

Analysis of Faculty Members' Motivation in the Higher Educational Institutions

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Abstract:

This study investigates the key determinants of motivation among university faculty members in Bangladesh, focusing on the impact of salary, skill development facilities (SDF), administrative duties and responsibilities (ADR), and other incentives (OI) on teachers' motivation (TM). Data were collected from public university teachers across Bangladesh through a structured questionnaire distributed via Google Forms. Using simple random sampling, 750 questionnaires were disseminated, yielding 318 valid responses from the population of 15,236 faculty members employed in 55 public universities. The study employed Partial Least Squares Structural Equation Modeling (PLS-SEM) using SmartPLS 4 to test the proposed hypotheses. The findings reveal that salary and skill development facilities exert a positive and significant influence on teachers' motivation, while administrative duties and other incentives have insignificant effect. These results emphasize the crucial role of equitable compensation and continuous professional development in enhancing faculty motivation and institutional commitment. The study provides valuable insights for policymakers, university administrators, the University Grants Commission (UGC), and the Ministry of Finance to design effective motivational and retention strategies. Furthermore, it contributes to the theoretical understanding of motivation within the higher education context of developing countries and offers practical implications for strengthening academic performance and organizational sustainability in Bangladeshi universities.

Key Word: Teachers' motivation, Salary, Skill development facilities, Administrative duties and responsibilities, Other incentive.

I. Introduction

Education is universally recognised as the cornerstone of national progress and a fundamental human right essential for social, intellectual, and economic advancement. Among all the components of an educational system, teachers occupy a central role in determining the quality and direction of education. Their motivation, competence, and commitment directly influence the overall effectiveness of the teaching and learning processes. As Njotoprajitno et al. (2020) highlighted, motivated teachers contribute significantly to achieving institutional excellence and sustaining educational quality. The performance of motivated teachers not only enhances students' academic achievement but also strengthens institutional productivity and ensures long-term sustainability. The effectiveness of the higher education institutions is fundamentally dependent on the quality and dedication of their academic staff (Altbach & Salmi, 2011). Teaching, often regarded as the foundation of all professions, forms the basis of a nation's educational progress and overall human development. Therefore, the success of an educational system is closely tied to the motivation and performance of its teachers (Noordin & Jusoff, 2009). Motivated educators not only transmit knowledge but also inspire creativity, stimulate intellectual curiosity, and foster lifelong learning habits among their students (Nadim et al., 2012).

Universities worldwide pursue three interrelated objectives like dissemination of knowledge through teaching, creation of new knowledge through research, and provision of community services. The successful realisation of these goals depends on the presence of highly motivated, skilled, and committed faculty members (Ngu, 1988). Motivation thus emerges as a key determinant of higher education quality and institutional success. Research evidence suggests that motivated academic staff are more productive, innovative, and capable of adapting to organisational changes, which ultimately contributes to national development (Blanchard, 2004; Kim, 2019). Consequently, teacher motivation is not merely a psychological or individual issue but a strategic institutional and national resource for sustainable development. From another viewpoint, Jerris (1999) pointed out that effective human resource management practices, including fair compensation, professional development

opportunities, and recognition, play a central role in promoting employee commitment and job satisfaction. Therefore, motivating university teachers requires attention to both extrinsic and intrinsic factors. While extrinsic factors include salary, benefits, and incentives, intrinsic aspects such as recognition, professional growth, and meaningful work are equally crucial in maintaining long-term motivation. Faculty members' motivation can be described as the internal drive and willingness of educators to exert consistent effort toward achieving academic and institutional objectives. It reflects the extent to which teachers perceive their work as fulfilling both personal and professional needs (Rasheed et al., 2010). Motivated educators tend to demonstrate higher levels of engagement, creativity, and perseverance in carrying out their responsibilities. Conversely, when motivation declines, it can result in reduced performance, absenteeism, and job dissatisfaction, which in turn affect students' learning outcomes and institutional reputation.

Globally, declining teacher motivation has become a major concern. In developed countries like the United States and the United Kingdom, several studies have reported significant reductions in teacher satisfaction and morale (Baker et al., 2022; Boamah et al., 2022; Will, 2021). These declines are often attributed to inadequate salaries, excessive workloads, limited resources, and increased administrative burdens. Such findings emphasise that both intrinsic and extrinsic factors from financial rewards and career development opportunities to recognition and institutional culture are jointly shape teachers' motivation and job satisfaction.

Salary, as a key extrinsic motivator, remains an important factor in attracting, retaining, and motivating teachers. Fair and competitive compensation not only recognises teachers' contributions but also reinforces their organisational commitment and loyalty. However, as Asadi et al. (2008) and Engelking (1986) noted, motivation cannot be sustained solely through monetary rewards. A more balanced and effective approach integrates both financial and non-financial incentives. Similarly, skill development opportunities play an essential role in maintaining and enhancing motivation. Professional growth through workshops, training, seminars, and research collaboration improves teachers' competence and job satisfaction (Belay et al., 2022; Sife et al., 2007). When such opportunities are scarce, teachers may experience frustration, professional stagnation, and decreased enthusiasm (Alderfer, 1972).

Administrative duties and responsibilities also constitute a significant portion of university teachers' workloads. While involvement in administrative tasks enables academics to demonstrate leadership and contribute to institutional governance, excessive administrative demands can reduce the time available for teaching and research, thereby lowering motivation (Ongalo & Tari, 2015). Therefore, a balanced distribution of teaching, research, and administrative responsibilities is vital to sustain teacher motivation and prevent burnout (Wang et al., 2024). Incentives, both tangible and intangible, further influence teacher motivation. These may include awards, promotions, research grants, and opportunities for professional recognition (Anwar, 2017). However, the effectiveness of such incentives varies across institutional and cultural contexts. Empirical findings reveal mixed results, suggesting that the relationship between incentives and motivation is complex and context-dependent. Hence, it is essential to explore how these motivational factors interact within specific institutional frameworks, particularly in developing countries such as Bangladesh.

In Bangladesh, higher education represents the pinnacle of the national education system and plays a crucial role in socio-economic transformation (Ahmed, 2022). University teachers are responsible for nurturing skilled graduates capable of contributing to national growth. Despite this crucial role, limited empirical attention has been given to understanding what truly motivates Bangladeshi university teachers. Although global literature on teacher motivation is extensive, most research has been conducted in developed countries (Anh et al., 2019; Zembylas & Papanastasiou, 2004). Consequently, there remains a scarcity of studies that explore motivation in the context of developing nations, where socio-economic and institutional realities differ substantially.

While teacher motivation has attracted international attention, much of the existing literature relies on Western theoretical frameworks that may not accurately reflect the experiences of educators in developing contexts. In Bangladesh, limited financial resources, bureaucratic constraints, and disparities between public and private universities create unique motivational challenges that necessitate empirical investigation. Previous research in Bangladesh has mostly examined motivation at the primary or secondary education level (Tasnim, 2006) or focused on specific subgroups, such as female or private university teachers (Ahmed, 2022; Ali & Akhter, 2009). However, there is a lack of comprehensive research examining faculty motivation in the higher education sector. This research, thus, seeks to address that gap by empirically investigating how salary, skill development facilities, administrative duties and responsibilities, and other incentives influence the motivation of university faculty members in Bangladesh. These four dimensions were selected based on extensive literature that identifies them as key determinants of teacher motivation across educational settings (Anwar, 2017; Nadim et al., 2012; Rasheed et al., 2010).

In the Bangladeshi context, salary continues to be a persistent concern, particularly in public universities where remuneration often fails to match workload, inflation, or the cost of living. Similarly, opportunities for professional development, participation in research, and exposure to international academic forums are limited. Teachers frequently shoulder additional administrative responsibilities, which, although essential for institutional functioning, can become overwhelming when combined with teaching and research demands. Additionally,

incentive systems tend to reward seniority over performance, discouraging younger faculty members seeking recognition and career advancement. These contextual realities create a challenging motivational environment in Bangladeshi universities. A decline in faculty motivation not only reduces teaching effectiveness and research output but also undermines the quality of education. Understanding these motivational dynamics is, therefore, vital for sustaining institutional growth and maintaining academic excellence.

The findings of this study will contribute to both theory and practice. Theoretically, it will enrich the literature on teacher motivation by offering evidence from a developing-country perspective. Practically, the insights will help policymakers, the University Grants Commission (UGC), and the Ministry of Education design more effective strategies to enhance faculty motivation. Therefore, this study will provide a foundation for improving higher education quality and ensuring sustainable national development in Bangladesh.

II. Literature Review

Salary and Teachers' Motivation

Compensation schemes aim to attract, reward, and retain teachers while maintaining motivation. Authorities must ensure fair, competitive, and balanced salary structures that value teachers' well-being and performance without overspending. Effective salary practices enhance motivation, equity, and institutional sustainability (Ali & Anwar, 2021). Motivation, an extensively researched topic in the fields of psychology and education, is often defined as the innate drive or stimulus that propels humans to engage in activities. However, because motivation is complex, there is a lack of consensus on understanding its fundamental basis (Dörnyei & Ushioda, 2021).

Teacher motivation is a multidimensional construct, encompassing an educator's inclination to engage in teaching, persist in the profession, and display high levels of professional commitment (Sinclair et al., 2006). As an extrinsic motivator, salary plays a notable role in influencing this motivation. For instance, Milkovich and Newman (2005) points out that pay serves as a fundamental tool to incentivise and retain staff across sectors. Studies in education have found clear positive associations: Bennell and Akyeampong (2007) reported a favourable link between salary and teacher motivation, while Nadim et al. (2012) observed that salary as an extrinsic element significantly impacted teachers' willingness to perform. Furthermore, Fuhrmann (2006) found high teacher contentment and motivation where compensation was perceived as fair. Wang et al. (2024) also affirmed that satisfactory pay levels enhance motivation among educators.

However, a growing body of research underscores that the effect of salary is context-dependent. Kearney (2008) argued that while salary may prompt task completion, it does not always sustain long-term motivation. Asadi et al. (2008) similarly suggested that salary's motivational power varies with socio-economic conditions and country context. More recently, research in higher education contexts confirms this nuance, Chai (2022) found that salary incentives improved teacher job-performance but only when linked to clear reward mechanisms and transparent salary systems. Gyeltshen and Tshering (2024) reported that a salary raise in Bhutan improved morale and dedication among teachers, yet only when accompanied by professional development opportunities and recognition. Thus, this research proposes the following hypothesis:

H1: Salary has a significant influence on teachers' motivation.

Skill Development Facilities and Teachers' Motivation

Career growth is a crucial factor in motivating teachers. Providing opportunities for professional development to teachers in an educational institution is tantamount to rewarding them (Rasheed et al., 2010). Teachers' confidence in training and development programs increases their motivation in their jobs. The authorities should carefully assess career path evolution through training to enable instructors' timely growth and development opportunities, which boost motivation (Anitha, 2014). Training and professional growth opportunities significantly shape teacher motivation and engagement. Most educators have an inherent desire to improve their skills and advance professionally. When the tasks they undertake are growth-oriented rather than monotonous, they are more likely to remain motivated (Belay et al., 2022). In particular, research has found that skill development facilities such as training programmes, workshops, seminars, and research opportunities exert a positive influence on teachers' motivation (McDaniel, 2007). Rasheed (2010) proposed that providing these opportunities essentially serves as a form of reward for instructors, enabling professional development and thus enhancing motivation. Other authors highlight that factors like recognition, training, and continuous professional development act as motivational influences for teachers (Matimbwa & Ochumbo, 2019). The study also assert that linking professional development directly with teacher motivation and the learning outcomes of students validates the strategic importance of these facilities. Moreover, when teachers trust that the training and development programmes will advance their career paths and provide timely access to growth opportunities, their motivation is further boosted (Anitha, 2014).

Yet, the literature also acknowledges that provision of skill development facilities does not automatically guarantee increased motivation. For example, Alderfer (1972) indicated that if training is irrelevant or poorly aligned with teachers' needs, the motivational impact may be negligible. Recent studies have refined this understanding: Akcaoglu et al. (2023) found that interest development during professional development significantly supports sustained teacher engagement and motivation. Dayagbil & Alda (2024) reported that continuous professional development (CPD) opportunities improved teachers' perceived effectiveness and motivation, but only when the PD activities were well-designed and perceived as relevant. Considering the review of these literature, this research hypothesizes as follows:

H2: Skill Development Facilities have a significant influence on university teachers' motivation.

Administrative Duties and Responsibilities and Teachers' Motivation

Teachers not only deliver instruction but also assume administrative duties to ensure institutional effectiveness and oversee the welfare of students who will eventually lead society (Boyko & Jones, 2010; Wang et al., 2024). The role of teachers as mentors is of utmost importance, since their expertise is crucial in guiding students towards becoming morally upright people who possess not only skills and capabilities but also virtuous and noble character (Bardach et al., 2022). Engaging in such roles allows academics to display leadership skills and may boost motivation when these duties align with their professional identity. However, empirical evidence suggests that additional administrative burdens can become demotivating. For example, Nadim et al. (2010) found that when non-teaching tasks increase, teachers' motivation tends to decline. In line with this, Ongalo & Tari (2015) reported that heavy administrative loads disrupt the balance between teaching, research, and managerial responsibilities, leading to a drop in teacher commitment.

More recently, research has highlighted the weight of administrative workload on educator wellbeing: Mkuni et al. (2024) indicated that excessive ancillary duties can reduce instructional time, impair teacher-student engagement, and diminish motivation and job satisfaction. Thus, the literature shows that administrative duties and responsibilities may exert either positive or negative influences on teacher motivation depending on context, workload, support systems, or the relevance of the tasks to core teaching roles. In the Bangladeshi university context, these dynamics warrant careful investigation to ascertain how administrative roles influence faculty motivation and performance. Thus, the following hypothesis has been developed:

H3: Administrative Duties and Responsibilities have a significant influence on university teacher's motivation.

Other incentives and Teachers' Motivation

Incentive systems serve as a vital mechanism for translating individual capability into high performance within educational institutions. Incentive structures, both financial and non-financial, are influenced by organisational design, job hierarchies, and the broader institutional context (Chandrawaty & Widodo, 2020). Successful educational institutions utilize teachers' skills effectively by aligning personal and organizational goals. They adopt proactive incentive systems, offer fair promotions, adequate resources, and job-related benefits to enhance motivation and performance. Such motivation helps teachers overcome workplace challenges and achieve institutional objectives efficiently (Anwar, 2017). It is posited that well-designed incentive frameworks in educational settings motivate faculty to exert greater effort and achieve institutional goals, thereby enhancing teaching outcomes (Anwar, 2017). Incentives such as access to teaching tools, research resources, promotional opportunities, and other professional benefits have been identified as significant in increasing faculty motivation (Nadim et al., 2012). These favourable incentives not only contribute to educators' sense of ease and productivity but also fulfil psychological needs such as recognition, achievement, and belonging (Gürerk & Rockenbach, 2009).

Conversely, punitive or negative incentives like demotions, penalties, or transfers may serve as deterrents but do not reliably drive sustained motivation (Lunenburg, 2011). However, some studies have found that incentive mechanisms may not always exert a strong effect on university teachers' motivation; in such cases, monetary incentives alone may be insufficient to motivate academic staff (Ahmed, 2015; Ali, 2021). More recently, Hao (2023) found that external incentives, including salary, welfare, and career development, are significantly influenced by university teachers' motivation levels across demographic categories. In another recent work, Isanzu (2014) demonstrated that non-financial incentives such as certification opportunities and professional autonomy enhanced teacher motivation among in-service educators in Tanzania. Together, the literature suggests that "other incentives" can either significantly bolster or have a negligible effect on motivation, contingent on their design, relevance, and institutional context. Hence, this study hypothesizes as follows:

H4: Other Incentives have a significant influence on university teacher's motivation.

Research Framework: The research framework is being developed based on literature and hypotheses.

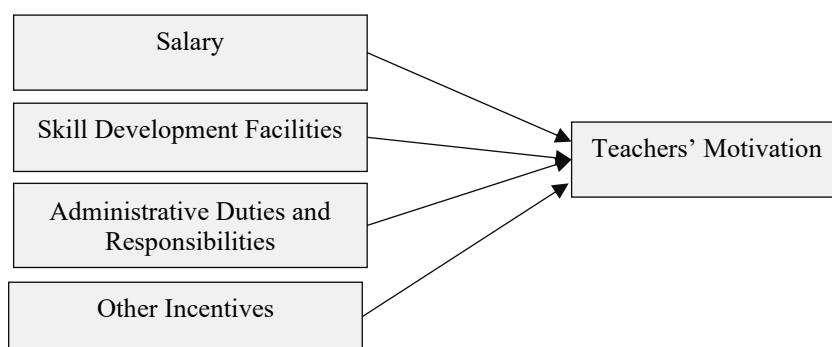


Figure 1: Research Framework

III. Research Methods

Research Design

The present study seeks to examine the relationships between the independent variables (salary, skill development facilities, administrative duties and responsibilities, and other incentives) and teachers' motivation in Bangladeshi universities. In this regard, this study employed a quantitative design to determine the effect of each independent variable on the dependent variable and facilitates generalisation of the results to a larger population (Malhotra et al., 2017). Following Zikmund (2003), a cross-sectional design was adopted, wherein data were collected from respondents at a single point in time. This design aligns with the study's objectives and is widely used in social science research due to its efficiency in time, cost, and administrative feasibility.

Population and Sampling Technique

The study focuses on examining the motivational factors of public university teachers in Bangladesh. According to the University Grants Commission, there are 55 public universities in the country (UGC, 2023). The report documents a total of 15,236 teachers serving in these public universities. The target population for this research, therefore, consists of all full-time faculty members employed at Bangladeshi public universities. As previously noted by Ahmed (2015), motivational patterns tend to vary between teachers in public and private institutions due to differences in governance, salary structure, and working conditions.

Using the sample size determination table by Krejcie and Morgan (1970), for a population ranging between 15,000 and 20,000, the recommended sample size is 375–377. Accordingly, this study selected a sample of 377 respondents. This sample size ensures sufficient statistical power and representativeness for generalising the results to the broader population of public university teachers in Bangladesh. For getting the responses, the convenience sampling technique was employed. Recognising the typically low response rates among university teachers, the researcher distributed questionnaires to twice ($377 * 2 = 754$) the required number of participants to achieve the desired sample size.

Data Collection Procedure

A total of 754 questionnaires were distributed via Google Forms through either academic or personal email addresses to accommodate the busy schedules of the respondents. The online mode was selected to enhance accessibility, reduce logistical barriers, and facilitate faster responses. Each questionnaire included a brief cover letter and the main survey instrument. The cover letter clearly explained the purpose of the research, emphasised voluntary participation, and assured respondents' anonymity and confidentiality. Respondents were encouraged to answer all items honestly and independently to ensure the reliability and validity of the collected data.

Research Instrument

In this study, a self-administered questionnaire consisting of closed-ended questions was used. Responses were collected using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire comprised a total of 25 items adapted from previously validated instruments developed by several scholars. The teachers' motivation scale included six items adapted from Ferrell and Daniel (1993), Weiss et al. (1967), and Al Tayyar (2014). Salary was measured using five items derived from Ferrell and Daniel (1993), Soodmand and Doosti (2016), and Al Tayyar (2014). Skill development facilities were assessed with seven items adapted from Ferrell and Daniel (1993), Al Tayyar (2014), and Gokce (2010). Finally, administrative duties and responsibilities were measured with four items taken from Weiss et al. (1967) and Al Tayyar (2014).

Technique of Data Analysis

The data collected from public university faculty members were processed and analyzed using SPSS version 25 and SmartPLS version 4 to ensure both statistical accuracy and robust hypothesis testing. Initially, the raw data were screened and coded in SPSS 25 for data cleaning, accuracy checking, and removal of missing or inconsistent responses. Frequency analysis was conducted to summarize the demographic characteristics of respondents, including gender, age, marital status, academic designation, administrative position, and years of service. SPSS 25 was further utilized to find the descriptive statistics such as mean, standard deviation, and correlation analyses of the study variables.

Subsequently, SmartPLS 4 software was used to perform Partial Least Squares Structural Equation Modeling (PLS-SEM), which is effective for testing complex cause-and-effect relationships among latent constructs. The measurement model was evaluated to verify construct reliability and validity, while the structural model was analysed to assess the path coefficients, t-values, and p-values for hypothesis testing. The bootstrapping technique with 10,000 resamples was applied to determine the statistical significance of the hypothesized relationships. Additionally, R^2 , f^2 , and Q^2 values were calculated to measure the predictive accuracy and relevance of the model.

IV. Findings and Analysis

Demographic Profile

The demographic profile of the respondents reveals that the majority were male, with 256 respondents (80.5%) identifying as male and 62 respondents (18.5%) as female. In terms of age distribution, 27% of participants were below 30 years old, representing the youngest group in the study. The largest proportion of respondents fell within the 31–35 age range, comprising 107 individuals or 33.6% of the sample. This was followed by 51 respondents (16%) aged between 36 and 40 years, 36 respondents (11.3%) aged 41 to 45 years, and 24 respondents (7.5%) in the 46–50 age bracket. The smallest age group consisted of participants aged 51 years and above, with only 14 respondents (4.4%) in this category. Regarding marital status, a significant majority of 80.5% of respondents were married, while 19.2% were unmarried and only 0.3% were divorced. The academic designations of respondents show that 19.2% were professors, 16.4% were associate professors, and 39% were assistant professors, while lecturers made up 25.4% of the total sample, ensuring broad representation across academic hierarchies.

With respect to administrative responsibilities, 71.7% of respondents did not hold any administrative position. Among those who did, 5% served as assistant proctors, 8.2% as house tutors, and 5.3% as hall provosts. Additionally, 2.5% held the role of dean, while 7.2% occupied positions as department heads or chairpersons. In terms of service length, 36.8% of respondents had been in service for less than five years, 28% for 6 to 10 years, and 17.3% for 11 to 15 years. Moreover, 7.9% had 16 to 20 years of experience, while 9.4% had served for more than 21 years. This distribution highlights a mix of early-career and experienced faculty members, ensuring diverse perspectives and experiences that enrich the understanding of university teachers' motivation.

Descriptive Statistics

The descriptive statistics and correlation matrix presented in Table 1 reveal important insights into the relationships among the study variables. The mean scores indicate that teachers reported a relatively high level of motivation ($M = 3.64$, $SD = .55$) and administrative duties and responsibilities ($M = 3.92$, $SD = .62$), while other incentives received the lowest mean score ($M = 2.83$, $SD = .87$).

The correlation coefficients in Table 1 reveal significant positive relationships among most study variables at the 0.01 level. Teachers' motivation shows the strongest correlation with skill development facilities ($r = .63$, $p < .01$), suggesting that opportunities for professional growth substantially enhance faculty motivation. Salary also demonstrates a moderate positive correlation with teachers' motivation ($r = .46$, $p < .01$), indicating that fair remuneration contributes meaningfully to motivational levels. Similarly, other incentives are positively associated with teachers' motivation ($r = .50$, $p < .01$), highlighting the importance of both financial and non-financial rewards. However, administrative duties and responsibilities show only a weak positive correlation with motivation ($r = .07$, $p < .01$), implying that additional administrative workloads may not significantly affect motivation. Overall, the results emphasize that skill development and compensation-related factors play a more crucial role in motivating university teachers than administrative obligations.

Table 1: Descriptive statistics and correlations of study variables

Construct	Mean	SD	Teachers' Motivation	Salary	Skill Development Facilities	Administrative Duties and Responsibilities
Teachers' Motivation	3.64	.55				
Salary	3.13	.68	.46**			
Skill Development Facilities	3.07	.78	.63**	.45**		
Administrative Duties and Responsibilities	3.92	.62	.07	.04	.09	
Other Incentives	2.83	.87	.50**	.46**	.59**	.03

Note: **p<0.01 (1-tailed)

Measurement Model Assessment

Table 2 (referring to Figure 2) presents the outcomes of the measurement model, assessing the reliability and validity of the study constructs. The outer loadings of the retained items exceed the acceptable threshold of 0.50, indicating satisfactory indicator reliability, though a few items (e.g., SDF1 = 0.599, ADR2 = 0.594) are slightly lower but still acceptable for exploratory research (Byrne, 2016). Cronbach's alpha (α) values range from 0.742 to 0.840, suggesting good internal consistency across the constructs (Hair et al., 2017). The Composite Reliability (CR) values range from 0.774 to 0.879, all exceeding the recommended 0.70 threshold, confirming adequate construct reliability (Hair et al., 2017). The Average Variance Extracted (AVE) values range between 0.513 and 0.685, meeting the criterion of 0.50 for convergent validity (Hair et al., 2017). These results indicate that the measurement model demonstrates acceptable reliability and validity for further structural model analysis. The deletion of low-loading items (TM1, TM2, ADR4, S4, and S5) improved the model's overall fit and psychometric properties, ensuring the retained indicators effectively represent their respective constructs. Therefore, the findings confirm that the measurement instruments used to evaluate teachers' motivation and its influencing factors in Bangladeshi universities are statistically reliable and valid for hypothesis testing.

Table 2: Outcomes of measurement model

Construct	Item	Outer Loadings	α	CR	AVE
Teachers Motivation (TM)	TM3	0.792	0.810	0.875	0.637
	TM4	0.800			
	TM5	0.800			
	TM6	0.800			
Salary (S)	S1	0.840	0.770	0.867	0.685
	S2	0.850			
	S3	0.790			
Skill Development Facility (SDF)	SDF1	0.599	0.840	0.879	0.513
	SDF2	0.715			
	SDF3	0.792			
	SDF4	0.659			
	SDF5	0.647			
	SDF6	0.766			
	SDF7	0.807			
Administrative Duties and Responsibilities (ADR)	ADR1	0.971	0.742	0.774	0.548
	ADR2	0.594			
	ADR3	0.589			
Other Incentives (OI)	OI1	0.811	0.759	0.860	0.672
	OI2	0.790			
	OI3	0.856			

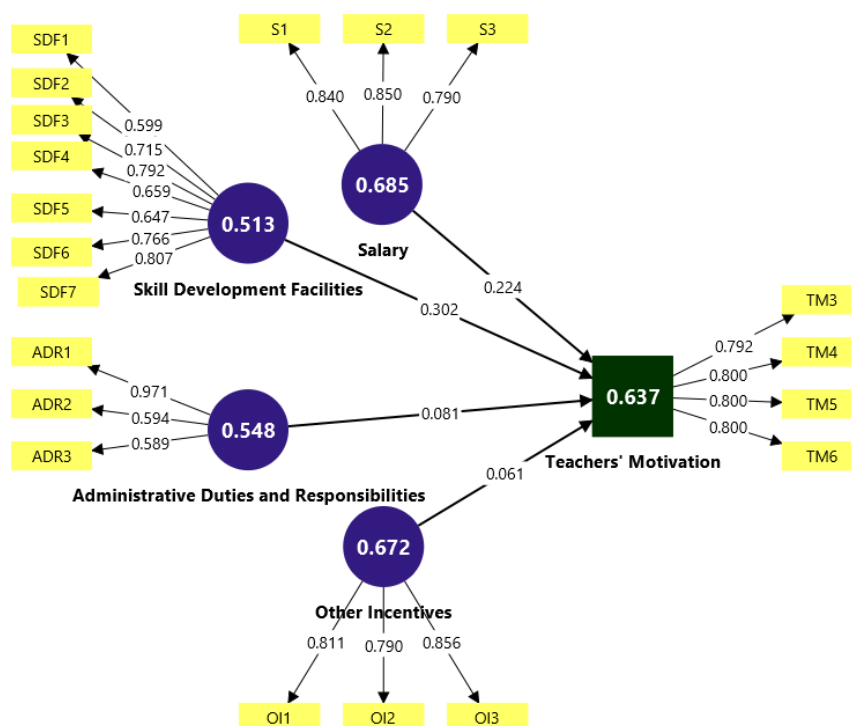


Figure 2. Measurement Model

The discriminant validity of the constructs was then assessed in this study utilizing the Heterotrait-Monotrait ratio (HTMT) criterion. In assessing the discriminant validity, HTMT is a superior method to the traditional methods (e.g., Fornell and Larcker's criterion and cross-loadings) (Ringle et al., 2020). Results (in Table 3) show that the HTMT values were smaller than 0.85, and ranged from 0.075-0.739 for all constructs, which indicates the discriminant validity of the model. Further, the study checked for potential collinearity using the variance inflation factor (VIF). Results demonstrated that the VIF scores varied from 1.009 to 1.740, i.e., lower than the cut-off value of 5, indicating no collinearity issues (Hair et al., 2017).

Table 3: Discriminant validity by HTMT

Construct	Administrative Duties and Responsibilities	Other Incentives	Salary	Skill Development Facilities	Teachers' Motivation
Administrative Duties and Responsibilities					
Other Incentives	0.092				
Salary	0.075	0.610			
Skill Development Facilities	0.183	0.739	0.622		
Teachers' Motivation	0.121	0.434	0.504	0.541	

Structural Model Assessment

The research tested the hypotheses and determined the coefficient of determination (R^2), effect size (f^2), and predictive relevance (Q^2) (Hair et al., 2017). Table 4 (referring to Figure 3) presents the outcomes of the structural model, examining the direct effects of salary, skill development facilities, administrative duties and responsibilities, and other incentives on teachers' motivation. The results show that salary ($\beta = 0.224$, $t = 3.797$, $p < 0.05$) and skill development facilities ($\beta = 0.302$, $t = 4.535$, $p < 0.05$) have significant positive effects on teachers' motivation, supporting hypotheses H1 and H2. This implies that fair compensation and professional development opportunities significantly enhance faculty motivation in Bangladeshi universities. Conversely, administrative duties and responsibilities ($\beta = 0.081$, $t = 0.901$) and other incentives ($\beta = 0.061$, $t = 0.960$) show no significant influence on motivation, leading to the rejection of H3 and H4.

Table 4: Outcomes of the structural model

H	Paths	β	SE	t-value	Decision	R^2	f^2	Q^2	95% Confidence Interval (BC)	
									LL	UL
H1	S→TM	0.224	0.059	3.797	Accepted	0.257	0.048	0.253	0.127	0.321
H2	SDF→TM	0.302	0.067	4.535	Accepted		0.070		0.181	0.401
H3	ADR→TM	0.081	0.090	0.901	Rejected		0.009		-0.197	0.154
H4	OI→TM	0.061	0.064	0.960	Rejected		0.003		-0.045	0.166

Note: $t > 1.645$ at $p < 0.05$; (one-tailed). H = hypothesis, S = Salary, SDF = Skill Development Facilities, ADR = Administrative Duties and Responsibilities, OI = Other Incentives, TM = Teachers' Motivation, BC = bias corrected, LL = lower limit, UL = upper limit.

The coefficient of determination ($R^2 = 0.257$) indicates that the four predictors collectively explain 25.7% of the variance in teachers' motivation, suggesting a moderate model fit. The f^2 values in Table 4 indicate the magnitude of each predictor's contribution to the variance in teachers' motivation. According to Cohen's (1988) guidelines, f^2 values of 0.02, 0.15, and 0.35 represent small, medium, and large effects, respectively. In this model, salary shows an f^2 of 0.048, indicating a small but meaningful effect on teachers' motivation. This suggests that while salary significantly predicts motivation, its relative contribution compared to other predictors is modest. Skill development facilities exhibit a larger effect ($f^2 = 0.070$), approaching the medium range, implying that opportunities for professional growth have a stronger and more practical influence on teacher motivation than salary. By contrast, administrative duties and responsibilities and other incentives demonstrate negligible effect sizes ($f^2 = 0.009$ and 0.003 , respectively), confirming their minimal practical significance. These findings align with the structural results, where both ADR and OI were statistically insignificant predictors. Thus, the effect size (f^2) and predictive relevance ($Q^2 = 0.253$) further confirm the model's robustness. Finally, the bias-corrected confidence intervals reinforce the reliability of the significant paths, as their lower and upper limits do not cross zero.

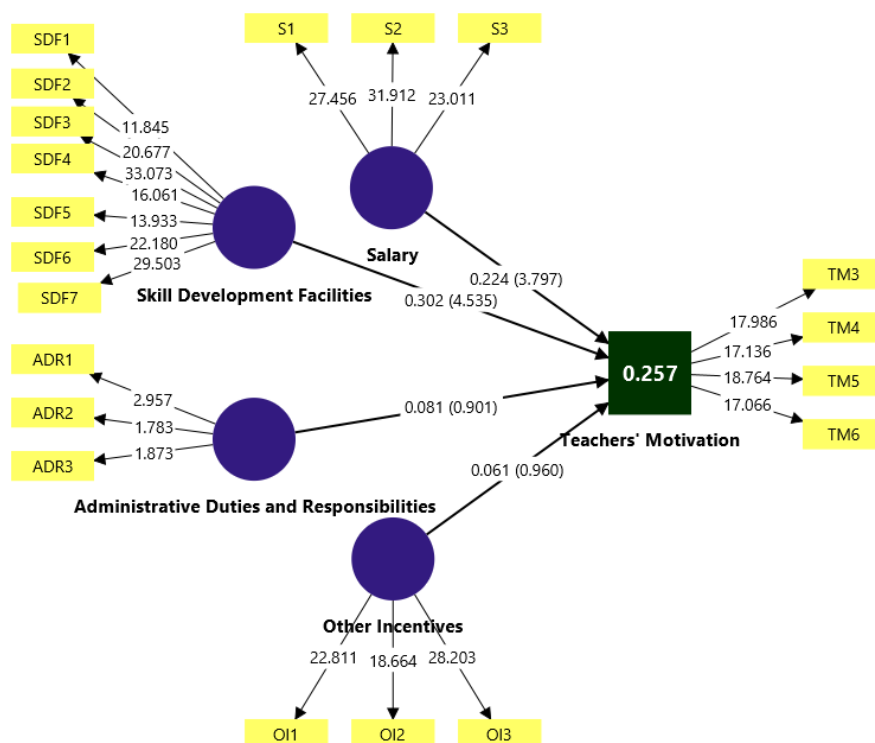


Figure 3. Structural Model

V. Discussions

The objective of this study was to determine the impact of salary, skill development facilities, administrative duties and responsibilities, and other incentives on the teachers' motivation in the Bangladeshi universities. The study's findings reveal that salary has a significantly positive impact on faculty members' motivation in Bangladeshi universities. This indicates that when teachers perceive their compensation as fair,

sufficient, and aligned with their expectations, their motivation to perform academic duties increases (Ali & Anwar, 2021; Fuhrmann, 2006; Nadim et al., 2012). The items measured, such as the sufficiency of pay, fairness of the job grade system, opportunities for salary growth, and adjustments for inflation reflect both financial security and recognition of professional worth. Adequate salary allows teachers to meet their economic needs and reduces financial stress, thereby fostering job satisfaction and commitment to their institutions. This result is consistent with the principles of Herzberg's Two-Factor Theory, which identifies salary as a hygiene factor that prevents dissatisfaction and contributes indirectly to motivation. In the context of Bangladesh, where public university teachers often express concerns over low compensation relative to living costs, competitive and equitable pay structures are essential for sustaining morale and productivity. Furthermore, fair salary practices strengthen institutional loyalty, reduce turnover intentions, and encourage greater engagement in teaching and research activities (Bennell & Akyeampong, 2007). Thus, the significant influence of salary underscores the necessity for policymakers and university authorities to review and reform existing compensation frameworks to ensure fair and motivating remuneration for academic staff.

In terms of the relationship between skill development facilities and teachers' motivation, the findings indicate that skill development facilities have a positively significant impact on teachers' motivation in Bangladeshi universities. This suggests that opportunities for professional growth, such as training programs, scholarships, career advancement, and support for higher studies play a crucial role in enhancing faculty engagement and job satisfaction (Anitha, 2014; Matimbwa & Ochumbo, 2019; Rasheed et al., 2010). Teachers who are provided with sufficient opportunities to upgrade their knowledge and skills are more likely to feel valued, competent, and confident in their roles. Such provisions also promote self-efficacy and professional identity, which, in turn, stimulate higher motivation toward teaching, research, and administrative responsibilities. This result aligns with previous studies emphasizing that professional development and continuous learning foster intrinsic motivation by fulfilling individuals' growth and achievement needs. In the Bangladeshi higher education context, access to professional development is often constrained by limited institutional resources and bureaucratic barriers. Therefore, the positive relationship found in this study highlights the importance of institutional investment in capacity-building initiatives. Universities that facilitate training, workshops, and academic development not only strengthen the competencies of their teachers but also improve institutional performance (Akcaoglu et al., 2023; Dayagbil & Alda, 2024). Consequently, enhancing skill development facilities should be a strategic priority for policymakers and university authorities aiming to build a motivated, competent, and future-oriented academic workforce.

Followed by to weigh the relationship between administrative duties and responsibilities on teachers' motivation the study found an insignificant impact of administrative duties and responsibilities on teachers' motivation in Bangladeshi universities. This indicates that administrative tasks, such as paperwork, supervision of extracurricular activities, and other non-academic responsibilities, do not substantially influence faculty members' motivation toward their core academic duties (Bardach et al., 2022; Ongalo & Tari, 2015). In many cases, these additional responsibilities are viewed as burdensome rather than motivating, as they often increase workload without offering adequate recognition or rewards. Faculty members typically join academia with a strong orientation toward teaching, research, and knowledge dissemination. When administrative tasks consume significant time and energy, they may hinder academic productivity and reduce job satisfaction. Moreover, in the Bangladeshi university context, limited administrative support and unclear role distribution often exacerbate stress, further weakening any potential motivational effect (Boyko & Jones, 2010; Wang et al., 2024). The insignificance of this relationship may also reflect a lack of structured incentives or institutional appreciation for administrative contributions. This finding aligns with previous studies that suggest non-academic tasks can distract teachers from their primary roles and lead to role conflict. Therefore, universities should reconsider the way administrative duties are assigned, ensuring they are fairly distributed, clearly defined, and accompanied by appropriate recognition or workload adjustments to prevent demotivation among faculty members.

The study also revealed an insignificant impact of other incentives on teachers' motivation in Bangladeshi universities. This suggests that factors such as job-related benefits, promotion systems, and resource availability do not play a major role in enhancing faculty motivation. One possible explanation is that these incentives are either insufficient, inconsistently applied, or perceived as unfair by the faculty members (Hao, 2023; Lunenburg, 2011). For instance, promotion processes in many public and private universities are often delayed or influenced by non-performance-related factors, which can weaken their motivational effect. Additionally, while benefits and resources are important for job satisfaction, their absence or inadequacy may cause frustration rather than actively promote motivation. In many Bangladeshi universities, resource constraints, bureaucratic systems, and limited institutional support often prevent teachers from fully utilizing available incentives (Isanzu, 2014; Nadim et al., 2012). As a result, these factors fail to create a strong motivational influence compared to more direct and tangible factors such as salary or professional development opportunities. This finding aligns with research indicating that intrinsic factors such as recognition, autonomy, and career growth often have stronger motivational power than external or administrative benefits. To enhance motivation, universities should improve

transparency in promotion systems and ensure adequate institutional support and resource allocation that genuinely address faculty needs.

VI. Practical Implications

The findings of this study provide valuable insights for policymakers, university administrators, and higher education stakeholders in Bangladesh. Particularly, university authorities may implement transparent, performance-based salary structures that reward teaching excellence, research productivity, and institutional service. Regular salary reviews, inflation adjustments, and competitive pay aligned with regional and global standards can help reduce dissatisfaction and turnover. Linking pay raises to measurable indicators such as research output and student evaluations can ensure fairness and drive continuous improvement.

Universities may also establish structured training programs, mentorship schemes, and research grants to enhance teaching and research competencies. Collaborations with international institutions and digital learning platforms can further expand learning opportunities. National-level funding initiatives and UGC-sponsored fellowships would also help strengthen academic excellence and innovation. The excessive paperwork and managerial responsibilities may create burden on the teachers and hinder their motivation. Universities may simplify administrative procedures through digital management systems, equitable workload distribution, and proper recognition of administrative contributions in evaluations or compensation.

They may adopt clear, merit-based promotion criteria and ensure adequate teaching and research resources. At the policy level, the Ministry of Education and UGC may develop national frameworks for competitive salary structures, standardized promotion systems, and sustained funding for faculty development. Universities must treat professional growth as an essential long-term investment, integrate motivation-enhancing practices into performance appraisals, and foster participatory governance to ensure greater engagement and institutional excellence.

VII. Theoretical Implications

This study offers important theoretical insights into understanding faculty motivation in higher education, especially within developing countries like Bangladesh. By examining the influence of salary, skill development facilities, administrative duties, and other incentives, it extends existing motivation theories and contextualizes them for resource-constrained environments. For example, the study reinforces Herzberg's Two-Factor Theory (1959). In the Bangladeshi context, where salaries are relatively low, fair compensation acts as a key driver of motivation, challenging Herzberg's assumption that salary cannot directly motivate. This suggests that motivational factors may vary by socio-economic context. Skill development facilities strongly align with Herzberg's motivators, as they provide intrinsic satisfaction through learning and professional advancement. Faculty who perceive opportunities for growth, feel more valued and committed to their institutions, highlighting professional development as a central source of sustained motivation.

The study also supports Self-Determination Theory, which emphasizes autonomy, competence, and relatedness. Skill development opportunities enhance teachers' sense of competence, thereby increasing intrinsic motivation. Conversely, the insignificant impact of administrative duties implies that excessive workload undermines autonomy and decreases motivation.

From the perspective of Adams' Equity Theory, the significant influence of salary underscores the importance of fairness perceptions. Faculty members who feel equitably compensated demonstrate higher motivation and job satisfaction. Meanwhile, the insignificant impact of other incentives suggests that lack of transparency and fairness in promotions or benefits weakens their motivational effect. This finding extends Equity Theory by showing that procedural fairness (how rewards are determined) can be as crucial as distributive fairness (the rewards themselves).

This study contributes to the literature by providing empirical evidence from Bangladesh, where socio-economic and institutional realities differ markedly. It shows that economic stability and professional growth are critical to maintaining faculty motivation, emphasizing that in low-resource environments, financial rewards and career opportunities remain primary motivators. Additionally, the findings regarding administrative duties and other incentives provide nuanced insights. Their insignificant effects reveal that excessive administrative burdens and poorly structured incentive systems fail to enhance motivation unless they are perceived as fair, transparent, and meaningful. This highlights the importance of organizational justice and effective management design in shaping academic motivation. Overall, the study deepens theoretical and contextual understanding of faculty motivation and offers a foundation for future research in similar developing-country settings.

VIII. Conclusions

The findings of the study revealed that salary and skill development facilities have a positively significant influence on teachers' motivation, while administrative duties and other incentives exert insignificant effects. These results underscore that fair compensation and professional growth opportunities are vital for enhancing

academic motivation and commitment in the Bangladeshi higher education context. The significant role of salary highlights the continuing importance of financial stability and recognition in motivating university teachers, particularly in developing countries where pay levels often lag behind workload demands. Similarly, access to training, scholarships, and opportunities for academic advancement fosters intrinsic motivation and strengthens faculty engagement. In contrast, excessive administrative responsibilities and poorly structured incentive systems do little to inspire motivation, emphasizing the need for balanced workloads and fair reward mechanisms.

Overall, the study contributes to the existing literature by contextualizing teacher motivation within the socio-economic realities of Bangladesh. To foster a highly motivated academic workforce, universities must ensure fair compensation, continuous professional growth opportunities, transparent promotion systems, and supportive institutional cultures. This study suggests that improving salary structures and expanding professional development initiatives are essential for sustaining motivation, enhancing teaching quality, and ensuring the long-term growth of the nation's higher education sector.

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