

## RELATIONSHIP BETWEEN WORK MOTIVATION AND JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS

Salih Numan Zaheer<sup>1</sup>, Dr. Muhammad Naveed Jabbar<sup>2\*</sup>, Bushra Naheed<sup>3</sup>

<sup>1&3</sup>M. Phil (Education) Scholar NCBA&E Lahore,

<sup>2\*</sup>Assistant Professor Education NCBA&E Lahore,

<sup>1</sup>salihnumanzaheer@gmail.com, <sup>2\*</sup>drnaveedjabbar@ncbae.edu.pk, <sup>3</sup>bushranaheed206@gmail.com

Corresponding Author: \*

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### ABSTRACT

In the modern era, it has been examined that the leaders motivate their employees for attainment of maximum performance for development of organizations. The major aim of this research was to determine the relationship between work motivation and job satisfaction of the secondary school teacher. The public secondary school teachers from Gujranwala were administered as population of this study whereas, 263 respondents were selected as sample through simple random sampling technique. The structured questionnaires were administered for the collection of primary data through survey method. For data analysis the Statistical Package for Social Science (SPSS) was used according to the research objectives which were proposed in this study. The findings of the study indicated that work motivation plays a vital role for the enhancement of satisfaction level of the employees for the completion of organizational objectives successfully. Moreover, it was found that there was a significant relationship between work motivation with job satisfaction among secondary school teachers. This study is beneficial to adopt the new managerial strategies and techniques for the development of secondary education.

**Keywords:** Work Motivation, Job Satisfaction, Secondary School Teachers

### INTRODUCTION

Teaching is the utmost job and still emerging and teaching job has undergone various changes within 20 years. Teachers who have greater strength of job satisfaction contain commitment to the job with are fewer possible to vanish teaching to exercise additional vocation alternate (Al-Smadi & Qblan, 2015; Larkin et al., 2016). There exists various characteristics to a teachers' level of job satisfaction with working environment, wage, relationships with working staff, student performance, nearby relative influence, and a kind management (Bojadjiev et al., 2015). Job satisfaction denotes to teachers' awareness of their work, job, and serving environment (Naseem, 2018). Awareness and understanding are predictable in education and coaching, impact on teachers' potentials and the dominancy of education and teaching. It affects the psychological health of teacher and student. (Jain, 2020). The kind of human factors that cause

to be examined examine the teaching and non-teaching institutions (Naz & Sharma, 2017). A secondary school head is the higher authority that pilots the issue of educational institution by decent value of his education, cleverness or data and teaching practice. The higher authorities noticed the main issues from secretarial institution of the school. It could be considered as the front authorities careful about creating accomplishment of educational goals (Dave & Raval, 2014; Jabbar et al., 2020).

Motivation to job is essential to incline the employees. leadership plays a pivotal role in the issues of employee's motivation. It has four styles, e.g. (I) Authoritative style is very autocratic administrator, has no trust on his subordinates, like exploit assistant, and authoritarian do something, (ii) a high-quality autocratic style (benevolent authoritative), the administrator is incorporated in this institution

has an out of sight belief, trust in inferior, (iii) a consultative style administrator, where supervisor provide small self-assurance in secondary frequently the container when he requirements in sequence, thoughts or estimation of secondary, and still desire to organize the pronouncement he ended and (iv) participatory group style (participative collection), where the administrator has ideal self-assurance beside assistant. (Healthfield, 2017). A few institutions motivate it employees before job orientation (Güntert, 2015; Emeka et al., 2015). So, it conserves be confirmed that the origination of motivation, an elucidation condition for the achievement of organization. Organization fantasy impression surpassing, it can be expected there is positive leadership operate the job inspiration (Boundless 2017). Motivated members struggle to improve the performance of their learners. Validation proves that the performance of the South African learner in all over the world benchmarked examination is, on usual, regarding the utmost horrifying in the world (Rheinberg & Engeser, 2018; Skaalvik & Skaalvik, 2017).

### **Literature Review**

Creating inspiration has been explained within special behavior through author with investigator more than the living. Agreement to Baron et al (2002) inspiration be resultant as of the Latin term “movere” which resources, “to go”. What “be in motion” persons toward perform into an exacting technique? Beck (1983) recognizes four essential viewpoints to strengthen job motivation: rational-economic male, community male, self-actualizing person and complex gentleman. The fundamental attitude at the back the rational-economic male is that peoples are exclusively aggravated with financial contemplation. Inside teaching, this would interpret toward inherent reward emphasize compensate with trimming reimbursement (Silberstein, 2017). The public male attitude takes for approved to employees be first provoked with community requirements such because belong toward collection with maintain constructive interrelationships on job. The self-actualizing male viewpoint call attention to those peoples is essentially motivated, obtain pride into their job and obtain satisfaction as of their happenings. The multifaceted male observation be familiar with that public are

motivated by an immense difference of motives, occurrence and ability, and that these modify more than occasion as innovative motivation are learnt and original skill are developed (Khalid, 2015).

Farooq & Hanif (2013) and Locke (2018) confirm this observation and posits additional to job inspiration be a position of interior also outdoor services to instigate job-related behavior in addition to conclude its appearance, path, concentration with period. During the circumstance of discipline then, together ecological (background) issue with persons intrinsic into tutor themselves, would speak educator inspiration with job behavior (education and knowledge). in the meantime, job inspiration refers to “a situate of active services to instigate together in as fine as away from a behavior creature, to begin professional performance and to conclude its appearance, path, concentration and period. Moreover, in the modern era the institutions provide energetic support and good environment to the employees for the better achievement of the setting objectives (Dessler, 2013). Thus, appraisal performance involves the assessment of work out behavior by institution at the end of academic year. It reveals the routine performance characteristic of managing faculty (DeNisi & Smith, 2014; Wahjono, 2015).

In prior, another characteristic of sufficient judgment become aware of satisfactory, become aware of is a significant create for the bureaucratic fairness routine in teaching awareness of employees. Fair examination reflects several characteristics that embrace the influence on making decisions, confirmation, accomplish objective, engages two-sided announcement, significance that employee is include in the whole administrative development of appraisal. Conclusion foundation on substantiation refers to the certification of matter connected to performance with truthful confirmation in its place of individual judgment expansion in managerial government. (Sutton & Watson, 2013). The measure to which the leader introduces the plan that is effective and attractive. Leaders by means of inspiring enthusiasm experiment groups by means of rising values and distributing the essential of tasks. Performance should be maintained based on reward. The idealistic characteristics are maintained through

the good communication skills of the leader for attraction. The groups are allowed to participate extra in their activities. Whether energetic or lazy, the leader conveys to others the job requirements and prospects, leftovers satisfied with usual performance, in addition to perform not aggressively try to recover the position quo (Sarita, 2012).

Jones (2023) it is an important step to feel satisfied for becoming successful. External issues change according to the working conditions for feeling intrinsically satisfied and encouraging the individual to become successful by raising the advances requirements for teachers in the form of improved chances, responsibilities, and independent abilities. Extrinsic factors are based on achieving the external objectives which include being admired, appreciated, compensated, augmented pay, and chances of development. The factors of extrinsic motivation influence the individuals and motivate, include, please, and inspire them. The main objective of specialized development of teachers is to ensure the recovery of accomplishments made by students with their knowledge. Different research studies include specific values for a successful organization, but all those values cannot replace a teacher's value.

Majerič et al (2011) teachers are required to teach new information if they want to stay in resonance with the information foundation of today's world. For a rapid development, the trend of delivering advanced education should not stop and the importance of educators should be realized for teaching advanced information to ensure the development of students. There are different issues related to providing information to teachers such as the using the specialized development plans, enthusiasm of teachers, and promise of teachers to deliver relevant information (Duggal et al., 2021). It is suggested that specialized uplifting of teachers is required with the help of information development, capability, and improved knowledge for better classroom performance and enhanced quality of classroom practices which will increase the achievements and knowledge of students (Marta et al., 2021).

The motivated employees are not formal towards advertising with the help of their liveliness, dedication, concern, focus, eagerness, and mutual

performance and influence for administrative goals and targets. From the administrative point of view, motivation and satisfaction allows the employees to be creative. Motivated teacher continually observes different ways which could improve their job responsibilities, they rediscover their personalities without feeling obliged to be consistently administered as they have dedication, faithfulness, and take pain for training themselves (Rheinberg & Engeser, 2018). It is an alignment of internal wants of individuals along with external pressure for deciding appropriate behavior and delivering to fulfill the requirements. Motivation is thus a sort of power that revitalizes behavior and can be internal or external to the organization (Crisci et al., 2019). Apparently, motivation is a driving force behind the achievement of any person. It inculcates the working desire in public for revealing confident performance. Intrinsic motivation is internal which allows people to take decisions regarding their daily work and job. The writer claimed that there are four characteristics of intrinsic motivation which include: The apparent performance of individual is based to create planned properties in job environment. Skill includes the point to the trust of people for completing a job with competence if they try. Importance includes the morals associated with objectives of job which are according to that person's moral values (Spector, 2008).

Additionally, when flexibility is allowed, it leads to develop innovation, work originality, and power but not having enough enthusiasm to work outcomes in low level of self-worth. Emotional reward improves the level of motivation at workplace and the rewards include job liberation, participation in policy making process, positive criticism, teamwork, holding up organization, workload management, and other suitable possessions elevated level of skills reveals the significance of person's dedication and complication of making achievements. (Ryan & Deci, 2020). The foundations of motivation and satisfaction are hard to discriminate by activities and practice (Addison & Brundrett, 2008). Although motivation is concerned with the behavior, objectives and satisfaction of job satisfaction by works and reward. The understood author preserves that a worker can exhibition short motivation from the administration's

viewpoint, however like all phase of the job. This public characterizes high job satisfaction. The opposite also grips true. An extremely motivated worker may too be dissatisfied (little job satisfaction) with each facet of his job (Spector, 2008).

Foster (2000) stated that there is a positive relation between these two. Moreover, emotionally, both variables have their positive influences. It is also noticed that both have a positive role in satisfaction. Theoretically, motivation factors are engaged for the development of satisfaction. Additionally, multi theories were introduced to elaborate the teacher motivation and job satisfaction. This review showed the relation of teacher motivation with job satisfaction (Richardson et al., 2014). Sharif & Nazir (2016) determine that Low job satisfaction of the employees’ guide to be short of productivity, job stress, and unfortunate in general performance and worker turnover rate. They suggest by charitable high-quality income and promotion chance, the performance of the institution, service excellence and job satisfaction among workers can increased

**Research Objectives**

1. To find out the existing level of work motivation and job satisfaction of secondary school tutors.

2. To determine the relationship between work motivation and job satisfaction of secondary school tutors.
3. To examine the effect of work motivation on job satisfaction of secondary school tutors.

**Methodology**

For this study a quantitative and correlational research design was administered. The population of the study comprised the secondary school teachers from Gujranwala whereas, 263 respondents were selected as sample of this study which were selected through simple random sampling technique. For this study primary research data collection was done with the help of questionnaire through survey method while motivation Questionnaire of Herzberg (1959) and job satisfaction questionnaire of Lester (1987) was consulted based on five points; 1 SDA to 5 SA Likert scale format. The dimensions included in work motivation were intrinsic and extrinsic motivation while in job satisfaction dimensions were salary, work itself, supervision, growth, recognition and working condition. In this research, Cronbach’s Alpha was utilized for measuring the reliability of instrument (Cronbach, 1951), while face validity was completed after receiving experts’ (supervisor and senior colleagues) feedback. SPSS was computed to analyze the research objectives.

**Data Analysis**

**Table 1. Descriptive analysis**

Variables	M	SD
Intrinsic	3.57	.92
Extrinsic	3.70	.96
<b>Work Motivation</b>	<b>3.63</b>	<b>.94</b>
Salary	3.63	.90
Work Itself	3.68	.93
Supervision	3.70	.94
Growth	3.69	.94
Recognition	3.71	.93
Working Condition	3.82	.89
<b>Job Performance</b>	<b>3.70</b>	<b>.92</b>

To evaluate the level of secondary school tutors regarding work motivation. Statistical outcomes show the figure from 3.21 to 4.00. It means the

respondents agreed about all the statements regarding intrinsic motivation.

**Table 2. Pearson Correlation**

Variables	IM	EM	JS
Intrinsic Motivation	1		
Extrinsic Motivation	.377(**)	1	
Job Satisfaction	.453(**)	.387(**)	1

<.05\* Level of significance

To assess the relationship between the factors of work motivation and job satisfaction, it was directed Pearson Correlation. The outcomes of inferential statistics show that there was a

moderate correlation of all the dimensions of work motivation with tutors' job satisfaction with r value = .453 and .387 respectively.

**Table 3. Pearson Correlation**

Variables	MF	JS
Work Motivation	1	
Job Performance	.420(**)	1

<.05\* Level of significance

To assess the relationship between work motivation and job satisfaction, it was directed Pearson Correlation. The outcomes of inferential statistics show that there was a moderate

correlation of all the dimensions of work motivation with tutors' job satisfaction with r value = .420.

**Table 4. Regression Analysis**

DV	Constructs	Std. Error	Beta	t	Sig
Job Satisfaction	(Constant)				
	Intrinsic Motivation	.066	.431	6.51	.00*
	Extrinsic Motivation	.052	.419	7.96	.00*

Dependent Variable: JS

To determine the effect of the dimensions of work motivation on job satisfaction of tutors. The results of inferential statistics indicated that there was a moderate and significant effect of all the

<.05\* Level of significance

dimensions of work motivation on tutors' job satisfaction with beta values of .431 and .419 respectively.

**Table 5. Regression Analysis**

DV	Constructs	Std. Error	Beta	t	Sig
Job Satisfaction	(Constant)				
	Work Motivation	.059	.425	7.23	.00*

Dependent Variable: JS

To determine the effect of work motivation on job satisfaction of tutors. The results of inferential statistics indicated that there was a moderate and significant effect of work motivation on tutors' job satisfaction with beta value of .425.

<.05\* Level of significance

motivation with job satisfaction. Additionally, intrinsic motivation had moderate relationship with job satisfaction of secondary school tutors as compared to extrinsic motivation. Moreover, intrinsic motivation had more effect on job satisfaction than job satisfaction.

**Conclusions**

It concluded that secondary school teachers were aware of work motivation and job satisfaction variables. Moreover, there was a moderate relationship of all the dimensions of work

**Discussion and Recommendations**

The major objective of this study was to determine the relation between work motivation and job satisfaction of secondary school teachers.

Previous research described that the work motivation boosts the satisfaction level of the academic faculty. Moreover, Herzberg theory of motivation also endorsed that this variable plays an integral contribution for the elevation of employees' satisfaction. This study is based on motivation of the employees so be beneficial to higher authority personals in education institutions with the capacities of management professionalism related to management distribution in all sectors beneath his or her supervision. The outcome of the research will as well as beneficial to head of department by providing them with literature on the relationship between motivation and satisfaction of Teachers in school.

The outcomes of this research are valuable to higher authority predominantly for appreciative the transform his/her ideas that will bring improvement in tutors job satisfaction at secondary level. In the modern era it has been realized that the satisfaction of the teaching faculty acts a pivotal role for the progress of the secondary education institutions. This study can be beneficial for the enhancement of the teaching learning process. On the behalf of the outcomes of this research it was suggested that higher authority should adopt motivational tools for the improvement of satisfaction of the subordinates. Moreover, seminars and workshops should be conducted throughout the region for the awareness of the motivational factors and job satisfaction of the secondary school teachers. Furthermore, next research can be conducted in other areas and levels of education to enrich the job satisfaction of the teaching faculty.

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