

Relationship of Motivation and Self-Efficacy with Job Satisfaction of Teachers

A Case Study of DG – Khan Education Sector

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Abstract

The aim of this study is to observe the relationship of motivation and self-efficacy on job satisfaction of teachers. For this purpose, researcher investigated how motivation affects job satisfaction through a sample of 110 teachers from different schools of D.G.Khan to fill up a questionnaire. A thorough review of literature has been done. The questionnaire consists of 35 items covering motivation, job satisfaction and self-efficacy. The analysis of data reveals that motivation is insignificant with job satisfaction because in D.G.Khan many factors are observed that reduces the motivation level of teachers.

Key words: Self determination theory, motivation, job satisfaction, self – efficacy

1. Introduction

Teachers are the pillars of educational system and play an imperative role in building the personality of their students. A lot of research has been conducted internationally on teacher's professional development but not on teacher motivation (Bennell & Akyeampong, 2007). It is, therefore, crucial to have highly committed and motivated teachers particularly in colleges where teachers' motivation is extremely important (Ahmed et al, 2010).

The teachers' behavioral motivation can contribute significantly to performance of students therefore it is important to understand the underlying motivational mechanism through which teachers are able to be more satisfied with their jobs. Many theories of motivation have been proposed but recently self-determination theory has got attention from academic scholars (Deci and Ryan 2000). Self-determination theory (SDT) is a broad motivational theory that addresses the issue of motivation. The theory begins by distinguishing between two different types of motivation—namely, autonomous motivation and controlled motivation—and it then considers the different consequences of these two motivations as well as their different background. SDT also looks at the concept of goals as well as motivations and considers them in a differentiated manner.

This theory suggests that both autonomous and controlled motivations play a role in determining behavior and fulfillment of basic needs of autonomy, competence and relatedness leads to favorable behavioral outcomes (Niemiec and Ryan 2009).

Research Questions

- 1) What is the relationship between motivation and job satisfaction of teacher?
- 2) What is the relationship between self efficacy and job satisfaction of teacher?

Research Objectives

1. To explore the impact of motivation on job satisfaction of teacher.
2. To explore the impact of self efficacy on job satisfaction of teacher.

Significance of study

This theory of self determination is very less investigated in Pakistan. In Pakistan very little research has been done to examine the role of self-determination theory in influencing the satisfaction of teachers. This study will target schools of District D. G. Khan which have not been studied before. Therefore this study will contribute significantly in understanding the motivation and job satisfaction of teachers working in schools generally and of D. G. Khan district specifically. Therefore, this study analyzes the effect of both autonomous and controlled motivation on teacher job satisfaction and self efficacy. The study also analyzes how teachers' motivation affects students' motivation and performance. This study helps to understand the role of both types of motivations in affecting teachers' job satisfaction.

2. Literature Review

2.1 Self-determination theory

Self-determination theory posits that there are two types of motivation: autonomous motivation and controlled motivation (Deci and Ryan 2000). These motivations are further divided into five different types of motivation according to level of control and autonomy. These include: external motivation, introjected motivation, identified motivation, integrated motivation and intrinsic motivation. External motivation refers to the external factors which control the motivation such as rewards or punishments (Ryan & Connell, 1989). Introjected motivation refers to motivation which is controlled not by external factors but internal factors such that people feel they are doing certain thing because they have to do it not because they want to do it. In identified and integrated motivation the behavior of individuals is more aligned with their values and goals and they exhibit that behavior due to choice not due to pressure. Intrinsic motivation is involvement in an activity due to its own sake because of excitement, joy and enthusiasm of indulging in the activity (Ryan & Connell, 1989).

2.2 Job satisfaction

Job satisfaction is feeling of fulfillment of basic needs related to one's job (Evans, 1997). Teachers' self-efficacy, social-emotional learning comfort and commitment contribute positively to their job satisfaction (Caprara et al., 2006; Collie et al. 2012). Teachers' job satisfaction can enhance their commitment and well-being (Vansteenkiste et al., 2007; Feather & Rauter, 2004). Job satisfaction can also help reduce teachers' stress and absenteeism (Billingsley & Cross, 1992). Therefore it is important to understand which type of motivation either autonomous or controlled contributes significantly to teachers' job satisfaction.

2.3 Self-determination Theory, Job satisfaction and self-efficacy

Autonomous motivation has been positively associated with psychological well-being, job satisfaction and occupational commitment. In contrast, controlled motivation has been positively associated with negative consequences for workers such as work holism, burnout and turnover intension. Self-determination theory has been found to be significantly affecting behavior teacher e.g. autonomous motivation positively affect teachers' sense of personal accomplishment and negatively related to their feeling of exhaustion. Many studies have identified the student behavioral outcomes related to autonomous self –regulated motivations such as high perceived competence, course enjoyment, high well-being and lower ill being (Black and Deci 2000; Niemiec et al . 2006). The teachers who feel more controlled are less autonomy supportive towards their students (Roth et al. 2007). Therefore, it will be interesting to investigate how teachers' autonomous and controlled motivations affect students' autonomous and controlled motivation. Teachers' job satisfaction can lead to high job involvement (Sargent and Hannum, 2005) which can help enhance student performance.

3. Conceptual framework and hypothesis

H1: There is significant positive relationship between motivation and job satisfaction.

H2: There is significant positive relationship between self efficacy and job satisfaction.



4. Methodology

The population of study contains in Southern Punjab school teachers where both private and government school teachers are included. The sample of study contains of D. G. Khan's schools teachers specifically. Moreover the data is acquired through scale that consists of 05 point Likert scale (01-SD, 02-DA, 03-N, 04-A, 05-SA). Therefore the sample size is of 110 respondents and paired sample test, correlation test and descriptive analysis is executed as instrumentation to find reliable response from the respondents of the study.

Demographics

No. of males	No. of females	Age	Experience
38	72	23 – 50	1 – 22 yrs

38 male and 72 female respondents participated in survey. The age was in between 23 to 50 years and the teaching experience was from 1year to 22 years.

Table 01
 Descriptive Statistics

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Motivation	110	-.448	.230	.283	.457
JoS	110	-.466	.230	-.100	.457
Seff	110	-.187	.230	.202	.457
Valid N (listwise)	110				

In the table 01, three variables are punched that represents the sample of 110 respondents. Thus the skewness value of motivation is -0.448, job satisfaction -0.466 and of self efficacy -0.187 respectively. While the kurtosis value of motivation is -0.283, which is greater than acceptance again. And job satisfaction has -0.100 and self efficacy is -0.202.

Table 02
 Correlation

Variables	Motivation	Job satisfaction	Self-efficacy
Motivation	1		
Job satisfaction	-0.083	1	
Self-efficacy	0.375**	0.25	1

In table 02, motivation is correlated with job satisfaction with -0.083 and job satisfaction is correlated with self-efficacy by 0.378** and 0.25.

Table 03
 Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Motivation – JoS	.14440	.79727	.07602	-.00626	.29506	1.900	109	.060
Pair 2 Seff – JoS	.60429	.69392	.06616	.47315	.73542	9.133	109	.000

In table 03 the pair of motivation is not significantly correlated with job satisfaction by degree of freedom 0.109 and significance with 0.60. Thus the hypothesis (01) is rejected and the pair 02 self-efficacy is correlated with degree of freedom 0.109 and significance is 0.000. Thus hypothesis (02) is accepted.

5. Conclusion

The aim of study was to check the impact of motivation and self-efficacy on job satisfaction. Thus the results of study revealed that motivation is insignificant with job satisfaction because in D.G.Khan schools, various factors found which reduced motivation level i.e. job timings, class workload, compensation packages, extra benefits, staff politics and lack of promotional schemes. Moreover the study hypothesis 02 was accepted where self-efficacy found significant with job satisfaction because the teachers were willing to perform better for their institute and for their selves as well to survive in the economic oriented society. Hence, the Government should launch the proper schemes for teachers' betterment in compilation with private sectors that may help and boost the educational standards.

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