

# The Relationship Between Motivation Job Stress and Job Satisfaction among Local Male Teachers in Abu Dhabi

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## Abstract

The objective of this study is to identify the relationship between job motivation, job stress, and job satisfaction on male teachers in Abu Dhabi. A quantitative exploratory research design was utilized. A total of 208 male teachers were chosen as a sample through a simple random sampling technique. Data analysis using descriptive statistics and correlation analysis were used. The findings of correlation analysis on the relationship between job motivation and job stress indicated that  $r = -0.375$  where  $p < .000$  and relationship between job motivation and job satisfaction showed  $r = 0.349$  and significant at  $p < .000$ . The also revealed the relationship between job stress and job satisfaction with  $r = -0.475$  and  $p$  significant at  $P < .000$ . It is worth noting that all the results indicate a significant relationship between all the variables. The significant relationship was found between job motivation and job stress. Also, the of job stress were significantly related with job satisfaction. The implications of the study indicate that it is important for education officials to work on increasing the level of job motivation and decreasing the level of job stress, as it is capable of being a catalyst to increase the level of job satisfaction among teachers.

**Keywords:** Motivation, Job Stress, Job Satisfaction, Male Teachers.

## Introduction

Organizations exist to gain profit or share value and they rely on human and material resources in achieving organizational goals. However, it is essential for organizations to align employees' personal needs with organizational (Dartey-baah & Harlley, 2010; Musinguzi et al., 2018). The investment in employee development would increase the performance level of the organization (2020); Spector (1997); Kapantow, Luddin, and Kambey. This is why motivation of employees towards job satisfactions is very crucial in an organization. Motivation can be the reason for the action or that which gives direction to an action, thoughts and feelings of wanting to accomplish something (Baumeister, 2016). As a concept, job motivation arose from the desire to explain the excitement and direction of individual behavior beginning with Wilhelm Wundt's (1832-1920). Therefore, in this case, the investigation looked at how a core neurological job substrate serves the functions of employee physiological regulation. The conclusion is that all reward, motivating

behaviors, and reinforcements influence, employee attitude and experience are related to the nature of feeling.

Job motivation and job satisfaction are essential in any workplace because the twenty-first century workers are more conscious and fully aware of their rights in the organization (Idiegbeyan-ose & Resources, 2019; Pang & Lu, 2018). Herzberg job satisfaction model pointed that there are factors within and outside an organization that affect employees' satisfaction. These factors include the structure of the organization, the internal politics and the organizational culture (Martin et al., 2015). Also, size of the organization, type and level of technology are factors that hinder the employees' motivation in an organization (Dartey-Baah 2010; Dartey-baah and Harlley, 2010; Kjeldsen and Hansen, 2018). On the other hand, the labour market and employment conditions may negatively influence employees' satisfaction.

In Abu Dhabi, the number of female teachers in schools is higher than the number of male teachers. Moreover, the number of male teachers continue to decrease drastically every year. The policy makers, school administrators, and the government do not pay much attention to the low number of male teachers in schools. The stakeholders in education are worried and questioning about the reasons behind this problem. For example, in year 2010/2011, the number of male teachers was 485 in Abu Dhabi schools. While in year 2013/2014, the number of male teachers has decreased to 471 and it has decreased further to 419 in year 2017/2018 (SCAD, 2019). Despite the availability of job opportunities in the teaching profession for male citizens, they prefer to work outside the education sector. The main reason behind this decline is that male teachers are less motivated in the profession.

Male teachers often complain that stress of teaching is too much for them to cope with. Teachers also pointed that there is no definite consideration for males in the teaching profession. For example, they indicated that they were not provided with the appropriate useful training programs. They also complain about the lack of incentives, rewards and promotions at regular times. All of these are promotional strategies used by schools to motivate teachers so that they can perform effectively in the profession. (Ololube, 2016) pointed that teachers need to be motivated in the teaching profession so that their efforts are reflected in the performance of students. Apart from these problems faced by the teachers in Abu Dhabi, teachers are dissatisfied with the daily work pressures of the job and prefer to quit teaching (Alittihad, 2013; Alkhaleej, 2015). Although the series of meetings was continuing in the Ministry of Education, it was not fruitful. Teachers with higher job satisfaction appear to be more committed to improving the educational environment (Patricia & Asoba, 2020; Riley, 2005).

In view of the urgent need for studies in this field and the sense that educational institutions in general and schools still need further studies, this study aims to investigate the relationship between job motivation and job satisfaction Hence, this paper aims to answer the following questions

- RQ1: What is the level of job motivation, job stress and job satisfaction in Abu Dhabi male Emirati teachers?
- RQ2: What is the relationship between job motivation, job satisfaction and job stress among local male teachers in Abu Dhabi?

### **Theoretical Background**

This study is focusing on the relationship between job motivation and job satisfaction of Emirati male teachers in Abu Dhabi, the conceptual framework was developed to explain the relationship among the research variables. Therefore, the illustration in Figure 1.3 explained the assumption

of Imenda (2014) that a conceptual framework is the result of uniting several related concepts to predicts and explain a phenomenon of interest in a more understanding ways for a research problem.

The conceptual framework below showed the direct relationship between job motivation (IV) and job satisfaction (DV). In the same way, job stress as the mediating variable used in the study was illustrated. The systematic treatment of the problem of the study considering the theoretical framework and its practical implications required the logical relationship between the variables of the study. Figure 1.1 show full conceptual relationship among independent (Job motivation) and dependent variable (Job satisfaction) as well as mediator (job stress). The dimensions used for this study were adapted from previous studies, also the previous studies helped the research to construct the conceptual framework.

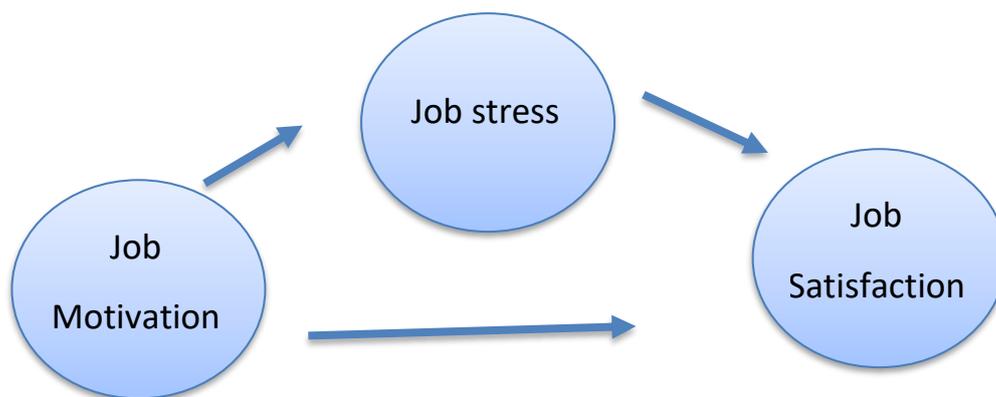


Figure 1.1 Conceptual Framework of the study

Adopted from Maslow's Hierarchy of (Needs, 1954; Herzberg, 1959; Khan, 1964)

In the above conceptual framework, job motivation was adopted as an independent variable which played a major role in the behavior of job satisfaction (DV) yet job stress was adopted as a mediator variable. Some of these variables were measured with different dimensions. For job motivation, five dimensions were used which include, physiological needs, security needs, social needs, self-esteem needs and self-actualization needs. In the job stress variables, which happen to be mediator. The dimensions are role ambiguity, role conflict and role overload. The last dimensions which is dependent variable, nine dimensions were used which include pay, promotion, supervision, fringe benefits, operating conditions, contingent rewards, coworkers, nature of work and communication.

Maslow theory of motivation stated for motivation to be attainable. The basic needs must be meet. The needs are physiological needs, security needs, social needs, self-esteem needs and self-actualization needs. He emphasized that these are the fundamental need of employees which must be provided in an y are organization. Maslow's need hierarchy theory is considered as a valuable framework for understanding motivation.

Additionally, Herzberg's two-factor motivation theory (1959) suggests two main distinctions in employee satisfaction. These are satisfaction factors and dissatisfaction factors. Satisfaction factors are predominantly directly related to the job itself and these are the factors that increase the satisfaction level of the employees. In this respect, satisfaction factors were determined as achievement, recognition, work itself, responsibility, advancement, and growth (Özsoy, 2019). Hygiene factors are not directly related to work, but they may affect employees' attitude towards work. These factors are determined as company policy and administration, supervision,

relationship with supervisor, working conditions, salary, and relationship with peers, personal relationship, relationship with subordinates, status, and security (Özsoy, 2019).

In the theory of Khan et al (1964) which stated that there are three roles' stressors in an organization that affect the productivity of employees. They are role conflict, role overload and role ambiguity. Role theory is concerned with the general question of how an individual's behavior is connected to his or her social environment. Role stress comes when the focal person thinks he cannot accomplish what the role sender is expecting from him. He further stress that all these role stress must be understanding in an organization if such organization want to move forward.

Based on the theory of role stress (Kahn et al., 1964) described role stress as having three independent variables' role ambiguity, role conflict and role overload. Role overload occurs when employees have limited or insufficient time to complete job tasks and responsibilities and arises from excessive workloads and difficult (Beehr and Glazer, 2005; Tuckera et al., 2018; Ohly and Fritz, 2010). Kahn et al (1964) have described role ambiguity as lack of clear and consistent information regarding the actions required in a particular position. Dasgupta (2012) or when the person does not know what to do or how to perform his or her role, also role ambiguity occurs when the person does not know his role in the organization (Lina, 2018). Role conflict occurs when employees are confronted with expectations for different roles, such as when two roles should be performed simultaneously or when performing one role prevents performing the other one (Lina, 2018).

(Imenda, 2014) refer theoretical framework as theory the researcher chooses to his research so as to have in-depth understanding of the concept in the study. In the course of this study, several theories were borrowed from scholars that were used to drawn conceptual framework. Some the theories have helped the researcher to understand the influence of job motivation and job stress toward job satisfaction among male teachers in Abu Dhabi. In fact, without the role of theoretical framework, the construction of conceptual framework would not have been possible. The first theoretical framework used in the study is the theory of motivation propounded by (Maslow, 1954). Maslow sees motivation as driving force within a person which stimulates the individual to do something up to the target level in order to fulfill some need or expectation. To buttress more, Maslow (1954) further stated that motivation is the driving force behind human behavior which may be internal and external. Agegnehu (2014) stress that motivation is thought to be responsible for why people decide to do something, how long they are willing. Three things need to be understood about motivations which are effort, organization goal, as well as the need. The understanding of Maslow theory leads the researcher to know more on the related variables of the study.

The second theoretical framework used in the study is the Herzberg's two-factor theory. This is used to explain the extent of satisfaction of Emirati teachers in public schools in Abu Dhabi with their job in the field of education, the study borrowed Herzberg's two-factor theory. Herzberg's two-factor theory. It is a broadly argued theory of satisfaction at the workplace hence was appropriate for comprehensive application in different fields (Kotni & Karumuri, 2018; Lonsdale et al., 2016). Herzberg's Two-Factor theory, also known as the two-factor theory has received widespread attention of having a practical approach toward motivating employees.

Herzberg set forth a two-factor theory of job satisfaction which received widespread support (Maidam, 1991). Herzberg (1968) suggested in his Theory that there were two factors driving employee satisfaction in the workplace: dissatisfaction factors and satisfaction factors. The role of dissatisfaction factors is simply to prevent workers' discontent. In other words, these factors do not lead to higher levels of satisfaction but, without them, there is dissatisfaction. Unlike

dissatisfaction factors, satisfaction factors can truly encourage employees to work hard and enjoy their jobs (Hyun, 2009). Based on Herzberg two-factor theory the satisfaction and dissatisfaction are independent of each other (Maidam, 1991)

The last theoretical framework in the study is the theory of job satisfaction developed by (Khan et al., 1964). Khan et al (1964) looked at job satisfaction as the amount of overall affect that individuals have toward their job which in turn lead to poor performance. This theory has helped the researcher to know some of the variables that associated with job satisfaction. (Roos, 2005) pointed that high job satisfaction means that an individual likes his or her work in general, appreciates it and feels positive about in but when satisfaction is low, poor performance would occur in the job. Aziri (2011) opined that there are disparity between motivation and job satisfaction. He further stressed that job satisfaction is more of an attitude, an internal state. It could, for example, be associated with a personal feeling of achievement, either quantitative or qualitative. The three theoretical frameworks stated gives vast knowledge the about the relationship that exist among the study variables.

### **The Methodology**

After considering the nature of the objectives of the current study, the quantitative research design was justified as the appropriate type of research for the present study due to its purpose, type of data, research approach and procedure closely matched the above-stated characteristics of quantitative research. Hence, a descriptive research design is chosen for this study as Hair et al (2010) stated that descriptive research has the characteristic to answer the questions relating to where, what, how, when and why.

A population refers to the whole group of people or organisations of interest to the researcher (Sekaran & Bougie, 2010). The population in this study consists of male national teachers in the Ministry of Education in Abu Dhabi schools. According to the official website of the UAE Ministry of Education, the total number of local teachers is 419 teachers. Therefore, the population of the study is 419 local teachers, i.e. (N=419), for this study, the researcher chose simple random sampling. So, the required sample size is n=201 national teachers based on (Krejcie and Morgan, 1970).

In this study, four research instruments are used to answer hypotheses. Some of these instruments are adapted from Al-Aufi & Al-Kalbani, 2014, Conley & You, 2014 and Spector, 1994) which are related to all variables employed for this study. The job motivation variables had 33 items. which are physiological needs (7 items), security needs (5 items), social needs (7 items), self-esteem (7 items), and self-actualization (7 items). Job stress will comprise three dimensions for measurement. The dimensions for job stress are role ambiguity (6 items), role conflict (9 items), and role overload (3 items). The dependent variable of job satisfaction measures job satisfaction based on pay, promotion, supervision, fringe benefits, operating conditions, contingent rewards, co-workers', nature of work and communication. The instrument has a good psychometric characteristic to be used in the data collection.

### **Findings**

This part presents the findings obtained from the data analysis, the descriptive statistics of all the sampled variables correctional analysis were obtained through SPSS.

#### **Job Motivation, Stress, and Satisfaction Level**

The mean for total job motivation was 3.40 with a standard deviation of .674. Given the mean, this indicating to moderate motivation level, one may conclude that, as a group, this sample was

moderately motivated. The total mean score for job stress is 3.00 which is at moderate level. Overall, the mean scores of the items were moderate, with no high or low rate found. The mean for total job stress was 3.00 with a standard deviation of .577. Given the mean, this indicating to moderate stress level, one may conclude that, as a group, this sample was moderately stressed. The total mean score for job satisfaction is 3.00 which is at moderate level. Overall, the mean scores of the dimensions were moderate, with no high or low rate found. The mean for total job satisfaction was 3.00 with a standard deviation of .423. Given the mean, this indicating to moderate satisfaction level, one may conclude that, as a group, this sample was moderately satisfied.

Table 1

*The level of job motivation, stress, and satisfaction*

	N	Mean	Std. Deviation
Job Motivation	208	3.40	.674
Job Stress	208	3.00	.577
Job Satisfaction	208	3.00	.423

### **The relationship between job motivation, job satisfaction and job stress**

This section firstly illustrates the nature of the relationship between job motivation, job stress, and job satisfaction. Table 2 computes overall correlation between variables.

Table 2

*Correlation between Job Motivation, Stress and Job Satisfaction*

	Job Motivation	Job Stress	Job Satisfaction
Job Motivation		-0.375	0.349
Job Stress	-0.375		-0.475
Job Satisfaction	0.349	-0.475	

Regarding job motivation and job stress, the correlation coefficient "r" is equal to -0.375, P =0.00. indicating that, the correlation coefficient is statistically significant. The overall correlation between job motivation and job satisfaction, the correlation coefficient "r" is equal to 0.349, P =0.00. indicating that, the correlation coefficient is statistically significant. Finally, correlation between job stress and job satisfaction, the correlation coefficient "r" is equal to -0.475 P =0.00. indicating that, the correlation coefficient is statistically significant.

### **Conclusion**

This paper has studied the relationship between job motivation, job stress, and job satisfaction on male teachers in Abu Dhabi. A quantitative exploratory research design was utilized. The mean for total job motivation indicating to moderate motivation level, one may conclude that, as a group, this sample was moderately motivated. The mean for total job stress indicating to moderate stress level, one may conclude that, as a group, this sample was moderately stressed. The total mean score for job satisfaction is at moderate level, indicating to moderate level of job satisfaction among male teachers. Regarding job motivation and job stress, the correlation coefficient the correlation coefficient is statistically significant. The overall correlation between job motivation, job satisfaction, and job satisfaction is statistically significant. Such results reveal that a strong relationship between the job motivation, job stress, and job satisfaction on male teachers in Abu Dhabi.

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