



# Motivation and Job Satisfaction among Teachers: A Case Study of Balochistan

**Abdul Raziq**, Department of Statistics, University of Balochistan, Quetta, Pakistan, [raziq.statistics@uob.edu.pk](mailto:raziq.statistics@uob.edu.pk)

**Katrina Lane-Krebs**, Department of Health, Engineering and Science, CQ University, Australia

**Abstract-** Great leaders are inspirations to forge improvements in educational system. Expert and energetic leaders are the foundation for progressive learning institutions. A well-organized working system of any educational setting is influenced by the job satisfaction of their teachers. Increasing the performance of the educational institutions requires enhancement of motivation and job satisfaction of teachers. While student satisfaction is often used as a measure of educational institution's success, the satisfaction of its teachers is often under explored.

The purpose of the current study was to investigate the relationship between reward, recognition and motivation, while exploring the association between supervision satisfaction and overall job satisfaction to excel in learning and teaching activities. Regression analysis was conducted to probe the association and correlation of the relationship between the reward recognition and job satisfaction. Stepwise regression was used to identify significant predictors for job satisfaction of teachers.

The study identifies a positive relationship between reward, recognition and job satisfaction, along with correlation between supervision satisfaction and overall job satisfaction. The regression analysis indicated that extrinsic and extrinsic motivation are strong predictors for job satisfaction. The study concludes with recommendations for instructive strategies targeted at retaining teachers within education in Balochistan

**Keywords:** Teachers, Job satisfaction, Motivation, Reward, Recognition, Balochistan

## I. INTRODUCTION

Educational institutions learning and teaching delivery is reflective of the expertise and willingness of their staff to enhance the education environment as they are the integral mechanism of workplace. The efficiency of an institute to retain a progressive team of educational staff is associated towards its capability standout in comparison to other institutions. Motivational power from management, within an organisation develops an energetic strength and further motivates teachers to excel in their roles. It follows that, motivating and supporting educators will enhance the reputation of the educational institution to achieve if not surpass organisational goals and mission statements (Shah et al., 2012).

Stimulating and motivating environments within the class and within faculty stimulates professional development of teachers. Extrinsic motivation increases job satisfaction and therefore needs to be a focus of management of the educational institute (Perševica, 2011). While it is surprising that educational institute must give more attention to increasing the job satisfaction this often is not given priority (Iwu et al., 2018). Job satisfaction is defined as a progressive emotion that results when the intrinsic and extrinsic factors of organizational expectations, and resources provided allow the teacher to meet their own professional goals (Robbins & Judge, 2008; Perševica, 2011).

Numerous global studies including Pakistan (Nadim & Riaz, 2012); Latvia (Perševica, 2011), Nigeria (Iwu et al., 2018), India (Nayeem, & Tripathy, 2012), Taiwan (Hung, 2012) and Canada (Collie et al., 2015); connected job satisfaction to organizational performance. Each geographical locality presents unique challenges for teachers, and while there is literature relating to specific localities, the situation of teachers of educational institutions (schools, colleges and universities) in Balochistan remains under the underexplored. In this research, investigation focused on the relationship between reward, recognition and job satisfaction; exploring the association between supervision satisfaction and overall job satisfaction of teachers in Balochistan.

## II. LITERATURE REVIEW

Western studies such as those conducted by USA, as the mid of last century that have recollecting replication towards the consideration relating to the job satisfaction as an overarching concept; few studies of that era focused on teacher job satisfaction (Garrett, 1999; Evans, 1997). According to the National Center for Education Statistics (NCES) (1997), both intrinsic and extrinsic basics have effects on job satisfaction of teachers. In intrinsic subject class activities, students characteristics, and perceptions of teacher control over the class play a vital role in teacher's motivation (Smith, 1992).

In more contemporary times, Azumah et al., (2017) conducted a study on the job satisfaction of university teachers and conclude that job satisfaction is effected by the elements of job satisfaction. Ilgan et al., (2015) conduct a study that the job satisfaction is associated with the factors (reward system, observed class of supervision, determination and mutual motivation and sufficient operational environments.

Gius (2014) conducted a survey on teacher's motivation and found that mostly teachers were a low level of job satisfaction about their pay and benefits and other facilities. Akhtar et al., (2010) conducted research to explore the influence of job satisfaction that debates the attitude and feelings of the employees which indicated to the positive and productive behavior towards the job satisfaction.

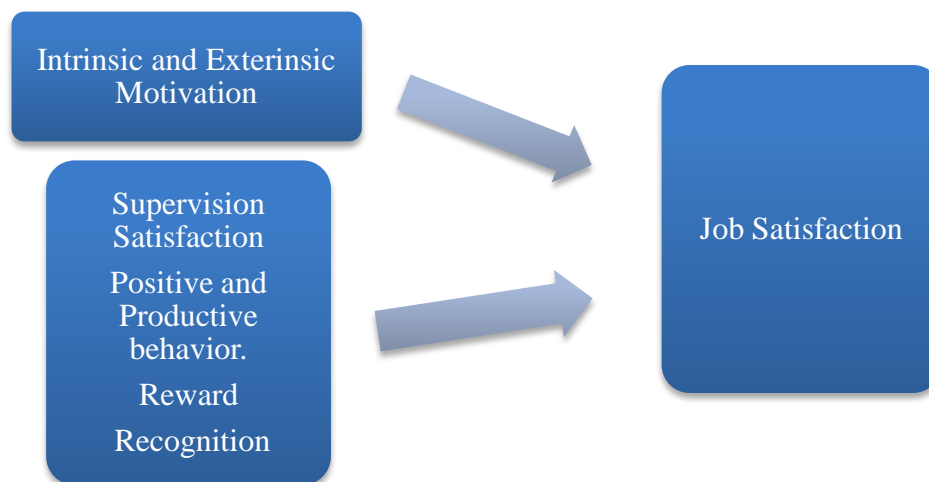
Gohari et al., (2013) conducted a study on the relationship between rewards and employee performance. The study concluded that the rewards type have a continuous positive relationship to the demonstration of the employees and have an additional determinant than the extrinsic rewards that effect on the performance of the employees. Nadim and Riaz (2012) established in their study that the intrinsic characteristics stimulated job satisfaction but the extrinsic characteristics were causes of dissatisfaction. Rewards and the motivation had a significant and straight association and it proved that the organizations do not pay out the pleasing budget on the financial reward to motivate the employees for better performance (Hafiza et al. 2011).

Historical research by Herzberg and Peterson (1957) complemented a research that influence inquisitive studies have point out the occurrence of six reasonably independent components as overall fulfillment and ethical, authority in the direction of the establishment and their guidelines, satisfaction with intrinsic structures of the job and consummation with circumstances of the existing profession. A void in contemporary literature contests this finding.

The recognition may include the monetary award (Gius, 2014), however, more often, it is the qualities of supervision (Ilgan et al., 2015) that may infact have a more significant impact.

Macken & Hyrkas (2014) concluded that teachers who were satisfied with their job had greater affinity with an organization and had longer periods of service in the profession.

The framework of the existing literature is given as follows.



Theoretical Framework and Research Model

## Hypotheses:

The following hypotheses are verbalized.

$H_1$  : There is a positive relationship between reward, recognition and job satisfaction.

$H_2$  : There is an association between supervision satisfaction and job satisfaction.

$H_3$  : Job satisfaction would lead towards positive and productive behavior.

$H_4$  : More the extrinsic motivational factor more the job satisfaction.

$H_5$  : More the intrinsic motivational factor more the job satisfaction.

## III. METHODOLOGY

A questionnaire was designed to collect the data from teachers of schools, colleges and universities of Balochistan province of Pakistan. The total sample was 1048, in which 662 male and 386 female teachers' answers were collected for analysis

The hypotheses were prepared on the base of preceding works in the literature review. Computer software SPSS was used for data analysis. Regression and correlation analyses were used to measure support for the hypotheses. Stepwise regression used to explore the significant predictor for the criteria of job satisfaction.

## IV. RESULTS AND DISCUSSION

To test the hypotheses  $H_1$  and  $H_2$  which state that there is a positive relationship between reward, recognition and job satisfaction and there is an association between supervision satisfaction and job satisfaction. According to Table 1, correlation results show that job satisfaction significantly related to the quality of supervision. The correlation value for reward and job satisfaction is 0.738. Another high correlation value is 0.565 occurring between recognition and job satisfaction, explaining the slightly lower relationship to the supervision and job satisfaction. The analysis results retained the hypothesis that there is a positive relationship between reward recognition with job satisfaction.

**Table 1:** Correlation matrix

		Supervision	Job satisfaction	Reward	Recognition
Supervision	Pearson Correlation	1	.584**	.484	.472
	Sig. (2-tailed)		.000	.000	.000
Job satisfaction	Pearson Correlation		1	.738	.565
	Sig. (2-tailed)			.000	.000
Reward	Pearson Correlation			1	.538
	Sig. (2-tailed)				.000
Recognition	Pearson Correlation				1
	Sig. (2-tailed)				

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

To test the hypothesis  $H_3$ , it states that Job satisfaction would lead towards positive and productive behavior. Regression results in Table 2, shows that 24 % of the variation in positive productive behavior is explained by one of predicting variable. The values of coefficient of determination is 0.492 for job satisfaction while  $t$ -value as given in Table 3 is 21.586 is high indicating the strong impact and predicting quality in the coefficient.

**Table 2: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.492 <sup>a</sup>	.242	.241	3.64965

**Table 2: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.492 <sup>a</sup>	.242	.241	3.64965

a. Predictors: (Constant), positive productive behavior

**Table 3: Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	B		
1	(Constant)	16.177	.749		21.586	.000
	Positive productive behavior	1.071	.059	.492	18.281	.000

a. Dependent Variable: job satisfaction

In Table 6, the hypothesis  $H_4$  and  $H_5$  are tested stating that the greater the increase in the extrinsic motivational factor; more job satisfaction and more intrinsic motivational factors yield more the job satisfaction. This shows that the Model 2 is significant predictor as it demonstrates the R square value of model 2 is 0.636 is greater than the Model 1, R square value which is 0.584. The value shows that Model 2 is strong predictor and explained 63.6%, variation in extrinsic and extrinsic motivation. This indicates that extrinsic and extrinsic motivations are strong predictors for job satisfaction.

**Table 4: Descriptive Statistics of the Job Satisfaction and Intrinsic and Extrinsic Motivation**

	Mean	Std. Deviation	N
Job satisfaction	29.722	4.190	1048
Extrinsic motivation	28.138	4.545	1048
Intrinsic motivation	21.401	3.279	1048

**Table 5 : Correlations between Job Satisfaction and Intrinsic and Extrinsic Motivation**

		Job satisfaction	Extrinsic motivation	Intrinsic motivation
<b>Pearson Correlation</b>	Job satisfaction	1.000	.764	.603
	Extrinsic motivation	.764	1.000	.536
	Intrinsic motivation	.603	.536	1.000
<b>Sig. (1-tailed)</b>	Job satisfaction	.	.000	.000
	Extrinsic motivation	.000	.	.000
	Intrinsic motivation	.000	.000	.

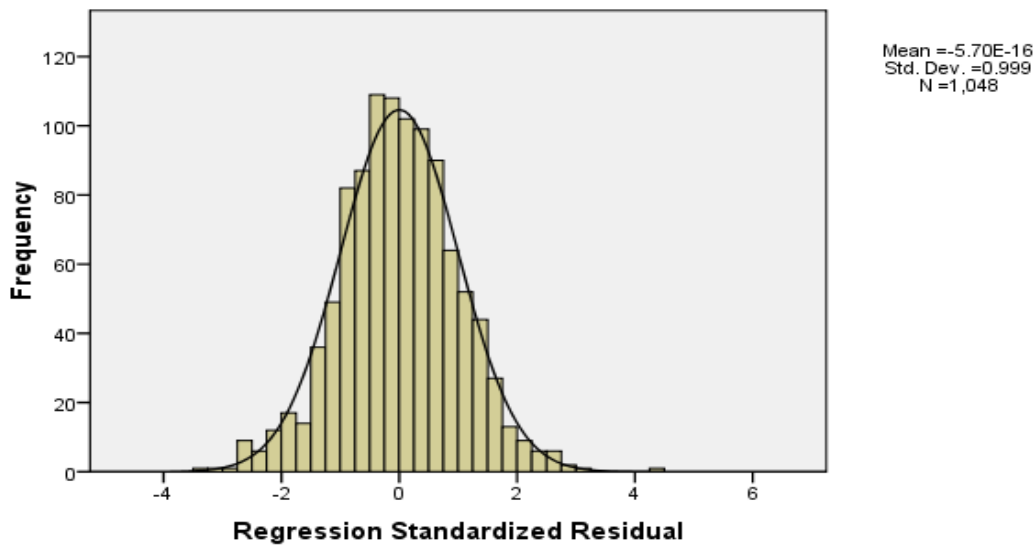
**Table 6: Model Summary of Job Satisfaction and Intrinsic and Extrinsic Motivation**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.764 <sup>a</sup>	.584	.584	2.70407	
2	.798 <sup>b</sup>	.636	.636	2.52920	1.945

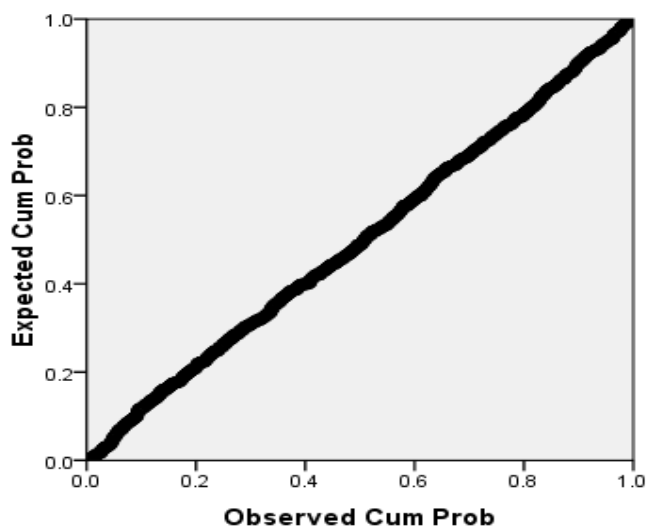
a. Predictors: (Constant), extrinsic motivation

b. Predictors: (Constant), extrinsic motivation, intrinsic motivation

c. Dependent Variable: job satisfaction



**Histogram Dependent variable: Job Satisfaction**



**Normal P-P Plot of Regression Standard Residual Dependent Variable Job Satisfaction**

**Table 8: Residuals Statistics**

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	18.1528	38.7758	29.7223	3.34280	1048
Std. Predicted Value	-3.461	2.708	.000	1.000	1048
Standard Error of Predicted Value	.079	.400	.127	.046	1048
Adjusted Predicted Value	18.1555	38.8062	29.7219	3.34261	1048
Residual	-8.22235	11.32996	.00000	2.52678	1048
Std. Residual	-3.251	4.480	.000	.999	1048
Stud. Residual	-3.254	4.483	.000	1.001	1048
Deleted Residual	-8.23821	11.34669	.00047	2.53466	1048
Stud. Deleted Residual	-3.269	4.525	.000	1.002	1048
Mahal. Distance	.017	25.249	1.998	2.598	1048
Cook's Distance	.000	.041	.001	.002	1048
Centered Leverage Value	.000	.024	.002	.002	1048

a. Dependent Variable: job satisfaction

## V. CONCLUSION

This research explored the relationship between reward, recognition and job satisfaction; evaluating the association between supervision satisfaction and overall job satisfaction, additionally; measuring the influence of reward factors (both intrinsic and extrinsic) and job satisfaction of the teacher of educational institutions in Balochistan. Correlation results show that job satisfaction significantly related to supervision and highly correlated with reward and job satisfaction. Finally, it concluded that the hypotheses have positive relationships between the reward, recognition and job satisfaction; and motivation and job satisfaction have a definite association. The stepwise regression indicated that extrinsic and extrinsic motivations are strong predictors for job satisfaction.

### Execution of the research

The study will be helpful for the regulatory of the academic institutes to evaluate their management strategies, resource allocation and professional improvement strategies to stimulate positive factors of teachers' roles including but not limited to job earnings and internal and extrinsic satisfaction determinants.

## REFERENCES

1. Akhtar, N. S., Hashmi, A. M., & Naqvi, H. I. S. (2010). A Comparative Study of Job Satisfaction in Public and Private School Teachers at Secondary Level. *Procedia Social and Behavioral Sciences*, 2 (2), 4222-4228.
2. Azumah, A. A., Muhammad, S. & Tetteh, R. (2017). An Empirical Study of Job Satisfaction of University Staff. Munich Personal, Repec Archive, 9674, retrieved
3. <https://mpr.ub.uni-muenchen.de/79674/>.
4. Collie, R., Shapka, J., Perry, N., & Martin, A. (2015). Teachers' beliefs about social- emotional learning: Identifying teacher profiles and their relations with job stress and satisfaction. *Learning and Instruction*, 39, 148-157.
5. Evans, L. (1997). Understanding teacher morale and job satisfaction. *Teaching and Teacher Education*, 13 (8), 831- 845.
6. Garrett, R. M. (1999). Teacher Job Satisfaction in Developing Countries. ERIC
7. Clearinghouse on Educational Management (ERIC Digest, No.ED 459 150).
8. Gius, M. (2014). Using fixed effects to estimate the impact of merit pay on teacher job satisfaction. *Journal of Economics and Economic Education Research*, 15 (1), 17-30.

9. Gohari, P., Ahmadloo, A., Boroujem, B. M., & Hosseinipour, J. S. (2013). The Relationship between Rewards and Employee Performance. *International Journal of Contemporary Research Business*, 5 (3), 543-570.
10. Herzberg & Peterson, (1957). Job attitude: Research and Opinion, retrieve on 12-12-2007 From ([www.lib.vith.edu/spc/mss](http://www.lib.vith.edu/spc/mss)) accn1592.html.
11. Hafiza, N. S., Shah S. S., Jamsheed H., & Zaman , K.(2011) . Relationship Between Rewards and Employee's Motivation in the Non-Profit Organizations of Pakistan, *Business Intelligence Journal*, 4 (2), 327-334.
12. Hung, C. (2012). Internal marketing, teacher job satisfaction and effectiveness of central Taiwan primary schools., *Social Behavior and Personality*, 40 (9), 1435-1450.
13. Ilgan, A., Parylo, O., & Sungu, H. (2015). Predicting teacher job satisfaction based on principals' instructional supervision behaviours: A study of Turkish teachers. *Irish Educational Studies*, 34 (1), 69-88.
14. Iwu, C., Ezeuduji, I., Iwu, I., Ikebuaku, K., & Tengeh., R. (2018). Achieving Quality Education by Understanding Teacher Job Satisfaction Determinants. *Social Sciences*, 7 (2), 25-32.
15. Macken, L., & Hyrkas, K. (2014). Retention, fatigue, burnout and job satisfaction: New aspects and challenges. *Journal of Nursing Management*, 22 (5), 541-542.
16. Nadim, M., & Riaz, T. (2012). Effects Of Motivational Factors On Teachers' Job Satisfaction: A Study On Public Sector Degree Colleges Of Punjab, Pakistan. *The Journal of Commerce*, 4 (4), 25-32.
17. U.S. Department of Education. National Center for Education Statistics. Digest of Education Statistics 1997, NCES 98-015.
18. Nayeem, M., & Tripathy, M.. (2012). Work-Life Balance among teachers of technical institutions.(Report). *Indian Journal of Industrial Relations*, 47 (4), 724-736.
19. Perševica, A. (2011). The Significance of the teacher's job satisfaction in the process of assuring quality education. *Problems of Education in the 21st Century*, 34, 98-109.
20. Raziq, A. (2019). CLASSIFICATION AND MODELING OF JOB SATISFACTION FACTORS AMONG TEACHERS OF BALOCHISTAN (Doctoral Thesis). University of Sindh, Jamshoro, Pakistan.
21. Robbins, S., P. & Judge, T., A. (2008). Essentials of Organizational Behavior. New South West Province, Cameroon: Design House.
22. Shah, J., Rehman, U., Akhtar, G., Zafar, H., & Riaz. A. (2012). Job Satisfaction and Motivation of Teachers of Public Educational Institutions. *International journal of business and social science* 3 (8), 271-281.
23. Smith C. (1992). Job satisfaction, workplace environment, and personality traits as a source of influence on helping behavior. A social change perspective.