



## Associations Between Job Satisfaction and Dimensions of Work Motivation and Emotional Exhaustion in Pre-University Education Workers

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### Abstract

*In the occupational environment, workers' motivation and satisfaction are essential for their work performance. In the occupational school environment, emotional exhaustion can lead to a decrease in workers' performance. The associations between motivational dimensions and those of job satisfaction as well as their associations with the burnout score in workers from 3 school units (a high school, a kindergarten and a middle school) were monitored during periodic medical check-ups using the following questionnaires: The Multidimensional Work Motivation Scale, The Job Satisfaction Survey, Oldenburg Burnout Inventory. There are numerous associations between motivational and job satisfaction dimensions, as well as between these and burnout scores and socio-demographic indicators. These associations are frequently different depending on the school unit. In the 3 schools, workers have low levels of burnout emotional.*

*In all 3 schools, the following similar correlations are remarkably observed between the following variables:*

*-Intrinsic motivation correlates positively with Satisfaction with Pay ( $p_1=0.005$ ;  $p_2=0.007$ ;  $p_3=0.002$ ) and with Satisfaction with Fringe Benefits ( $p_1=0.015$ ;  $p_2=0.028$ ;  $p_3=0.026$ );*

*-Amotivation correlates negatively with Job Satisfaction Survey scale score ( $p_1=0.016$ ;  $p_2=0.008$ ;  $p_3=0.004$ )*

*-Burnout score correlates positively with Satisfaction with Coworkers ( $p_1<0.001$ ;  $p_2=0.019$ ;  $p_3=0.002$ ) and with Satisfaction with Communication ( $p_1<0.001$ ;  $p_2=0.018$ ;  $p_3=0.003$ ).*

*For school workers, low levels of emotional exhaustion are associated with satisfaction with Coworkers and Satisfaction with Communication. The school occupational environment being one in which communication as well as social interrelations represent the environment and object of work, worker involvement, good communication and collaboration with other actors of the educational act in school manifest themselves in the initial stages of the burnout syndrome.*

*Lack of motivation at work is bidirectionally associated with a decrease in employee job satisfaction.*

*The vocational motivation of school workers increases if these workers receive material benefits or incentives of another nature. Even for teachers who exercise their work by vocation, a decrease in remuneration or other incentives or benefits can lead to a decrease in their motivation and involvement in the educational act.*

**Keywords:** school, workers, job satisfaction, work motivation, burnout

### Introduction

In the educational environment, the quality of the learning process, the performance of employees depends primarily on their involvement, their motivation in the educational process. It is known that emotional exhaustion can lead to a decrease in workers' performance. A good job satisfaction of workers stimulates their motivation and involvement in obtaining good results.

In psychology, the theory of self-determination shows that well-being and performance are greater when individuals' actions are guided not so much by external factors but by will and pleasure, through the so-called intrinsic motivation [1]. The individual pursues his fundamental needs for autonomy, competence and relationships having the following ways of regulating motivation:

-amotivation which shows the lack of any motivational impulse. The teacher does not obtain satisfaction in the teaching activity which can lead from low performance to career abandonment;

-extrinsic motivation in which actions pursue a material reward or social recognition (or obligation);

-controlled motivation (or regulated by introjection) the individual assimilates rules and values and obeys them because they consider them important even though they do not necessarily belong to their own



value system. Motivation regulated by introjection is a form of extrinsic motivation in which workers are driven by the desire to maintain their good image in society, self-esteem, fear of failure or feelings of guilt without being convinced of the intrinsic value of the activity performed;

-motivation regulated by identification in which the individual's actions have personal significance and value. Workers perform certain activities or behaviors because they consider them valuable and integrate them into their own professional value system, not necessarily out of pleasure. When the results of their activity bring them lasting satisfaction and pleasure, they can move to the higher stage of intrinsic motivation;

-intrinsic motivation in which the individual's actions are performed with joy, passion and interest. Intrinsic motivation is manifested by the worker through passion, enthusiasm, curiosity and professional development. The decrease in external, social or material support can diminish enthusiasm without the worker giving up involvement in the activity at work.

Although for teachers the teaching activity is considered a vocational one, through intrinsic motivation, external factors (social and material) have an important role in maintaining motivation and involvement in the profession in the long term. External, extrinsic motivation is based on both financial rewards (remuneration through salary or bonuses for seniority or performance), the provision of modern teaching aids (digital platforms, computers) and valuation from society (esteem from parents, the community, school management). It is important to know if there are associations between certain dimensions of motivation and those of Job Satisfaction as well as between these and the Burnout syndrome [2], [3]. Well-motivated teachers can increase the quality of the educational act and the performance and school efficiency of students.

### Material and Methods

During the medical check-up of workers from 3 school units, namely a high school, a middle school and a kindergarten, all located in urban areas, they were offered a voluntary questionnaire that monitored, along with socio-demographic variables (age, length of employment in the school, biological gender, type of residence), the type/types of motivation of workers at work, types of job satisfaction as well as the presence of emotional exhaustion in them.

Workers' motivation at work was evaluated through The Multidimensional Work Motivation Scale (MWMS), having 19 items with answers on a Likert scale from 1 to 7. This scale has 6 dimensions representing the types of motivation, namely: Amotivation, Extrinsic regulation (social), Extrinsic regulation (material), Introjected regulation, Identified regulation, Intrinsic motivation. Except for the Introjected regulation dimension which has 4 items, the other dimensions each have 3 items. The maximum possible score of these dimensions is 21 except for the Introjected regulation dimension which can achieve a maximum of 28 points [4].

Burnout syndrome was assessed in workers using the Oldenburg Burnout Inventory, a questionnaire that has 16 items on a 4-point Likert scale and presents 2 dimensions of burnout syndrome, namely Disengagement and Exhaustion. The maximum total possible score on this scale is 64, each of the 2 dimensions, Disengagement and Exhaustion, can achieve a maximum score of 32 [5], [6].

The Job Satisfaction Survey was used to assess the ways of satisfaction of workers at work. With 36 items, each scored on a 6-point Likert scale, this questionnaire tracks the following types of Satisfaction, namely: Pay, Promotion, Supervision, 3, Fringe Benefits, Contingent Rewards, Operating Conditions, Coworkers, Nature of Work, Communication. Each dimension, having 4 items, can achieve a maximum of 24 points. The maximum possible score of the Job Satisfaction Survey is 216 [7], [8].

The questionnaire was administered for voluntary completion to workers in a high school (School no. 1), a kindergarten (School no. 2), and a middle school (School no. 3) which together totaled a total of 184 employees. The distribution of the number of workers and respondents in each school is as follows:

- in School no. 1 there are 89 employees with 76 respondents;
  - in School no. 2 out of 37 employees there were 18 respondents;
  - in School no. 3 with 58 employees presented 47 respondents.
- Respondents are predominantly female in all 3 schools (Table 1).

**Table 1.** Percentage of respondents by gender within respondents

gender	School no. 1	School no. 2	School no. 3
women	69.74	100	82.98
men	30.26	0	17.02



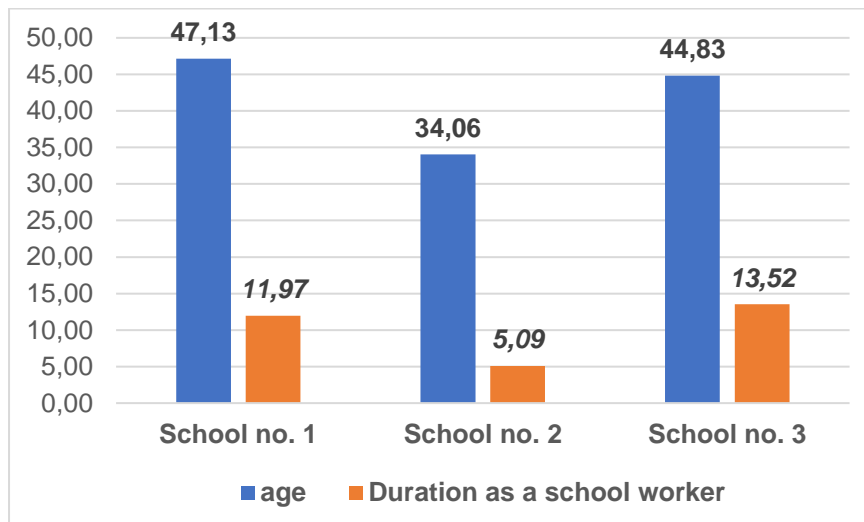
The respondents' type of residency is predominantly urban in all 3 schools (Table 1).

**Table 2.** Percentage of respondents by type of residence within respondents

type of residence	School no. 1	School no. 2	School no. 3
urban	95.77	58.82	78.72
rural	4.23	41.18	21.28

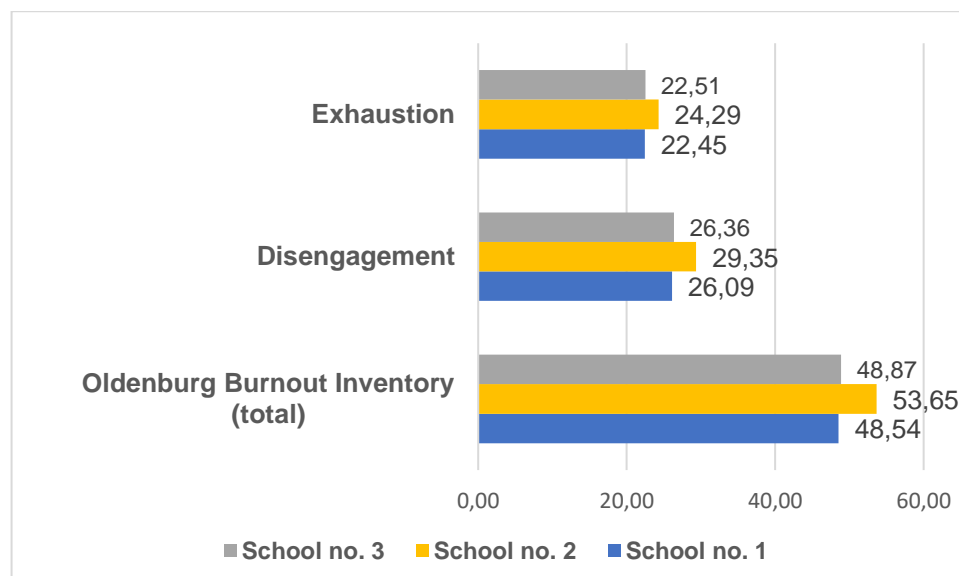
## Results

The workers are on average in middle adulthood, at which point they generally reach a maximum professional level. The average length of experience at the current job between 5 and 13 years shows a good professional experience as well as a stability of these workers at the current job. (Fig. 1.)



**Fig. 1.** Age and duration as a school worker by school

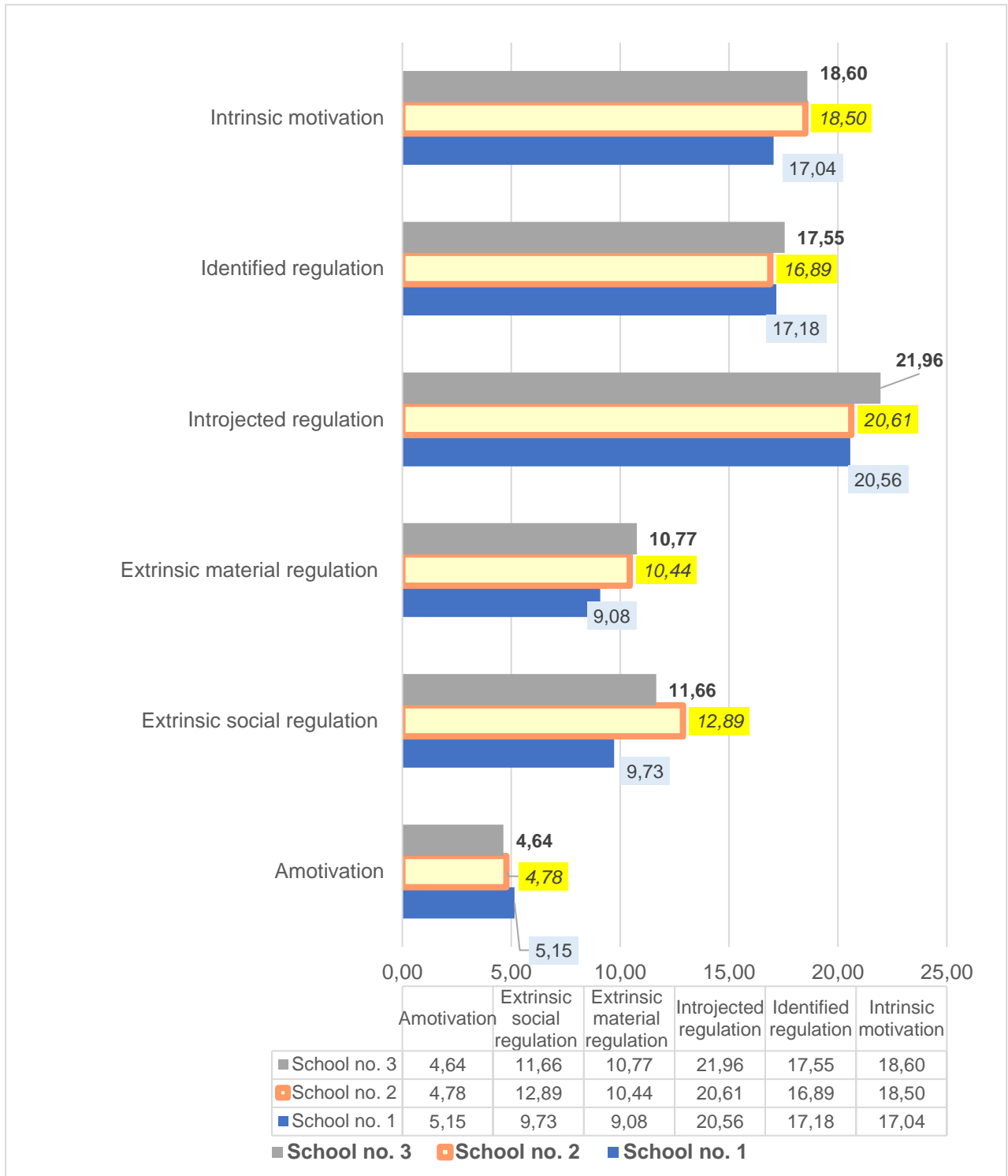
Low-average burnout levels in the state for the total score as well as the 2 subdimensions are present in workers from the 3 schools. (Fig. 2.)



**Fig. 2.** Average levels of burnout score dimensions in the 3 schools



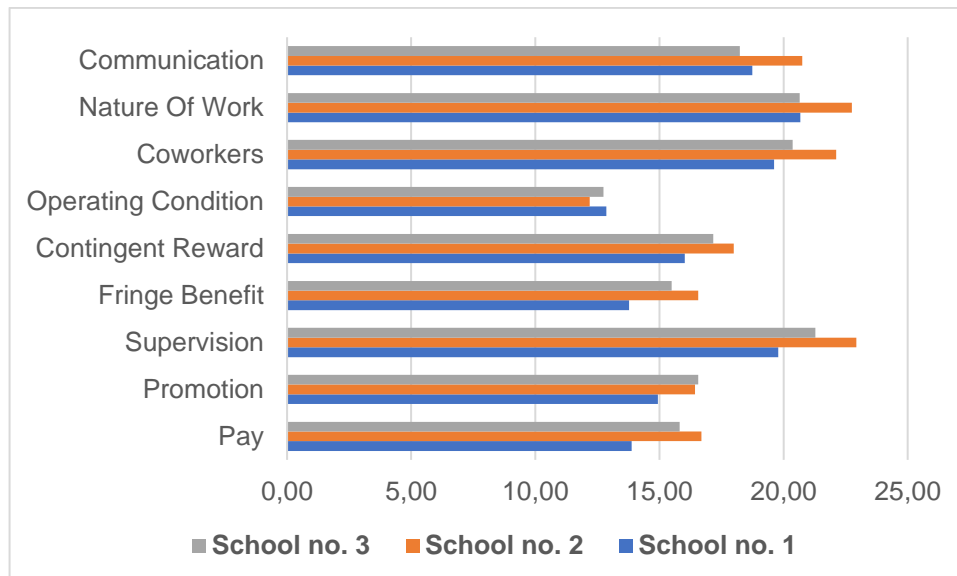
Workers from the 3 schools have higher scores on Intrinsic motivation and Identified regulation, while also achieving the lowest scores on amotivation. ( Fig.3)



**Fig. 3.** The average scores on the Multidimensional Work Motivation Scale for workers from the 3 schools

The scores on Introjected regulation are higher due to the fact that this scale has 4 items compared to the others which only have 3 items.

The average scores of the dimensions of the Job Satisfaction Survey scale are shown in the following figure (Fig.4.)



**Fig. 4.** Average scores of the Job Satisfaction Survey dimensions in the 3 schools

The highest scores are obtained for satisfaction with supervision, nature of works, coworkers, communication and the lowest value for operating condition.

There are numerous different correlations between the studied variables depending on the school unit. There are also correlations present similar in all 3 school units that show the generalizability of these results.

In all 3 schools, the following similar correlations are remarkably observed between the following variables:

- Intrinsic motivation correlates positively with Satisfaction with Pay ( $p_1=0.005$ ;  $p_2=0.007$ ;  $p_3=0.002$ ) and with Satisfaction with Fringe Benefits ( $p_1=0.015$ ;  $p_2=0.028$ ;  $p_3=0.026$ );

- Amotivation correlates negatively with Job Satisfaction Survey scale score ( $p_1=0.016$ ;  $p_2=0.008$ ;  $p_3=0.004$ )

- Burnout score correlates positively with Satisfaction with Coworkers ( $p_1<0.001$ ;  $p_2=0.019$ ;  $p_3=0.002$ ) and with Satisfaction with Communication ( $p_1<0.001$ ;  $p_2=0.018$ ;  $p_3=0.003$ ).

For school workers, low-medium levels of emotional exhaustion are associated positively with satisfaction with coworkers and satisfaction with communication.

## Conclusions

Workers from all 3 schools have as main dimensions of motivation introjected regulation, Intrinsic motivation, Identified regulation. Among the smallest motivational dimensions are social and material Extrinsic regulation and the lowest modality of motivation is amotivation. The concordant values obtained in the 3 schools on the presented dimensions show a general character of these results.

Satisfaction with supervision, nature of works, coworkers and communication being the most important dimensions (modalities) of job satisfaction show a vocational occupational environment and good communication with colleagues and hierarchical superiors and which are appreciated by workers from these schools.

The smaller sources of satisfaction compared to the first ones being Fringe Benefits, Pay, Promotion indicate the importance of improving the organizational aspects of stimulating performance and promotion based on performance criteria in the school as well as of the appropriate remuneration for the work performed. The fact that operating condition has the lowest values supports the importance of involving decision-makers, from society, in improving and creating better working conditions as a premise for obtaining performance from workers in the educational act. The similar values obtained in the 3 schools show that the aspects presented are not accidental but allow their generalization.

For school workers, having low-medium levels of emotional exhaustion are associated positively with satisfaction with Coworkers and Satisfaction with Communication. In schools, workers who have higher levels of job satisfaction in terms of satisfaction with collaboration with other employees and communication with other actors in the educational act (colleagues, students) achieve higher levels of burnout syndrome score. The relationship is bidirectional, workers with higher levels of burnout score



present greater job satisfaction in terms of collaboration with other employees and communication with participants in the educational act (colleagues, students).

The school occupational environment being one in which communication as well as social interrelations represent the environment and object of work, worker involvement, good communication and collaboration with other actors of the educational act in school manifest themselves in the initial stages of the burnout syndrome.

Lack of motivation at work is bidirectionally associated with a decrease in employee job satisfaction.

The vocational motivation of school workers increases if these workers receive material benefits or incentives of another nature. Even for teachers who exercise their work by vocation, a decrease in remuneration or other incentives or benefits can lead to a decrease in their motivation and involvement in the educational act.

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