Predicting the Principals' Job Satisfaction based on the Motivational Variables at Department of Education

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ABSTRACT

Objective: The main objective of this study is to investigate the correlation between the motivational variables and principals' job satisfaction at department of education in Miandoab. Background: The statistical population consists of pre-university and high school principals at department of education in Miandoab during the school year of 2013-2014. This research is applied in terms of objective and is among the correlative studies. Results: The research is conducted based on the stratified random sampling method proportional to the population size. A total of 180 sample principals are selected according to Cochran formula. The researcher-made questionnaires of motivational factors and job satisfaction are utilized on the basis of professional standards and their validity and reliability are measured under the supervision of experts. Cronbach's alpha coefficients equal to 83% and 86% are obtained for motivational factors and job satisfaction, respectively. Conclusion: The results of multiple regression analysis indicate that there is a significant correlation between the motivational levels associated with the physiological, safety, esteem and belonging needs with principals' job satisfaction. The linear regression equations are as follows: Faculty members' job satisfaction = 17.347 + 0.542 (Motivational factors)

INTRODUCTION

The job satisfaction refers to a set of feelings and beliefs which people have about their current jobs. The job satisfaction is one of the most important factors in job success and increases the efficiency as well as the sense of self-satisfaction. The job satisfaction means interest in job conditions and requirements, the situations wherein the work is done, and the received reward for it.

According to the above mentioned cases, it can be concluded that the job satisfaction refers to a sense of pleasure with job, and thus the sense of encouragement and dependency on job. The job satisfaction is a desirable positive emotional state resulted from job evaluation or experiences (Khalilzadeh, 1999).

Since the early 1920s, the issue of job satisfaction has been considered by various schools of management, as Locke [5], predicted that more than 3000 articles would be published about this issue until 1978, and now hundreds of articles are published about the job satisfaction. Therefore, the job satisfaction is among the most interesting and important topics in the field of organizational behavior, management, and industrial and organizational psychology which have been studies in numerous papers in terms of a nature, measurement, and influencing factors. Various views and perceptions and even contradictory are expressed on the basis.

Based on Maslow's view, if the low-level needs are not satisfied regularly, they may reappear as dominant needs. The economic crises, wars, natural disasters and similar issues make changes in employees' need structure and expand the scope of activities for low-level needs, so that the meaningful work can declined to the subsistence level. This argument suggests that the increase process is not irreversible. However, this inversion or fall of motivation is a complex, dynamic process different from a simple reverse to the basic needs despite the undeniable dominance of psychological needs. If a person has experienced the satisfaction of high-level needs, this experience will affect the mechanism of such this reverse.

Numerous scholars believe that most of the employees are now seeking to fulfill their high-level needs in the workplace by fulfilling the low-level needs. Therefore, if the organizations are seeking to increase the work motivation, the workplaces should be modified in a way that there is the opportunity for satisfying the higher
level needs. Improving the workplaces is helpful both for managers and employees and both of them take advantage of it. Furthermore, the research indicates that the managers with satisfied low-level needs are more interested in fulfilling the high-level needs compared with employees with the same situation. However, the results of research [9], suggest that the more a need is satisfied, the more its importance is enhanced for managers.

The evidence suggests that the employees in education places are internally motivated proportional to their education courses and work tasks (Lacy and Sheehan, 1997; McInnis, 2000). However, the external factors associated with the work context such budget and inadequate resources and poor management reduce their motivation [2]; [6]; [12]. Furthermore, the impact of overload role, weak job feedback, non-compliance and poor reward system are also considered as the factors affecting the reduced motivation.

Given the issues above, certain factors are involved in job satisfaction in various organizations. The department of education is one of the centers wherein the principals are the main factors involved in job satisfaction issue. It is likely that the principals will be partially different from employees in other organizations in terms of factors affecting the job satisfaction. This study investigates the correlation between motivational factors associated with Maslow's hierarchy needs (physiological, safety, belonging, esteem and self-actualization needs) with principals' job satisfaction in Tehran. In this regard, the main question of this study is as follows:

1. What is role of each level in hierarchy of principals' motivational needs (5 levels) in explaining their job satisfaction?
2. According to the question above, the following hypotheses are tested:
   1. There is a correlation between the principals' motivational need hierarchy (5 levels) and their job satisfaction.
   2. There is a correlation between the principals' motivational need hierarchy (overall) and their job satisfaction.

**MATERIALS AND METHODS**

The required data is collected based on the assumptions of correlation studies and implementation of researcher-made questionnaires for measurement requirements of motivational needs and job satisfaction.

**Statistical population:**
The statistical population consists of pre-university and high school principals in Miandoab during 2013 and 2014.

**Sample and sampling method:**
The sample size is estimated equal to 180 through Cochran formula of sample size. Furthermore, the stratified random sampling (one step) is applied in this research.

**Measurement tools:**
To measure the dependent variable, we have initially studied the literature and theoretical principles of research and investigated the research literature in this regard and then provided the primary items of 2 preliminary questionnaires (1- measuring the level of motivational factors and 2- job satisfaction measurement) each one containing 15 items. The questionnaires are given to a group of management and psychology experts and professors by doing the necessary reforms and editions in this item in order to estimate the content validity. Ultimately, all items of questionnaires are retained by evaluating their responses. At the next stage, these two 15-item forms are implemented on 48 high school principals, who are selected through simple random sampling, in Tehran in order to estimate the internal consistency coefficient of items. After extracting data and measuring Cronbach's alpha coefficient, the reliability or alpha coefficients for the whole questionnaires of motivational factors and job satisfaction are obtained equal to 0.83 and 0.86, which are optimal, in order to determine the internal consistency of items.

**Results:**
According to the research questions, the type of measured variables and also collected data, the multiple regression analysis is utilized to test the research hypotheses. The statistical indices, associated with the subjects' scores in questionnaires of motivational needs and job satisfaction, are presented in Table 1.

First hypothesis: There is a correlation between the high school principals' motivational needs (5 levels) and job satisfaction. At this stage, the multiple regression analysis is utilized to determine the contribution of each need associated with the motivational levels (5 levels) in predicting the dependent variable (job satisfaction) with a linear combination of motivational needs (physiological, safety, belonging, esteem and self-actualization needs) in high school principals.
Table 1: Summary of statistical indices for high school principals in motivational needs (5 levels), total score, and job satisfaction (n=180)

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean</th>
<th>Median</th>
<th>Standard deviation</th>
<th>Skewness</th>
<th>Kurtosis</th>
<th>Confidence interval of 95%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physiological need</td>
<td>9.12</td>
<td>10</td>
<td>1.95</td>
<td>-0.728</td>
<td>0.290</td>
<td>9.02-9.36</td>
</tr>
<tr>
<td>Safety need</td>
<td>10.65</td>
<td>11</td>
<td>2.85</td>
<td>-0.474</td>
<td>-0.544</td>
<td>10.21-11.09</td>
</tr>
<tr>
<td>Belonging need</td>
<td>11.43</td>
<td>12</td>
<td>3.03</td>
<td>-0.909</td>
<td>0.254</td>
<td>10.96-11.90</td>
</tr>
<tr>
<td>Esteem need</td>
<td>11.34</td>
<td>12</td>
<td>2.82</td>
<td>-0.972</td>
<td>0.286</td>
<td>10.90-11.78</td>
</tr>
<tr>
<td>Self-actualization need</td>
<td>11.44</td>
<td>12</td>
<td>2.26</td>
<td>0.751</td>
<td>0.521</td>
<td>11.09-11.79</td>
</tr>
<tr>
<td>Total score (motivation)</td>
<td>54.20</td>
<td>57</td>
<td>9.48</td>
<td>0.915</td>
<td>0.243</td>
<td>52.73-55.68</td>
</tr>
<tr>
<td>Job Satisfaction</td>
<td>45.46</td>
<td>44</td>
<td>9.06</td>
<td>0.398</td>
<td>-0.748</td>
<td>44.05-46.86</td>
</tr>
</tbody>
</table>

Table 2: Obtained regression coefficients.

<table>
<thead>
<tr>
<th>Predictors</th>
<th>Non-standardized coefficients</th>
<th>Standardized coefficients</th>
<th>T</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant value</td>
<td>11.190</td>
<td>---</td>
<td>2.939**</td>
<td>0.004</td>
</tr>
<tr>
<td>Physiological need</td>
<td>1.828</td>
<td>0.279</td>
<td>0.394</td>
<td>6.563**</td>
</tr>
<tr>
<td>Safety need</td>
<td>0.567</td>
<td>0.267</td>
<td>0.179</td>
<td>2.124**</td>
</tr>
<tr>
<td>Belonging need</td>
<td>0.939</td>
<td>0.280</td>
<td>0.315</td>
<td>3.352**</td>
</tr>
<tr>
<td>Esteem need</td>
<td>1.026</td>
<td>0.293</td>
<td>0.321</td>
<td>3.518**</td>
</tr>
<tr>
<td>Self-actualization need</td>
<td>0.074</td>
<td>0.272</td>
<td>0.018</td>
<td>0.217</td>
</tr>
</tbody>
</table>

As shown in Table 2, 46% of variance in job satisfaction is explained by variables associated with 5 levels of motivation. Furthermore, the obtained R value (0.681), referring to the correlation between the observed value of dependent variable (job satisfaction) and its predicted value by regression model, indicates that the dependent variable can be well predicted by independent variables (5 variables). Finally, the obtained F value (26.951) is significant at the confidence level of 99%. Therefore, it can be concluded that there is a significant correlation between job satisfaction and motivational factors (total score).

Table 3: Obtained regression coefficients.

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<th>T</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant value</td>
<td>17.341</td>
<td>3.496</td>
<td>4.962**</td>
<td>0.000</td>
</tr>
<tr>
<td>Physiological need</td>
<td>0.519</td>
<td>0.064</td>
<td>0.542</td>
<td>8.164**</td>
</tr>
</tbody>
</table>

As shown in Table 3, 29% of variance in faculty members' job satisfaction is explained by motivational factors. Furthermore, the obtained R value (0.542) indicates that the dependent variable can be predicted by independent one, thus the lineal regression model can be predicted for prediction. Finally, the obtained F value (66.554) is significant at the confidence level of 99%. Therefore, it can be concluded that there is a significant correlation between job satisfaction and motivational factors (total score).

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** Significance at the level of 0.01; * Significance at the level of 0.05

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\[ \hat{y} = a + b_{x1} + b_{x2} + b_{x3} + b_{x4} \]

Principals' Job Satisfaction = 11.190 + 0.394 (physiological need) + 0.179 (safety need) + 0.315 (belonging need) + 0.321 (esteem need)

Second hypothesis: There is a significant correlation between the motivational needs (total score) and high school principals' job satisfaction.

The multiple regression model is utilized in this hypothesis for determining the contribution of each motivational factor (total score) in predicting the dependent variable (job satisfaction) in faculty members.

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Faculty members' job satisfaction = 17.347 + 0.542 (Motivational factors)

**Discussion and Conclusion:**

The research findings suggest that 46% of variance in high school principals' job satisfaction in Miandoab can be explained by variables associated with 5-level Maslow's needs. Furthermore, the beta coefficients for the variables, namely, the physiological needs (p<0.01 and 0.394), safety (p<0.05 and 0.179), belonging (p<0.01 and 0.315), esteem (p<0.01 and 0.321), indicate that there is a significant correlation between these variables and the principals' job satisfaction. Moreover, a total of 29% of variance in principals' job satisfaction can be explained by motivational factors (total score) and the obtained beta coefficient is from equal to 0.542 which is significant at the level of 0.01. Consequently, all variables, except for the self-actualization, can predict the job satisfaction.

Due to the nature of these needs and the factors, which fulfill them in the workplace, the result of study on the physiological need, which has closely related to salary and benefits, is consistent with some other studies [10], [1]. As we know, the salary is considered as one of the most important work conditions among all job groups, despite the inadequate evidence for it. The results of some studies indicate that this factor is more important for those who are not satisfied with their jobs. According to Corman's view (Translated by Shokrkon, 1999), the salary has a strong correlation with two factors of job level and social recognition.

It is possible that the more this value is enhanced, the more the numbers of fulfilled needs are increased, and thus it is also associated with personal satisfaction. Furthermore, some researchers [1], argue that the wage is considered as an aspect of job and a large number of staff is unsatisfied with it. However, this finding is consistent with Herzberg's theory, because based on this theory, the salary and wage is like a health factor and in the case of low rate, it can cause dissatisfaction, but in the case of high rate, it does not lead to job satisfaction.

Barler [1], indicates that if the employees are asked to select the most important factor from the list of factors which can indicate their satisfaction, most of them select the wage. According to Mischel's research [3], conducted on American workers, it is found that more than 89 percent of them believe that the salary and wage is the most important factor with regard to job opportunities. In this study, 50 percent of respondents believe that they have low salaries and only 4% believe that they receive good salaries. Finally, the salary and wage has been at least one of three major factors of job satisfaction in most of the studies, so that sometimes its importance reaches 97% according to the participants' viewpoints (Sophia, 2000). However, these results are inconsistent with the reports by Moses [8], Lacy and Sheehan (1997), and Pearson and Seiler (1983) indicating that the salary and benefits apparently play no key role in stay or leaving jobs by principals, but the "climate" or "culture" governing the education have a major impact on the overall sense of job satisfaction and commitment.

Maslow believes that the safety need, which is correlated with job security, is the strongest level of human motivation after physiological needs. In the workplace, this need is fulfilled through the safe working conditions, increased salary to compensate the inflation and side benefits such as health insurance, health care costs, pension, and so on [3]. The results of studies (Rollinson, Broadfield, and Edwards, 1998) indicate that the achieved job security can lead to the increased job satisfaction. Consequently, the factors such as predictability, order, fairness and also the emotional security can guarantee the job security. On the contrary, Lawson and Shen [4], believe that the factors such as nepotism, friendship, pressures on work from outside and similar cases, which undermine the organizational safety, can lead to the sense of insecure and eventually cause the job dissatisfaction. Therefore, the obtained results in this study for safety need indicate that there is a significant correlation between this level of motivational needs among the high school principals in Tehran and job satisfaction. However, most of the studies suggest a major impact of satisfied safety need on increasing job satisfaction.

The belonging need is satisfied by creating the opportunities to interact and build relationships with other employees, various group activities, and supportive supervision style in organization. Most of the researchers believe that the relationships with colleagues (Herzberg, 1957, quoted by Oscamp, translated by Maher, 1993), the group membership and interaction with it (Rollinson et al, 1998), leadership style (Cooper, translated by Madihi, 1991), and received support of partners [11], are among the social activities which can play the major roles in increasing the job satisfaction. Accordingly, Terez [11], recommends the organizations creating a social space wherein all individuals in different work and organizational sectors and units can communicate with each other. However, he notes that this place should not be considered as a resting place, but it should be a place where the employees can use their group thinking power to solve the current and future problems of organization. The findings of this study also indicate a significant correlation between the belonging need and job satisfaction in a sample group of high school principals in Miandoob.

In the field of esteem need, numerous experts believe that this need is one of the most important and basic human needs which can lead to the greatest satisfaction in the workplace. Maslow [7], classified the esteem need into two groups of others and self-esteem. The sense of value and ability to overcome the life and work challenges, and performing the tasks refer to the self-esteem, and the validity, approval, attention, value and appreciation are the features of the other individuals' esteem [3], Terez [11], has provided different solutions in
order to fulfill the esteem need and it generally indicates that this need has a significant correlation with high school principals’ job satisfaction and it can predict the job satisfaction.

Most of the studied, based on Maslow’s hierarchy of needs, have been conducted in communities with fulfilled basic needs, and Maslow has referred to this important case. His studies groups were those who had no problems in satisfying their basic needs. With these considerations and on the basis of arguments, the research findings cannot be utilized as a full model in organizations. Certainly, we require a large number of accurate studies for testing and localizing it in local organizations.

Finally, according to the evidence, it can be conclude that the physiological, safety, belonging, and esteem needs in high school principals in Tehran have significant correlation with job satisfaction, and they are considered as the key variables for predicting the job satisfaction. However, the extension and variety of variables associated with the motivational level of studied group can endanger these predictions.

REFERENCES