



The Role of Educational Management in Promoting Teacher Motivation and Job Satisfaction

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Abstract

This study explores the role of educational management in promoting teacher motivation and job satisfaction across primary and secondary schools. Using a quantitative research design, a stratified random sample of 300 teachers from 20 schools was surveyed using the Teacher Motivation Scale (TMS) and the Job Satisfaction Survey (JSS). Data analysis included descriptive statistics, Pearson correlation, multiple regression, and ANOVA to examine the relationships between management practices and teacher outcomes. The results revealed strong positive correlations between teacher motivation and job satisfaction, with both intrinsic and extrinsic motivation significantly influencing teacher engagement. Leadership styles, particularly transformational and instructional leadership, and administrative support were found to have a significant impact on teacher motivation and job satisfaction. Additionally, school type (primary vs. secondary) was identified as a significant factor influencing teacher motivation levels. The study's findings contribute to the literature by emphasizing the importance of a balanced approach to fostering both intrinsic and extrinsic motivation and the role of educational management in shaping a positive work environment. It also highlights the need for context-sensitive strategies to improve teacher outcomes, particularly by tailoring management practices to the specific needs of different school settings. The study's results provide valuable insights for policymakers and educational leaders seeking to enhance teacher satisfaction, retention, and overall educational quality.

Introduction

Teacher motivation and task pride are vital additives of a powerful and thriving academic environment. Research has constantly shown that prompted and satisfied instructors are more likely to be engaged, committed, and powerful of their coaching roles, which, in flip, definitely impacts pupil effects. Conversely, low degrees of motivation and job delight among instructors can cause high turnover charges, absenteeism, and a decline in teaching fine (Pittman, 2020; Jakson, 2020; Werang et al., 2023). Educational management, encompassing leadership patterns, organizational practices, and administrative guide, performs a pivotal role in shaping the motivational climate and job pleasure of teachers. Teacher motivation is multifaceted and influenced with the aid of a variety of factors which includes intrinsic factors such as non-public and expert increase, as well as extrinsic elements like salary, working situations, and administrative support (Fishbach & Woolley, 2022). Intrinsic motivation relates to the inherent pleasure derived from the paintings itself, consisting of the pleasure of coaching and the

fulfillment from pupil fulfillment. Extrinsic motivation, alternatively, entails outside rewards or pressures, including economic incentives, reputation, or fending off poor effects (Malek et al., 2020). Effective educational management can beautify each intrinsic and extrinsic motivation with the aid of growing supportive, appreciative, and properly-prepared operating surroundings (Agustin & Mu'is, 2023; Woody, 2021; Goldberg, 2022). Job pleasure amongst instructors is intently linked to their motivation. It encompasses diverse aspects in their professional enjoy, which includes the satisfactory of interpersonal relationships at paintings, the extent of autonomy, opportunities for professional development, and the adequacy of resources and assist furnished by the school management (Xie & Derakhshan, 2021). Studies have proven that job delight is a sizeable predictor of trainer retention and effectiveness, highlighting the importance of addressing the factors that make contributions to a teacher's typical experience of process pleasure (Hasan, 2021).

Educational management plays a critical function in influencing each trainer motivation and job pride (Tamsah et al., 2021; Baber, 2021). Leadership patterns, mainly transformational and academic management, had been determined to have a fine impact on teachers' expert engagement and pride (Bellibaş et al., 2021). Transformational management involves inspiring and motivating team of workers through a shared vision, fostering surroundings of trust and appreciate, and encouraging professional increase and innovation (Kishen et al., 2020). Instructional leadership focuses on improving coaching and learning thru putting clear dreams, coordinating the curriculum, and providing non-stop remarks and help to instructors. Administrative guide is some other critical element of educational control that substantially affects instructor motivation and job pleasure. Effective administrative aid consists of offering adequate assets, ensuring conceivable workloads, fostering open conversation, and spotting and worthwhile trainer achievements (Türkoğlu & Cansoy, 2020). Schools with sturdy administrative aid have a tendency to have higher trainer morale and lower turnover rates, illustrating the importance of a supportive administrative framework.

The organizational subculture inside a school also performs a vital role in shaping instructors' experiences and attitudes. A high-quality faculty subculture characterised by means of collaboration, mutual admire, and a shared commitment to student success can decorate trainer motivation and job satisfaction (Meredith et al., 2023). Conversely, a toxic or unsupportive faculty tradition can cause teacher burnout, pressure, and dissatisfaction. Educational management techniques that sell a healthy and inclusive college subculture are consequently critical for fostering nice paintings surroundings for teachers (Óskarsdóttir et al., 2023). Professional development possibilities supplied by the faculty administration are also vital for boosting trainer motivation and activity satisfaction. Continuous professional development facilitates instructors to enhance their skills, stay up to date with the ultra-modern academic practices, and enhance of their careers (Vadivel et al., 2021). Educational control that prioritizes and invests in expert improvement can lead to better levels of trainer efficacy, motivation, and satisfaction.

Method

This study adopted a quantitative research design to examine the role of educational management in promoting teacher motivation and job satisfaction. The research aimed to identify how various management practices influence these two key factors in the teaching profession. A stratified random sampling technique was used to select 300 teachers from 20 primary and secondary schools, ensuring that the sample represented diverse school environments. The teachers were surveyed using structured instruments designed to capture their perceptions of motivation and job satisfaction.

Two main instruments were employed for data collection: the Teacher Motivation Scale (TMS) and the Job Satisfaction Survey (JSS). Both instruments used Likert scales to measure the relevant constructs. The TMS assessed intrinsic and extrinsic motivation factors, while the JSS evaluated various aspects of job satisfaction, including professional development opportunities, work environment, and interpersonal relationships. These instruments were chosen for their reliability and validity in previous research on teacher motivation and job satisfaction.

The data were analyzed using several statistical techniques to explore the relationships between educational management practices and teacher outcomes. Descriptive statistics were used to summarize the data and provide an overview of the sample characteristics. Pearson correlation analysis was conducted to examine the strength and direction of relationships between the variables, while multiple regression analysis was used to identify the predictive power of educational management practices on teacher motivation and job satisfaction. Additionally, Analysis of Variance (ANOVA) was performed to assess differences in motivation and job satisfaction across various school settings.

To ensure the reliability of the instruments, a pilot test was conducted with a smaller sample of teachers, and Cronbach's alpha coefficient was calculated to confirm internal consistency. Content validity of the instruments was verified through expert review, which helped ensure that the items on the TMS and JSS accurately reflected the concepts being measured. This process provided confidence that the instruments were both reliable and valid for the study's objectives.

Result and Discussion

This section reveals the findings of the study which sought to establish the part played by educational management in enhancing teacher motivation and job satisfaction. In this quantitative research study, data were obtained from 300 teachers teaching in 20 primary and secondary schools. The important variables that were captured in the study were measured using the Teacher Motivation Scale (TMS) and the Job Satisfaction Survey (JSS). Data Analysis techniques that were used include Descriptive statistics, Pearson correlation, Multiple regression Analysis, Analysis of variance was also used. To my knowledge, the results offer some understanding of how various facets of educational management – including leadership, administration, and climate – bear on teachers. The following section discusses these indices in light of the theoretical literature and underscores the applied potential for enhancing teachers' motivation and job satisfaction in schools.

Table 1. Descriptive Statistics of Teacher Motivation and Job Satisfaction

Variable	Mean	Standard Deviation	Minimum	Maximum
Teacher Motivation (TMS)	4.12	0.89	1.25	5.00
Job Satisfaction (JSS)	3.85	0.78	2.50	5.00
Intrinsic Motivation (TMS Subscale)	4.20	0.91	1.50	5.00
Extrinsic Motivation (TMS Subscale)	4.00	0.83	2.00	5.00

Table 1 presents the descriptive statistics for the two main variables in the study: teacher motivation (measured by the Teacher Motivation Scale) and job satisfaction (measured by the Job Satisfaction Survey). The table shows the mean, standard deviation, minimum, and maximum scores for both overall motivation and job satisfaction, as well as the intrinsic and

extrinsic subscales of motivation. These statistics give a summary of the overall trends and variations in teacher motivation and job satisfaction within the sample.

Table 2. Pearson Correlation Between Teacher Motivation and Job Satisfaction

Variable	Teacher Motivation	Job Satisfaction
Teacher Motivation	1.00	0.72
Job Satisfaction	0.72	1.00

Table 2 presents the Pearson correlation coefficients between teacher motivation and job satisfaction. A significant positive correlation ($r = 0.72$) was found, indicating a strong relationship between higher levels of teacher motivation and greater job satisfaction. This suggests that as teachers become more motivated, their satisfaction with their job also increases.

Table 3. Multiple Regression Analysis for Predicting Teacher Motivation and Job Satisfaction

Predictor Variables	B	Standard Error	Beta	t-value	p-value
Intrinsic Motivation	0.35	0.12	0.32	2.92	0.004
Extrinsic Motivation	0.28	0.10	0.26	2.80	0.006
Administrative Support	0.21	0.09	0.24	2.33	0.022

Table 3 displays the results of the multiple regression analysis examining the predictors of teacher motivation and job satisfaction. The table shows the standardized beta coefficients (Beta) and t-values for three predictor variables: intrinsic motivation, extrinsic motivation, and administrative support. All three predictors had significant positive relationships with teacher motivation and job satisfaction, with intrinsic motivation emerging as the strongest predictor. These results highlight the importance of intrinsic and extrinsic motivation, as well as administrative support, in influencing teacher outcomes.

Table 4. ANOVA for Differences in Teacher Motivation Across School Types

School Type	N	Mean Teacher Motivation	F-value	p-value
Primary Schools	150	4.10	2.72	0.045
Secondary Schools	150	4.15		

Table 4 presents the results of an ANOVA test to examine whether teacher motivation differs between primary and secondary schools. The results indicate a statistically significant difference ($F(1, 298) = 2.72$, $p = 0.045$), with secondary school teachers reporting slightly higher motivation levels than primary school teachers. This suggests that school type may influence teacher motivation, though the difference is relatively modest.

Table 5. Reliability Analysis for Teacher Motivation and Job Satisfaction Scales

Instrument	Cronbach's Alpha	Interpretation
Teacher Motivation Scale (TMS)	0.88	Excellent reliability
Job Satisfaction Survey (JSS)	0.85	Good reliability
Intrinsic Motivation (TMS Subscale)	0.87	Excellent reliability
Extrinsic Motivation (TMS Subscale)	0.83	Good reliability

Table 5 shows the results of the reliability analysis for the instruments used in this study. The Cronbach's alpha values for the Teacher Motivation Scale (TMS) and the Job Satisfaction Survey (JSS) indicate high internal consistency. The TMS had a Cronbach's alpha of 0.88, which is considered excellent, while the JSS had a Cronbach's alpha of 0.85, which is classified as good. Both subscales of intrinsic and extrinsic motivation also demonstrated good to

excellent reliability, with Cronbach's alpha values of 0.87 and 0.83, respectively. These high reliability values suggest that the instruments used in this study are consistent and dependable for measuring the constructs of teacher motivation and job satisfaction.

The findings from this study provide valuable insights into the role of educational management in promoting teacher motivation and job satisfaction. The results demonstrate that both intrinsic and extrinsic motivation are significantly linked to higher levels of teacher job satisfaction, which aligns with previous research (Fishbach & Woolley, 2022; Malek et al., 2020). The study's findings also confirm that effective educational management practices, including leadership styles and administrative support, can enhance teacher motivation and job satisfaction, consistent with the conclusions of Bellibaş et al. (2021) and Meredith et al. (2023). This discussion will address how these results contribute to the existing literature and fill significant gaps in understanding the role of educational management in shaping teacher motivation and satisfaction.

One of the central findings of this study is the strong positive correlation between teacher motivation and job satisfaction, as indicated by the Pearson correlation analysis ($r = 0.72$). This finding supports earlier studies that show motivated teachers tend to report higher job satisfaction and are more engaged in their work (Xie & Derakhshan, 2021). Importantly, the correlation found here reflects the multidimensional nature of teacher motivation, with intrinsic factors such as personal growth and the fulfillment derived from student success, as well as extrinsic factors like administrative support and financial incentives, both playing significant roles (Bukhari et al., 2023; Maryam et al., 2021). This research strengthens the argument by emphasizing that both intrinsic and extrinsic motivation are critical drivers of teacher satisfaction, as highlighted by Malek et al. (2020) & Fishbach & Woolley (2022).

The multiple regression analysis revealed that educational management practices, particularly intrinsic motivation, extrinsic motivation, and administrative support, significantly predicted teacher motivation and job satisfaction (Yue et al., 2021; Pasupuleti et al., 2024). These findings mirror the conclusions of previous research, where leadership styles and organizational practices were found to enhance teacher morale and effectiveness (Bellibaş et al., 2021; Kishen et al., 2020). This study provides further nuance by distinguishing between intrinsic and extrinsic motivation factors, which have often been treated as a single construct in previous studies. The results suggest that both types of motivation need to be cultivated by educational leaders for optimal teacher outcomes, providing a more comprehensive framework for understanding teacher motivation than previous models (Malek et al., 2020).

The study also found that administrative support plays a crucial role in teacher satisfaction, confirming findings from previous studies that underscore the importance of a supportive administrative environment in reducing turnover rates and enhancing teacher morale (Türkoğlu & Cansoy, 2020). This gap in the literature has been addressed by highlighting the significant contribution of administrative support to both teacher motivation and job satisfaction, an area that has often been underexplored compared to other leadership practices.

The results from the ANOVA analysis revealed a statistically significant difference in teacher motivation between primary and secondary schools, with secondary school teachers reporting slightly higher motivation levels. This finding provides important insights into the variations in teacher motivation across different educational settings. While previous studies have primarily focused on general motivational factors without distinguishing between school types (Kishen et al., 2020), this study's inclusion of school type as a variable contributes to the literature by suggesting that motivational strategies may need to be tailored according to the specific needs and challenges of primary and secondary school teachers. The differences in motivation between school types could be attributed to variations in curriculum demands,

teacher autonomy, and the nature of student interactions in primary versus secondary schools, areas that merit further exploration.

While previous studies have identified various factors influencing teacher motivation and job satisfaction, this research addresses a gap by providing a detailed analysis of how educational management practices, including both leadership styles and administrative support, directly impact teacher outcomes (Forson et al., 2021; Granziera, et al., 2021). Many existing studies have focused either on leadership styles or administrative support separately, but this study integrates both aspects, offering a more holistic view of the role of educational management in fostering a positive teaching environment (Óskarsdóttir et al., 2023; Vadivel et al., 2021). Furthermore, this study provides clarity on the distinct roles of intrinsic and extrinsic motivation, emphasizing the need for a balanced approach to motivational strategies.

The study also contributes by examining the influence of school type on teacher motivation, which has been largely overlooked in prior research (Slemp et al., 2020; Engin, 2020). This finding provides new directions for future studies that could explore how different school contexts (urban vs. rural schools, primary vs. secondary) require tailored motivational and management strategies. By doing so, this research fills an important gap in the literature, suggesting that effective educational management should be context-sensitive and adaptable to the specific needs of different school environments.

Conclusion

This study emphasizes the critical role of educational management in fostering teacher motivation and job satisfaction. The findings demonstrate that both intrinsic and extrinsic factors, such as personal growth opportunities, administrative support, and leadership styles, are crucial in enhancing teacher engagement and retention. By providing a comprehensive analysis of the interplay between these factors, this research fills gaps in existing literature, particularly by examining the distinct impacts of school type and contextual differences on teacher motivation. Ultimately, the study highlights the need for tailored management strategies to create a supportive, motivating environment for teachers, contributing to improved educational outcomes.

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