

The Influence of Job Motivation and Job Stress on Job Satisfaction among Emirati Male Teachers in Abu Dhabi

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Abstract

This study aims to identify the relationship between job motivation, job stress, and job satisfaction among 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 finding of multiple regression analysis showed that job motivation had a significant influence on job stress ($\beta = -.458$, $p < 0.000$), job motivation had a significant effect on job satisfaction ($\beta = .391$, $p < 0.000$), and job stress had a significant influence on job satisfaction ($\beta = -.281$, $p < 0.000$). The finding further revealed a significant indirect effect of job stress mediating the relationship between job motivation and job satisfaction. In conclusion, job motivation influences job satisfaction, and job motivation negatively affects job stress among Emirati male teachers in Abu Dhabi. The implications of the study indicate that it is essential for the education ministry and school administrator to work on increasing job motivation and managing job stress to attract more males to become a teacher.

Keywords: Motivation, Job Stress, Job Satisfaction, Mediation effect, Male Teachers.

Introduction

The quality and importance of education in any country rely on teachers' commitment to quality and loyalty. Teachers are an essential factor in organizing teaching and learning processes. For a country to grow, teachers play a huge role in shaping and nurturing students who will influence the country's future. Akinsolu (2010) Posited that teachers are fundamental prerequisites for students' achievement of educational goals and objectives. Teachers today are the ones who take on the role of mother, father, counsellor, and guardian of students in the school. Teachers who play a massive role should be given good ratings, better salaries, benefits, and rewards. Motivating teachers are indispensable for the teaching and learning process (Chandrakant, 2017).

Teachers in Abu Dhabi schools should be given comprehensive attention simply for the role they play in training and retraining students. The motivation of teachers will influence and direct their behaviour. In fact, no teacher has the same behaviour or attitude in the

organization. Due to this diversity, it is required to develop a new approach to satisfy them (Kumar & Varma, 2017). In this sense, Abu Dhabi schools must be able to recognize and assess the intrinsic motivation that teachers need for job satisfaction. The school should see motivation as a strategy to motivate teachers in Abu Dhabi to work hard (Buckner, 2017).

The United Arab Emirates is unique and considered the most developed country in the Arab. In the past decade, the United Arab Emirates has developed strategic planning in all sectors of the country to become the most competitive knowledge economy with a happy and engaged workforce (Agha et al., 2017; Benuyenah & Pandya, 2020). The workforce in the United Arab Emirates is very diverse and it is noted that the public sector is mostly made up of the United Arab Emirates nationals (Patterson et al., 2020). Moreover, Emiratisation (nationalization) has increased the participation of the United Arab Emirates nationals in the workforce (Bateman & Waxin, 2016). The success of schools in the United Arab Emirates requires higher levels of motivation, dedication and commitment among teachers to achieve job satisfaction. This is because job satisfaction is a well-known driver of educational success (Naseem et al., 2011).

Job motivation and job satisfaction are essential in any workplace because twenty-first century workers are more conscious and fully aware of their rights in the organization (Dartey-baah & Harley, 2010; Pang & Lu, 2018). 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. 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 (Shann, 1998; Adams, 2010).

Many teachers complained of lack of job motivation and job stress, which led to their dissatisfaction with the teaching profession. Hence 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 influence of job motivation and job stress on job satisfaction. Hence, this paper aims to answer the following hypothesis:

- Ho1: There is no significant influence of job motivation on job stress among Emirati male teachers in Abu Dhabi
- Ho2: There is no significant influence of job motivation on job satisfaction among Emirati male teachers in Abu Dhabi
- Ho3: There is no significant influence of job stress on job satisfaction among Emirati male teachers in Abu Dhabi.
- Ho4: Job stress does not mediate the relationship between job motivation and job satisfaction among Emirati 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. 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 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.

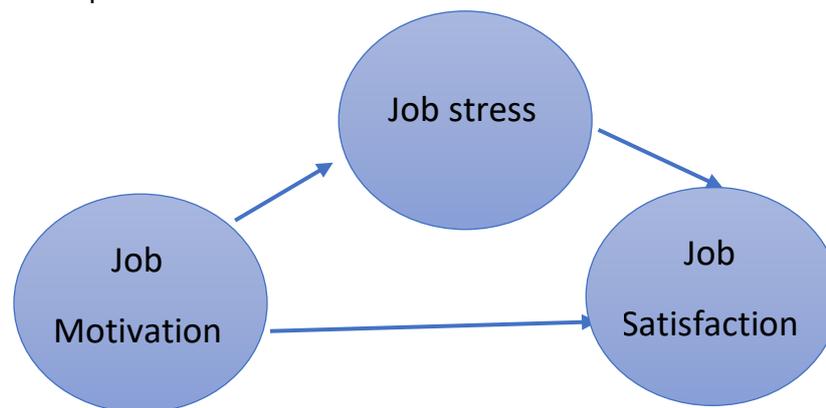


Figure 1 Conceptual Framework of the study

Adopted from Maslow's Hierarchy of Needs (1954), Herzberg (1959), and Khan (1964) the theoretical framework used in the study is the theory of motivation propounded by (Maslow, 1954). Maslow (1954) sees motivation as driving force within a person who stimulates the individual to do something up to the target level in order to fulfil some need or expectation. To buttress more, Abraham Maslow (1954) further stated that motivation is the driving force behind human behaviour 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's theory leads the researcher to know more on the related variables of the study.

In this study, for job stress, Role theory has been used to explain the role of stress as a mediator between job motivation and job satisfaction for Emirati teachers. 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. Yao (2009) discussed that all three role stress variables were prevalent among the human service professions and impediments to accomplishing the demands of a particular role. Kahn et al., Kahn et al (1964) have developed a theory of role dynamics which sees stress resulting conflicting expectations, ambiguity expectations and from job overload (Katz & Kahn, 1966; Keller, 1975). The role theory does not directly explain job satisfaction but it has implications for workers' satisfaction or dissatisfaction with respect to their jobs (Kahn et al., 1964). Kahn et al (1964) predicted and found lower levels of job satisfaction for those with conflict and ambiguity. (Lina, 2018) role stressors components which are role conflict, role ambiguity, and role overload is a cause of many negative or detrimental consequences for the individual and the organization, including job dissatisfaction ultimately (Dasgupta, 2012; Rauf, 2012). In the occupational stress literature, role overload, role conflict, and role ambiguity are the most prominently studied role stressors (Tucker et al., 2018)

Role overload occurs when employees have limited or insufficient time to complete job tasks and responsibilities and arise from excessive workloads and difficult deadlines (Beehr & Glazer, 2005; Jones, 2015; Kahn et al., 1964; Tucker et al., 2018). Role overload increases when the fulfilment of a role becomes impossible for the individual because of time, energy or resources (Lina, 2018).

(Kahn et al., 1964) have described role ambiguity as lack of clear and consistent information regarding the actions required in a particular position. 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 (Dasgupta, 2012). 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). To explain the extent of satisfaction of Emirati teachers in public schools in Abu Dhabi with their job in the field of education this study will borrow Herzberg's two-factor theory. Herzberg's two-factor theory is the most broadly researched and argued theory of satisfaction at the workplace and thus it is considered comprehensively applied 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. (Ismail & Teck-Hong, 2011) Numerous research studies have measured the validity of the theory and its relationship to job satisfaction. The theory was examined in different contexts (Sobaih & Hasanein, 2020).

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. Based on Herzberg's two-factor theory the satisfaction and dissatisfaction are independent of each other.

This theory has helped the researcher to know some of the variables 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 it, but when satisfaction is low, poor performance will occur in the job. Aziri (2011) opined that there is a 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 give vast knowledge about the relationship that exists 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 regression analysis of all the sampled variables effects were obtained through SPSS.

Job Stress Mediation between Job Motivation and Job Satisfaction

This section investigates the seventh research, as follows:

H01: Job stress not mediates the relationship between job motivation and job satisfaction among Emirati male teachers'' in Abu Dhabi.

In order to confirm this hypothesis and for the mediation analysis, job satisfaction was put in the Outcome Variable (Y) box, job motivation was put in the Independent Variable (X) box, and job stress was put in the mediator Variable (M) box. Model number 1 provides insights in the association between job motivation and job satisfaction through job stress.

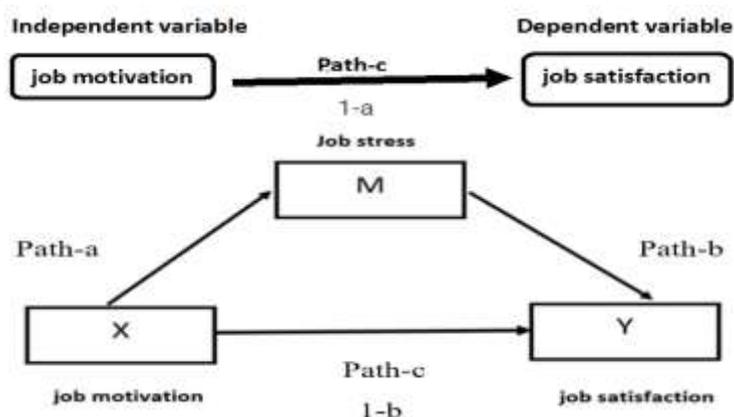


Figure 2, Conceptual mediation model of the study: (1-a) Total effect model and (1-b) Direct and indirect effects model.

Notably, this study made use of the PROCESS macro developed by Hayes 2013. It is one of the newest mediation tool used as a regression-based package capable of analysing more than 70 different mediation and moderation models (Preacher and Hayes(Hayes, 2013). The study applied Hayes process macro 4 modelling technique to estimate the direct, indirect, and total effects of job motivation on job satisfaction. mediation method was used is Bootstrap confidence interval and based on the fourth model, which is the simple mediator model. In view of this, the study applied different steps involved in testing for the mediating effect.

Firstly, the study estimated path a, which is the direct effect of the predictor (job motivation) on the mediator (job stress). Secondly, the present study estimated path b, which is the direct effect of the mediator (job stress) on the outcome variable (job satisfaction). Thirdly, the study quantified the product of path a and b (ab) to obtain the indirect effect. Lastly, path c, which is the direct effect of the predictor variable (job motivation) on the outcome variable (job satisfaction) was also estimated. In regards to the mediation test, the results of the matrix analysis, the following results were found:

Effects of Job Motivation on Job Stress (Path-A)

The results for effects of job motivation on job stress are presented in Table 4.18 The coefficient obtained on path-a, is -0.3214 and the test of statistical coefficient t = -5.8080, while p = 0.0000 (p < 0.05). The lower limit confidence interval (LLCI) is -0.4305 and the upper limit confidence interval (ULCI) is -0.2123, the output based on the p-value (p < 0.05), and both LLCI and ULCI values ≠ 0 indicates significant effects between the job motivation (IV) and job stress (MV) thus satisfying first condition of mediation ((Preacher & Hayes, 2008) and (Baron & Kenny, 1986).

Table 1
Effects of the relationship along a-path.

OUTCOME VARIABLE: stress							
	R	R-sq	MSE	F	df1	df2	p
	.375	.1407	.2878	33.7324	1.0000	206.00	.0000
	Coeff	se	t	p	LLCI	ULCI	
constant	4.0864	.1915	21.3351	.0000	3.7088	4.4641	
path-a motivation	-.3214	.0553	-5.8080	.0000	-.4305	-.2123	

Direct and Indirect Effects of the Study Model (Path-B and Path-C')

Through the table 1, we can note that the mediation coefficient along path-b is -0.2932, p = 0.0000 (p < 0.05), test of statistical significance t = -6.1778 while lower and upper confidence interval (LLCI and ULCI) obtained along path-b are -0.3868 and -0.1997 respectively. This shows that job stress affects job satisfaction, without job motivation. The result indicates significant effects and has fulfilled second condition of mediation (Baron and Kenny 1986). In addition, the other result as presented in table 4.19 provides path-c' coefficient as 0.1249, p = 0.0024 (p < 0.05), LLCI and ULCI obtained are 0.0447 and 0.2051 respectively. P-value < 0.05 which significant effects along path-c', Consequently, the result obtained has fulfilled the fourth condition of mediation by obtaining significant effects between IV and DV after adding MV in the model as presented in table 2 (Preacher & Hayes, 2008) and (Baron & Kenny, 1986).

Table 2
Direct and indirect effects

OUTCOME VARIABLE: job satisfaction							
	R	R-sq	MSE	F	df1	df2	p
	.5097	.2598	.1336	35.9773	2.0000	205.0000	.0000
	Coeff	se	t	p	LLCI	ULCI	
constant	3.4494	.2338	14.7552	.0000	2.9885	3.9103	
path-c' motivation	.1249	.0407	3.0711	.0024	.0447	.2051	
path-b Stress	-.2932	.0475	-6.1778	.0000	-.3868	-.1997	

Total Effects between Job Motivation on Job Satisfaction (Path-C)

The total effects between job motivation and job satisfaction in path c indicates as it showed in table 3 coefficient for the total effect in the model obtained is 0.2192 p-value = 0.0000 ($p < 0.05$) and a test of statistical significance t (5.3502) while LLCI and ULCI are 0.1384 and 0.2999 respectively. The result indicates significant effects of job motivation on job satisfaction; thus, the model satisfies the third condition of the mediation model as presented in table 3 (Baron and Kenny 1986).

Table 3

Total effects between job motivation on job satisfaction.

Outcome: job satisfaction							
R	R-sq	MSE	F	df1	df2	p	
.3493	.1220	.1577	28.6251	1.0000	206.0000	.0000	
Main model							
	Coeff	se	t	p	LLCI	ULCI	
constant	2.2511	.1418	15.8784	.0000	1.9716	2.5306	
path-c motivation	.2192	.0410	5.3502	.0000	.1384	.2999	

Discussion of Findings

In recent times, mediation analysis and confirmation of mediation effects' occurrence in a model is judged based on indirect effects i.e. effects along path-a, and path-b (Hayes 2013). Statistically, indirect effects are the difference between total effects (path-c) and direct effects in the model, and the result should be equal to the product of path-a, and path-b (Hayes, 2012).

Table 4

Total, direct and indirect effects of the study model.

Total effect of job motivation (IV) on job satisfaction (DV)						
Effect	se	t	P	LLCI	ULCI	c' cs
.2192	.0410	5.3502	.0000	.1384	.2999	.3493
Direct effect of job motivation (IV) on job stress (DV)						
Effect	se	t	P	LLCI	ULCI	c' cs
.1249	.0407	3.0711	.0024	.0447	.2051	.1991
Indirect effect of job motivation (IV) on job satisfaction (DV)						
Job stress	Effect	Boot SE	Boot LLCI	Boot ULCI		
	.0943	.0259	.0486	.1503		

Through the table 4 we note that the indirect effect of the independent variable (job motivation) on the dependent variable (job satisfaction) which is equals 0.0943, and two valuable LLCI= -0.0486 and ULCI = 0.1503 are do not intersection with zero. That is, its 95% confidence interval CI do not include zero (Hayes and Preacher, 2008). In other words, since the confidence interval do not include zero, this supports the conclusion that job stress mediates the relationship between job motivation and job satisfaction. Consequently, by means of this analysis it can be concluded that hypothesis is not supported. In conclusion, H_{07} is rejected indicating job stress mediate partially (indirect) the relationship between job motivation and job satisfaction among Emirati teachers in Abu Dhabi.

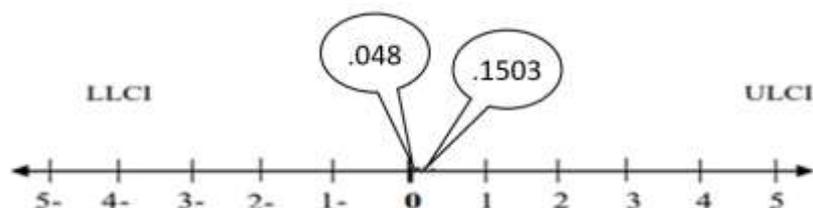


Figure 3 Represented valuable LLCI and ULCI without interrupted by zero.

For further elaboration, the Figure 3 above is referred in the case that the values LLCI and ULCI are not interrupted by zero. More specifically, the mediation effects obtained indicates that job motivation was indirectly associated with job satisfaction through the mediation of job stress, Therefore, by increasing job motivation among Emirati male teachers'' in Abu Dhabi they will tend to be less stress and more satisfied with their job. This will possible yield level of job motivation and will conceivably improve job satisfaction. In the long run, the resultant effects will lead to an increase in job satisfaction as a result of increased motivation and less stress, and thus the number of Emirati teachers in Abu Dhabi will increasing. Therefore, school administrators should not ignore they role in decreasing job stress in increasing job satisfaction when studying work environment and job motivation in general. The developed mediation model of the study is presented in figure 1 showing all the coefficients along the paths that makes up the model.

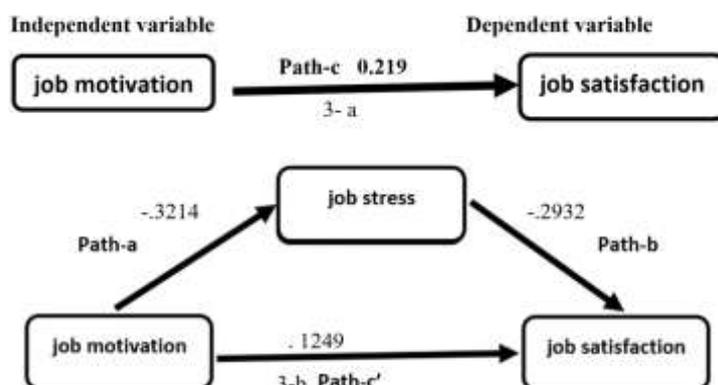


Figure 4 Final conceptual mediation model of the study: (3-a) Total effect model and (3-b) Direct and indirect effects model.

Table 5

Summary of Results of Hypotheses Testing for H01-H07

Hypotheses	Results
Ho1 There is no significant influence of job motivation on job stress among Emirati male teachers in Abu Dhabi	Rejected
Ho2 There is no significant influence of job motivation on job satisfaction among Emirati male teachers in Abu Dhabi	Rejected
Ho3 There is no significant influence of job stress on job satisfaction among Emirati male teachers in Abu Dhabi.	Rejected
Ho4 Job stress not mediates the relationship between job motivation and job satisfaction among Emirati male teachers in Abu Dhabi.	Rejected (Mediated partially)

Contribution of The Study

This study found empirical evidence for the theoretical relationships posited in the study framework. This research study enriches the presented literature in different ways.

First, to the best of our knowledge, this study is the first study to investigate the effects of job motivation and job stress on job satisfaction between Emirati teachers in Abu Dhabi schools, as we did not find any research on this topic.

Secondly, the results of this study underscores that job motivation and job stress have been recognized as important determinants of job satisfaction.

Third, this study contributes to the enhancement of knowledge in the field of job motivation, job stress and job satisfaction, in the schools of the Emirate of Abu Dhabi through the theories used in this study.

References

Summary

The results showed a negative relationship between job motivation and job stress. In contrast, the results revealed a positive relationship between job motivation and job satisfaction. Also, the findings illustrate that job stress mediates the relationship between job motivation and job satisfaction among Emirati male teachers in schools in Abu Dhabi. 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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