

## **Job Satisfaction and Motivation of Teachers of Public Educational Institutions**

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### **Abstract**

*What factors contribute to job satisfaction? How can we motivate employees towards their work assignments? These questions remained the core area of interest of many scholars and parishioners. Reason being, job satisfaction and work motivation have strong bearing on performance (Iaffaldano and Muchinsky, 1985; Van-Knippenberg, 2000). In this regard, this study was conducted to know the impact of reward and recognition, satisfaction with supervision and work itself on job satisfaction. Moreover, the relationship between job satisfaction and work motivation was also explored with the help of responses collected from employees working in public educational institutions in Rawalpindi area. Questionnaire as research instrument was used and floated to 379 employees are various hierarchical levels. In total, 294 usable responses were received which were analyzed through SPSS 15.0. Results showed significantly positive relationship between reward and recognition, satisfaction with supervision and the work itself, with job satisfaction as well as a very positive and significant relationship was also observed between job satisfaction and intrinsic motivation. Implications of the study for management and policy makers in the context of human resource practices are discussed. Limitations and guidelines for future research are also given.*

**Key words:** Job satisfaction, Reward and Recognition, Satisfaction with supervision, Work itself, Intrinsic motivation.

### **1. Introduction**

Human resources are the most precious assets of any institution. They are the corner stone of any working place. The effectiveness of an institution to maintain a quality team of employees links to its ability to manage the staff as well as recognize the contributions of each individual. Motivation is such a factor that exerts a driving force on our actions and work. A highly motivated team of employees helps in achieving the targets of an organization or institution. When goals are aligned, institutions are better able to compete with the competitors, and morale is also higher when employees are properly motivated.

Henry Ford, an American Industrialist pointed out the importance of Human resources by saying: “Take my business, burn up my building, but give me my people and I will build the business right back again” (Khanet al., 2011). Undoubtedly, these are the employees of the institution who can take an institution towards prosperity with their hard work and determination and they can also lead an institution towards the downfall if their needs are not being identified and satisfied. Literature has identified various human resource management practices which are considered to be the best practices for retaining and motivating human capital in an institution. Amongst others rewards and recognition are the most common practices which make an employee satisfied with his/her job as well as keep him/her highly motivated.

Human Resources are the key drivers of the prosperity and success of any institution. Unless and until the institution does not recognize the efforts and contributions of their employees and reward them accordingly, it would not be able to conquer the highest level of motivation and job satisfaction of the recruits. Reward and recognition is advantageous to the employee in a way that it injects self-confidence. Offering different schemes of rewards etc. is a way of acknowledging the efforts of employees which helps the employee to ponder on the point that he/she as well as his/her works is being valued by the institution. It also works as stress reliever. When an institution is offering different sorts of incentives and rewards to the employee, it will relieve many of his/her fears. The purpose of study is to investigate the relationship between incentives, rewards and recognition on employee motivation and satisfaction. However, we will also study two other determinants of the job satisfaction in this study which are the “satisfaction with supervision” and “the work itself”. The present study is an attempt to find out the major factors for the job satisfaction of employees and it tells the relationship among reward and recognition, satisfaction with supervision and the work itself with the job satisfaction and as an outcome of the intrinsic motivation of employees while working within an educational institution.

The objectives of research is

- To analyze impact of rewards and recognition, satisfaction with supervision and the work itself on job satisfaction.
- The relationship or outcome of the job satisfaction in the shape of intrinsic motivation.
- To explore the above mentioned variables in public educational institutions of Rawalpindi.

The significance of this study is to evaluate the factors which can have a positive impact on the employees of public educational institutions as far as their job satisfaction and motivation is concerned.

### **1.1. Theoretical Background**

The behavior of a person is influenced by different factors. Various theories have been offered to provide insight into how people behavior in certain way or what factors motivates them towards specific behavior. Among all these, the most influential theory was presented by Abraham Maslow (1943, 1970) which was termed as Need-Based Theory of Motivation. This theory provided hierarchy of factors that motivate an employee such as physiological/basic needs, safety and security, belongingness and affiliation, self-esteem, and self-actualization. In organizational context, an employee is first motivated due to physiological factors such as food, clothing, shelter etc or in short he needs pay to fulfill his basic needs. Then security and safety needs are activated. Employees need secure jobs, safe working conditions, protection against threats etc. Later belongingness and affiliation needs are required to be fulfilled. Then employees look for love and association which induce them be a part of groups and coalitions. Afterwards, he needs respect, autonomy, recognition. The last ladder comprises the need for self-actualization where employees seek to realize personal potential and interested in fulfilling their potential.

## **2. Review of Literature**

The job satisfaction and its determinants and the intrinsic motivation are reviewed as under:

### **2.1. Job Satisfaction**

Job satisfaction refers to the individual matching of personal needs to the perceived potential of the occupation for satisfying those needs (Kuhlen, 1963) while Price (2001) defined it in terms of the affective orientation that an employee has towards his or her work (Price, 2001). Extensive research has been conducted to measure and predict Job satisfaction (Okpara, 2004). However, recent focus is towards the dimension of job satisfaction now (George et al., 2008). According to different researches organizational commitment, which is the prime area of interest for many researchers, can be influenced affirmatively by job satisfaction (Ho et al., 2009).

It has been noticed that there is a disparity between pay structures of the younger and experienced employees. Research has shown that most young workers are satisfied with the salary they have, but experienced workers are not paid according to their functions so the wage structures require further attention (Khan et al., 2011). This disparity does not bring good results for the organizations. Intensity of job satisfaction depends on the discrepancy of expectations of person, what he or she wants and what he or she gains (Ho et al., 2009; Porter and Lawer, 1973; Castle, Engberg and Anderson, 2007). Job satisfaction is an extent to which employee feels positively or negatively about different aspects of job e.g. job conditions, timing, structure, compensation, tasks, and relationship with co-workers and responsibilities (Omme et al, 2009; Spector, 1997; Williams, 2004). Employee's satisfaction results in pleasant environment in an organization (Khan et al., 2011). Pay is thought to be a key factor behind job satisfaction besides promotion, recognition, job involvement and commitment. Job satisfaction is a feeling of an employee about his job (Kamal & Hanif, 2009).

The management should give priority to its human resources who play a vital role to give a competitive edge to the organization (Khan et al., 2011). Job attachment, dedication and willingness are the key factors that provide satisfaction (Sargent & Hannum, 2005). Employees or teachers may be considered as dissatisfied with their jobs if they remain absent and friction to the job of teaching (Haiyan, 1995; Weiqi, 1998; Sargent & Hannum, 2005). The teachers are more content with communities that are less distant and having better economic and social possession (Sargent & Hannum, 2005). The work itself or the quality of supervision may also contribute towards the job satisfaction. The working conditions at school contribute to the satisfaction of teachers. They are happy with good pay, big schools where they have the chance of professional growth, where there is not much workload and where they get the administration support (Sargent & Hannum, 2005). No work is good or bad; it is the way the employee perceives it (Tead, 1920). The job itself is neither fascinating nor uninteresting but the relationship makes it fascinating or otherwise (Tead, 1920).

## **2.2. Reward and Recognition**

Like other organizations, in educational institutions a balance is determined between the performance of the teachers and their commitment to the work. Reward and recognition are the two along with many other factors which can have an effect on the job satisfaction and motivation of teachers. With regard to statistics, there is an important link between reward and recognition and that between motivation and satisfaction (Ali & Ahmed, 2009). Awarding the financial benefit to employee without any prominent show also loses its importance. When an employee get a monetary reward with exceptional amusement and excitement, that experience becomes more tremendous for recipient (Weinstein, 1997). Types and nature of rewards have a direct relation with the motivation and satisfaction of the employees. Changes in rewards and recognition can bring a definite change in work motivation and satisfaction (Ali & Ahmed, 2009).

Ali and Ahmed (2009) confirmed the strong positive effects of rewards and recognition on job motivation and satisfaction. Same applied with the findings of Katou (2008) who stated that motivation and job performance of employees can be increased considerably if more attention is given on employees reward and their recognition (Satisfaction, motivation, knowledge, collaboration with partners and colleagues, dedications, holding and participation may be in the order of the most important aspects of human resource management results. Performance can be judged through a single yard stick and that is behavioral dimensions of an employees. There are no rules by which unusually good actions could be gauged, and it can be pleasant behavior, helping colleagues or punctuality (Flynn, 1998; Ali & Ahmed, 2009). Considering recognition, it can be said that it is an important factor affecting employee motivation. Recognition is a public expression of appreciation given by a group to individuals who undertake desired behaviors (Fisher, & Ackerman, 1998).

The recognition may include the monetary award but these facets are not of any importance or significance (Fisher & Ackerman, 1998). Teachers are judged for their professional competence. In the teaching profession, the position of teachers offers them recognition for their capabilities and accomplishments (Sargent & Hannum, 2005). Recognition alone may not work alone. Although the strength of recognition may give a boost to the employee in society, however its affect are not measureable alone without paying something (Fisher, & Ackerman, 1998). Intrinsic rewards and extrinsic rewards are usually correlated. However there is not direct relation between admirations of the workers and their willingness to work if their pay is not good enough. Therefore there is no value of intrinsic rewards like acknowledgements, admirations and authorizations when there are no extrinsic rewards (Hafiza et al., 2011).

In the teaching profession both male and female are working in Pakistan as in other countries. In the whole world now the women's contribution in the manpower is increasing but still the gender differences are also growing in regards to monetary and working environments (Okpara, 2004; Opeke, 2002). Keeping foregoing in view, following hypothesis is developed;

**H1:** Reward and recognition has positive relationship with job satisfaction..

### **2.3. Satisfaction with Supervision**

The other factor assumed to be having impact on job satisfaction is effective supervision. There are proofs that supervisors do not judge the subordinates justifiably and impose personal liking and disliking in the rewards and punishments (Prendergast, 2002). The caliber of the leaders and supervisors has an effect on the working environment of the school (Sargent & Hannum, 2005). It is necessary to fetch professional and competent persons in state of uncertainty to pool up the correct applier and they must be paid at supervisors' judgment. On the other hand, in many jobs the judgment of supervisor is not the only yard stick to reward or punish the employees (Prendergast, 2002). This provided second hypothesis of the study.

**H2:** Satisfaction with supervision is correlated with overall job satisfaction.

### **2.4. Work Itself**

Two-factor theory which is closely related to our contention of the relationship between work itself, satisfaction and motivation, states that workers satisfaction depends on their need fulfillment (Herzberg et al., 1959). Herzberg et al., (1959) conducted different studies to know the factors that enhance satisfaction and dissatisfaction among white-collar workers. Interestingly, Herzberg et al., (1959) found that the factors causing satisfaction are different from the factors contribute dissatisfaction. He termed factors associated with dissatisfaction as Hygiene factors such as Quality of supervision, Company policy and administration, Working conditions, Wages, salaries and other financial remuneration. On the other hand, employees showed satisfaction with the factors were named as Motivators such as Growth, Responsibility, Achievement, Advancement, Recognition and Work itself etc. Precisely factors affecting job satisfaction were comprised job content (Herzberg, 1968; Herzberg, 1964):

Herzberg et al., (1959) claimed that hygiene factors are necessary but not adequate to provide ultimate satisfaction. Therefore, employers should also concentrate at the motivators for effective workplace motivation. Sole emphasize on hygiene factors may not duly enhance employee motivation. In short, if employees are not dissatisfied with their jobs, it doesn't mean they are satisfied rather motivators need to be activated for employee satisfaction. In this way, both the factors are important at two extremes (Naylor, 1999). The theory of Herzberg et al., (1959) has wide implication. For example, school performance largely depends upon effective teaching which is closely related to teacher motivation and their innate qualities. When teachers are satisfied and motivated towards their job, it further helps to flourish good physical, psychological, and social climate in the classroom (Schoderbeket al., 1988). From the review of literature and theoretical framework following hypotheses emerge;

**H3:** Work itself is positively related with job satisfaction.

### **2.5. Intrinsic Motivation**

If the teachers are satisfied then they are to greater extent committed and involved to their job (Sargent & Hannum, 2005). Job stress, unfriendliness, stance of incompetence in the class room and un-conducive working conditions could be a growing problem to keep teacher motivate in the profession of teaching (Engelkng, 1987). Skilled employees' efficacy became inadequate, if they are not motivated to perform well in their jobs (Delaney & Huselid, 1996). When the suitable psychological states provided to employees it help to enhance high work motivation and work satisfaction, and these parameters depends upon job characteristics (Frase & Sorenson, 1992).

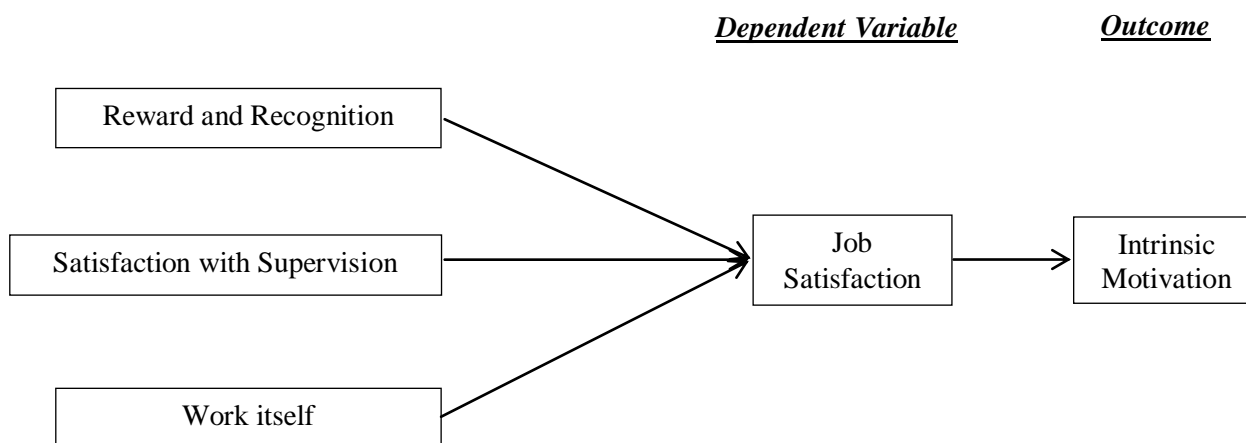
**H4:** Job satisfaction is associated with intrinsic motivation.

## **3. Research Methodology**

### **3.1 Objectives / Aims of the research study**

It was an attempt to identify the Job Satisfaction and Motivation of teaching staff of public institutions. The main objectives were;

- To investigate the relationship between independent variables (reward and recognition, satisfaction with supervision, work itself) with dependent variables (job satisfaction) and further test the relationship between job satisfaction and its outcome i.e. motivation.
- To recognize the degree of association between independent variables and the dependent variables.



**Figure-1: Theoretical Framework and Research Model**

### 3.2 Subjects of the Study

#### 3.2.1 Population;

The population of the study constitutes the employees who were working under public educational institutions in Rawalpindi Cantonment. Educational institutions divide the employees into two broad categories. (1) teaching staff (2) non-teaching (administrative staff). Only teaching staff were treated as the population of this study.

#### 3.2.2 Sample;

For this study, non-probability convenience sampling technique was used to record the responses. Total 300 responses were intended to obtain (n=300). Employees, who could be easily and randomly approached, were targeted as subjects of the study.

### 3.3 Procedure

The study intended to collect data from teaching staff of different public educational institutions of Rawalpindi area through questionnaire survey. In total 400 approx. questionnaires were distributed to target respondents. However response rate was not quite encouraging, therefore respondents were personally approached and briefed about the purpose as well as significance of the study. This adequately increased the response rate and in total 294 questionnaires was received. Among them 287 were found legible and up to the mark. Ultimately 287 questionnaires (75.73% of distributed questionnaires) were analyzed using SPSS 15.0.

### 3.3. Instrument/Measure

#### 3.3.1. Job Satisfaction

Job Satisfaction was measured through five items taken from the study of Camp (1993) which were actually developed by Miller & Medalia (1955). The responses ranged from 1 (strongly disagree) to 5 (strongly agree) that ask individuals about their overall assessment of their job. Items included "If I have a chance, I will not change to some other job at the same rate of pay at this facility." The alpha Coefficient was 0.813.

#### 3.3.2. Intrinsic Motivation

This was evaluated by five items using descriptive adjectives which are normally used to evaluate intrinsic work motivation for example Cameron & Pierce (1994) five-item scale. The responses ranged from 1 (strongly disagree) to 5 (strongly agree). Example items include 'My job is so interesting that it is a motivation in itself' and 'The tasks that I do at work are enjoyable'. The alpha Coefficient was 0.856.

#### 3.3.3. Reward and Recognition

This was measured using the Allen and Meyer (1990) five- item scale. The responses ranged from 1 (strongly disagree) to 5 (strongly agree). The alpha Coefficient was 0.898. Items included "The procedures and criteria of the pay plan are fair for all employees in my Institution".

### 3.3.4. Satisfaction with supervision

This was measured using the Hackman and Oldham (1974) and the Allen and Meyer (1990) five –item scale. The responses ranged 1 (strongly disagree) to 5 (strongly agree). Items included “My Superior is willing to help me when I need a special favor”. The alpha Coefficient was 0.909.

### 3.3.5. Work Itself

This was measured using the Spector (1985) five-item scale. The responses ranged from 1 (strongly disagree) to 5 (strongly agree). The alpha Coefficient was 0.638. Items included “My talents are being applied to their maximum extent”.

## 4. Data Analysis

Data analysis was done to determine how the units covered in the research project respond to the items under investigation. Descriptive statistics, Pearson product moment correlation and multiple regression methods were employed to analyze the collected data. Figures obtained from SPSS 15.0 were interpreted to come at conclusion and implications.

### 4.1. Demographic Characteristics of Respondents

Demographical data was collected with the help of eight (8) questions relating to employees’ profile. Results showed that majority of employees were female, Whereas Pakistan is a male dominated Country, which is an encouraging finding. Public institution employees are mostly above 21 years of age and almost equally distributed in all age groups given in the questionnaire. Most of the subjects were Master’s degree holders and above. This might be because of the nature of their profession requires higher education. The outcome of survey is detailed in below table:

| Measures                   | Items                  | Frequency | Percent |
|----------------------------|------------------------|-----------|---------|
| Age                        | < 20 years             | 2         | 0.70%   |
|                            | 21 to 25 years         | 48        | 16.72%  |
|                            | 26 to 30 years         | 69        | 24.04%  |
|                            | 31 to 35 years         | 51        | 17.77%  |
|                            | 36 to 40 years         | 46        | 16.03%  |
|                            | 41 or above            | 71        | 24.74%  |
| Highest Level of Education | Matriculation          | 4         | 1.39%   |
|                            | Intermediate           | 3         | 1.05%   |
|                            | Bachelors              | 75        | 26.13%  |
|                            | Masters or above       | 205       | 71.43%  |
| Institution Size           | < 20 employees         | 28        | 9.76%   |
|                            | 25 to 99               | 75        | 26.13%  |
|                            | 100 to 199             | 178       | 62.02%  |
|                            | 200 to 499             | 6         | 2.09%   |
|                            | 500 or more            | 0         | 0.00%   |
| Position                   | Teacher                | 247       | 86.06%  |
|                            | Head of the Department | 24        | 8.36%   |
|                            | Section Head           | 4         | 1.39%   |
|                            | Vice Principal         | 10        | 3.48%   |
|                            | Principal              | 2         | 0.70%   |
| Gender                     | Male                   | 86        | 29.97%  |
|                            | Female                 | 201       | 70.03%  |
| Marital Status             | Married                | 196       | 68.29%  |
|                            | Unmarried              | 91        | 31.71%  |
| Monthly Earning            | < 10,000               | 21        | 7.32%   |
|                            | 11,000 to 20,000       | 93        | 32.40%  |
|                            | 21,000 to 30,000       | 64        | 22.30%  |
|                            | 30,000 to 40,000       | 44        | 15.33%  |
|                            | 41,000 to 50,000       | 32        | 11.15%  |
|                            | 50,000 or above        | 33        | 11.50%  |
| Years with the institution | < 1 year               | 28        | 9.76%   |
|                            | 1 to 2 years           | 52        | 18.12%  |
|                            | 2 to 3 years           | 22        | 7.67%   |
|                            | 3 to 5 years           | 58        | 20.21%  |
|                            | 5 to 10 years          | 57        | 19.86%  |
|                            | 10 years or above      | 70        | 24.39%  |

**Table 1: Demographic Data**

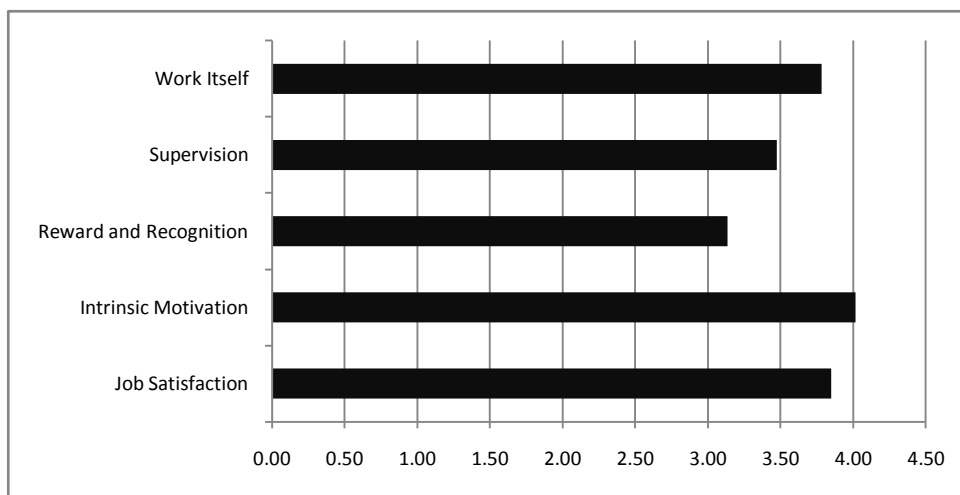
**4.2. Descriptive Statistics**

Descriptive statistics were used to determine the central tendency of the data and trend of the variables. The outcome explained the intensity of Job satisfaction, Intrinsic Motivation, Reward & Recognition, Supervision and Work Itself for the point of view of employees working with educational institutes. Results showed that employees favored the organizational policies in terms of Reward & Recognition, Supervision and Work Itself. They are also found adequately satisfied with their job. Table below contains data about tendency for the predicting and criterion variables:

| Descriptive Statistics   |      |                |
|--------------------------|------|----------------|
| Constructs               | Mean | Std. Deviation |
| 1 Job Satisfaction       | 3.85 | 0.791          |
| 2 Intrinsic Motivation   | 4.01 | 0.741          |
| 3 Reward and Recognition | 3.14 | 0.897          |
| 4 Supervision            | 3.48 | 0.886          |
| 5 Work Itself            | 3.78 | 0.585          |

**Table 2: Descriptive analysis results**

Standard deviation varies from 0.59 to 0.90 for different variables which reflects the pattern of scatter diagram. The standard deviation is also important as it depicts an indication of the average distance from the mean. Values of standard deviation obtained through analysis shows that most observations cluster around the mean for all variables.



**Figure 4: Graphic Representation of Descriptive analysis results**

**4.3. Correlation Analysis**

Correlation results show that Supervision significantly related with Job Satisfaction. Correlation value for Supervision is 0.62at 95% confidence level. Second highest correlation value is calculated as 0.52 between Reward & Recognition and Job Satisfaction explaining slightly low relationship as compared to Supervision and Job Satisfaction but still significantly high. Correlation value between Work Itself and Job Satisfaction remained as 0.43 which is also significantly high but not like other two independent variables. Unlike previous studies relationship between Work Itself and Job Satisfaction is lower than the relationship observed between other two independent variables and dependent variable. The results are slightly different from earlier studies due to different social and economic environment of Pakistan. The results of correlation analysis supported the hypothesis H1, H2 & H3 that there is a positive relationship between Reward & recognition, Supervision and Work Itself with Job Satisfaction in Public Educational Institutions of Rawalpindi.

Moreover, highest correlation is observed between job satisfaction and intrinsic motivation (r=0.70) suggesting that when teachers are satisfied with their job, it provides a strong driving force to complete ongoing and future assignments.

|   |                               | Correlations |         |         |         |         |
|---|-------------------------------|--------------|---------|---------|---------|---------|
|   |                               | 1            | 2       | 3       | 4       | 5       |
| 1 | <b>Job Satisfaction</b>       | (0.813)      |         |         |         |         |
| 2 | <b>Intrinsic Motivation</b>   | 0.703**      | (0.856) |         |         |         |
| 3 | <b>Reward and Recognition</b> | 0.521**      | 0.429** | (0.898) |         |         |
| 4 | <b>Supervision</b>            | 0.621**      | 0.463** | 0.588** | (0.909) |         |
| 5 | <b>Work Itself</b>            | 0.432**      | 0.521** | 0.410** | 0.329** | (0.638) |

\*\* Correlation is significant at the 0.01 level (2-tailed).

**Table 3: Correlation Matrix**

The results of correlation analysis also supported the hypothesis H4 that there is a positive relationship between Job Satisfaction and Intrinsic Motivation.

Regression results show that total 45 % of the variation in Job Satisfaction is explained by the three predicting variables of this study. The values of coefficient of determinations are found as 0.1474, 0.4043 and 0.2892 for Reward and Recognition, Supervision and Work Itself respectively. While the t values for all the independent variables remained more than 2.96 showing significant relatedness and predicting qualities of the coefficients. In nutshell, regression analysis shows that 45% of the Job Satisfaction among employees depends upon Reward & Recognition, Supervision and Work Itself while rest of 55% dependence is on other variables which are not taken in this study. In this way, the regression equation we get as  $Y = 0.8880 + 0.1474X_1 + 0.4043X_2 + 0.2892X_3$ , which can be used to predict criterion variable.

| Dependent Variable | Independent Variables  | Adjusted R Square | $\beta$ | t Stat | P-value |
|--------------------|------------------------|-------------------|---------|--------|---------|
| Job Satisfaction   | Reward and Recognition | 0.455             | 0.1474  | 2.976  | 0.0032  |
|                    | Supervision            |                   | 0.4043  | 8.315  | 0.0000  |
|                    | Work Itself            |                   | 0.2892  | 4.446  | 0.0000  |

**Table 4: Regression Table (Job Satisfaction as DV)**

Regression results of second model show that total 49 % of the variation in intrinsic motivation is explained by one predicting variable of this study. The value of coefficient of determination is 0.6590 for job satisfaction. While the t value for the independent variable (16.7048) is much more than 2.96 showing a strong impact and predicting quality of the coefficient. In nutshell, regression analysis shows that 49% of the intrinsic motivation among employees depends upon job satisfaction alone while rest of 51% dependence is on other variables which are not taken in this study. By analyzing the data regression equation is formed as  $(Y = 1.4777 + 0.6590X)$  which can be used to predict intrinsic motivation.

| Dependent Variable   | Independent Variables | Adjusted R Square | $\beta$ | t Stat | P-value |
|----------------------|-----------------------|-------------------|---------|--------|---------|
| Intrinsic Motivation | Job Satisfaction      | 0.493             | 0.6590  | 16.705 | 0.659   |

**Table 5: Regression Table (Intrinsic Motivation as DV)**

**Discussions and Findings**

The purpose of this study was to investigate the relationship and interdependence between rewards and recognition, supervision and work itself on employee’s job satisfaction and that of job satisfaction on the intrinsic motivation of employee. The results are quite according to our hypotheses. Although there are many dimensions of work and job satisfaction which in turn has an outcome in the shape of intrinsic motivation. However our study shows that reward and recognition, supervision and work itself has positive effects on the job satisfaction.

Descriptive results showed the positive trend of each of the variable. Employees working in Public Educational Institutions feel that the Work Itself is enough to explore their talents to the maximum extent and it also gives them the opportunities to grow towards the full use of their abilities. Reward & recognition policies are competitive externally and equitable internally.



Furthermore, they are also valued by their supervisors. This ultimately fosters a feeling to be a part of their respective educational institutions and spend their rest of career with them.

Highest correlation is observed between supervision and job satisfaction suggesting that when superiors handle the problems of subordinates and have care for them, then it ultimately foster satisfaction with jobs. Supervisor's consistency of behavior toward subordinates, showing concern for their career progression, team oriented and cooperative can influence employees' attitude in a way that they start enjoying their jobs and also wish to spend their career in the organization they are attached with. In nutshell, responses indicate that most of the teachers feel moral obligations to remain committed to their institution due to positive supervision. So authority concerned should closely monitor this important determinant.

A high relationship between reward and recognition and job satisfaction reveals that if reward and recognition system are transparent then it establishes loyalty for the institution in a way that teachers perceive the problems of the institution as their own. The reward and recognition plays two fold roles. First it provides motivation to the teachers within the institution to work harder towards established goals. Because valuable rewards can directly and indirectly influence the performance and motivation level of employees. Secondly, it encourages the wide domain of individuals to put in their best and work harder to feel sense of achievement. Work itself is also concluded highly related with job satisfaction. Work Itself is the third best source of teacher's satisfaction to their institution as findings suggest that when employees are entrusted assignments according to their specialization and interest then they start enjoying their assignments like hobby. Therefore, management should make best use of employees' talent particularly working in educational institutes because a little increase in work itself would give highly satisfied teachers to the institution.

Moreover, intrinsic motivation is found highly depending upon the job satisfaction among employees. All it shows that when employees feel a sense of accomplishment due to the nature of job and more specifically when they are satisfied with rewards and recognition, supervision and work itself, then it provides an intrinsic force to carry out the task. Employees start feeling it enjoyable, meaningful and interesting.

Although our study shows strong correlation of all the three independent variables with the job satisfaction (DV), however it has been revealed that against the findings of previous studies the effect of reward and recognition in public educational institution is lower as compared to the effect of supervision. The reason for this could be that public educational institutions have a fair and across the board pay policy and have no bonus as such, only the annual increment is given. However performance based rewards is given periodically which contribute considerably towards the job satisfaction.

### **Conclusion**

The aim of the study was to explore the impact of reward and recognition, the work itself and supervision on job satisfaction and to analyze the intrinsic motivation as outcome of job satisfaction. Analysis has shown a close relationship between independent and dependent variables in different dimensions of Job satisfaction and work motivation. Employees are not found much satisfied with the work itself in comparison to supervision and reward and recognition. Teacher's participation in the decision making process and performance recognition may make them more courageous and enthusiastic towards working in the Institution. Employees given task according to their expertise may cause high satisfaction and motivation. Precisely, management should focus at transparent, equitable and competitive compensation system. The periodical salary increments, allowances, and other compensations on regular and specific periods keep their morale high and make them more motivated and satisfied. There are certain limitations or constraints to the generalizability of the study, for example, consideration of inflation rate and unemployment rate. However the research is very important in building the relationship between teachers and their respective management in local environment.

### **Limitations of this Study**

Few limitations of this study are highlighted as under:-

- a. This study is applicable to the public educational institutions of Rawalpindi only. The sampling frame was limited to public educational institutions therefore the results cannot be generalized to the entire educational institutions.
- b. Convenience sampling method was used. This has inherent disadvantage of representativeness.
- c. Questionnaire method was used which may be supported with focus group discussion, interviews and panel discussion to come at more concrete results.

### **Direction for future study**

Future study may be carried with widened scope. Following are suggested for future studies:

- a. The demographic considerations may be taken into account in analysis.
- b. Same study may be conducted on the public educational institutions of other cities.
- c. Study may be carried out for schools and colleges or universities separately.
- d. Such studies may be conducted for private educational institutions of other cities.
- e. Comparative studies may be held for private and public institutes.
- f. Longitudinal data may also be solicited to know any variation with the passage of time.

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