitment and job performance. Norazman (2018) also emphasized the role of training in enhancing job satisfaction, particularly when it comes to line managers. However, Bailey (2013) found that while professional development participation is motivated by factors such as professional commitment and reflection, it does not significantly correlate with job satisfaction. Ghenghesh (2018) emphasized the importance of staff development in enhancing teaching practices and staff effectiveness, despite constraints such as time conflicts and administrative workload. These studies collectively suggest that professional development programs can enhance job satisfaction, particularly when they align with individual needs and are supported by the organization.

Research methodology:

The research methodology for this study employed a convenience sampling approach to select participants from a pool of non-teaching staff within educational institutions. The sample size comprised 150 individuals who voluntarily participated in the study. Convenience sampling was chosen for its practicality and accessibility, allowing the researchers to engage participants readily available and willing to contribute to the investigation.

Data collection involved the administration of structured surveys using a Likert scale to assess participants' perceptions of the impact of professional development programs on their motivation and job satisfaction. The survey instrument included statements related to motivation, confidence, engagement, interest in learning, job satisfaction, value from the employer, relationships with colleagues, and career development aspirations.

The survey was distributed electronically, and participants were assured of the confidentiality and anonymity of

their responses. The survey instrument was pre-tested on a small pilot group to ensure clarity and relevance of questions. Demographic information, including gender, was collected to allow for subgroup analyses. Statistical analyses included independent samples t-tests to examine gender-related differences in the impact of professional development on motivation. Descriptive statistics, such as means and percentages, were utilized to present the overall trends in participant responses.

Result and Finding:

Descriptive:

Table 1:

Gender	Counts	% of Total
Female	60	40.0 %
Male	90	60.0 %

The data provided indicates the distribution of participants based on gender in the study. The sample comprises 60 individuals identifying as Female, constituting 40.0% of the total sample, and 90 individuals identifying as Male, representing 60.0% of the total sample.

Table 2: Impact of Professional Development Programs on Motivation

Assessing the Impact of Professional Development Programs on Non-Teaching Staff Motivation	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Since participating in professional development programs, I feel more motivated to put in extra effort at work.	0	0	36.7 %	40.0 %	23.3 %
The skills and knowledge I gained from professional development programs have increased my confidence in performing my job duties.		13.3 %	20.0 %	30.0 %	36.7 %
I feel more engaged and challenged in my work after attending professional development programs.	6.7 %	13.3 %	30.0 %	33.3 %	16.7 %
Participating in professional development programs has made me more interested in learning new things.	6.7 %	10.0 %	26.7 %	33.3 %	23.3 %
Overall, professional development programs have had a positive impact on my motivation at work	0	0	13.3 %	33.3 %	53.3 %

The data presented assesses the impact of professional development programs on the motivation of non-teaching staff, using a Likert scale ranging from "Strongly Disagree" to "Strongly Agree."

The majority of respondents (40.0%) "Agree" that, since participating in professional development programs, they feel more motivated to put in extra effort at work. Additionally, a significant percentage (36.7%) expressed a "Neutral" stance on this statement. This suggests that a substantial proportion of participants experienced a positive impact on their motivation, while a noteworthy segment remained neutral.

Regarding the acquisition of skills and knowledge, 36.7% "Agree" and 30.0% "Strongly Agree" that the professional development programs have increased their confidence in performing job duties. However, 13.3%

"Strongly Disagree" with this statement, indicating a small but notable fraction that does not perceive a positive impact on their confidence.

For the statement on feeling more engaged and challenged at work after attending professional development programs, 33.3% "Agree," while 16.7% "Strongly Agree." On the contrary, 6.7% "Strongly Disagree," reflecting a small proportion of participants who do not feel more engaged or challenged.

Similarly, 33.3% "Agree" that participating in professional development programs has made them more interested in learning new things, and 23.3% "Strongly Agree." Conversely, 6.7% "Strongly Disagree," signaling a minority who did not experience an increased interest in learning.

In the broader perspective, a significant percentage (53.3%) "Strongly Agree" that professional development programs have had a positive impact on their motivation at work, with an additional 33.3% expressing agreement. This suggests an overall positive perception of the influence of professional development programs on the motivation of non-teaching staff.

The data implies a generally positive impact of professional development programs on non-teaching staff motivation. The majority of respondents reported feeling more motivated, confident, engaged, and interested in learning after participating in such programs. The overall positive sentiment, especially in the closing statement, underscores the potential effectiveness of professional development initiatives in enhancing motivation among non-teaching staff. However, the presence of some respondents expressing a neutral or negative sentiment highlights the need for further exploration into the specific aspects of these programs to optimize their impact across diverse perspectives within the non-teaching staff community.

Table 2: Influence of Professional Development Programs on Non-Teaching Staff Job Satisfaction

Influence of Professional Development Programs on Non-Teaching Staff Job Satisfaction	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am more satisfied with my job since participating in professional development programs.	0	3.3 %	20.0 %	46.7 %	30.0 %
The opportunities for learning and growth offered by professional development programs have contributed to my overall job satisfaction.	6.7 %	3.3 %	20.0 %	33.3 %	36.7 %
I feel more valued and appreciated by my employer because of my participation in professional development programs.	0	3.3 %	20.0 %	50.0 %	26.7 %
Participating in professional development programs has improved my relationships with colleagues and fostered a more positive work environment.	0	0	30.0 %	46.7 %	23.3 %
My career development aspirations feel more attainable after attending professional development programs.	0	10.0 %	40.0 %	30.0 %	20.0 %
Overall, professional development programs have had a positive impact on my job satisfaction.	0	0	30.0 %	83.3 %	16.7 %

The data provided assesses the influence of professional development programs on the job satisfaction of non-teaching staff, utilizing a Likert scale ranging from "Strongly Disagree" to "Strongly Agree."

A substantial percentage of respondents (46.7%) "Agree" and an additional 30.0% "Strongly Agree" that they are more satisfied with their job since participating in professional development programs. This indicates a prevalent positive impact on job satisfaction among the majority of non-teaching staff members surveyed.

In terms of opportunities for learning and growth contributing to overall job satisfaction, 36.7% "Agree" and 20.0% "Strongly Agree." However, 10.0% "Strongly Disagree," signaling a smaller segment that does not perceive a positive correlation between learning opportunities and job satisfaction.

Regarding feeling valued and appreciated by the employer due to participation in professional development programs, an overwhelming 50.0% "Agree" and 26.7% "Strongly Agree." This suggests that a substantial portion of respondents associates their participation in professional development programs with increased recognition and appreciation from their employer.

For the statement on the impact of professional development programs on relationships with colleagues and the work environment, 46.7% "Agree," while 23.3% "Strongly Agree." This reflects a positive influence on workplace relationships and environment for a significant proportion of non-teaching staff.

Regarding the attainability of career development aspirations after attending professional development programs, 40.0% "Agree," and 20.0% "Strongly Agree." This suggests that these programs contribute positively to non-teaching staff's perception of the attainability of their career goals.

In the broader perspective, an overwhelming 83.3% "Agree" that professional development programs have had a positive impact on their job satisfaction, with an additional 16.7% expressing agreement. This overwhelmingly positive sentiment underscores the significance of professional development initiatives in contributing to higher job satisfaction among non-teaching staff.

The data suggests a predominantly positive influence of professional development programs on the job satisfaction of non-teaching staff. The majority of respondents reported increased job satisfaction, feeling valued by their employer, improved workplace relationships, and a positive impact on their career development aspirations. The overwhelmingly positive response to the overarching statement on the overall positive impact of professional development programs on job satisfaction reinforces the importance of these initiatives in contributing to the well-being and contentment of non-teaching staff within the organization.

Testing of hypothesis:

1. (H0): There is no significant relation between gender and Impact of Professional Development Programs on Motivation

Result:

The independent samples t-test conducted to examine the impact of professional development programs on motivation revealed statistically significant differences between the Female (N = 60) and Male (N = 90) groups ($t(148) = 3.94, p < .001$). The mean motivation score for the Female group (M = 21.8, SD = 3.3) was significantly higher than that of the Male group (M = 19.6, SD = 3.23). This notable difference was further supported by a moderate effect size, as indicated by Cohen's $d = 0.656$.

The results suggest that, on average, participants who identify as Female reported experiencing a more positive impact of professional development programs on their motivation compared to their Male counterparts. The practical significance of this difference is underscored by the moderate effect size, indicating that the observed distinction is not only statistically meaningful but also has a considerable impact in real-world terms.

These findings contribute valuable insights into the differential effects of professional development initiatives on motivation based on gender.

Independent Samples T-Test						
		Statistic	df	p		Effect Size
Impact of Professional Development Programs on Motivation	Student's t	3.94	148	< .001	Cohen's d	0.656
<i>Note.</i> $H_a \mu_{\text{Female}} \neq \mu_{\text{Male}}$						
Group Descriptives						
	Group	N	Mean	Median	SD	SE
Impact of Professional Development Programs on Motivation	Female	60	21.8	23	3.3	0.426
	Male	90	19.6	20	3.23	0.341

2. (H0): There is no significant relation between gender and Impact of Professional Development Programs on Job Satisfaction

Result:

The independent samples t-test conducted to investigate the impact of professional development programs on motivation for Female (N = 60) and Male (N = 90) participants yielded interesting findings. The t-statistic was -2.1 with 148 degrees of freedom, resulting in a p-value of 0.037, indicating a statistically significant difference between the two groups. The effect size, measured by Cohen's d, was -0.35, suggesting a small to moderate effect.

Upon examination of the group descriptive, it was observed that the mean motivation score for the Female group (M = 26.8, SD = 3.91) was lower than that of the Male group (M = 28.1, SD = 3.77). This contradicts the initial hypothesis that Female participants would exhibit higher motivation scores. However, it's essential to note that the negative effect size implies that while the difference is statistically significant, the practical significance is relatively modest.

In conclusion, the results indicate a statistically significant difference in the impact of professional development programs on motivation between Female and Male participants, with the Male group reporting slightly higher mean motivation scores. The small to moderate effect size suggests that, while the difference is observable, it may not be of substantial practical significance.

Independent Samples T-Test						
		Statistic	df	p		Effect Size
Impact of Professional Development Programs on Motivation (2)	Student's t	-2.1	148	0.037	Cohen's d	-0.35
<i>Note.</i> $H_a \mu_{\text{Female}} \neq \mu_{\text{Male}}$						
Group Descriptive						
	Group	N	Mean	Median	SD	SE
Impact of Professional Development Programs on Motivation (2)	Female	60	26.8	26	3.91	0.505
	Male	90	28.1	28	3.77	0.397

Discussion:

The study aimed to investigate the influence of professional development programs on the motivation and job satisfaction of non-teaching staff, addressing a gap in the recognition of the importance of such programs for this specific group. The findings shed light on the positive impact of professional development initiatives on both motivation and job satisfaction.

In the assessment of motivation, participants overwhelmingly reported feeling more motivated since engaging in professional development programs. The acquisition of skills and knowledge was a key driver, contributing to increased confidence in job duties. The positive impact extended to participants feeling more engaged, challenged, and interested in learning new things. The majority concurred that professional development programs had an overall positive impact on their motivation at work. Gender differences were evident, with female participants reporting a significantly higher average motivation score than their male counterparts.

When examining job satisfaction, the results were equally promising. A substantial proportion of non-teaching staff expressed increased satisfaction with their job, attributing it to the opportunities for learning and growth provided by professional development programs. The positive influence extended to feeling valued and appreciated by employers, improved relationships with colleagues, and a positive impact on the work environment. Additionally, participants felt that their career development aspirations became more attainable after participating in professional development programs.

Conclusion:

In conclusion, the study provides empirical evidence supporting the positive influence of professional development programs on the motivation and job satisfaction of non-teaching staff. These findings underscore the significance of investing in tailored professional development initiatives for this demographic within educational institutions. The gender-specific differences in motivation highlight the need for nuanced strategies in program design to cater to the diverse needs and preferences of non-teaching staff.

Recommendations:

- Tailored programs: Design professional development specifically for non-teaching staff's needs and aspirations.
- Gender inclusivity: Incorporate strategies to ensure equal opportunities and benefits for all

staff, regardless of gender.

- Continuous feedback: Establish a feedback mechanism to adapt programs based on real-time insights.

Future research:

- Longitudinal studies: Explore the long-term impact of programs on career trajectories and well-being.
- Comparative studies: Compare program effectiveness across different institutions or regions.
- Qualitative methods: Use interviews or focus groups to gain deeper understanding of individual experiences and perceptions.

Study Limitations:

- Sample size: Findings may not be generalizable to larger or more diverse populations.
- Context specificity: Results may not apply to other settings with different characteristics.
- Self-reporting bias: Participant responses may be skewed by social desirability or misalignment with objective measures.

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