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Relationship between Motivation and Job Satisfaction: A Study of Higher Educational Institutions

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Abstract: Managing human beings is pivotal part of the management process. Like other business units educational institutes consider human resource as their most vital asset, which might offer them greater returns and consider them a route towards their success. To be successful, organizations should motivate its employees on iterative basis. One way to motivate employees is through satisfying their needs. If employee's needs are met, they will offer better returns in shape of greater importance. This study is aimed to find the impact of motivated employees on their job satisfaction. This study considers three facets of motivation or job satisfaction i.e. compensation, recognition and working conditions. For this study 269 faculty members were selected from five universities of Pakistan. Questionnaire was used for the data collection. Findings of the study specify the positive and significant relationship among working conditions, recognition and compensation on motivation. Further more motivated employees were found to be satisfied with their job.

Keywords: *Motivation, satisfaction, educational sector, universities, Pakistan*

1. Introduction

The management of the people is integral part of the management process. In order to understand the importance of the effective people in the organization one should recognize human beings and the organizations as a unit. Most of the well managed organizations see its workers as the root cause of quality and success. Such type of organizations considers its employees as the elementary source of capital instead of capital investment. An organization will be considered effective when it accomplish its goals. An effective organization will make sure that there is a strong cooperation, commitment and satisfaction among its employees. In order to make employees satisfied and committed with their organizations, there is a need of strong and effective motivation of its employees at various levels.

The term employee motivation is very difficult and complex term to define but a concise definition can be expressed as: "the notion comprises the characteristics of individual and situation as well as the perception of that situation by the individual" (Rosenfeld & Wilson 1999; Ifinedo 2003). Motivation is the basic psychological process. A recent data base analysis indicated that competitiveness problems appear to be largely motivational in nature (Miner, Ebrahimi, and Wachtel, 1995). Motivation is also important element of behavior along with the personality, attitude and perception. Motivation is not the single and only element of behavior, it also interact with other cognitive process. Luthans (1998), declare that motivation is the process that energize, direct, arouse and sustain the behavior and performance of the employees. Thus motivation is the process that stimulates the employees to put their full efforts in order to achieve a desired task. One way to stimulate the employees is motivating them which also increase the commitment and job satisfaction of the employees. This study targets to find the relation between motivation and satisfaction level of faculty members in the higher level educational institutes.

2. Literature Review

Employees motivation and job satisfaction are studied through different motivational theories i.e. need based theories, reinforcement theories and process theories. However the term employee motivation is a very difficult term to define. It is one of the behavioral characteristics of the individual (Ifinedo 2003). Organizations liveliness comes from the motivation of its employees, weather the company is public or private (Lewis, Goodman & Fandt 1995). Golembiewski (1973) discusses motivation as the degree of inclination of an organization to follow some elected goals and implies the determination of the nature and locus of the forces inducing the degree of inclination. To Kelly (1974) motivation has to do with the forces

that alter and maintain the quality, direction and intensity of behavior. Hoy and Miskel (1987) defines motivation as the force that urges individuals towards achievement of their goals, needs, derives, or to overcome tension through continuous efforts. Dessler (2001) stated that motivation is the intensity of a persons desire to engage in some activity.

There is a relationship between motivation and job satisfaction, which is the principal of any organizations existence. There is always confusion between the concepts of motivation and job satisfaction: Peretomode (1991) citing Gibson, *et al.* pointed out that motivation and job satisfaction both are related terms but not synonyms. They recognized that job satisfaction is one part of motivational process. While motivation is principally concerned with the goal directed behavior, and the job satisfaction related to the fulfillment, which we acquire through different rewards and job related activities. It is also possible that an employee is enjoying all the job related activities but still he has low level of motivation. This state represents high job satisfaction. Peretomode (1991) also contributed that a highly motivated employee might also be dissatisfied with his job. Ifinedo (2003) argued that a highly motivated employee is able to contribute more in order to achieve organizations desired outcomes and he or she is mostly satisfied with his job too.

Need based theories: There are several factors that influence the desire of individuals to work. Need based theories explain those factors that cause individuals to work with more energy? We can identify that there are two main need theories i.e. Maslow's theory of hierarchy of need and Herzberg two factors theory.

Hierarchy of Needs by Abraham Maslow: Maslow gave need based theory in 1943; his theory is the one of the most widely identified theories of motivation. In his theory Maslow identified five basic needs of individuals' i.e. physiological (pay, food, clothing etc.), security (physical and social security), affiliation (love, affection etc.), self-esteem (recognition, autonomy, independence etc.) and self-actualization (realizing one's full potential and abilities).

Herzberg's Two Factor Theory: Herzberg, Mausner and Snyderman's (1959) two factor theory is heavily based on the motivation. They carry out several experiments to find those factors that motivate the employees. They found those factors that satisfy and dissatisfy the workers. All those factors that cause workers to be dissatisfied were called as hygiene and those factors that satisfy the workers were called as motivators. The hygiene factors do not motivate the workers and includes company's policies, salary, administration, working conditions and relationship with supervisors etc. Motivators were the factors that stimulate workers to work harder and it includes achievement, recognition, work itself and challenging tasks etc.

Both of the factors i.e. Hygiene and motivator are important (Naylor 1999). Applying those factors in education causes teachers to motivate and highly motivated teachers can create a good social, psychological and physical climate in the class rooms. When the teachers are satisfied they are able to integrate professional, interpersonal and intrapersonal knowledge (Connell & Ryan, 1984; Rosenholtz, 1989; Collinson, 1996).

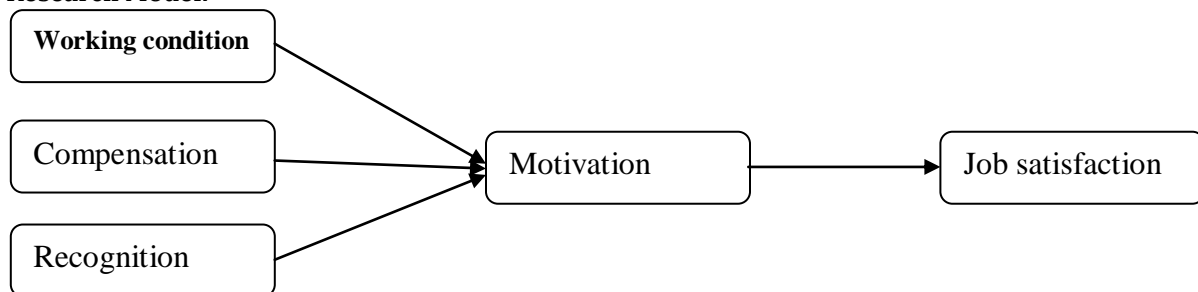
Process Theories: All the process theories emphasis in determining those factors that motivate and satisfy the needs of the employees. Equity theory matches the idea that "a fair day's work for a fair day's pay". Equity and fairness in the work place is a major factor in determining the motivation and job satisfaction (Lewis *et al.* 1995). This theory focuses that people looked around to know what efforts other are putting and what rewards follow that effort. Sweeney (1990) and McKenna (2000) confirm that equity theory plays a vital role in determining the motivation.

Job Satisfaction: One of the most frequently investigated variables in the organizational behavior is job satisfaction (Spector, 1997). Peretomode (1991) and Whawo (1993) have suggested that job satisfaction is directly related to the status of the job. It means that higher the job status, higher the job satisfaction among the employees. Most of the workers are satisfied with the less prestige of job. They simply like their work. Variety of factors are there that influence on job satisfaction. For example, ones relationship with their supervisors, working environment, degree of fulfillment of work and motivation etc. however there is no

strong relationship among job satisfaction and performance. Improved job satisfaction can sometimes cause decrease job performance (McNamara [n.d]; Warr, 1998).

Hackman and Oldham (1975) job differ due to the five major dimensions i.e. (a) task identity (b) task significance (c) skill variety (d) task feedback and (e) autonomy. They further added that if jobs are designed according to these five core dimensions then three states can occur in the employees i.e. (1) meaningfulness of work with experience (2) work outcomes responsibilities and (3) knowledge of the result of activities. According to Hackman and Oldham (1975) when these states are experienced, work motivation and job satisfaction will be high. Many researchers have studied the relationship between motivation and job satisfaction. Numerous researchers have concluded that motivation and job satisfaction should not be treated as a same phenomenon (Heneman et al., 1988; Igalens and Rousset, 1999; Pool, 1997). Hence Researchers have found positive relationship between motivation and job satisfaction (Howard and Frink, 1996; Eby et al., 1999; Lu, 1999; de Jonge et al., 2001).

Research Model:



Hypothesis of the study:

- H1: There is positive and significant relation between working conditions and work motivation.
- H2: There is positive and significant relationship between recognition and work motivation.
- H3: There is positive and significant relationship between compensation and work motivation.
- H4: Employee's motivation is positively and significantly associated with job satisfaction

3. Research Methodology

This study is aimed to find out factors that motivate the employees of faculty members of higher education and the impact of motivation on the job satisfaction. This study is conducted in the educational sector in Pakistan. There are total 25 universities in Lahore (Pakistan) ("No of universities in Lahore", 2011). Out of which five universities were selected through simple random technique. 400 employees (both academic and administrative staff) were selected as sample using simple random sampling technique. The main purpose of selecting both academic and administrative staff was to get best response as both these form of employees constitute the workforce at educational institutions. A questionnaire was used as the data collection. Questionnaire consists of 42 questions, out of which seven questions were about the working conditions, five questions were about recognition, eighteen questions were about compensation, five questions were to judge the motivation of the employees and remaining seven questions were to see the impact of motivation on the job satisfaction of the employees. 269 questionnaires were received back with response rate of 67.25%. SPSS 17.0 was used for data analysis.

4. Data Analysis and Discussion

Results of the study are described below.

Table 1: Demographics Statistics

Variables		Frequency	%
Gender	Male	171	64.5
	Female	94	35.5
Age	less then 25	39	14.7
	25-40	164	61.9
	above 40	62	23.4
Designation	Teachers/Professors	166	62.6
	Administrative	99	37.4
Organizational Status	College	142	53.6
	University	123	46.4
Organizational Type	Private	170	63.2
	Government	99	36.8
Nature of Job	Permanent	182	67.7
	Contract	87	32.3

Findings of table-1 shows the demographic characteristics of the respondents, 64.5% of the respondents are male and 35.5% of the respondents are female. When the respondents are divided on the basis of their age, majority of the respondents (61.9) are in between 25-40 years of age and the respondents with less then 25 years of age are only 14.7% while 23.4% are above 40 years of age. Most of the respondents (62.6%) belong to academic staff and only 37.4% of them belong to the administrative staff. 56.3% of the respondents belong to college and rest 46.4% belong to the universities. When respondents are inquired about type of organization, it is found that majority of the respondents (63.2%) are from private organizations, while only 36.8% of them are from public sector organizations. On the basis of their nature of the job majority of the respondents (67.7%) are permanent and rest (32.3%) are on contractual basis.

Table 2: Descriptive Statistics

Variables	N	Mean	Std. Deviation
Working condition	269	2.869	0.795
Recognition	269	3.249	0.496
Compensation	269	3.016	0.400
Motivation	269	2.961	0.606
Job satisfaction	269	3.200	0.490

Descriptive Statistics are given in Table 2; it consists of mean and standard deviation of the working conditions, Recognition, Compensation, Motivation and Job satisfaction among the employees of public and private educational sector. The instrument used for the data collection comprises of five points Likert scale ranging from 1 for strongly disagree to 5 for strongly agree. The mean score of job satisfaction is 3.2002 which represents that most of the respondents are very near to neutral response, on the other hand the table of descriptive statistics also indicates that most of the employees of educational sector are near to neutral regarding working conditions, recognition, compensation and motivation. Similarly, while identifying relational between motivation and job satisfaction we can say that employees are neutral.

Table 3: Regression Results

Variables	<i>R</i>	<i>r</i> ²	<i>β</i>	<i>p</i>
Working conditions-Motivation	0.662	0.439	0.505	0.000
Recognition-Motivation	0.429	0.184	0.525	0.000
Compensation-Motivation	0.617	0.381	0.663	0.000
Motivation-Job Satisfaction	0.552	0.305	0.446	0.000

Table 3 indicates the relationship of explained variables i.e. working conditions, recognition and compensation with the motivation. Finding of the table show that there is highly significant and positive relationship between working conditions and motivation among employees ($r = 0.662$, $p < 0.01$). Similarly recognition is also positively related to the motivation ($r = 0.429$, $p < 0.01$), but here the relationship is moderately significant. While discovering the relationship between compensation and motivation, again positive and highly significant relationship is found ($r = 0.617$, $p < 0.01$). From the above findings it can be concluded that all the explained variables i.e. working conditions, recognition and compensation increase the motivation level of the employees. But the most significant and the strong relationship are found between working conditions and motivation. This means that employees of educational sector are more motivated due to the good working conditions.

Results also shows the positive and significant relationship between motivation and job satisfaction ($r = 0.552$, $p < 0.01$). Thus we can conclude that motivated employees are satisfied with their jobs because they are happy about what they are doing.

5. Conclusion

This study examines the relationship between motivation and job satisfaction of the employees in educational sector. We find positive association of working conditions, compensation and recognition with motivation. The practical implementation of this study for the educational sector is that by providing better compensation package and environment, the motivation of the staff can be increased. These findings are consistent with the findings of Merchant et al., (2003); Frey (1997); and Kreps, (1997). We also find positive association between motivation and job satisfaction. This finding is also supported by literature Moynihan and Pandey (2007); Wright and Kim (2004); and Pool (1997).

Future Directions and Limitations of the Study

This study contain only three explained variables to see the employees motivation i.e. working conditions, recognition and compensation. But there are numerous variables that can motivate the employees also i.e. training, coworkers, organizational design and job design etc. This study also considers only one outcome of motivation i.e. job satisfaction; but literature provides evidence that there are other outcomes as well like organizational commitment, organizational citizenship behavior and performance. This study gives a future direction; researchers should consider other variables in the study that are not part of this study. This study might also be repeated in other sectors of the economy as well.

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