

EFFECTS OF MOTIVATIONAL FACTORS ON TEACHERS' JOB SATISFACTION: A STUDY ON PUBLIC SECTOR DEGREE COLLEGES OF PUNJAB, PAKISTAN

Muhammad Nadim*
Muhammad Shahzad Chaudhry
Masood Nawaz Kalyar
Tabassum Riaz

Abstract

Among all the resources of an educational institution, teachers are unquestionably the most important. Motivation plays a pivotal role in increasing the level of teacher's job satisfaction. Satisfied teachers in turn can help in improving the performance of an educational institution. The objective of this study is to analyze the effects of intrinsic and extrinsic motivational factors on teacher job satisfaction in public sector degree colleges of Punjab, Pakistan. Data was collected from 406 respondents from public sector colleges in the Punjab. SEM was used to test the hypotheses using AMOS package. Results revealed that there is significant positive relationship between intrinsic motivational factors and teacher job satisfaction. Similarly, statistically significant positive relationship is also found between extrinsic motivational factors and teacher job satisfaction. However, it is found that teacher job satisfaction is largely caused by intrinsic motivational factors as compared to extrinsic motivational factors.

Key Words: Motivation, Job satisfaction, Intrinsic factors, Pakistan

INTRODUCTION

Every organization whether profit oriented or not has three types of resources that are Men, Money and Machinery. But the most important and the most significant is unquestionably the human resource of an organization. These are the human who convert the deficiency into efficiency and stimulate the process of organizational development. Teaching is one of

the most important and noticeable profession in the world. All other professions of the society have their roots in the profession of teaching. Teachers are the pillars of educational system of any nation. They play an imperative role in building the personality of their students. Teachers are critical for the successful functioning of educational system and for improving the quality of educational institutions.

Inextricably associated with the quality of education is the issue of teacher motivation and we all realize the decisive role teachers can play in improving the quality of education. A lot of research has been conducted internationally on teacher's professional development but not on teacher motivation. Such as during the last decade, none of the four top journals of international comparative education have published even a single article on teacher motivation in any developing country of either Africa or Asia (Bennell & Akyeamong, 2007).

In Pakistan, Government policies and plans have focused solely on teacher professional development and under which comes teacher trainings but no serious effort has ever been made to pin point the causes of low motivation or de-motivation of teachers. Colleges are important institutions of the society which are considered a platform where significant socialization of the youth takes place and where a sizable number of youngsters of the society follow careers and meanings in their lives. It is, therefore, crucial to have highly committed and motivated teachers particularly in colleges where teachers' motivation is extremely required as explained by Ahmed, Nawaz, Iqbal, Ali, Shaukat and Usman (2010) that motivation plays an important role in increasing the job satisfaction which in turn helps to increase the organizational performance.

This study has analyzed the effects of intrinsic and extrinsic motivational factors on teacher job satisfaction. The study has also suggested some remedial measures for increasing the level of motivation and job satisfaction of teachers in

* Corresponding author, Contact nadeem_pugc@yahoo.com. Corresponding author and Tabassum Riaz are Lecturers in commerce at University of the Punjab Jhelum campus, Jhelum, Pakistan.

public sector degree colleges of Punjab, Pakistan.

THEORETICAL BACKGROUND

Harrington (2004) pointed out that once we have been doing work for a while, our curiosity fades gradually. Some people lose the pleasure in work while some continue in order to maintain their increasing salaries and to secure long term benefits, after they have mentally quit. Others pursue a job change is the only way to get back their long-lost enthusiasm. This scenario captures the essence of problem facing many organizations including educational institutions. Motivation! While some teachers might be motivated to exert high level of effort but others are not. Therefore, it becomes management's challenge to cope with employee's low motivation. Scholars and authors had approached the concept of motivation from different perspectives. Robbins and Coulter (2005) pointed out that employee's motivation is the "willingness to exert high level of inspiration to reach organizational goals, conditioned by the efforts ability to satisfy some individual needs". This definition clearly highlight that motivation is the willingness of employees to perform work efficiently and this willingness arise only when they perceive that their effort would results in their need satisfaction.

Steers et al. (2004) highlighted that Motivation is a process through which a person's efforts are energized, directed, and sustained towards attaining a specific goal. Three key elements are important to this definition: energy, direction, and persistence. The energy element is a measure of intensity or derives. A motivated person exerts more effort and work hard. However, high level of effort doesn't necessarily lead to favorable job performance unless the effort is channeled in a direction that benefits the organization. It means the effort that is directed towards and consistent with, the organizational goals, is the kind of effort we want from our employees. Finally, motivation includes a persistence dimension. We want our employees to persist in putting forth the effort to achieve the goals. Gibson, Ivancevich and Donnelly (2000) explained that motivation is a word used to describe the forces acting on or within a person to initiate and guide behavior.

We use the concept to explain the differences in the intensity of behavior (e.g. more intense behavior as a result of high level of motivation) and also to indicate the direction of behavior.

Bateman and Snell (1999) pointed out that motivation refers to the forces that energize, direct and sustain a person's efforts towards a specific target. All behaviors, except involuntary reflexes like eye blinks (which have little to do with management), are motivated. A highly motivated person will work hard towards achieving performance goals as compare to unmotivated person who is less efficient and less productive. Pinder (1998) concluded that work motivation is a set of energetic forces that originate both within as well as outside of an individual, to commence work-related behavior and to determine its form, direction, intensity and duration. Nel, Gerber, Vandyk, Haasbroek, Schultz, Sono and Werner (2001) emphasized that motivation is intentional as well as directional. The word 'intentional' refers to the personal selection and persistence of action while the word 'directional' signifies the presence of a driving force aimed at accomplishing a specific goal. A motivated person is always aware of the fact that a specific goal must be achieved and continuously directs his/her efforts at achieving that goal even in the face of adversity.

Mufflin (1995) pointed out that it is very essential to provide feedback so that the teachers can understand their strengths, weaknesses, and more importantly, how to perform similar activities more efficiently in the future. Lack of feedback leads to frustration in teachers and this frustration negatively impacts teacher's performance. Woodward (1992) while highlighting the importance of training as a motivational force explained that training program is one of the most important input factors that give motivation to teachers and increase their performance. Kyriacou and Sutcliffe (1979) emphasized in their research that the causes for leaving teaching profession may include overload of work, lack of support from departmental head, increased administrative assignments rather than keeping teachers in academic activities.

Qayyum and Siddique (2003) found in their research that teacher's competency motivate them to perform well. Furthermore, promotion

opportunity, due favor, proper division of work among teachers, availability of teachers for guidance, good working conditions and job security help to increase motivation.

Frederick Herzberg's Theory of Job Satisfaction is also known as Two-Factors Theory or Motivation-Hygiene Theory. Herzberg started the study of job satisfaction in 1950's in Pittsburg with the idea that the things which cause job satisfaction are the opposite of those things that cause job dissatisfaction. However, after studying a lot of books he could not draw any guidelines in this perspective. Then he conducted a survey with engineers and accountants and asked the participants to identify those things which provide positive feelings about their jobs and those that provide negative feelings. In 1959, he wrote a book namely "THE MOTIVATION TO WORK", in which he classified work dimensions in two categories: Motivators and Hygiene factors. According to Herzberg, what makes people happy is what they do or the way they are utilized at work and what makes people unhappy is the way they are treated. Factors that cause satisfaction at work are different from those that cause dissatisfaction. On the basis of findings of the survey, Herzberg created his theory of Motivators and Hygiene factors. Hygiene factors tend to reduce job dissatisfaction while motivators most probably contribute to long-term job satisfaction.

2.1. Motivators (Intrinsic Factors)

Motivators or satisfiers are those factors that provide positive feelings about job and cause satisfaction. These factors motivate individuals by changing the nature of work. They challenge individuals to develop their skills and talent and fulfill their potential. For instance, adding more responsibility to work and providing learning opportunities to a person to work at a higher level can lead towards a positive performance growth if the possible poor results are related to boredom of the task he is supposed to perform. In addition to responsibility and learning opportunities, recognition, achievement, advancement and growth are also intrinsic motivational factors. These factors don't dissatisfy if they are not present but by giving

value to these, satisfaction level is most probably to grow (Bogardus, 2007).

2.2. Hygiene (Extrinsic Factors)

Hygiene factors are related with the context or environment in which the job is performed and these are also called extrinsic factors or factors external to a job (Herzberg, Mausner and Snyderman, 1959). So Hygiene factors when absent, inadequate, or negative in a job situation, these elements cause feelings of dissatisfaction; but when present, adequate and positive they do not generally cause feelings of satisfaction.

From the review of literature and related theories of motivation, it is clear that the process theories, to a large extent, explain the dynamic nature of work motivation but does not highlight the important variables contributing to work motivation. On the other hand, content theories highlight the dominant variables contributing to work motivation. Therefore, it is decided to make use of a content theory as a framework of the study.

Although, content theories has also been criticized by various authors and researchers. Even the Maslow's Hierarchy of Needs Theory does not have any empirical support. Existence, Relatedness and Growth (ERG) theory is relatively new as compare to other theories and there is a limited amount of empirical data to support this theory. Similarly, there is very little quantity of research in teacher motivation by making use of the theory X and Y. Therefore, the applicability of theory X and Y and Existence, Relatedness and Growth (ERG) theory in teacher's motivation is doubtful.

On the other hand, the Herzberg's Motivation-Hygiene Theory has a large quantity of empirical support. There is also research to support the applicability of Herzberg's theory to the teacher's motivation and job satisfaction (Sergiovanni, 1967). So it was reasonable and logical to believe that the Herzberg's two factor theory is more able to describe the job satisfaction or dissatisfaction in educational setting as compared to other content theories.

Therefore, the proposed model of this study is derived from the famous Herzberg's Two Factor Theory of Motivation and Job Satisfaction. On the basis of above theoretical literature

following research model and hypotheses can be drawn.

INSERT FIGURE 1 HERE

H1: There is a significant positive relationship between intrinsic motivational factors and teachers' job satisfaction.

H2: There is a significant positive relationship between extrinsic motivational factors and teachers' job satisfaction.

METHODOLOGY

3.1. Data Collection and Analysis

As the study is survey type, therefore, a questionnaire is used for the purpose of data collection. The logic behind using the questionnaire as a survey instrument is that it is more efficient instrument of primary data collection because it requires less time, less expense and permits collection of data from a much large sample. It is easy to fill out, keeps respondents on subject, is relatively objective and fairly easy to be tabulated and analyzed. The questionnaire is developed on the basis of related researches and literature review.

The survey was conducted in 60 public sector degree colleges (30 boy's colleges and 30 girl's colleges) that were randomly chosen from the 369 public sector degree colleges of Punjab, Pakistan. The respondents include Professors, Associate Professors, Assistant Professors and lecturers who were working in those colleges. Most of the colleges were personally visited for the purpose of administering the questionnaires on the sample subjects. Some of the questionnaires were also sent through mail. A covering letter was attached with all the questionnaires. A total of 500 questionnaires were distributed among the sample subjects (250 questionnaires among male teachers and 250 among female teachers) and after a great effort, 406 questionnaires were received back (214 from male teachers and 192 from female teachers). Some of the questionnaires were not properly completed and therefore, discarded. Finally, 380 completed questionnaires were obtained for data analysis (197 from male and 183 from female teachers).

Structural Equation Modeling (SEM) technique using Analysis of Moment Structures (AMOS) 19.0 software is used for analyzing the effects of intrinsic and extrinsic motivational factors on teacher job satisfaction. SEM is a statistical

technique which is used for estimating and testing the causal relationships.

FINDINGS

Effects of Intrinsic Motivational Factors on Teacher Job Satisfaction

Following are standardized regression coefficients and an R^2 value that summarizes the proportion of variance in the dependent variable explained by the collective set of predictors but it uses a separate diagram to display the standardized coefficients and R^2 value. The standardized coefficients or betas weights allow us to compare the relative importance of each independent variable. In figure 2, promotion opportunities (beta = 0.25) have a greater impact on teacher job satisfaction followed by participation in decision making (beta = 0.10), opportunities to acquire new skills (beta = .09) and autonomy and recognition (beta = .03). The figure 2 suggests $R^2 = .12$, indicating that 12% variation in the dependent variable (Teacher Job Satisfaction) is explained by its linear relationship with independent variables (Opportunities to acquire new skills, Promotion opportunities, Participation in decision making, autonomy and recognition).

INSERT FIGURE 2 HERE

Effects of Extrinsic Motivational Factors on Teacher Job Satisfaction

The figure 3 depicts the amount of correlation among five predictors (Extrinsic motivational factors), standardized coefficients representing the relative importance of each predictor in explaining the relationship with dependent variable and R^2 value.

INSERT FIGURE 3 HERE

The highest correlation (.52) was observed between work environment and feedback. Standardized coefficients represent that salary have a greater impact on teacher job satisfaction (beta = .51), followed by feedback (beta = .13), rewards (beta = .10), relationship with seniors (beta = .04) and work environment (beta = -.04). The figure suggests $R^2 = .33$, representing that 33% of the variation in the dependent variable (teacher job satisfaction) is explained by its linear relationship with five predictors (Extrinsic motivational factors).

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

The research results reveal that there is statistically significant relationship between intrinsic motivational factors (opportunities to acquire new skills, promotion opportunities, participation in decision making, autonomy, recognition) and teacher job satisfaction. Similarly, statistically significant relationship is also found between extrinsic motivational factors (salary, work environment, relationship with seniors, reward, feedback) and teacher job satisfaction. However, teacher job satisfaction is largely caused by intrinsic motivational factors (39%); while extrinsic motivational factors contribute (12%) to teacher job satisfaction.

INSERT FIGURE 4 HERE

So this study contradicts to the famous Herzberg's Two Factor Theory which says that job satisfaction is only caused by intrinsic motivational factor (Motivators) while extrinsic motivational factors (Hygiene Factors) do not generally cause feelings of satisfaction. However, these factors tend to reduce job dissatisfaction.

Intrinsic motivational factors, namely, opportunities to acquire new skills, promotion opportunities and participation in decision making play a dominant role in contributing to teacher job satisfaction. Teachers feel excited when they are involved in decisions about academic matters of their college, when they have sufficient promotion opportunities and when they have sufficient opportunities to acquire new skills at job. On the other hand, salary, feedback and reward are some of the important extrinsic motivational factors that contribute to teacher job satisfaction in public sector degree colleges of Punjab, Pakistan. Research results revealed that compensation and benefits package is a strong factor contributing to low motivation of teachers in public sector degree colleges of Punjab, Pakistan. Majority of teachers consider that their salary is not sufficient to meet their needs. Although there is a massive increase in salaries by the Govt. in the last two years but due to continuous increase in prices of goods and services, the salary is not sufficient to meet their needs. It is creating distress among teachers and de-motivating them. So it is strongly recommended that

compensation and benefits package should be improved to meet the growing needs of teachers. The research results highlight that teachers lack the opportunities to acquire new skills at job. They are performing routine and static jobs with little challenge and job rotation. Resultantly, teachers are losing their moral, interest and motivation. So it is recommended that a learning culture should be cultivated in public sector colleges of Punjab, Pakistan in which research and development activities are performed and different conferences and seminars are arranged on regular time intervals. Research results have shown that a promotion opportunity in a job is a key motivator for teachers in public sector degree colleges of Punjab, Pakistan. But teachers are facing serious problems of timely promotion which is contributing to their low motivation. So it is strongly recommended that a time scale promotion formula for teachers in public sector degree colleges of Punjab, Pakistan should be developed and impartially implemented.

This is an important research effort about the effects of motivational factors on teacher job satisfaction in public sector degree colleges of Punjab, Pakistan and it has both practical implications for the higher authorities in education department who talk about teacher low motivation in public sector colleges of Punjab, Pakistan and theoretical implications for the researchers interested in exploring job satisfaction in higher education setup in Pakistan. This study will also provide a good foundation for future research on related topics.

REFERENCES

- Ahmed, I., Nawaz, M. M., Iqbal, N., Ali, I., Shaukat, Z., & Usman, A. (2010). Effects of motivational factors of employees job satisfaction: A case study of University of the Punjab, Pakistan. *International Journal of Business and Management*, 5(3), 132-144.
- Bennell, P., & Akyeampong, K. (2007). *Teacher motivation in Sub-Saharan Africa and South Asia*. Education Paper prepared for DFID, Brighton: Knowledge and Skills for Development.

- Ch'ng, H. K., Chong, W. K., & Nakesvari. (2010). The Satisfaction Level of Penang Private Colleges Lecturers. *International Journal of Trade, Economics and Finance*, 1(2), 71-79.
- Daft, R. L., & Marcic, D. (2004). *Understanding Management* (4th ed.). Mason: Thompson.
- Dessler, G. (1980). *Human Behavior: Improving Performance at Work*. Boston: Publishing Company, Inc.
- Dongho, K. (2006). Employee Motivation - Just Ask Your Employees. *Seoul Journal of Business*, 12(1), 112-118.
- Engelking, J. (1986). Teacher job satisfaction and dissatisfaction. *ERS Spectrum*, 4(1), 224-231.
- Fuhrmann, T. D. (2006). Motivating Employees. *Advances in Dairy Technology*, 18, 67-84.
- Hennessey, B. A., & Amabile, T. M. (2005). Extrinsic and intrinsic motivation. *Blackwell Encyclopedic Dictionary of Organizational Behavior*.
- Inamullah, H.M., Din, M.N., & Hussain, I. (2008). Perception Of Students Regarding Motivational Techniques Used By The Principals Of Colleges In N.W.F.P. *Contemporary Issues In Education Research*, 1(1), 45-52.
- Kyriacou, C., & Sutcliffe, J. (1979). Teacher stress and satisfaction. *Educational Research*, 21, 112-119.
- Lynn, S. (2002). The winding path: Understanding the career cycle of teachers. *The clearing house*, 75, 136-142.
- Mosadeghard. (2008). A study of the relationship between job satisfaction, organizational commitment and turnover intention among hospital employees. *Health Services Management Research*, 21, 178-193.
- Ofoegbu, F. I. (2004). Teacher Motivation as an Essential Factor for Classroom Effectiveness and School Improvement. *College Student Journal*. Department of Educational Administration and Foundations, University of Benin, Benin City, Nigeria, 3 (1), 56-71.
- Hackman J. R., & Oldham, G. R. (1975). Development of the job diagnostic survey. *Journal of Applied Psychology*, 60, 471-483.
- Porter, L., and Steers, R. (1973). Organizational work and personal factors in employee turnover and absenteeism". *Psychological Bulletin*, 80, 176-181.
- Qayyum, A., & Siddique, M. (2003). Let's Enhance the Performance of the Teachers: A Study of Motivational Techniques used by School Heads. *Journal of Elementary Education*, 13, 21-28.
- Rasheed, M. I., Aslam, H. D., & Sarwar, S. (2010). Motivational Issues for Teachers in Higher Education: A Critical Case of IUB. *Journal of Management Research*, 2(2), 329-336.
- Ryan, R. M., & Deci, E. L. (2000a). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25, 134-146.
- Ryan, R. M., & Deci, E. L. (2000b). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 219-234.
- Sergiovanni, T. J. (1967). Factors which affect job satisfaction and dissatisfaction of teachers. *Journal of Educational Administration*, 5, 84-103.
- Sharma, R. D., & Jyoti, J. (2006). Job satisfaction among school teachers. *IIMB Management Review*, 18(4), 413-427.
- Sharma, R. D. & Jyoti, J. (2009). Job Satisfaction of University Teachers: An Empirical Study. *Journal of Services Research*, 9 (2), 256-264.
- Short, P. M., Greer, J. T., & Melvin, W. M. (1994). Creating empowered schools: Lessons in change. *Journal of Educational Research*, 32 (4), 359-372.
- Steers, R. M., Mowday, R. T., & Shapiro, D. L. (2004). The Future of Work Motivation Theory. *Academy of Management Review*, 15(4), 337-351.

Annexure

Figure 1 Research Model

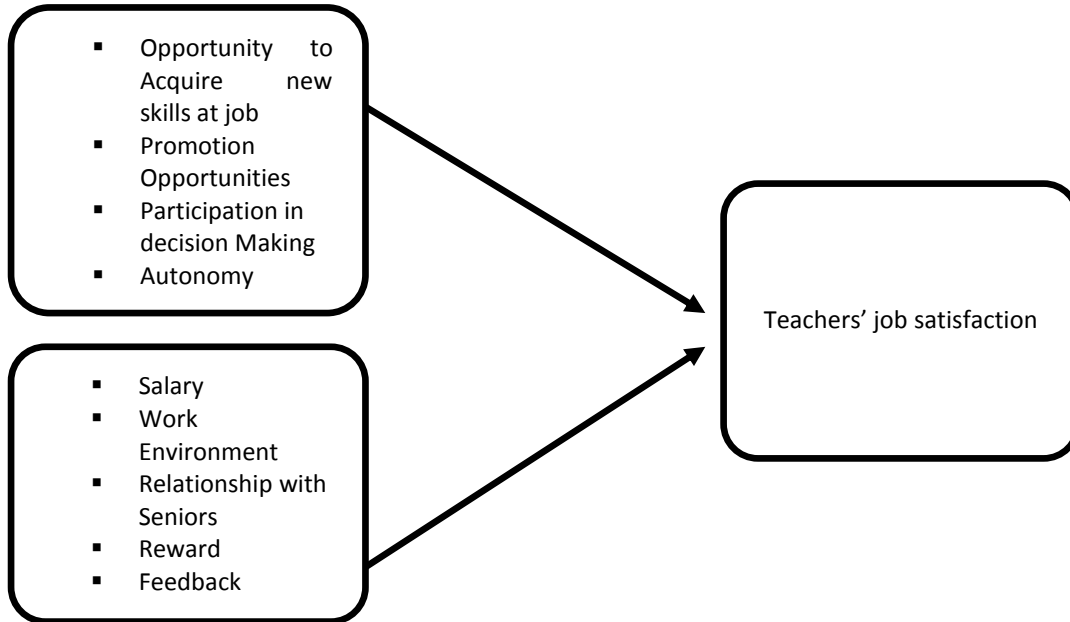


Figure 2 AMOS Model (Standardized Coefficients and R²)

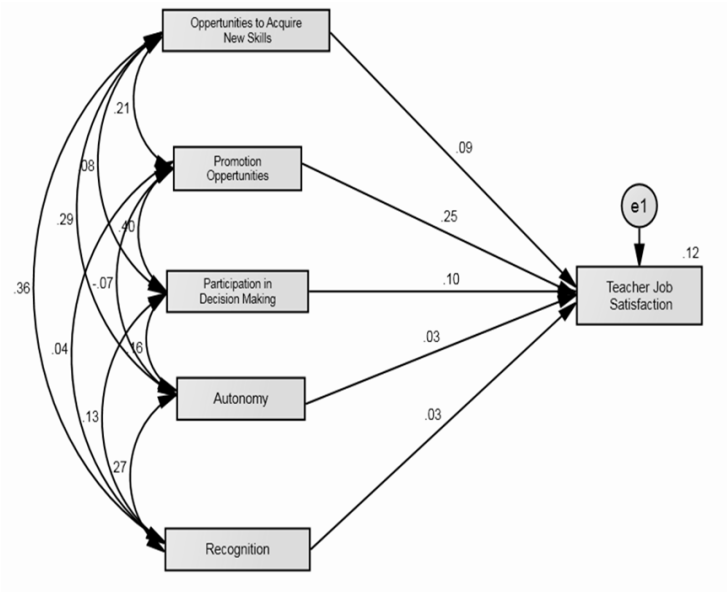


Figure 3 AMOS Model (Standardized Coefficients and R²)

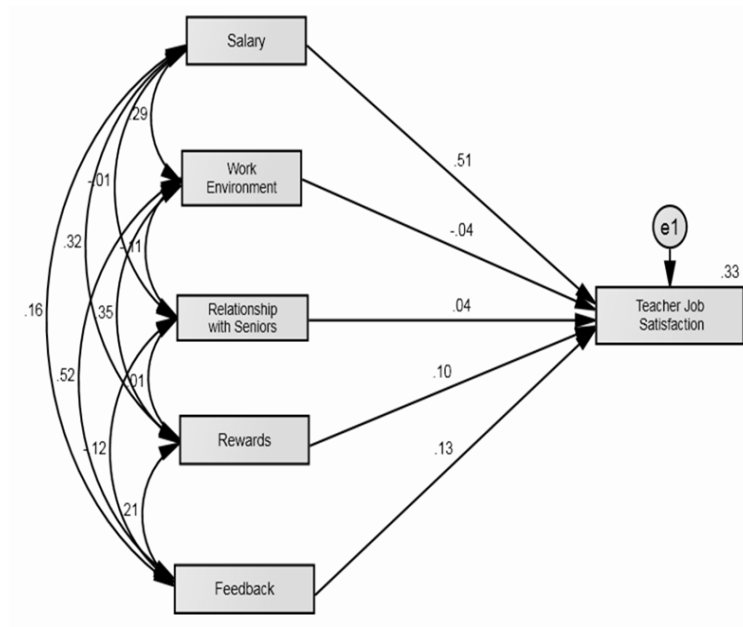


Figure 4 AMOS Model (Standardized Coefficients and R²)

