



Research Article

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Motivation Factors Influence Teachers' Job Satisfaction

Jonida Tirana¹

Denaida Trungu²

Loren Lee Chiesi³

¹PhD, Lecturer, University of Tirana,
Sheshi "Nënë Tereza",
Tiranë, Albania

²PhD, Lecturer, Aleksandër Moisiu University,
Durrës, Faculty of Education,
Department of Foreign Languages,
Aleksandër Moisiu University,
14, 2001, Rruga Currila,
Durrës, Albania

³M.A., English Language Fellow,
University Aleksandër Moisiu,
Durrës-Albania;
Faculty of Education,
Department of Foreign Languages,
Aleksandër Moisiu University,
14, 2001, Rruga Currila,
Durrës, Albania

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Abstract

This study aims to describe the impact of various motivation factors on the level of teachers' job satisfaction. Researchers have used quantitative methods to describe the relationship between motivation factors and the teachers' overall job satisfaction level. The quantitative study is a non-experimental type, correlational, and conducted with over 700 secondary school teachers from Durrës, Tirana and Elbasan municipalities in Albania. This paper used a structured questionnaire, which contains three sections. The first section includes teachers' demographic characteristic; in the second section, there are 32 statements (indicators) included in the Job Motivation Questionnaire, which evaluates and measures the teachers' job motivation level; the third section features 23 indicators in The Job Satisfaction Index, which measures the teachers' overall job satisfaction level. The findings of this study demonstrate that there is a substantial positive relationship between job motivation and job satisfaction ($r=.52, p<0.01$). The results of this study showed that external and internal motivation explain 24% of the job pleasure variability where internal motivation turned out to have a higher impact and external motivation a relatively lower one. Results from this study will serve future studies in search of strategies to improve the working conditions in order to have more motivated teachers within the context where they work.

Keywords: motivation, factors, job satisfaction, teachers, secondary school, Albania

1. Introduction

Various motivating factors can influence the achievement of a teacher's predetermined objectives. Achieving and exceeding expectations can only be reached with the help of satisfied teachers in the context in which they work (Locke 1976). The truth is that the teacher does not show the same level of satisfaction or motivation every day. The degree of satisfaction depends on many different factors that the teacher has to face during the activities. In particular, this study aims to determine the impact that different motivating factors have on the level of teacher satisfaction at work.

Problem statement: This paper acknowledges that motivation is a very important factor, which affects the satisfaction of teachers at work. This study can help school principals, administrators, and regional education directorates, as well as political and decision-making institutions to design and plan work programs. It allows decision-making authorities to assess the causes that affect the reduction of satisfaction level of primary education teachers and gain a greater awareness of specific motivating factors that influence teachers' satisfaction in schools.

Purpose statement: This study aims to measure satisfaction and motivation of primary school teachers at the holistic level, as well as to determine the extent of the impact that motivation factors have on teachers' job satisfaction. It aims further to determine the extent of the impact that internal and external motivators have on teachers' job satisfaction, as well as to determine the impact of specific external motivation factors (e.g., salary, benefits, working conditions, relationship with institutional management) and internal motivation factors (e.g., cooperation with colleagues, goal-orientation, success-orientation) at the level of teacher's satisfaction at work.

1.1 Objectives and research questions:

Objective 1: To identify the overall level of satisfaction and motivation of teachers in school.

Question 1: What is the overall level of job satisfaction and motivation at work of teachers teaching in mandatory education?

Objective 2: To identify the extent of the impact of specific motivation factors on teachers' job satisfaction.

Question 1: To what extent can teachers' external and internal motivation predict job satisfaction? What is the magnitude of the variance in job satisfaction that is explained by internal and external motivation?

Question 2: To what extent can specific factors related to external and internal motivation predict teachers' job satisfaction? What is the magnitude of the variance in job satisfaction explained by the specific factors of teacher motivation at work?

2. Literature Review

There are many authors who have done research about motivation, bringing to light a number of valuable definitions and theories.

A fairly widespread and accepted definition in the literature, about motivation is a "mechanism that pushes the individual to behave in a certain way to achieve a goal" (Westen, 2002).

Human behavior is determined by a "why", a motive. The work performed by the individual has also a well-defined purpose. Yet, motivation at work is not exclusively related to economic reward because the cooperation to achieve a professional result, to feel part of a group, and to receive the right evaluations (Mercer, S., and Kostoulas, A., eds, 2018) are part of the work objectives.

Motivation is a very important element for employees to do their best at work (Mertler, 2001). Motivation confers a higher performance at work for people who believe in what they do and who perform their objectives with an affirmed spirit. This is why it is important for employees to be motivated in relation to their profession in order to ensure the constant and linear development of the institution where they work (Collie, R. J., Shapka, J. D., Perry, N. E., and Martin, A. J., 2016).

External and internal motivation factors - Motivation at work consists of two important elements: external and internal motivations. Numerous researchers (Ryan and Deci, 2020) are engaged in the study of these basic elements and reached different conclusions. Both external and internal motivators present desired results. External motivators (Ran, 2013) are basic elements that determine the behavior of the individual. Employees feel motivated when they are financially rewarded and get the approval of peers for their work. Intrinsic (internal) motivation defines the personal satisfaction that an individual experiences for the individual work s/he does, specifically if s/he is satisfied with it regardless of the need for external incentives as a reward.

Being motivated internally means doing something because it appears right, beautiful, interesting, exciting which can foster satisfaction. Therefore, individuals often prefer to do a job they enjoy, even if the work does not provide optimal financial gains or meet other organizational requirements (Tropova, A., Myrberg, E., and Johansson, S., 2021). Intrinsic motivation is a catalyst that arises within the individual that can imbue a high level of self-esteem and willingness to take on different challenging tasks. The more interesting and rewarding the work is, the higher the motivation of the employees to work will be, and thus, the results of that work will be achieved with more pleasure and rooted interest (Bergmark, U., Lundström, S., Manderstedt, L., and Palo, A., 2018).

As it is noted above, external motivation stems from external incentives to earn a reward or to avoid punishment, such as learning only to get a good grade on a final examination or fulfilling an obligation to receive praise, acceptance, or payment. All of these are elements of external motivation. So, these behaviors are seen as promises to be kept (Wang, D., and Zhang, L. J., 2021) or unburdening oneself from financial or productive debt. In this case, we are helped by internal motivation that supports and directs our activities regardless the external events.

Intrinsic motivation is noticed in the concentration devoted to the action involved in the activity, whether at work, in sports, or during leisure activities. Total concentration, characterized by the dynamic involvement of a highly motivated individual expressing all her potential, has a strong efficiency (Castle and Buckler, 2013). How many times have we worked without feeling any physical or mental exhaustion? How many times have we been swallowed up reading a book without noticing that an hour has passed? In each of these cases, the person's behavior is motivated by an inner desire to participate in an activity to fulfill her own pleasure or interests. Thus, external motivation arises from an external impulse that acts upon an individual, whereas internal motivation arises from the internal impulse of the individual to react outwardly.

Various studies show that teachers are more satisfied and motivated by internal factors. Generally, teachers place more importance on the relationship(s) they create with students (Bardach, L., and Klassen, R. M., 2021), the prestige they enjoy among an educated society, and the appreciation they receive from the community in their respected status as a teacher (Slemp, G. R., Field, J. G., and Cho, A. S. H., 2020). They prefer complex activities, having autonomy as leaders in their own classrooms, and showing high responsibility for their tasks. External motivating factors are not always determinants (Malik, 2010).

3. Methodology

A non-experimental, correlational study was undertaken to study motivation factors and their impact on the level of job satisfaction of teachers and to establish objectives and to answer research questions. As Creswell (2008) states, "in a correlational design, research is useful to describe the relationship between two or more variables, to predict the results of one variable from the results of participants in the other variable, or to test the relationships assumed by theoretical propositions".

The methodology used in this study combines the primary data with the secondary sources. The secondary data include review of an extensive and contemporary literature regarding motivation, in general, and teacher job satisfaction in particular. This literature is provided by various electronic researches, similar studies of neighboring countries within the region, in addition by a number of other sources which supplement the theoretical aspects of the paper.

3.1 Instrument

The objectives of this study are achieved by conducting a questionnaire, consisting of three sections: demographic data, motivation, and job Satisfaction, which aggregate teachers' opinions regarding the impact of various motivating factors on their job satisfaction during the exercise of their profession.

Measurement of motivation factors was done by the "Job Motivation Questionnaire" of Robert Brady (2008). This instrument was created and updated by Brady and it has been used in many studies of employee motivation at work. The questionnaire consists of 32 statements related to situations and work environment; it is based on the answers given by the respondents for each statement, where data are grouped into eight motivation factors dimensions. Based on the division of these dimensions, two sub-scales are formed: external motivation and internal motivation (Brady, 2008). The Brayfield and Rothe (1951) "Index of Job Satisfaction" was used to obtain information on teachers' job satisfaction, which contains 23 statements aimed at measuring the overall level of job satisfaction. Every statement in this part is scaled for the following answers: 1 = not at all agree; 2 = partially disagree; 3 = I am undecided; 4 = partially agree and 5 = completely agree.

3.2 Sample and Procedures

The population that served for the selection sample of this study are teachers of nine-year-schools in three of the largest cities of the country, where the number of public schools (grades 6-9) is even greater than in other regions. Sample selection was done using the group-based sample selection technique while 28 nine-year-schools were randomly selected, drawing 28 numbers from the box where the nine-year-school numbers were placed. After that, all teachers in the composition of each selected school were included in the study sample. After cleaning the data, the final sample consisted of 700 teachers.

3.3 Data Analysis

After the factorial structure of the instrument was derived, then Cronbach's alpha coefficients were measured to see the reliability of the internal consistency of the scales used in this study. Descriptive analysis expresses the characteristics of the whole population since the selected sample was representative. Descriptive analysis was also performed to identify teachers' perceptions of independent variable (motivation factors) and dependent variable (job satisfaction).

4. Results and Discussion

This study begins by identifying the relationships of variables to answer research questions.

1. *What is the overall level of satisfaction and motivation of primary education teachers?* The data show that the overall level of job satisfaction and motivation at work is above average (on a scale of 1 to 5 where 1 is the lowest level of satisfaction and 5 is the highest level) the average job satisfaction is 2.85, with a standard deviation 1.46, and the average motivation at work is 2.95, standard deviation 1.39. (Table 1)

Table 1. Overall level of job satisfaction and motivation at work

	N	Minimum	Maximum	Average	Standard Deviation
1. Job Satisfaction	602	1	5	2.85	1.463
2. Job Motivation	602	1	5	2.95	1.391
Scale of 1 (low level) to 5 (high level)					

Table 2 gives the level of job satisfaction and job motivation expressed as a percentage. About 48% of

teachers express a low level of job satisfaction, and 37.4% express a high level of job satisfaction, 40% of teachers express a low level of job motivation while 37% express a high level of job motivation.

Table 2. Overall level of job satisfaction and motivation at work (in %)

Level	Job satisfaction	Motivation at work
Low level	47.5	40.0
Moderate level	15.1	22.8
High level	37.4	37.2

The overall level of satisfaction of teachers with their work was measured with a scale consisting of 23 statements with answers ranging from 1 (strongly disagree) to 5 (strongly agree). The level of motivation of teachers at work was measured with a scale consisting of 32 statements with answers ranging from 1 (strongly disagree) to 5 (Strongly agree). The data of this study showed that the overall level of job satisfaction and motivation at work is above average (on a scale of 1 to 5 (where 1 is the lowest level of satisfaction and 5 is the highest level) average satisfaction from work is 2.85, standard deviation 1.46 and average motivation at work is 2.95, standard deviation 1.39.

Regarding the relationship that exists between teachers' job satisfaction and job motivation; the analysis of quantitative data has shown that there is a substantial positive relationship between job motivation and job satisfaction ($r = .52, p < 0.01$).

2. *To what extent can external motivation and internal motivation of teachers predict job satisfaction? What is the magnitude of the variance in job satisfaction that is explained by internal and external motivation?*

Using the Enter method, a statistically significant model was obtained ($F = 90.475, (2, 558), p < .0005$ R^2 adjusted). The statistically valid variables are ranked according to the influence weight as follows:

1. Intrinsic Motivation Beta .31, $p < .0005$
2. External Motivation Beta = .27, $p < .0005$

Table 3. Regression coefficients (dependent variable - job satisfaction, independent variables - external motivation, internal motivation)

Model	Non standardized coefficients		Standardized coefficients	Non-standardized coefficients	Sig.	Correlations			Collinearity statistics	
	B	Standard error				Zero order	Partial	Part	Tolerance	VIF
(constant)	43.021	2.757		15.604	.000					
External motivation	.179	.026	.274	6.836	.000	.400	.278	.251	.843	1.186
Internal motivation	.419	.053	.318	7.935	.000	.426	.318	.292	.843	1.186

a. Dependable variable: job satisfaction

The unique contribution of variables in explaining variance in the level of job satisfaction:

1. *Internal motivation* ($.292 \times .292$) = 8.5%. Internal motivation explains 8.5% of the variance in the level of job satisfaction.
2. *External motivation* ($.254 \times .254$) = 6.3%. External motivation explains 6.3% of the variance in the level of job satisfaction.

Our model including internal and external motivation explains 24% of the variance in teachers' job satisfaction where internal motivation has the biggest influence (Beta = .31). External motivation comes next with a relatively lower influence (Beta = .27). The data show that with the increase of external and internal motivation, the level of teacher's job satisfaction will also increase.

- To what extent can specific factors related to external and internal motivation predict teacher job satisfaction? What is the magnitude of the variance in job satisfaction explained by the specific factors motivating teachers to work?

To determine the magnitude of the job satisfaction prediction from specific motivation factors, standard linear regression was used where all variables were all entered together into the equation. Verification of the indicators that emerged from the regression analysis showed that all the prerequisites for performing this analysis were met.

Table 4 presents the correlations between job satisfaction and work motivation factors. Success orientation has a statistically significant relationship with job satisfaction. The other three factors (cooperation with colleagues, goal orientation, salary/ benefits/ working conditions) also have positive, but relatively weak relationships, although still statistically significant. Meanwhile, the relationship between colleagues' relationships and job satisfaction is negative but very weak and not statistically significant.

Table 4. Coefficients of correlations between job satisfaction and work motivation factors

	Job motivation
1. Salary/ benefits/ conditions	.371**
2. Cooperation with colleagues	.358**
3. Goal orientation	.247**
4. Success orientation	.528**
5. Relationship with colleagues	-.044 (p=.28)

**The correlation is statistically valid at the 0.01 level (2-tailed).

Using the Enter method, a statistically significant model was obtained ($F = 37.335$, (6, 554), $p < .0005$, R^2 adjusted). The statistically valid variables are ranked, according to the weight of the impact, as follows:

- Success Orientation Beta .25, $p < .0005$
- Relationship with executives Beta = .18, $p < .0005$
- Salary / benefits / working conditions Beta = .17, $p < .0005$
- Collaboration with colleagues Beta = .10, $p < .0005$
- Goal Orientation Beta = .081, $p < .0005$

Table 5. Regression coefficients (dependent variable – job satisfaction, non-dependent variables - job motivation factor

Model	Non-Standardized coefficients		Standardized coefficients	T	Sig.	Correlation		Collinearity statistics	
	B	Standard error	Beta			Partial	Part	Tolerance	VIF
t(Constant)	49.158	3.645	.180	13.487	.000	.186	.160	.793	1.260
Relationships with school leaders	.288	.065	.175	4.465	.000	.182	.156	.794	1.260
Salary/benefits/ job conditions	.151	.035	.100	4.360	.000	.101	.086	.743	1.347
Cooperation with colleagues	.238	.099	.081	2.394	.017	.085	.072	.780	1.282
Goal orientation	.320	.159		2.006	.045				
Success orientation	.827	.145	.254	5.692	.000	.235	.204	.647	1.545
a. Dependent variable - job satisfaction									

The unique contribution of each motivation factor at work is presented as follows:

- Success Orientation (.254 x .254) = 6.4%. – Success orientation explains 6.4% of variance in job satisfaction level.

2. Wages / benefits / working conditions ($.175 \times .175$) = 3.06%. - Salary /benefits/working conditions explain 3.06% of the variance in the level of job satisfaction.
3. Relationships with leaders ($.160 \times .160$) = 2.5% - Relationships with leaders explains 2.2% of the variance in the level of job satisfaction of teachers.
4. Collaboration with colleagues ($.100 \times .100$) = 1% - Collaboration with colleagues explains 1% of the variance in the level of job satisfaction.

The results of this study show that specific factors of motivation explain 28% of the variance where success orientation, relationship with managers, and salary/benefit /working conditions have the greatest impact on explaining the variance in the variable of job satisfaction. Specific motivation factors showed to have a greater impact on the level of teachers' satisfaction at work and that are statistically valid include: internal motivation factors (such as success orientation) that explains 6.4% of variance in the level of satisfaction from work. This is followed by external motivating factors such as salary/benefits/working conditions that explain the 3.06% variance in the level of job satisfaction, compared to the level of job satisfaction in relation to the relationship with management which is expressed by the 2.2% variance in the level of job satisfaction among teachers.

The relationship of these factors when compared to job satisfaction is positive. This means that an improvement of the teachers' conditions, regarding these factors, will increase job satisfaction among teachers.

5. Conclusions

The main purpose of this study is to identify the impact of motivation factors on the level of teachers' job satisfaction in educational institutions. This study also has other purposes. Firstly, it identifies the overall level of teachers' satisfaction and motivation in schools; secondly, it highlights the extent of the impact of motivation factors on teachers' job satisfaction.

To achieve the goals of this paper, a quantitative study was conducted with 700 teachers of nine-year schools in the three largest cities in the country, respectively, Tirana, Durrës and Elbasan. The data of this study showed that the overall level of job satisfaction and motivation at work is above average (on a scale from 1 to 5 where 1 is the lowest level of satisfaction and 5 is the highest level), the average satisfaction from work is 2.85 with a standard deviation of 1.46, and the average motivation at work is 2.95 with a standard deviation of 1.39.

Internal and external motivating factors play an important role in the overall level of teacher motivation. The results of this study showed that external and internal motivation explains 24% of the variance in job satisfaction of teachers where internal motivation turned out to have the greatest impact and external motivation that follows has a relatively lower impact. The data shows that by increasing the levels of motivation both internally and externally, the level of job satisfaction of teachers overall will also increase.

The results of our study show that specific factors of motivation at work explain 28% of the variance where success orientation, relationship with school leaders, and salary/benefits/ working conditions have the greatest impact on explaining the variance in the variable of job satisfaction. Specific motivation factors showed to have a greater impact on the level of teacher satisfaction at work and that are statistically valid are: 1) internal motivation factors including success orientation that explains the 6.4% of variance in the level of satisfaction from work, 2) external motivating factors such as salary / benefits/working conditions that explain 3.06% of the variance in the level of job satisfaction and the relationship with management that explains the 2.2% of the variance in the level of job satisfaction of teachers, and 3) the relationship of these factors with job satisfaction is positive. This signifies that an improvement of the situation contextualizing these factors, will also increase teachers' job satisfaction.

6. Recommendations

1. A broader study can be conducted, which can be extended into a long-term analysis and include a more diverse sample of teachers and schools.
2. Studies can be conducted with the same measuring instruments on how motivation and job satisfaction affect student achievement.
3. A similar study can be conducted but on a larger scale involving high schools.
4. A similar study can be conducted uncoupling the salary/benefits/working conditions, to see if any one of these particular factors have meaningfully resonance when asked and applied to the study participants as individual factors.

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