



Influence of work motivation on academic job satisfaction: A study of teachers at polytechnics

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Abstract

The purpose of this research study is to identify the motivating factors that contribute to improvement of teachers' job satisfaction at polytechnics. An empirical study was performed at polytechnics from state of Haryana, respectively, government and private polytechnics. As to achieve the purpose of this study, data was collected from 430 teachers from polytechnics. Exploratory factor analysis was run to validate the internal consistency of work motivation dimensions and academics job satisfaction. In addition, Ordinal logistic regression analysis (OLR) was performed to reveal academics job satisfaction on the basis of explanatory variables. The findings of study documented that dimensions of work motivation, for instance, financial motivation, external self-concept, enjoyment of work, internal self-concept, and goal internalization significantly influence the academics job satisfaction of teachers at polytechnics.

Keywords: work motivation, academic job satisfaction, polytechnics, Haryana

Introduction

It is undeniable fact that, for organizations to achieve their goals managers must ensure that employees are satisfied and committed to their job (Theresa and Agbotse, 2013) [8]. This assertion is also true for education sector across the world. At the polytechnic level, lecturers are educators who serve as catalysts and catalysts of excellence in the teaching and learning process and implementers of human capital development policy (Ramlee and Bakar, 2020) [5]. Employees' intrinsic and extrinsic motivation contributes to job contentment, and consequently to job satisfaction (White, 1959; Vallerand, 1997; Walker, 2002) [12, 9, 10]. More specifically, job satisfaction is achieved when the employees are satisfied with certain variables related to their job; for instance, payment of work, the style of management, teamwork and empowerment (Karim, 2008) [3]. In the present study, we investigated the relationship between motivating factors that contribute to improvement of teachers' job satisfaction at polytechnics. Therefore, rest of the article is organized as follows. Section 2 discusses the previous studies which investigation the relationship between work motivation and teachers' job satisfaction. Section 3 provides the details on research methodology. Section 4 shows results of the data. Section 5 shows findings of the study.

Literature review

While the body of research literature related to work motivation is arguably amongst the largest across all domains of organizational studies, however, in this section literature review will focus on only this specific aspect: the relationship between work motivation and job satisfaction. Work motivation is an essential organizational research priority as it provides information that helps to understand employee performance, Satisfaction as well as turnover rates (Honore, 2009).

Akpoture (2006) [4] argued that, the happier the person is at work, the more satisfied he/she will be with the job. Saleem *et al.* (2010) [6] documented that work motivation cause work satisfaction. Wagar (1998) [11] argue that in the global market, one can be successful when it has highly motivated, skilled, and satisfied workforce that can produce quality goods at low costs. In addition, satisfied employees positively impact corporate culture, resulting in many intangible but equally important returns (Yongsun *et al.*, 2002) [13]. Furthermore, Chien *et al.* (2020) [1] suggested that work motivation leads to high employee performance using the case of 4-star hotels. Figure 1 shows theoretical research model of this study.

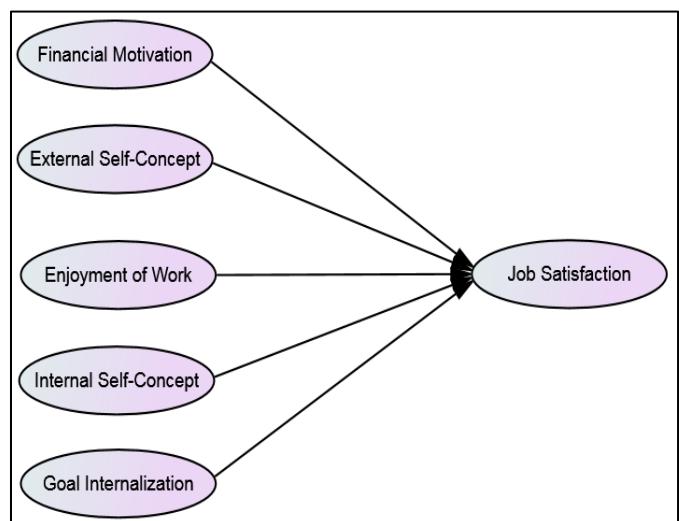


Fig 1: Proposed research model

Research Methodology

Sample and procedures

In order to collect required data of high quality to theoretical relationship, a face-to-face survey was conducted based on the results of the pilot study with teachers of both private and government polytechnics. We select 430 teachers randomly as purposive sample in each of the polytechnics, private and government, respectively.

Measurement and Statistical tests

As, this study aims to investigate the influence of work motivation on teachers' job satisfaction in context of polytechnics, therefore, this study need to measure work motivation and job satisfaction. Work motivation was measured using the scale developed by Chien *et al.* (2020) [1]. In addition, job satisfaction was measured by adapted two items from Michigan Organizational Assessment Questionnaire (Smidts *et al.*, 2001) [7]. All responses corresponding to items were rated on five point Likert's scale from "1=strongly disagree" to "5=strongly agree". Further, we deployed exploratory factor analysis to validate the internal consistency of the constructs corresponding to work motivation and job satisfaction. Next, we used multiple regression analysis to investigate the relationship between work motivation and teachers' job satisfaction.

Empirical results and discussion

Demographical features of survey respondents

Table 1 shows demographic features of survey teachers at polytechnics. 58.14% of survey teachers were males followed by 41.86% females, implied majority of respondents were males. Majority of respondents were post-graduates followed by graduates and doctorates.

In addition, we found that 51.16% of teachers were from government polytechnics followed by 48.84% of survey from private polytechnics.

Table 1: Demographic profile of sample

Demographics	Category	Frequency	Percentage
Gender	Male	250	58.14
	Female	180	41.86
Education Qualification	UG	110	25.58
	PG	285	66.28
	PhD	35	8.14
Nature of Polytechnic	Government Polytechnic	220	51.16
	Private Polytechnic	210	48.84
Designation	Lecturer	260	60.47
	Senior Lecturer	135	31.40
	HOD	35	8.14
Age	<25	60	13.95
	26-40	175	40.70
	41-50	110	25.58
	51-60	85	19.77

Notes: N=430

Source: Survey.

Further, 60.47% of survey respondents were lecturers. In addition, this study also includes senior lecturers and head of the department from both private and government polytechnics.

Moreover, 40.70% of survey respondents were in the age group of 26-40 years, followed by 41-50, less than 25, and 51-60 years age group.

Exploratory Factor analysis and reliability analysis

Table 2 presents factor extraction results. This study deployed exploratory factor analysis with using the principal component analysis and Varimax with Kaiser Normalization for factor rotation. Further, the results presents that total five dimensions were merged corresponding to work motivation and unidimensional to job satisfaction. The dimension of work motivation was consistent with Chien *et al.* (2020) [1]. Furthermore, the results of factor analysis show that the structure of intention to purchase is unidimensional and consistent with Gumus *et al.* (2012). Further, Table 3 shows sample descriptive corresponding five dimensions to work motivation and job satisfaction.

Table 2: Factor extraction results

Dimension	Code	Factor loading	Cronbach's alpha
Financial motivation (FM)	FM1	0.882	0.884
	FM2	0.776	
	FM3	0.883	
	FM4	0.743	
	FM5	0.801	
	FM6	0.811	
External self-concept (ESC)	ESC1	0.773	0.877
	ESC2	0.788	
	ESC3	0.881	
	ESC4	0.912	
	ESC5	0.789	
	ESC6	0.712	
Enjoyment of work (EW)	EW1	0.882	0.798
	EW2	0.812	
	EW3	0.773	
	EW4	0.711	
	EW5	0.773	
	EW6	0.884	
Internal self-concept (ISC)	ISC1	0.886	0.912
	ISC2	0.876	
	ISC3	0.810	
	ISC4	0.791	
	ISC5	0.795	
	ISC6	0.754	
Goal internalization (GI)	GI1	0.883	0.892
	GI2	0.871	
	GI3	0.775	
	GI4	0.779	
Total explained variance = 74.22%. KMO measure = 0.791. Bartlett's Test of Sphericity (p<0.000).			
Job Satisfaction (JS)	JS1	0.883	0.811
	JS2	0.799	
Total explained variance = 43.22%. KMO measure = 0.851. Bartlett's Test of Sphericity (p<0.000).			

Notes: N=430

Table 3: Sample descriptive

Variables	N	Mean	SD	Minimum	Maximum
Financial motivation (FM)	430	3.62	1.21	1	5
External self-concept (ESC)	430	3.49	0.97	1	5
Enjoyment of work (EW)	430	3.31	0.94	1	5
Internal self-concept (ISC)	430	3.63	1.22	1	5
Goal internalization (GI)	430	3.59	1.02	1	5
Job Satisfaction (JS)	430	3.55	1.31	1	5

Notes: N=430

Correlations between variables

Table 4 shows correlations between observed variables. As shown in Table 4, correlations between dimensions of work motivation and job satisfaction were positive, implied positive relationship between work motivation and job satisfaction of teachers. Moreover, correlations between different variables were found positive significant at different level of significance.

Regression results

Table 5 depicts the regression weights. As shown in Table 5, the constant-coefficient is insignificant, which reveals teachers' job satisfaction will be insignificant in absence of work motivation. The coefficient of financial motivation is positive and significant, implied that financial benefits.

Table 5: Regression results

Independent variable	Unstandardized Coefficients		Standardized coefficients		t-value	Significance probability
	β	SE	β	t-value		
Constant	0.009	0.102		0.088		0.332
Financial motivation (FM)	0.565	0.039	0.311	14.554		0.000
External self-concept (ESC)	0.212	0.031	0.265	6.887		0.000
Enjoyment of work (EW)	0.432	0.031	0.410	13.776		0.000
Internal self-concept (ISC)	0.501	0.029	0.433	16.998		0.000
Goal internalization (GI)	0.321	0.048	0.298	6.667		0.000

Notes: Dependent variable = Job Satisfaction.

Conclusion

The purpose of this research study is to identify the motivating factors that contribute to improvement of teachers' job satisfaction at polytechnics. The uniqueness of this research study is its examination of current academics job satisfaction at polytechnics using a valid, reliable, self-administrated survey. Furthermore, the results obtained through the 398 respondents provide a clearer understanding of the influence of work motivation on academic job satisfaction at polytechnics, respectively, government and private. The findings of this study suggested that work dimensions, for instance, financial motivation, external self-concept, enjoyment of work, internal self-concept and goal internalization are significantly influence the academics job satisfaction at polytechnics in Haryana. Internal self-concept is most powerful motivation factor of job satisfaction followed by enjoyment of work, and financial motivation. Therefore, our study provides that administration of polytechnics should facilitate to improve the work motivation which helps to increase the academics job satisfaction among teachers.

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Offer to teachers at polytechnics leads to job satisfaction. In addition, the coefficient of external self-concept is also positive and significant which implies that peers and colleagues of teachers at polytechnics significantly influence their job satisfaction.

Further, coefficients of enjoyment of work, internal self-concept and goal internalization, respectively, are positive and significant, which indicate these dimensions of work motivation positively contribute to teachers' job satisfaction.

Table 4: Correlations between variables

Variables	FM	ESC	EW	ISC	GI	JS
Financial motivation (FM)	1					
External self-concept (ESC)	0.334**	1				
Enjoyment of work (EW)	0.432**	0.223*	1			
Internal self-concept (ISC)	0.443**	0.332**	0.452**	1		
Goal internalization (GI)	0.242*	0.433***	0.349***	0.418***	1	
Job Satisfaction (JS)	0.554***	0.376**	0.431***	0.554***	0.411**	1

Notes: N=430. *, **, *** correlation is significant at 0.05, 0.01 and 0.001, respectively.

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