FUELLING SUCCESS: EXPLORING THE DYNAMIC LINK BETWEEN MOTIVATION AND JOB SATISFACTION IN HIGHER EDUCATION

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Abstract

This study delved into the intricate nexus between motivation and job satisfaction among lecturers within a specific institution of higher education, conducted during the COVID-19 pandemic. Gathering data from 124 academic staff members through a cross-sectional survey, the research employed a range of statistical analyses including Cronbach's alpha and Pearson correlation, using Statistics Package for Social Science (SPSS) version 28. The findings illuminated a robust and dynamic link between motivation and job satisfaction among academic staff in this higher learning establishment. Emphasising the cultivation of human capital, the university is urged to enhance the multifaceted proficiencies of its personnel, a strategic pursuit anticipated to elevate job satisfaction and thereby facilitate more effective and proficient execution of roles and responsibilities. This scholarly contribution stands out by exploring the intricate interplay between motivation and job satisfaction within the context of higher education, thereby expanding the reservoir of specialised knowledge. Notably, the institution employed diverse learning strategies during and post-pandemic to support the teaching staff and promote productivity. This study prompts academic institutions to contemplate the motivational dynamics and job contentment indices of their academic staff, accentuating the importance of organisational fidelity. The study's implications extend into the realm of organisational policy formulation, guiding a strategic trajectory toward heightened job satisfaction and fortified organisational allegiance.

Keywords: Academic Staff; Motivation; Job Satisfaction; Employee's Performance; Institution of Higher Learning; COVID-19.

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INTRODUCTION

In the realm of higher education, Suchyadi (2017) astutely underscores that the attainment of a thriving and accomplished higher educational sector hinges upon the symbiotic interplay of motivation and positive job satisfaction. The nexus between these factors is pivotal, serving as a catalyst for not only commendable performance, but also the augmentation of morale and the elevation of job satisfaction. As illuminated by the scholarly discourse put forth by Isensee, Teuteberg, Griese and Topi (2020), Paais and Pattiruhu (2020), and Arif et al. (2019), this intricate web of success necessitates a multifaceted approach, encompassing judiciously tailored strategies. In the dynamic realm of the education sector, the interplay between motivation and job satisfaction forms a pivotal nexus that profoundly influences the trajectory of learning. Motivation, the inner drive to excel, and job satisfaction, the fulfillment derived from impactful teaching, converge to create a harmonious cycle. When educators are motivated, their enthusiasm sparks engaging lessons, fostering student curiosity. Simultaneously, deriving satisfaction from witnessing student growth amplifies this motivation, thus fortifying the educational ecosystem. This intricate interconnection transforms classrooms into vibrant hubs of inspiration, where the relationship between motivation and job satisfaction becomes the cornerstone of effective pedagogy.

Nemteanu,, Dinu and Dabija (2021) found that in higher education, the COVID-19 pandemic has brought new challenges regarding employee adaptation to change as well as job security, with levels of wellbeing and satisfaction being greatly affected and according to Wan, Morshidi and Dzulkifli (2020), higher education has weathered many global trends (e.g., massification, digitalisation, and marketisation), and institutions of higher learning play a vital role in supporting knowledge-based economies through their functions of teaching, research, and service.
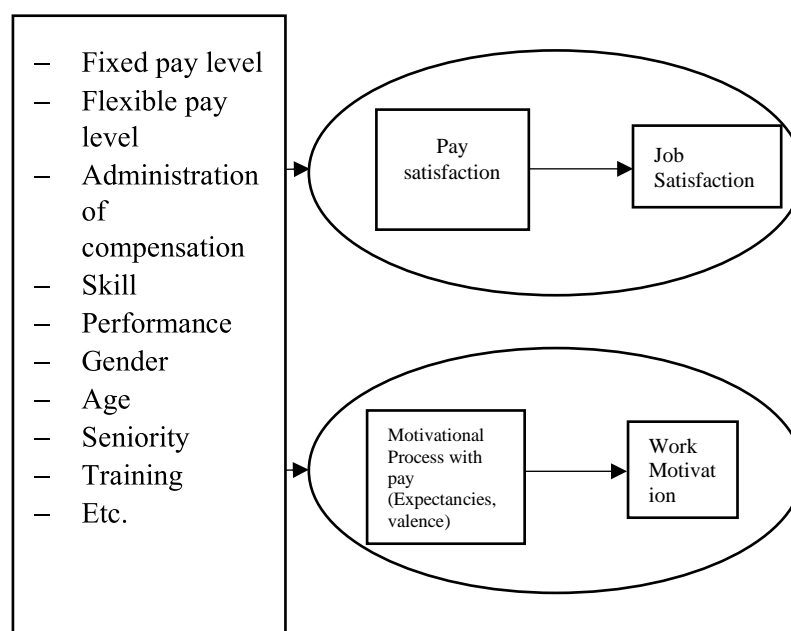
Moreover, building upon the intricate relationship between job satisfaction and employee performance, as highlighted by Kuswati (2020), it is evident that the disposition and drive of an individual at their workplace are profoundly shaped by the nature of the tasks they engage in. This notion resonates with the findings put forth by Hajiali, Kessi, Budiandriani, Prihatin, and Sufri (2022), underscoring the imperativeness for leadership to meticulously scrutinise strategies that serve to modulate job satisfaction. This nuanced approach seeks to engender a harmonious convergence where employees find contentment in their roles and responsibilities, while simultaneously engendering an environment conducive to the appraisal of employee performance. Central to the realisation of this symbiotic relationship lies the pivotal role of effectively mediating job satisfaction—a pivotal linchpin in empowering organisations to ascend the echelons of heightened employee performance and enduring success. In addition, the emergence of the of the COVID-19 pandemic of 2020 presented a significant and authentic challenge, impacting not only students but also the motivation of lecturers, consequently affecting their overall satisfaction (Kulikowski, Przytula & Sulkowski, 2021). While extensive research exists on job motivation and satisfaction, there remains a notable gap in literature regarding the dynamics of teacher motivation, and job satisfaction within the evolving context of the COVID-19 pandemic. Additionally, dissatisfaction impairs motivation and restricts individual and institutional productivity and success (Webber, 2019); it may even lead to withdrawal or disengagement from the local or larger academic community (Hagedorn, 2000). Academics' job satisfaction is an under-researched topic that needs more discussion and documentation, even though academics' motivation continues to receive significant attention within the field of higher education (Ansyari, Coelho, Hasibuan, Settiawan & Kamallia, 2019), especially the motivation of adopting technology (Sharma & Srivastava, 2019). This is because of the major relevance of this issue during the COVID-19 pandemic.

The overarching aim of this study is to explore the intricate interrelationship between motivation and job satisfaction among lecturers within a designated institution of higher education. In pursuit of this goal, the study has delineated specific objectives, namely:

• Ascertain the degree of motivation among faculty members within the chosen university.
• Unearth and comprehend the dynamic interplay that exists between staff motivation and their concurrent job satisfaction within the scope of this investigation.

While the motivation of academics continues to receive significant attention in the field of higher education, particularly with regard to the motivation of adopting technology, there exists a notable gap in the exploration of academics' job satisfaction—a topic that requires more comprehensive discussion and documentation (Ansyari, et al 2019 & Sharma & Srivastava, 2019). Amidst this academic landscape, the current study aims to delve into the dynamic relationship between job satisfaction and motivation within the context of higher education (Machado-Taylor et al., 2016). This investigation was conducted in an educational institution following the establishment of a new normal post the COVID-19 pandemic, wherein several universities embraced diverse learning strategies both during and after the pandemic.

By examining this evolving terrain, the study sheds light on the intricate interplay between motivation and job satisfaction, offering valuable insights into their mutually reinforcing connection. The following section outlines a research model as postulated by Igalens and Roussel (1999) used to guide the current study.

- Fixed pay level
- Flexible pay level
- Administration of compensation
- Skill
- Performance
- Gender
- Age
- Seniority
- Training
- Etc.

Pay satisfaction → Job Satisfaction

Motivational Process with pay (Expectancies, valence) → Work Motivation

Source: Igalens and Roussel (1999).

Figure 1: A Research Model Indicating the Interrelation Between Compensation, Job Satisfaction and Motivation Programme

The framework established by Igalens and Roussel (1999) offers a lucid demarcation between job satisfaction and work motivation, which aligns seamlessly with the theoretical foundation underpinning the current research. A noteworthy revelation stemming from their model is the divergence in outcomes, where strategies geared towards enhancing rewards may positively impact job satisfaction without necessarily influencing work motivation in tandem. A tangible illustration lies in the potential effectiveness of introducing a more motivating and flexible pay administration, which may bolster work motivation while not uniformly affecting job satisfaction.

Drawing from Igalens and Roussel's perspective (1999), the challenge emerges when attempting to concurrently pursue the twin objectives of motivation and fulfilment utilising identical HRM strategies. This nuanced interplay prompted our study to undertake a comparative analysis, juxtaposing a model elucidating job satisfaction against explicating motivation. In this pursuit, a pivotal facet encompassed the rigorous testing.

LITERATURE STUDY

Sharma and Srivastava (2019) posit that motivation and job satisfaction serve as crucial underpinnings, driving individuals to effectively fulfill assigned tasks and responsibilities. Pananrangi, Lewangka, and Sudirman (2020) expand on this premise by highlighting the utilisation of diverse motivational theories—ranging from need-based to reinforcement and process theories—to comprehensively dissect employee motivation and job satisfaction. It is noteworthy that these constructs, often employed interchangeably, form the cornerstone of organisational dynamics, thereby underscoring their intrinsic significance. Anwar (2017) delves into the essence of motivation, emphasising its alignment with goal-oriented behaviour and the inherent gratification derived from job fulfilment. This motivation is cultivated through an interplay of incentives and work-related endeavours. Nonetheless, the interrelationship is nuanced, as illustrated by Ha, Jun, and Bae (2020), who emphasise that even in cases where work-related activities are enjoyed, motivation might still be lacking. Anwar and Qadir (2017) further accentuate the pivotal role of competitive remuneration as a strategic tool for organisational retention, asserting that an adeptly crafted compensation package holds the potential to foster commitment and engagement among employees, thus fortifying the organisation's retention strategy and contributing to its overall success.

In the scholarly discourse put forth by Febrianti and Se (2020), a compelling linkage emerges, underscoring the intrinsic connection between employee retention and the strategic dispensation of rewards within an organisational context. The premise delineates that an employee's proclivity to remain with an organisation is notably heightened when equitable rewards are extended, yet conversely, the absence thereof may precipitate a propensity to depart. This is exemplified by the notion that an environment fostering the recognition and appreciation of individual skills, contributions, and endeavours engenders a sense of professional belonging that bolsters long-term commitment. Smith and Ulus (2020) contribute to this dialogue by illuminating the symbiotic relationship between employee well-being and organisational performance. The assertion posits that a culture fostering employee happiness exerts a catalytic influence on enhanced job performance, thereby exerting a tangible impact on the overarching profitability of the business entity. In resonance with these perspectives, Paais and Pattiruhu (2020) further elucidate that an employee's high motivation and profound commitment are pivotal catalysts, culminating in behaviors that synergistically contribute to the achievement of company success.

This synergy is nurtured through a blend of loyalty and job satisfaction, culminating in a workforce driven by a profound sense of allegiance to the organisational fabric, fortified by a fulfilling work experience.

Across various sectors, including education, job satisfaction and motivation wield significant influence over employee performance and productivity. This nexus extends beyond the confines of professional achievement, encompassing overall employee well-being. This study uniquely centers on the pivotal role of academia, a key determinant prompting individuals to reconsider their employment and educational trajectories. Demir (2020) emphasises the strategic deployment of intrinsic rewards by companies, bolstering worker productivity and job satisfaction through meticulously designed and communicated reward systems. Notably, these rewards assume diverse forms, intertwining with the fabric of employment. Brown's (2011) insights underscore the profound impact of heightened motivation and job satisfaction on organisational performance, underscoring the centrality of this discourse. This study adds a critical dimension, delving into the intricate interplay between job satisfaction and motivation within the realm of higher education.

Motivation

The dawning of the new millennium had witnessed the initial entry of the Net Generation into higher education institutes, which required staff to brace themselves for a new lineage of learners who had distinctive interests and dispositions. This is because their entry in the world was at a time when technological expansion was ubiquitous and widely adopted throughout the world (Ali, 2020). Previous research undertaken by the author has revealed that students tend to have a strong bonding with ICT (Ali, 2018). These conspicuous perceptions and the massive lockdown in the during and after COVID-19 pandemic provided the intrinsic motivation for this study.

The COVID-19 epidemic emerged as a transformative force that transformed numerous facets of academics in the complex environment of educational dynamics. Whether the pandemic's disruptive effects extended to undermine the motivation that educators had fostered in circumstances before to its commencement was a key question in this shift. Researchers for example, Ali (2020) have long studied the complex relationship between intrinsic motivation and external challenges in educational settings, but the unprecedented circumstances caused by the pandemic have sparked new research into this topic.

Ostroff (1992) offers a nuanced characterisation of motivation, defining it as a psychological process that engenders the initiation, guidance, and tenacity of behaviour—an adept encapsulation aligned with the pragmatic perspective adopted by social scientists. A pivotal mechanism for cultivating heightened employee performance lies in the establishment of pay protocols, a strategic endeavour that serves as a potent catalyst for fostering elevated levels of achievement. Anwar and Shukur (2015) contribute to this discourse by emphasising the role of rewards and incentives as facilitators for enhancing task-specific efficacy. Furthermore, the social milieu holds sway over motivation, shaping the intricate fabric of employee drive. Their assertion extends to the pivotal design of compensation plans, positing it as a critical driver behind the cultivation of elevated performance levels among employees. Other authors like Khan, Bauman, and Javed (2020) define motivation as a series of attitudes and values that influence individuals to achieve specific tasks in accordance with individual goals. These attitudes and values are invisible, which provide the strength to encourage individuals to behave in achieving their goals (Haryono, Supardi, & Udin, 2020).

Motivation, in its dual essence of intrinsic and extrinsic dimensions, is underscored by Syamsir (2020). The intrinsic facet resonates as a process rooted in the inherent satisfaction derived from the work itself, aligning with personal aspirations. In contrast, extrinsic motivation is interwoven with external efforts to galvanise individuals, often materialised through rewards orchestrated by management, such as pay increments, commendations, or promotions. This comprehensive classification not only elucidates the fundamental constituents of motivation but also underscores the manifold avenues through which it is nurtured and sustained.

In higher education motivation and job satisfaction were affected in a number of ways when it came to conducting their duties using technology and this affected a number of lecturers during and post-covid-19. This is because technology acts as a catalyst and supports staff members in lesson preparation and delivery (Sadegül Akbaba, Kalayci, & Avci, 2011). American Psychological Association, as one of its recommendations has encouraged lecturers" to reckon implementing ICT integrated learning environment for students (Li, Yamaguchi, & Takada, 2018). In this regard, Vrasidas (2015) is quite sceptical as institutions may have necessary ICT facilities, but there may be other shortfalls such as lack of time for lesson preparation and unsupportive curriculum design.

Job Statisfaction

Job satisfaction, a multifaceted concept, encompasses emotional states of contentment and positive evaluation. Permana et al. (2021) define it as a reflection of a person's work experience, while Tnay, Othman, Siong and Lim (2013) elaborate that it arises from a synthesis of environmental conditions and psychological factors, yielding genuine happiness with tasks accomplished. Darmon (2011) elucidates that job satisfaction embodies the level of gratification derived from work experiences, with mood states impacting feelings toward job features, which tend to be more vivid and lasting than negative emotions. Spies (2006) categorises job satisfaction as a fusion of intrinsic and extrinsic factors, with intrinsic satisfaction arising from the job itself and extrinsic satisfaction stemming from external aspects like income and management practices. According to Hu, Liu, and Qu (2019), the definition of job satisfaction is a judgment based on a comparison between what is given to employees and their work and what is expected of, desired, and considered to be suitable or entitled to them. According to Rustiarini, Sutrisno, Nurkholis and Andayani (2019), common criteria include supervisors, present salaries, chances for promotion, and relationships with coworkers. An overall job satisfaction score is calculated by adding the scores of these variables on a book scale (Granziera & Perera, 2019).

Yurchisin and Park (2010) stress the impact of job satisfaction on employee interactions and organisational perception. Satisfied employees exhibit positive behavior, aiding colleagues and aligning with task decisions, while Wu, Shen, Liu, and Zheng (2019) underline the reciprocal relationship between job dissatisfaction and reluctance to support organisational aims. Albrech (2011) highlights two vantage points: job satisfaction as a driver of organisational performance and as a measure of equitable treatment. This discourse underscores the intricate interplay between employee well-being, organisational dynamics, and the pivotal role of job satisfaction in organisational behaviour and work psychology research.

Relationship Between Job Statisfaction and Motivation

Higher job motivation is a benefit of job satisfaction (Sledge, Miles & Coppage, 2008), which is a key aspect in the renewal of employee motivation (Machado-Taylor et al., 2016, 2017). Studies have been done to determine how motivation is impacted by job satisfaction. Al-Sada, Al-Esmael and Faisal (2017), for instance, observed the impact of job satisfaction on workers' motivation in the Qatari education sector. Stringer, Didham and Theivananthampillai (2011) found that intrinsic motivation was positively correlated with front-line workers' remuneration and job satisfaction in a single organisation case study that included seven retail outlets. Additionally, it has been demonstrated that discontent lowers motivation in academic contexts (Webber, 2019). These empirical studies confirm the relationship between job satisfaction and motivation.

In the emerging and ever-changing COVID-19 context, many countries were affected by COVID-19. Likewise, many universities were either closed or partly closed physically and moved towards online and remote learning having an impact on lecturers' motivation and satisfaction. For example, New York University Shanghai and Duke Kunshan University offer examples of successful adaptation and rapid deployment of educational technology products, like the video-conferencing platform Zoom and Moodle. Significantly, these universities had existing experience with these technologies that they were able to expand; they weren't starting from scratch with new and untested tech solutions (Czerniewicz, 2020). Likewise, some schools in Australia have struggled with accommodating the rapid switch to online learning. In like manner, institutions have rapidly innovated and implemented online learning, due in part to established familiarity with the necessary tools, teaching approaches and considerations with online learning. This has resulted in less disruption for many students unable to return to in-person classes and a higher job satisfaction for academics.

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For the current study the hypotheses are formulated as follows:

H1: A positive and significant relationship exists between motivation and working conditions.

H2: There is a positive and significant correlation between employee motivation and job satisfaction.

RESEARCH METHODOLOGY

The study population was made up of only academic staff from a South African institution of higher learning. Stratified random sampling was utilised to draw a sample of 124 participants from a population of 182 employees. Most of the participants were females, 66 (53.2%), and in the age category of between 26 and 35 years 68 (54.8%). In addition, most of the participants were black people, 112 (90.3%). The majority, 104 (83.9%), were academic staff who hold a postgraduate degree as their highest qualification. Most of the participants, 72 (58%), had 10 years of working experience. In terms of position, the majority were lecturers 66 (53.23%) and appointment type constituted of a majority number of 99 (79%) permanent staff (See Table 1).

Preparing for Data Collection

Data Collection

The Motivation Questionnaire (MQ), created in the United Kingdom by Saville and Holdsworth Limited (SHL) in 1980, and the Minnesota Satisfaction Questionnaires (MSQ), originally developed by Wesis, Dawis, Engliand and Lofquist, (1967), were both used to collect data using online self-administered versions using Google FormsTM. The reason for utilising online questionnaires due to the COVID-19 pandemic restrictions in place at the time of the research. The sample profile was evaluated using a self-created demographic questionnaire. When utilising self-report measures in research, common method bias (CMB) is a potential bias that could occur and cause an overestimation or distortion of the connections between variables. The authors of this study used a variety of methods to address this problem, including separation in time, ensuring participants of the confidentiality and anonymity of their responses and collect data at various times to reduce the possibility of shared technique variance. Participants are more likely to give truthful answers and participate in the pilot study if they feel their answers are confidential.

Sampling Procedure

This study employed a quantitative approach and survey design, targeting academic staff members from the School of Management Sciences and Education. The participants encompassed professors, lecturers, senior and junior lecturers, and tutors across various departments within the chosen faculties. The total population of academic staff members was ($N = 182$), with a calculated sample size of ($n = 124$) selected at a 95% confidence level and assuming a 50% response rate, as indicated by the equation where n represents the sample size, N signifies the population size, and e denotes the level of precision.

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{182}{1 + 182(0.05)^2}$$

$$\underline{n = 124}$$

Ethical Considerations and Research Procedure

This study was approved by the University research directorate of the university where the researchers are based with reference number: FMCL/21/HU/05/1214. Participants received a cover letter alongside the questionnaire, emphasising their anonymity and confidentiality. The study upheld the principles of informed consent, ensuring participants were fully aware of the study's objectives and implications. Moreover, voluntary participation, devoid of any coercion, was meticulously observed throughout the research process.

Data Analysis

Descriptive using measures of central tendencies and to measure internal consistency, Cronbach alpha using the using Statistics Package for Social Sciences (SPSS) version 28 was employed. Socio-demographic characteristics of participants. Table 1 below describes the demographic characteristics of the respondents in terms of frequency analysis (See Table 1)..

Variable	Category	Frequency	Percentage (%)
Gender	Male	58	46.8
	Female	66	53.2
	Missing Item	0	0
Age category (years)	25 years and below	6	4.8
	26-35 years	68	54.8
	36-45 years	25	20.2
	46-55 years	11	8.9
	56 years and above	14	11.3
Highest qualification obtained	Diploma	2	1.6
	Undergraduate degree	18	14.5
	Postgraduate degree	104	83.9
Race	Blacks	112	90.3
	Whites	11	8.9
	Coloureds	1	0.80
Year (s) of service	1-5 years	40	32.3
	6-10	12	9.7
	10 years and above	72	58
Position	Tutors	1	0.81
	Lecturers	66	53.23
	Senior Lecturers	20	16.1
	Academic Doctors	19	15.3
	Professors	18	14.3
Appointment type	Contract	24	20.2
	Temporary	1	0.8
	Permanent	99	79

Table 1: Sociodemographic Characteristics of Participants

Source: Departmental Human Resource Information Services

RESULTS AND DISCUSSION

Hypothesis Testing

Correlational analysis was used to test the study's hypothesis. The correlation analysis was used to determine the link between the dependent variable (motivation) and the independent variables (job satisfaction). According to Cepeda-Carrión, Hair, Ringle, Roldán and García-Fernández (2022), the Pearson's correlation coefficient was utilised to demonstrate the direction and strength of the relationship.

According to Hair et al (2007), the R-value is a numerical value that represents the Pearson correlation rage from -1.00 to +1.00, with a +1.00 R-value indicating the presence of a perfect positive linear relationship, while -1.00 R-value shows that there is a perfect negative association between the variables.

R-value, as well as the p-value, which represents the statistical significance of the association, was included in the correlation analysis to highlight the relationship's direction, intensity, and significance. The p-value was calculated using a confidence range of 99%, if the p-value is less than 0.01 (p0.01), the result is considered statistically significant vice versa (Cohen, Cohen, West & Aiken, 2013). Given the above information, the following hypotheses were tested, and the analysis computed below. Hypothesis testing number one
The first statement of hypothesis is given below:

H0: There is no positive and significant relationship between working conditions and work motivation.
H1: There is a positive and significant relationship between working conditions and work motivation

Table 2.
Working Conditions
and Motivation
Correlationse

Variables	R-value	P-value
Working conditions-Motivation	0.55	0.01

Table 2 shows the relationship between the motivations and describe variable (work conditions). The study's finding reveal that there is a highly significant and favourable association between working condition and employee motivation (r = 0.55; p0.01). Therefore, null hypothesis is rejected.

The second statement of hypothesis is given below:

H0: Employee's motivation is not positively and significantly related to job satisfaction.

H2: Employee's motivation is positively and significantly related to job satisfaction.

Table 3.
motivation and Job
Satisfaction
Correlations

Variables	R-value	P-value
Motivation and Job satisfaction	0.617	0.01

Table 3 shows the correlation between motivation and job satisfaction. The present empirical investigation illuminates a compelling nexus between motivation and job satisfaction, underscored by robust statistical evidence (r = 0.617, p < 0.01). This discernible correlation accentuates that heightened levels of motivation manifest a substantial and favourable influence upon individuals' job satisfaction, substantiating their fulfillment within their professional roles. This salient linkage underscores the premise that individuals imbued with greater motivation exhibit an inherent propensity to derive contentment from their job responsibilities, thereby substantiating the intrinsic gratification derived from their task engagement. The following is a summary of the hypothesis testing results as shown in the table 3 above:

There is positive and significant relationship between working conditions and work motivation

The results show that working conditions and work motivation have positive and significant relationship. The work environment, in a nutshell, not only contributes to higher performance of employees, but also influences motivation of employees. If employees are motivated, they are more likely to do a good and work hard.

Employee's motivation is positively and significantly related to job satisfaction

The results show that employee's motivation has favourable and significant impact to job satisfaction. Motivation on the admission of achievement, opportunity to reach an achievement, career, responsibility grant and opportunity to progress more have previously been reported to have an impact on contentment. This type of incentives may be considered when determining employee's work satisfaction. It is supported by Herberg's and Sahlan (2002) and Brahmasari (2008) theories, all of which claim that work motivation influences job satisfaction. This study also shows that employees motivation has significant related to job satisfaction.

The goal of this study was to investigate relationship between motivation and job satisfaction at a selected higher education institution. The motivation and job satisfaction questionnaires were used to measure the results of the study. The study's findings are as follows:

Based on the results, it is evident that a significant proportion of the respondents were female 66 (53.2 %), while the male participants constituted a slightly smaller portion 58 (46.8%). This distribution underscores the predominance of women among the participating employees. This observation aligns with the research of Kossek, Lobel, and Brown (2005), whose findings revealed a parallel pattern where women constituted 54% of the total global workforce. Thus, the current study's outcomes resonate with prior research, further substantiating the persistent trend of women's notable representation within various employment contexts.

The unprecedented situation brought on by the COVID-19 pandemic posed a significant challenge for educational stakeholders, including staff, students, and administrators, as they navigated the shift towards online learning. Despite its potential benefits, there were inherent organisational and implementation shortcomings associated with this transition (Ali, 2020). This abrupt shift in the educational landscape prompted a global response, with governments and tertiary institutions around the world introducing a range of policy initiatives. The primary goal of these measures was to ensure the continuity of teaching activities while mitigating the far-reaching impact of the virus

Both educators and students found themselves grappling with new challenges, including adapting to remote teaching, and learning technologies and managing the shifted dynamics of classroom interactions. This transition often entailed an adjustment in the overall workload, which impacted both teachers and students in various ways. Furthermore, the alteration in the teaching landscape gave rise to concerns about education equity—ensuring that all students, regardless of their circumstances, had access to the same quality of education.

These complexities underscored the need for careful consideration and planning in the implementation of online learning initiatives. The cited works by Ali (2020) and Zhang et al. (2020) illuminate the multifaceted nature of these challenges and the importance of addressing them for the effective continuation of education in the wake of the pandemic. As we continue to navigate the post-COVID-19 educational landscape, it becomes evident that finding solutions to these challenges requires collaborative efforts, innovative strategies, and a commitment to upholding the principles of educational equity and quality.

However, amidst these efforts, a complex set of issues emerged. The backdrop of the COVID-19 outbreak, which prompted these policy initiatives, also gave rise to a myriad of uncertainties. Central among these uncertainties was a pervasive sense of ambiguity and discord surrounding crucial aspects of education. Questions arose not only about what to teach but also about how to effectively deliver that content in a virtual environment. This shift prompted educators to rethink and adapt their pedagogical methodologies to suit the demands of online learning.

The demographic distribution of respondents within the specified age groups offers valuable insights into the composition of the surveyed sample. It is evident that the age group of 26-35 stands out as the most prominently represented, encompassing a substantial 54.8% of the total respondents. This observation highlights the significance of this age cohort within the context of the study. This demographic trend could potentially be attributed to various factors, such as the prevailing socio-economic conditions, educational opportunities, and generational inclinations. Furthermore, the notable presence of respondents below 25 years old, constituting a modest 4.8% of the sample, underscores an intriguing aspect of the study. This relatively small representation could potentially reflect certain challenges in engaging and eliciting responses from this age group. Investigating the reasons behind this lower participation rate among the younger demographic could provide valuable insights into potential barriers to survey participation for this cohort, contributing to a more comprehensive understanding of their perspectives.

In terms of educational qualifications, the substantial proportion of staff members holding post-graduate degrees is a noteworthy finding. This aligns seamlessly with contemporary scholarly research, as exemplified by Hoff's seminal study in 2014, which emphasises organisations' inclination to favour candidates meeting or exceeding specified educational thresholds. The prevalence of post-graduate qualifications within the surveyed staff serves as a compelling indication of the ever-increasing importance of educational proficiency within the broader landscape of organisational hiring practices. This trend not only underscores the emphasis on academic excellence but also underscores the intrinsic value organisations place on advanced knowledge and specialised expertise.

Turning attention to the realm of work experience, most of the participants, encompassing an impressive 58%, possess a noteworthy tenure of 10 years or more. This finding suggests a seasoned workforce that brings a wealth of experience and expertise to the organisational context. The relatively smaller percentage (9.7%) of individuals with 6-10 years of experience introduces an interesting dynamic. This disparity prompts an exploration into potential reasons behind this distribution, such as career progression patterns, opportunities for growth, or industry-specific factors that could have influenced the participants' trajectories

Delving into occupational roles, the dominance of lecturers, comprising 53.23% of the total, offers valuable insights into the staffing composition. This distribution underscores the significance of the teaching faculty within the surveyed institution, highlighting their pivotal role in shaping the academic and pedagogical landscape. The presence of a solitary tutor, constituting a mere 0.81%, introduces an intriguing element that warrants further investigation. Analysing the responsibilities, qualifications, and potential contributions of this unique role could provide a nuanced perspective on the diverse skill sets and roles within the institution.

The distribution of appointment types, with 79% being permanent and 0.8% classified as temporary, unveils an important facet of the workforce's employment status. The prevalence of permanent appointments signifies a strong commitment to stability and continuity within the organisation. However, the minimal representation of temporary appointments raises questions about their purpose, duration, and potential implications for organisational dynamics. Exploring the motivations behind temporary appointments and their role in accommodating fluctuating workforce demands could provide valuable insights into staffing strategies and management practices.

In summary, the intricate analysis of the provided information reveals a multifaceted tapestry of demographic, educational, experiential, and occupational dimensions within the surveyed institution. Each facet presents unique opportunities for exploration and deeper understanding, contributing to a holistic comprehension of the institution's workforce composition, trends, and underlying dynamics

Central tendencies of measurement of construct of the participant's motivation

The study explored participants' motivation, revealing distinct patterns. Respondents frequently engage in actions fostering positive associations (mean 3.59; SD=1.039), prioritise collective benefit (mean 3.64; SD=0.949), and exhibit behavior that garners respect (mean 3.93; SD=0.946). They also manifest confidence (mean 3.90; SD=1.012) and articulate personal values (mean 3.84; SD=1.019), emphasising purpose (mean 3.93; SD=0.964). Additionally, participants strongly value ethical considerations (mean 4.00; SD=0.856) and display optimism about the future (mean 4.03; SD=0.875), highlighting shared mission (mean 3.85; SD=1.014). They express enthusiasm for objectives (mean 3.98; SD=0.915) and present a compelling vision (mean 3.90; SD=0.810).

Respondents exhibit confidence in goal attainment (mean 3.85; SD=0.771), willingness to re-evaluate assumptions (mean 3.82; SD=0.959), and a proactive approach to problem-solving (mean 4.03; SD=0.930). They suggest innovative approaches (mean 4.00; SD=0.766) and seek varied perspectives (mean 4.03; SD=0.930) to overcome challenges. These results underscore the association between employee motivation and organisational commitment, suggesting a propensity for motivated individuals to remain within the organisation. Imel (1982) posits that jobs satisfying higher-order human needs are more motivating. Thus, these findings reflect the importance of addressing such needs to foster motivation and retention.

The central tendencies of measurements of construct participant's job satisfaction

Based on the findings, the respondents agree that "individuals and teams have clearly defined goals that relate to the goals or mission of the organisation" (mean 3, 05; SD=1,384), "individuals and teams are often expected to reach goals which they believe are unattainable" (mean 3, 03; SD=1,366), "individuals, teams, and functional area often have incompatible goals" (mean 3,03; SD=1,291), "creativity searches out new technologies, processes, techniques and product ideas"(mean 3,05; SD=1,396), "the rate of introduction of new services rendered in the organisation has grown rapidly" (mean 3,11; SD=1,253).

Furthermore, the respondents gave neutral response on that "management have a clear idea of why and how to proceed throughout the process of change" (mean 2,97; SD= 1,378), "people believe that their concerns and anxieties during periods of change are heard and taken into consideration" (mean 2,87; SD=1,245), "managers at all levels work together as a team to achieve results for the organisation" (mean 2,98; SD=1,455), "creativity in this organisation suggest new ways of performing work tasks" (mean 2,93; SD=1,401), people are flexible and adaptable when changes are necessary" (mean 2,97; SD=1,316), "creativity comes up with new and practical ideas to improve performance" (mean 2,95; SD=1,465) and "creativity often has new and innovative ideas" (mean 2,85; SD=1,400).

Drawing from Lewis and Frank's (2002) assertion that job satisfaction is rooted in a positive state of mind arising from job contentment, alignment with organisational goals, and self-affirmation, the present findings further substantiate the notion that job satisfaction exerts a positive influence on employees, particularly when equitable and impartial treatment is extended to all individuals within their respective roles. This means that the satisfaction felt by an employee as measured by five indicators, namely, empathy, exciting work, career, comfort, and relationships with colleagues, has a positive effect on motivation at the rural banks in Denpasar, Bali. This shows that employee satisfaction felt by employees motivates them. This research is in line with the research results that job satisfaction significantly affects motivation (Ayalew et al., 2019; Kadir & Amalia, 2017; Staempfli & Lamarche, 2020).

Since the emergence of the COVID-19 pandemic, educational institutions worldwide swiftly transitioned to online teaching formats to mitigate the virus's spread. Findings from the current study reveal a noteworthy enthusiasm among public faculty members for online teaching. They not only derived a sense of accomplishment upon completing their tasks but also recognised a positive impact on their teaching skills due to the challenges posed by the new digital environment. These outcomes mirror the observations of Yang (2020), whose study of teachers in China demonstrated a prevalent preference for online teaching, highlighting its effectiveness as a platform for imparting knowledge to students (Yang, 2020).

Furthermore, the ongoing shift toward online teaching is anticipated to instigate a lasting transformation in traditional modes of learning. This paradigm shift is poised to introduce novel opportunities for self-directed learning and self-organisation among students, ushering in a new era of pedagogical challenges and advancements

This contribution has the potential to empower universities in making informed decisions regarding matters such as motivation and job satisfaction The findings of this study are considered to be of great importance to various stakeholders for several reasons. Foremost, there is a paucity of previous research regarding how tertiary institutions are trying to cope with keeping employees engaged during COVID-19 and post-COVID-19 pandemic of many tertiary institutions globally. The research outcomes of this study bear several important implications for both academic institutions and the broader field of organisational management:

Enhancing Personnel Development: The study underscores the pivotal role of motivation in shaping job satisfaction among academic staff members. The institution should consider investing in comprehensive training and professional development programs to augment the multifaceted skills of its lecturers. By doing so, the university can foster an environment that bolsters job satisfaction, thereby enhancing the overall quality of teaching and administrative functions.

Strategic Human Capital Management: The findings advocate for a strategic approach to human capital management within the university. Recognising the intrinsic link between motivation and job satisfaction, institutional leaders are encouraged to formulate and implement policies aimed at fostering a motivating and rewarding work environment. These policies should address various aspects such as recognition, compensation, and opportunities for career advancement.

Informed Decision-Making: The study's utilisation of rigorous statistical analyses provides valuable insights into the relationship between motivation and job satisfaction. Academic administrators can leverage these findings to make informed decisions regarding resource allocation, faculty support, and curriculum design. Such evidence-based decision-making has the potential to yield positive outcomes in terms of employee morale, performance, and ultimately, student success.

Post-Pandemic Adaptations: The study's acknowledgment of the institution's utilisation of diverse learning strategies during and after the pandemic highlights the importance of adaptability and resilience. Other academic institutions can draw inspiration from these strategies to develop their own approaches for supporting academic staff during challenging times. This adaptive approach contributes to maintaining motivation and job satisfaction even in the face of disruptive events.

Organisational Fidelity and Commitment: The study's emphasis on organisational fidelity stresses the importance of aligning individual motivations and job satisfaction with the mission and values of the institution. Academic leaders should foster a sense of belonging and commitment among lecturers, promoting a strong organisational culture that reinforces job satisfaction and loyalty.

Guiding Organisational Policy: The research's identification of a robust link between motivation and job satisfaction offers guidance for shaping organisational policies. Academic institutions can use these insights to tailor policies that bolster employee motivation and satisfaction, leading to increased productivity and engagement.

In summary, this study's exploration of the intricate interplay between motivation and job satisfaction within the specific context of higher education provides valuable contributions to the field. By offering evidence-based recommendations and insights, this research serves as a foundation for enhancing both the work experience of academic staff members and the overall effectiveness of academic institutions.

CONCLUSION

This study aimed to examine the correlation between motivation and job satisfaction within higher education contexts. The outcomes of this research shed light on motivation and job satisfaction as pivotal drivers of organisational performance, leading to enhanced productivity, reduced turnover, and decreased absenteeism, among other positive outcomes. The study's implications extend to universities, their staff, and researchers seeking to expand their understanding by considering the study's insights and hypotheses.

Throughout the duration of this investigation, a series of obstacles were encountered. Initially, the data collection process exhibited sluggishness owing to the deliberate pace at which most participants engaged with and returned the survey instruments. To address this challenge, proactive measures were implemented, including recurrent email reminders to prompt timely completion of the questionnaire. Moreover, employing a synchronised data collection approach contributed to mitigating the temporal lag. Ultimately, the achieved response rate of 68.1 % proved to be optimal for facilitating rigorous data analysis.

This inquiry was delimited to the domain of higher education, thereby warranting further inquiry within alternative sectors such as manufacturing industries. It is further recommended that future investigations delve into the intricate nexus between motivation and job satisfaction. Additionally, it is noteworthy that the conclusions drawn herein were predicated upon juxtapositions of individual employees' motivational dynamics and job contentment, rather than encompassing a team-oriented perspective. Consequently, the study underscores the imperative for continued scholarly exploration in this domain

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