



THE MEDIATING ROLE OF JOB STRESS ON THE RELATIONSHIP BETWEEN JOB MOTIVATION AND JOB SATISFACTION AMONG EMIRATI MALE TEACHERS IN ABU DHABI

ALMESSABI MOHAMED ALI AHMED SALEM



UNIVERSITI PENDIDIKAN SULTAN IDRIS

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JOB MOTIVATION AND JOB SATISFACTION AMONG EMIRATI MALE
TEACHERS IN ABU DHABI

ALMESSABI MOHAMED ALI AHMED SALEM

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ABSTRACT

The objective of this study is to identify the influence of job motivation and job stress on job satisfaction, with job stress as a mediator, among male teachers in Abu Dhabi. A quantitative research design was utilized. A total of 208 Emirati male teachers were chosen as a sample through a simple random sampling technique. Data analysis using descriptive statistics, correlation analysis, and regression analysis. In addition, Hayes process macro model 4 was employed to estimate the mediation. The result showed that Emirati male teachers' job motivation at a highly level ($M=3.48$, $SD=0.674$), job stress at a moderate level ($M=3.00$, $SD=0.577$), and job satisfaction also at a moderate level ($M=3.00$, $SD=0.423$). The findings of correlation analysis showed a weak negative relationship between job motivation and job stress ($r=-0.375$, $p<.000$), a weak positive relationship between job motivation and job satisfaction ($r=0.349$, $p<.000$), and a moderate negative relationship between job stress and job satisfaction ($r=-0.475$, $p<.000$). In addition, the finding of multiple regression analysis showed a dimension of job motivation had a significant influence on job stress ($\beta=-.458$, $p<0.000$), a dimension of job motivation had a significant influence on job satisfaction ($\beta=.391$, $p<0.000$), and all dimension of job stress had a significant influence on job satisfaction ($\beta=-.281$, $p<0.000$; $\beta=-.286$, $p<0.000$; $\beta=-.235$, $p<0.000$). The finding further revealed that there is a significant indirect effect of job stress mediating the relationship between job motivation and job satisfaction. In conclusion, job motivation influences job satisfaction and job motivation negatively influence job stress among Emirati male teachers in Abu Dhabi. The implications of the study indicate that it is important for the education ministry and school administrator to work on increasing job motivation and managing job stress to attract more males to become a teacher.





PERANAN MEDIATOR TEKANAN KERJA TERHADAP HUBUNGAN MOTIVASI KERJA DENGAN KEPUASAN KERJA DALAM KALANGAN GURU LELAKI EMIRATI DI ABU DHABI

ABSTRAK

Objektif kajian ini adalah untuk mengenal pasti pengaruh motivasi kerja dan tekanan kerja terhadap kepuasan kerja, dengan tekanan kerja sebagai pengantara, dalam kalangan guru lelaki di Abu Dhabi. Reka bentuk penyelidikan kuantitatif telah digunakan. Seramai 208 orang guru lelaki Emirati telah dipilih sebagai sampel melalui teknik persampelan rawak mudah. Analisis data menggunakan statistik deskriptif, analisis korelasi, dan analisis regresi. Di samping itu, Model Makro Proses Hayes 4 digunakan untuk menganggarkan pengantaraan. Hasil kajian menunjukkan bahawa motivasi kerja guru lelaki Emirati pada tahap tinggi ($M=3.48$, $SD=0.674$), tekanan kerja pada tahap sederhana ($M=3.00$, $SD=0.577$), dan kepuasan kerja juga pada tahap sederhana ($M=3.00$, $SD=0.423$). Dapatan analisis korelasi menunjukkan hubungan negatif yang lemah antara motivasi kerja dan tekanan kerja ($r=-0.375$, $p<.000$), hubungan positif yang lemah antara motivasi kerja dan kepuasan kerja ($r=0.349$, $p<.000$), dan hubungan negatif yang sederhana antara tekanan kerja dan kepuasan kerja ($r=-0.475$, $p<.000$). Selain itu, dapatan analisis regresi berganda menunjukkan satu dimensi motivasi kerja mempunyai pengaruh yang signifikan terhadap tekanan kerja ($\beta=-.458$, $p<.000$), satu dimensi motivasi kerja mempunyai pengaruh yang signifikan terhadap kepuasan kerja ($\beta=.391$, $p<.000$), dan semua dimensi tekanan kerja mempunyai pengaruh yang signifikan terhadap kepuasan kerja ($\beta=-.281$, $p<.000$; $\beta=-.286$, $p<.000$; $\beta=-.235$, $p<.000$). Dapatan seterusnya mendedahkan bahawa terdapat kesan tidak langsung yang signifikan terhadap tekanan kerja yang menjadi pengantara hubungan antara motivasi kerja dan kepuasan kerja. Kesimpulannya, motivasi kerja mempengaruhi kepuasan kerja dan motivasi kerja mempengaruhi tekanan kerja secara negatif dalam kalangan guru lelaki Emirati di Abu Dhabi. Implikasi kajian menunjukkan bahawa adalah penting untuk kementerian pendidikan dan pentadbir sekolah berusaha meningkatkan motivasi kerja dan menguruskan tekanan kerja bagi menarik lebih ramai lelaki menjadi guru.





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CHAPTER 1

INTRODUCTION



Organizations exist to gain profit or share value, relying on human and material resources to achieve organizational goals. However, it is essential for organizations to align employees' personal needs with organizational goals (Dartey-Baah, 2010; Musinguzi et al., 2018). The investment in employee development would increase the performance level of the organization (Kapantow et al., 2020; Spector, 1997; Sumedho, 2015). This is why the motivation of employees towards job satisfaction is very crucial in an organization.

Motivation can be the reason for the action or that which gives direction to action, thoughts and feelings of wanting to accomplish something (Baumeister, 2016). As a concept, job motivation arose from the desire to explain the excitement and





direction of individual behaviour. Therefore, in this case, all rewards, motivating behaviours, and reinforcements that influence employee attitude and experience are related to the nature of feelings.(Chung et al., 2017).

Job motivation and job satisfaction are essential in any workplace because twenty-first century workers are more conscious and fully aware of their rights in the organization(Dartey-baah & Harlley, 2010; Pang & Lu, 2018) Idiegbeyan-Ose, Opeke, Aregbesola, Owolabi & Eyiolorunshe, 2019). Herzberg job satisfaction model pointed out that there are factors within and outside an organization that affect employee satisfaction. These factors include the structure of the organization, the internal politics and the organizational culture(Kjeldsen & Hansen, 2018). Also, the size of the organization, type and level of technology are factors that hinder the employees' motivation in an organization(Dartey-baah & Harlley, 2010). On the other hand, the labour market and employment conditions may negatively influence employees' satisfaction..

This chapter provides a brief explanation of the study. It includes the background of the study, problem statement, research objectives and questions, significance of the study and the structure and organization of the thesis. Then, an overall summary of the chapter is presented.





1.2 Background

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



for the role they play in training and retraining students. The motivation of teachers will influence and direct their behaviour. In fact, no teacher has the same behaviour or attitude in the organization. Due to this diversity, it is required to develop a new approach to satisfy them (Kumar & Varma, 2017). In this sense, Abu Dhabi schools must be able to recognize and assess the intrinsic motivation that teachers need for job satisfaction. The school should see motivation as a strategy to motivate teachers in Abu Dhabi to work hard (Buckner, 2017).

The United Arab Emirates is unique and considered the most developed country in the Arab. In the past decade, the United Arab Emirates has developed strategic planning in all sectors of the country to become the most competitive knowledge economy with a happy and engaged workforce (Agha et al., 2017; Benueyenh &





Pandya, 2020). The workforce in the United Arab Emirates is very diverse and it is noted that the public sector is mostly made up of the United Arab Emirates nationals (Patterson et al., 2020). Moreover, Emiratization (nationalization) has increased the participation of the United Arab Emirates nationals in the workforce (Bateman & Waxin, 2016). The success of schools in the United Arab Emirates requires higher levels of motivation, dedication and commitment among teachers to achieve job satisfaction. This is because job satisfaction is a well-known driver of educational success (Naseem et al., 2011).

In line with the strategic plan developed by Abu Dhabi, whose main objectives are to develop and build a high-quality educational system that provides learners with the necessary skills and knowledge to drive the social and economic progress of the Emirate (Al-Nuaimi et al., 2014). The 10-year strategic plan of the Abu Dhabi Education Council, which was developed in June 2009, has addressed the challenges facing the school. The plan is based on extensive research, detailed goals, long and short-term strategies and tactics aimed at driving effective and lasting reforms of Abu Dhabi school standards (Buckner, 2017). In the past ten years, the Abu Dhabi government has launched an ambitious plan to reform schools in the United Arab Emirates with the aim of achieving significant educational development. That is why the Abu Dhabi Education Council has been established (Al Nuaimi et al., 2015).

Five years after the ambitious school reform plan, a "new school model" for kindergarten and early primary grades was announced in the academic year 2010-2011 and has extended annually to all grade levels. This is part of a set of ongoing school reforms to education and leadership curricula (Gallagher, 2011). In the old model,



textbooks were the main source of learning, and rote learning was the usual way of learning for students. However, in the "New School Model", a new curriculum and new teaching methods are introduced to improve student performance by educating the student as a communicator, creative thinker, and problem solver (Al-Nuaimi et al., 2014). This new approach to teaching and learning is based on a student-centred learning approach. World-class facilities are provided, including technology-rich learning environments that allow students to participate in a variety of activities and experiences that meet students' individual learning needs and styles (Albayan, 2014).

Based on the strategic plans made by the United Arab Emirates, there is a need to create motivational techniques for teachers. An enabling environment must be created for teachers to go along with the plan and achieve the educational objectives (Gehlawat & Gupta, 2013). If teachers are unhappy with their job, they will not follow the strategic plans the way they are supposed to. As a result, failure to implement may occur because teachers are responsible for the success of these strategic plans in the classroom. Teachers deserve to be happy and satisfied with their job. A motivated teacher will do well on the job, while unmotivated teachers will hamper the teaching and learning processes. Furthermore, a well satisfied teacher can enhance the school performance effectively (Arif et al., 2019). Locke (1996) pointed that job satisfaction plays an essential role in employee loyalty, turnover intention, and truancy at working place. Job satisfaction can even lead to cost reduction, wastage, and errors which will lead to effective performance and organizational growth (Kapantow et al., 2020). Therefore, the current study highlights the influence of job motivation on job satisfaction and emphasizes the importance of the motivation provided to teachers for

the successful implementation of strategic plans in Abu Dhabi School(G. Yang et al., 2018).

In summary, the study contains three variables which are job motivation (IV), job stress (MV) and job satisfaction (DV). First, job motivation includes five dimensions (Physiological Needs, Security Needs, Social Needs, Self-Esteem and Self-Actualisation), while work stress includes three dimensions (role ambiguity, role conflict and role overload). Then, job satisfaction consists of nine dimensions (Pay, Promotion, Supervision, Fringe Benefits, Operating Conditions, Contingent Rewards, Coworkers, Nature of Work and Communication). This study aims to investigate the effect of job motivation and job stress as independent variables on the job satisfaction of male teachers' in the Emirate of Abu Dhabi, United Arab Emirates, given that job satisfaction is a dependent variable.

1.3 Problem Statement

Teachers' job satisfaction is very important in the educational system as it influences their teaching quality and overall performance. Teachers have been regarded as inevitable instrument who design and organize teaching in the classroom(Abaasi, 2016). They play a main role in the teaching and learning processes. That is why teachers need to be given adequate motivation. Countries can promote quality education by increasing teachers' motivation and satisfaction levels(Bolton, 2018). Teachers' motivation is a stimulation that influences and directs behaviour. The success of education depends majorly on the quality of teaching. Also, the work and role of



teachers are essential and cannot be replaced. Therefore, motivation should be used to compensate teachers for their great role in educational institutions (Tan et al., 2016). So, schools need motivated teachers who feel secure at work and are able to perform their duties at a high level for the successful implementation of educational policies and the achievement of educational goals (Tayyar, 2014).

Efforts have only been made to attract female teachers to a reasonable extent (Albayan, 2014). While this was not the case for male teachers, there is no evidence of success in attracting them to the field of teaching. Rather, the number of Emirati male teachers is decreasing year after year, as their numbers have decreased and reached a critical and sensitive level as shown in the statistics of the Abu Dhabi Statistics Center (SCAD, 2019). Therefore, the number of male teachers has become very small, and the gap between the number of male teachers and the number of female teachers is huge. Also, the gap between the number of Emirati male teachers and foreign male teachers is big. Thus, many officials in various educational institutions across the United Arab Emirates warned of the scarcity of male teachers (Emaratallyoum, 2021).

In Abu Dhabi, the number of female teachers in schools is higher than the number of male teachers. Moreover, the number of male teachers continues to decrease drastically every year. The policy makers, school administrators, and the government do not pay much attention to the low number of male teachers in schools. The stakeholders in education are worried and questioning about the reasons behind this problem. For example, in year 2010/2011, the number of male teachers was 485 in Abu Dhabi schools. While in year 2013/2014, the number of male teachers has decreased to 471 and it has decreased further to 419 in year 2017/2018 (scad, 2019). Despite the





availability of job opportunities in the teaching profession for male citizens, they prefer to work outside the education sector. The main reason behind this decline is that male teachers are less motivated in the profession (Buckner, 2017).

Male teachers often complain that the stress of teaching is too much for them to cope with. Teachers also pointed that there is no definite consideration for males in the teaching profession (Kamal & Hajar, 2016). For example, they indicated that they were not provided with the appropriate useful training programs. They also complain about the lack of incentives, rewards and promotions at regular times. All of these are promotional strategies used by schools to motivate teachers so that they can perform effectively in the profession. (Ololube, 2016) pointed that teachers need to be motivated in the teaching profession so that their efforts are reflected in the performance of students. Apart from these problems faced by the teachers in Abu Dhabi, teachers are dissatisfied with the daily work pressures of the job and prefer to quit teaching (Alittihad, 2013). Although the series of meetings was continuing in the Ministry of Education, it was not fruitful. Teachers with higher job satisfaction appear to be more committed to improving the educational environment (Alkhaleej, 2015)

Besides the gaps identified above, there is a difficulty for male teachers to continue their studies and add value to themselves. Also, it has been observed that most of the school plans in Abu Dhabi were mainly placed on students, curricula, and school buildings, but the teacher motivation was neglected even though it is the teachers who will translate all these plans into reality. According to His Excellency the Director-General of the Abu Dhabi Education Council, he stressed that this decline in the number of male teachers is a problem for the educational system in Abu Dhabi. These problems



mentioned affect all schools in the United Arab Emirates. In other emirates such as Umm al-Quwain and Dubai, the level at which a teacher leaves the teaching profession is unbearable (Buckner, 2017). Most male teachers think they would rather find another lucrative job than teaching.

In addition, most of the studies that have investigated job motivation and job performance were mostly on industries, construction, and petroleum sectors. However, some studies have focused on the education sector and investigated the direct relationship between job motivation and job satisfaction among employees such as, (Buckner, 2017; Jawabri, 2017; Priyadarshini & Prabakar, 2016; Varma, 2018) but very few and insufficient studies on male teachers' motivation in the United Arab Emirates in general and in Abu Dhabi in particular. Hence, these gaps have created a need for conducting studies to identify the actual reasons behind the low levels of job motivation and satisfaction among male teachers in Abu Dhabi. As a result, the researcher noted the problem appears evident and clearly through a number of points as follows:

a) Through contact with some teachers' and through their own observation and experience, the researcher felt the problem that teachers were frequently complaining of through meetings and informal discussions about their dissatisfaction with taking into consideration the work pressure among teachers'. There were no training programs offered by anyone else to prevent or reduce professional stress. There were no sufficient motives for them, which affected teachers' enthusiasm for their work and led to dissatisfaction (alittihad.2013).



b) Many current and former teachers in previous surveys said that the lack of job motivation and high job stress are the main reasons for dissatisfaction with the education job or leave the job of education definitively (alittihad, 2013; alkhaleej, 2015). Therefore, the reasons above were enough to push for the investigation on the influence of work motivation and job stress on work satisfaction.

c) Although the awareness of the seriousness of this situation and the decrease in the number of citizen teachers in the education sector, there is no clear increase in the number of citizen teachers' during the academic period from (2008/2009) to (2017/2018). According to available statistics, the number of citizen male teachers' in Abu Dhabi in the (2010/2011) academic year was 480 teachers', while the total number of both male and female citizens reached 11,384 teachers', then the number of male citizens teachers' gradually decreased until it reached 439 teachers' in the (2015/2016) academic year, and the number continued to decline until it reached 419 teachers' in the (2017/2018) academic year while the total number of both male and female citizen teachers' reached 11293 teachers.

In view of the urgent need for studies in this field and the sense that educational institutions in general and schools still need further studies, this study aims to investigate the relationship between job motivation and job satisfaction with job stress as a mediator variable. Moreover, the findings and recommendations of the current study would help policy makers and schools' management in discovering the problems related to the scarcity of male teachers in Abu Dhabi, identifying the reasons behind the low levels of job motivation and satisfaction, and determining what needs to be modified or changed in incentive policy and programs.



In some interviews, teachers reported their feeling of dissatisfaction with the teaching profession. This is due to the lack of motivation and the large amount of stress. Hence this was the beginning of the research problem in order to identify the influence of job motivation and job stress on job satisfaction for Emirati male teachers in the emirate of Abu Dhabi.

1.4 Objective of the Study

This study was guided by both the general objective and Specific objectives. The main objective was to examine the mediating role of job stress on the relationship between job motivation and Job satisfaction among Emirati male teachers in Abu Dhabi.

1.4.1 General Objectives

The main objectives of this study are attempts to achieve the following:

- 1- To evaluate the Emirati male teachers' job motivation in Abu Dhabi.
- 2- To investigating their level of job satisfaction.
- 3- To assess mediating effect of job stress in the relationship between job motivation and Job satisfaction among Emirati male teachers in Abu Dhabi.

1.4.2 Specific Objectives

Specifically, the study aimed to achieve the following objectives:

RO1: To examine the level of job motivation, job stress, and job satisfaction among Emirati male teachers in Abu Dhabi.

RO2: To examine the relationship between job motivation and job stress among Emirati male teachers in Abu Dhabi.

RO3: To examine the relationship between job motivation and job satisfaction among Emirati male teachers in Abu Dhabi.

RO4: To examine the relationship between job stress and job satisfaction among Emirati male teachers in Abu Dhabi.

RO5: To identify the influence of job motivation on job stress among Emirati male teachers in Abu Dhabi.

RO6: To identify the influence of job motivation on job satisfaction among Emirati male teachers in Abu Dhabi.

RO7: To identify the influence of job stress on job satisfaction among Emirati male teachers in Abu Dhabi.

RO8: To examine the mediating role of Job stress on the relationship between job motivation and job satisfaction among Emirati male teachers in Abu Dhabi.

1.5 Research Questions

Based on the above objectives, these following research questions were formulated.

They are:

RQ1: What is the level of job motivation, job stress and job satisfaction among Emirati male teachers in Abu Dhabi?

RQ2: What is the relationship between job motivation and job stress among Emirati male teachers in Abu Dhabi?

RQ3: What is the relationship between job motivation and job satisfaction among Emirati male teachers in Abu Dhabi?

RQ4: What is the relationship between job stress and job satisfaction among Emirati male teachers in Abu Dhabi?

RQ5: Is there any influence of job motivation on job stress among Emirati male teachers in Abu Dhabi?

RQ6: Is there any influence of job motivation on job satisfaction among Emirati male teachers in Abu Dhabi?

RQ7: Is there any influence of job stress on job satisfaction among Emirati male teachers in Abu Dhabi?

RQ8: Does Job stress mediate the relationship between job motivation and job satisfaction among Emirati male teachers in Abu Dhabi?

1.6 Research Hypotheses

Based on the research objectives and research questions formulated above. This study, the researcher sought to test the following

H₀₁ There is no significant relationship between job motivation and job stress among Emirati male teachers in Abu Dhabi

- H₀₂ There is no significant relationship between job motivation and job satisfaction among Emirati male teachers in Abu Dhabi
- H₀₃ There is no significant relationship between job stress and job satisfaction among Emirati male teachers in Abu Dhabi.
- H₀₄ There is no significant influence of job motivation on job stress among Emirati male teachers in Abu Dhabi
- H₀₅ There is no significant influence of job motivation on job satisfaction among Emirati male teachers in Abu Dhabi
- H₀₆ There is no significant influence of job stress on job satisfaction among Emirati male teachers in Abu Dhabi.
- H₀₇ Job stress does not mediate the relationship between job motivation and job satisfaction among Emirati male teachers in Abu Dhabi.

1.7 Theoretical Framework

The theoretical framework according to (Imenda, 2014) refers to as the theory the researcher chooses for his research so as to have an in-depth understanding of the concept in the study. Therefore, applying a theory to explain an event, shed light on a specific phenomenon, or solve a research challenge is what is meant by a theoretical framework. In the course of this study, several theories were borrowed from scholars that were used to drawn conceptual framework. Some of the theories have helped the researcher to understand the influence of job motivation and job stress toward job satisfaction among male teachers in Abu Dhabi. In fact, without the role of the

theoretical framework, the construction of a conceptual framework would not have been possible.

The first theoretical framework used in the study is the theory of motivation propounded by Abraham Maslow (1954). (Maslow, 1954) sees motivation as driving force within a person who stimulates the individual to do something up to the target level in order to fulfil some need or expectation. To buttress more, Abraham Maslow (1954) further stated that motivation is the driving force behind human behaviour which may be internal and external. (Agegnehu, 2014) stress that motivation is thought to be responsible for why people decide to do something, how long they are willing. Three things need to be understood about motivations which are effort, organization goal, as well as the need. The understanding of Maslow's theory leads the researcher to know more on the related variables of the study.

In this study, for job stress, Role theory has been used to explain the role of stress as a mediator between job motivation and job satisfaction for Emirati teachers'. Based on the theory of role stress(Kahn et al., 1964) described role stress as having three independent variables role ambiguity, role conflict and role overload. (Yao, 2009)discussed that all three role stress variables were prevalent among the human service professions and impediments to accomplishing the demands of a particular role.

(Kahn et al., 1964) have developed a theory of role dynamics which sees stress resulting conflicting expectations, ambiguity expectations and from job overload (Katz & Kahn, 1966; Keller, 1975). The role theory does not directly explain job satisfaction

but it has implications for workers' satisfaction or dissatisfaction with respect to their jobs (Kahn et al., 1964).

(Kahn et al., 1964) predicted and found lower levels of job satisfaction for those with conflict and ambiguity. (Lina, 2018) role stressors components which are role conflict, role ambiguity, and role overload is a cause of many negative or detrimental consequences for the individual and the organization, including job dissatisfaction ultimately (Dasgupta, 2012; Rauf, 2012). In the occupational stress literature, role overload, role conflict, and role ambiguity are the most prominently studied role stressors (Tucker et al., 2018)

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

(Kahn et al., 1964) have described role ambiguity as lack of clear and consistent information regarding the actions required in a particular position. or when the person does not know what to do or how to perform his or her role, also role ambiguity occurs when the person does not know his role in the organization (Dasgupta, 2012). Role conflict occurs when employees are confronted with expectations for different roles, such as when two roles should be performed simultaneously or when performing one role prevents performing the other one (Lina, 2018).

To explain the extent of satisfaction of Emirati teachers' in public schools in Abu Dhabi with their job in the field of education this study will borrow Herzberg's two-factor theory. Herzberg's two-factor theory is the most broadly researched and argued theory of satisfaction at the workplace and thus it is considered comprehensively applied in different fields (Kotni & Karumuri, 2018; Lonsdale et al., 2016). Herzberg's Two-Factor theory, also known as the two-factor theory has received widespread attention of having a practical approach toward motivating employees. (Ismail & Teck-Hong, 2011) Numerous research studies have measured the validity of the theory and its relationship to job satisfaction. The theory was examined in different contexts (Sobaih & Hasanein, 2020).

Herzberg set forth a two-factor theory of job satisfaction which received widespread support (Maidam, 1991). Herzberg (1968) suggested in his Theory that there were two factors driving employee satisfaction in the workplace: dissatisfaction factors and satisfaction factors. The role of dissatisfaction factors is simply to prevent workers' discontent. In other words, these factors do not lead to higher levels of satisfaction but, without them, there is dissatisfaction. Unlike dissatisfaction factors, satisfaction factors can truly encourage employees to work hard and enjoy their jobs. Based on Herzberg's two-factor theory the satisfaction and dissatisfaction are independent of each other (Maidam, 1991).

This theory has helped the researcher to know some of the variables associated with job satisfaction. (Roos, 2005) pointed that high job satisfaction means that an individual likes his or her work in general, appreciates it and feels positive about it, but when satisfaction is low, poor performance will occur in the job. (Aziri, 2011) opined



that there is a disparity between motivation and job satisfaction. He further stressed that job satisfaction is more of an attitude, an internal state. It could, for example, be associated with a personal feeling of achievement, either quantitative or qualitative). The three theoretical frameworks stated give vast knowledge about the relationship that exists among the study variables.

1.8 Conceptual Framework

This study is focuses on the relationship between job motivation and job satisfaction of Emirati male teachers in Abu Dhabi via job stress as a mediator. While preparing the plan, the study prioritized the following points:

1. The possibility of measuring each variable of the study.
2. Inclusiveness of the plan and the possibility of testing.
3. The consistency of variables with the United Arab Emirates environment in general and in Abu Dhabi schools.

In this study, the conceptual framework was developed to explain the relationship among the research variables. Therefore, the illustration in Figure 1.3 explains the assumption of Imenda (2014) that a conceptual framework is a result of uniting several related concepts to predict and explain a phenomenon of interest in a more understanding way for a research problem.

The conceptual framework below shows the direct relationship between job motivation (IV) and job satisfaction (DV). In the same way, job stress, as the mediating



variable used in the study, was illustrated. The systematic treatment of the problem of the study considering the theoretical framework and its practical implications required the logical relationship between the variables of the study. Figure 1.1 show full conceptual relationship among the independent (Job motivation) and dependent variable (Job satisfaction) as well as the mediator (job stress). The dimensions used for this study were adapted from previous studies; also the previous studies helped the research to construct the conceptual framework.

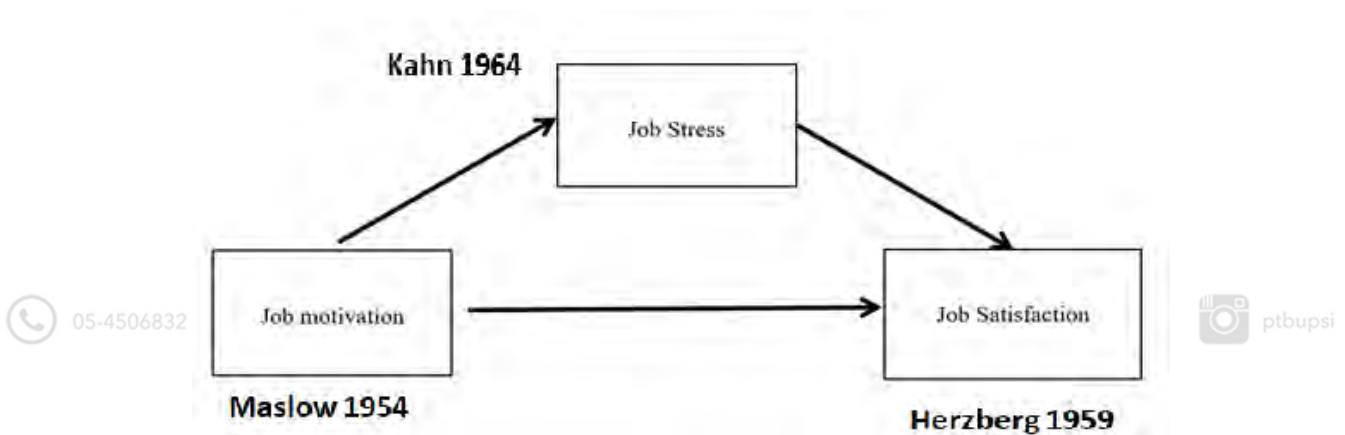


Figure 1.1. Conceptual Framework of the study. Adopted from Maslow's Hierarchy of Needs (1954), Kahn (1964), and Herzberg (1959) (by researcher).

In the above conceptual framework, Job motivation was adopted as an independent variable that played a major role in the effect of job satisfaction (DV), Job stress was adopted as a mediating variable (MV), and job satisfaction was adopted as a dependent variable (DV). These variables were measured with different dimensions. For job motivation, five dimensions were used, which include physiological needs, security needs, social needs, self-esteem needs and self-actualization needs. The second variable is job stress, which is a mediator variable between job motivation and job satisfaction and has three dimensions. The dimensions are role ambiguity, role conflict

and role overload. The last variable is job satisfaction, and it is a dependent variable. Nine dimensions were used for it, which include pay, promotion, supervision, fringe benefits, operating conditions, contingent rewards, coworkers, nature of work and communication.

(Maslow, 1954) theory was developed by Abraham H. Maslow in 1954. Maslow's hierarchy of needs is a psychological, motivational theory describing the needs that drive human behaviour. According to Maslow's hierarchy of needs, motivation is the consequence of a person's attempt to satisfy five fundamental needs: physiological needs, security needs, social needs, self-esteem needs and self-actualization needs. Maslow theorized that humans are typically motivated to satisfy their lower deficiency needs before embarking on their higher growth needs, though he admitted that there were exceptions. Maslow's need hierarchy theory is considered a valuable framework for understanding motivation.

The theory of (Kahn et al., 1964) stated that there are three roles' stressors in an organization that affect the productivity of employees. They are role conflict, role overload and role ambiguity. Role theory is concerned with the general question of how an individual's behaviour is connected to his or her social environment. Role stress occurs when a person believes that he can not fulfill the role that is expected of him. He further stress that all role stress must be understanding in an organization if such organization want to move forward (Harmsen et al., 2019).

Role overload occurs when employees have limited or insufficient time to complete job tasks and responsibilities and arise from excessive workloads and difficult



deadlines (Beehr & Glazer, 2005; Harmsen et al., 2019; Kahn et al., 1964; Ohly & Fritz, 2010). (Kahn et al., 1964) have described role ambiguity a lack of clear and consistent information regarding the actions required in a particular position. Role conflict occurs when employees are confronted with expectations for different roles, such as when two roles should be performed simultaneously or when performing one role prevents performing the other one (Kahn et al., 1964).

Additionally, Herzberg's two-factor theory (1959) suggests two main distinctions in employee satisfaction. These are satisfaction factors and dissatisfaction factors (Özsoy, 2019). Satisfaction factors are predominantly directly related to the job itself and these are the factors that increase the satisfaction level of the employees (Malik et al., 2016)



In this respect, satisfaction dimensions were determined in Spector's model which includes pay, promotion, supervision, fringe benefits, operating conditions, contingent rewards, coworkers, nature of work and communication (Spector, 1994). The Spector's model is characterized as an assessment of employee job satisfaction suited primarily to human service, public, and nonprofit sector enterprises. Spector's model is one of the most regularly used job satisfaction and previous research results showed that the Spector model of job satisfaction can predict job satisfaction, and the results showed the validity and reliability of the model (Abaasi, 2016; Gu, 2016; Sumedho, 2015).



1.9 Operational Definition

Several terms used throughout this thesis are frequently used in this dissertation and need explaining by the researcher. The researcher believes that the following terms, which commonly chosen appear in various sections of this thesis, embrace a massive diversity of meanings. Thus, their diversities need to be operationally defined. For this study, the following terms are defined to provide the best understanding of their meaning and the scope of words throughout this study. A complete explanation is presented in the next chapter. Thus, some of the terms are:

i) **Job Motivation:** Abraham Maslow (1954) defined motivation as the driving force behind human behaviour, which may be both internal and external(Maslow, 1954).In this study, job motivation means the material and moral rewards and the encouragements that the ministry of education grants to teachers to activate their abilities and incentives in order to increase the efficiency of their performance, meet their needs, and satisfy their desires, in order to achieve the objectives of the ministry of education.

ii) **Psychological Needs:** these are the essential requirements that must be satisfied for the continuation of human survival, and it is the base of the hierarchy. Such as the need for food, water, sleeping, oxygen, and shelter. (Maslow, 1954).

iii) **Security Needs:** It is the second set of needs which provides safety and security. Safety needs include Health security, e.g. body security, health and wellness, and safety against injury. Personal security includes freedom from pain or threat of

physical attack and protection from danger. Emotional security, e.g. social stability, closeness, morality, trust, Friendship, and acceptance. Financial security, e.g. employment, property, recourses, income (Maslow, 1954).

iv) Self-actualization needs: Self-actualization can be described as a desire to accomplish everything by doing the best that one is capable of doing as a human being. It is often described as the full development of one's capabilities. Therefore, self-actualization is an individual process that differs from one person to the next. Essentially, self-actualization is viewed as obtainable only after one's fundamental needs for survival, safety, love and self-esteem are met. According to Maslow, this is the highest level of motivation (Maslow, 1954).

v) Self-esteem: it can be classified into two sets. The first is self-respect, the desire for strength, achievement, adequacy, mastery and competence, confidence, dignity, and freedom. Secondly, esteem from others or what it might be called the desire for prestige or reputation, such as status, self-confidence, appreciation, importance, fame, dominance, and dignity (Maslow, 1954).

vi) Social needs: It is in the third tier of the hierarchy. Social needs are the needs that make a person sense that he belongs to a particular group and is wanted and loved. Some social needs are met in a variety of ways, including friendship, family, community groups and athletic teams. Maslow believes that humans reciprocate feelings to fulfil their own social needs (Maslow, 1954).



vii) Job stress: (Kahn et al., 1964) defined job stress as the state of mismatch between the employee's abilities and the nature of his work, experienced by the pivotal person because of his job, which seems physically and emotionally threatening. Teachers' job stress can be defined as the negative impact of the stressful job environment on their psychological and physical condition, which makes it difficult for them to perform their job, and thus leads to failure to achieve the goals of work or only partially fulfilled.

viii) Role ambiguity: the inability to clearly understand what is expected with regarding to behaviour in a job, Perhaps because of vague job descriptions or uncertain organizational goals (Kahn et al., 1964).



ix) Role conflict: refers to the simultaneous occurrence of two or more role requirements, so the employee performance of one of them makes the performance of the other more difficult. And in return, this led to a decrease in performance, job dissatisfaction, job stress, and turnover, which increases the level of stress experienced by employees (Kahn et al., 1964).

x) Role overload: refers to the stress which arises due to having limited or insufficient time to complete job tasks and responsibilities, and role overload also arises from excessive workloads and difficult deadlines (Kahn et al., 1964).

xi) Job satisfaction: It is a person's general evaluation of his job as being liked or disliked, and the level of satisfaction varies from person to person, even when they occupy the same job and under the same working conditions. Job satisfaction





is linked to many important outcomes that affect employees and organizations.

Job satisfaction reflects an individual's attitude toward the job and includes affect, cognitions, performance, turnover, and behavioural tendencies(Spector, 1994).

xii) Supervision: Focuses primarily on direct supervisor (Spector, 1994).

xiii) Communication: How well employees are kept informed (Spector, 1994).

xiv) Contingent rewards:rewards that employees receive if their performance achieves goals or exceeds expectations(Spector, 1994).

xv) Fringe Benefits: Benefits provided other than salary (Spector, 1994).



xvi) Nature of Work:employees satisfaction with the type of work they do (Spector, 1994).

xvii) Operating procedures: Rules, policies and procedures that affect employee job satisfaction. (Spector, 1994)

xviii) Pay: Amount of salaryand pay policies (Spector, 1994).

xix) Coworkers: The people with whom the person works (Spector, 1994)

xviii. Promotion: Opportunities: Chances to be promoted (Spector, 1994)



1.10 Importance of Research

The importance of the research stems from the importance of job motivation which involves satisfying personnel needs and directing the behaviour of the individual to achieve the objectives associated with teaching institutions. This study is a guide in the implementation of several the United Arab Emirates teacher policies and labour rights protection, for example, the Education Policy Reform and Building Teacher's Capacity where teacher training and positive learning are key. Motivating teachers is believed to reduce stress levels, therefore yielding job satisfaction.

The study has enabled the student to access solutions to job stress, motivation and challenging employee satisfaction through encouraging work environment focus, especially since physical and moral motivations. This research is also important because it informs on the reality of and attempts to find solutions and methods to control or reduce it, and to raise the morale of teachers, and satisfaction with their work.

The research provides decision makers with information and a reliable motivation framework that can increase the job satisfaction of teachers, through identifying major strategies to modify the teachers behaviour and will help to improve morale and working conditions of teaching staff towards their job performance. Therefore the discoveries and finding can be used as the baseline on how to improve teachers 'job satisfaction. Finally, it expands on the existing literature by providing an analysis of the mediation role of job stress on the relationship between job motivation and job satisfaction.



The research is very much significant to the United Arab Emirates education practices through since the decision maker is provided with information that will guide in making work less stressful, improving the work environment and increasing career satisfaction. Also, noting the key strengths and the weaknesses of educational management practices which complement male teacher motivation and satisfaction has made the research relevant to management. The research will streamline the United Arab Emirates Education leadership practices where equal and transparent administrative services should be observed the school's management.

1.11 Limitation of the Study



This research was carried out on Emirati male teachers in Abu Dhabi public schools. ptbupsi

Geographically, the United Arab Emirates area country in the Western Asia. It is located at the eastern end of the Arabian Peninsula and shares borders with Oman and Saudi Arabia. The study basically investigated job motivation as the independent variable, job stress as a mediator and job satisfaction as the dependent variable. This study was conducted in the first semester of the 2019-2020 academic year, and data were collected between October 2020 and December 2020.

First and for most, only Emirati male teachers working in Abu Dhabi region public schools participated in the study. Hence, the results were unique to the Abu Dhabi region and teachers who are working in public schools in other United Arab Emirates regions with differing views. Therefore, the findings of this study were not



applicable to all registered teachers' working in public schools in the United Arab Emirates.

There was insufficient literature available especially on the influence of job stress on job satisfaction in male teachers, also on the factors that influenced job satisfaction among teachers' working in public schools in the United Arab Emirates, as well as in other educational sectors, so the results could not be compared to any past trends. This deficiency was attributed to the fact that there has been little research among teachers in the United Arab Emirates public schools. Thus, it hindered critical comparison of the results from this study with other research in the United Arab Emirates to check for differences in opinion.

Thirdly, the study did not consider all the characteristics of the working environment that could have introduced a source of potential bias (especially working hours, subjects taught and working position).

1.12 Summary

The first chapter discussed the overview of the research that began with the study's concept and background. The background of the study identified the challenges and risks faced by Emirati male teachers in the Emirate of Abu Dhabi schools and their need to adopt job motivation to improve their job satisfaction. So, the Ministry of education in the Emirate of Abu Dhabi should develop a unified policy for job motivation in



addition to reducing job stress towards teachers in order to increase their percentage in the education field.

Based on the above, the study believes that job motivation contributes to job satisfaction at schools of Emirati male teachers in the Emirate of Abu Dhabi. Therefore, the researcher listed job motivation and job stress as predictors leading to job satisfaction. Furthermore, the first chapter presented the statement of the problem, research questions, research hypotheses, the study's objectives, the study's significance, the study's scope and limitation, and the definition of terms that consist of both conceptual and operational definitions.

