

Impact of Intrinsic and Extrinsic Motivation on Job Satisfaction Among Assistant Professors of Private Colleges in Punjab

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ABSTRACT

This study examines the impact of intrinsic and extrinsic motivation on job satisfaction among Assistant Professors in private colleges across Punjab. With growing concerns over faculty retention and morale in the private higher education sector, understanding motivational dynamics has become increasingly important. The study adopted a quantitative approach, surveying 120 Assistant Professors selected through stratified random sampling. Data were collected using the Work Motivation Inventory and a standardized Job Satisfaction Questionnaire. The analysis revealed that both intrinsic and extrinsic motivation are significantly and positively correlated with job satisfaction ($p < 0.01$). However, intrinsic motivation—encompassing factors such as personal growth, autonomy, and intellectual engagement—was found to be the stronger predictor ($\beta = 0.59$), compared to extrinsic motivation ($\beta = 0.27$). These findings suggest that internal drivers play a more substantial role in shaping how satisfied faculty feel with their academic roles. The study concludes that enhancing intrinsic motivators is essential for improving job satisfaction and recommends that institutional policies focus on promoting autonomy, academic recognition, and meaningful work. These insights can guide human resource strategies and policy reforms aimed at improving faculty engagement and institutional effectiveness in the private higher education sector.

Keywords: Intrinsic Motivation, Extrinsic Motivation, Job Satisfaction, Private Colleges, Professors, Punjab

INTRODUCTION

Faculty job satisfaction is a crucial determinant of institutional success, academic quality, and student outcomes. Motivation plays a central role in shaping how educators engage with their responsibilities, manage classroom dynamics, and contribute to institutional goals. Intrinsic motivation, derived from internal rewards such as interest and personal growth, and extrinsic motivation, driven by external rewards like salary and recognition, are both influential.

This study explores how these motivational constructs influence job satisfaction among Assistant Professors in the private college sector in Punjab, where faculty retention and satisfaction remain pressing challenges.

Objectives of the Study

1. To assess the level of intrinsic and extrinsic motivation among private college Assistant Professors in Punjab.
2. To examine the overall level of job satisfaction among these professors.
3. To analyze the relationship between intrinsic motivation and job satisfaction.
4. To analyze the relationship between extrinsic motivation and job satisfaction.
5. To identify which motivational factors most significantly predict job satisfaction.

Hypotheses

- H1: There is a significant positive correlation between intrinsic motivation and job satisfaction.
- H2: There is a significant positive correlation between extrinsic motivation and job satisfaction.
- H3: Intrinsic motivation is a stronger predictor of job satisfaction compared to extrinsic motivation.

METHODOLOGY

Research Design: The study adopted a descriptive and co relational design with a quantitative approach.

Population and Sample: The population comprised Assistant Professors from private colleges in Punjab. A total of 120 respondents were selected using stratified random sampling to ensure representation from different districts and disciplines.

Tools for Data Collection:

- **Work Motivation Inventory (WMI):** Adapted to assess intrinsic and extrinsic motivation.
- **Job Satisfaction Questionnaire (JSQ):** Standardized tool measuring various facets of job satisfaction (e.g., pay, work environment, autonomy, growth).

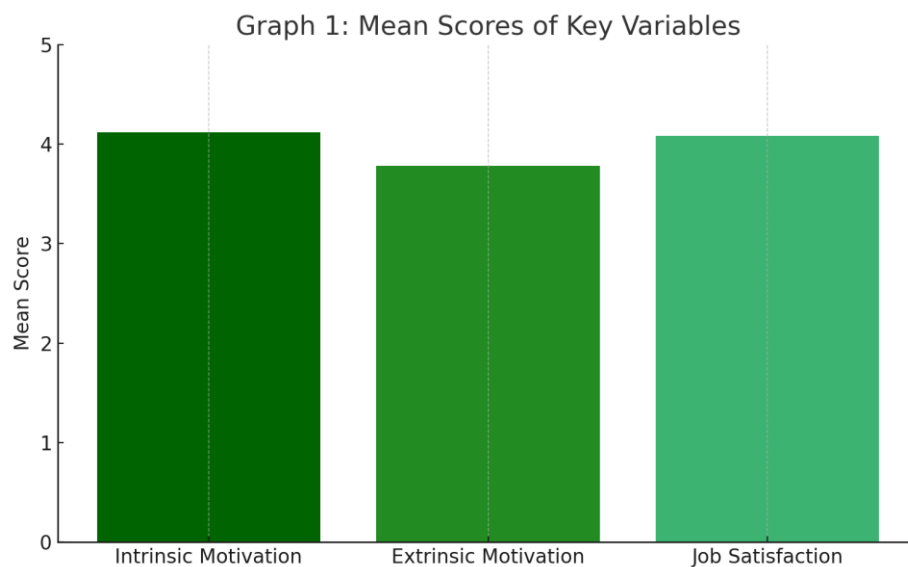
Data Analysis Techniques:

- Descriptive statistics (mean, SD)
- Pearson correlation analysis
- Multiple regression analysis to determine the predictive power of motivational factors on job satisfaction

DATA ANALYSIS AND RESULTS

Table 1: Descriptive Statistics

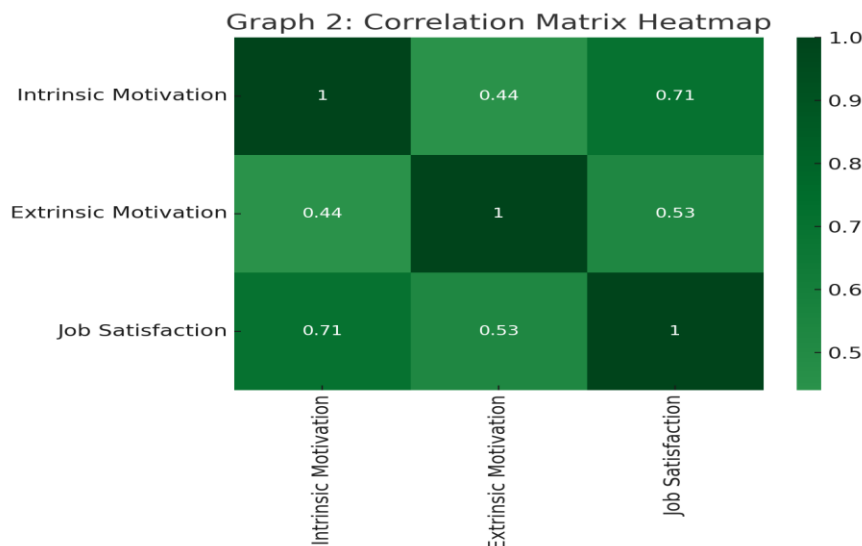
Variable	Mean	SD
Intrinsic Motivation	4.12	0.61
Extrinsic Motivation	3.78	0.67
Job Satisfaction	4.08	0.58



Graph 1 Shows the mean scores of Intrinsic Motivation, Extrinsic Motivation, and Job Satisfaction with green-toned bars

Table 2: Correlation Analysis

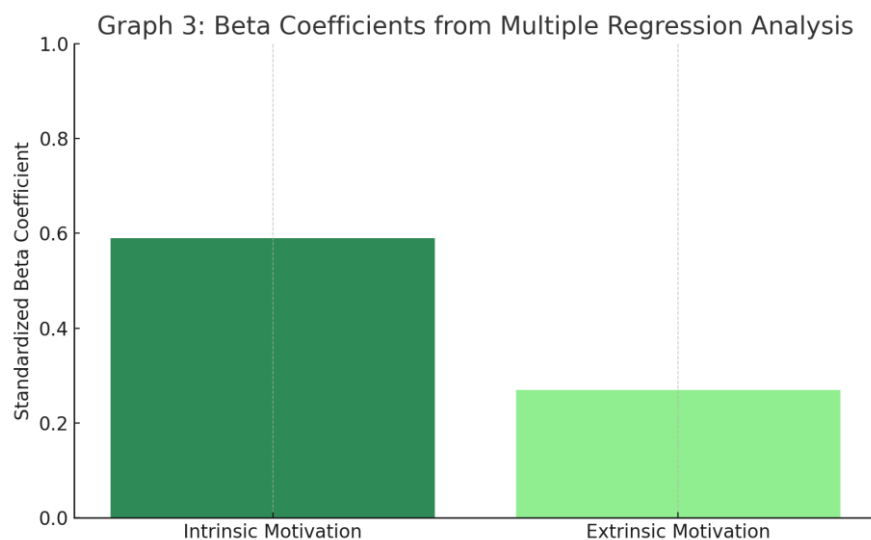
Variables	Intrinsic Motivation	Extrinsic Motivation	Job Satisfaction
Intrinsic Motivation	1.00	0.44**	0.71**
Extrinsic Motivation	0.44**	1.00	0.53**
Job Satisfaction	0.71**	0.53**	1.00
p < 0.01			



Graph 2 Presents The Correlation Matrix As A Heat Map With Green Shading, Making The Relationships Between Variables Visually Clear.

Table 3: Multiple Regression Analysis

Predictor	B	SE	Beta	t	p-value
Intrinsic Motivation	0.62	0.08	0.59	7.75	<0.001
Extrinsic Motivation	0.31	0.09	0.27	3.44	0.001



Graph 3: Beta Coefficients from Multiple Regression Analysis, showing the comparative strength of Intrinsic and Extrinsic Motivation as predictors of job satisfaction:

- **Intrinsic Motivation** has a stronger standardized beta coefficient (0.59),
- **Extrinsic Motivation** has a lower yet significant coefficient (0.27).

Interpretation of Results

The analysis provides comprehensive insights into how intrinsic and extrinsic motivation influence job satisfaction among Assistant Professors in private colleges of Punjab.

Descriptive statistics (Table 1 and Graph 1) reveal that Assistant Professors reported the highest mean score for intrinsic motivation ($M = 4.12$), followed closely by job satisfaction ($M = 4.08$), and slightly lower scores for extrinsic motivation ($M = 3.78$). This suggests that internal drivers such as personal growth, meaningful work, and autonomy are more influential to Assistant Professors than external rewards.

Correlation analysis (Table 2 and Graph 2) demonstrates statistically significant positive relationships between both types of motivation and job satisfaction ($p < 0.01$). Specifically:

- **Intrinsic motivation** shows a strong correlation with job satisfaction ($r = 0.71$),
- **Extrinsic motivation** also correlates positively, though moderately ($r = 0.53$).

These findings suggest that Assistant Professors who are motivated by internal rewards tend to experience greater job satisfaction than those primarily driven by external incentives like salary or recognition.

Multiple regression analysis (Table 3 and Graph 3) further supports these relationships:

- **Intrinsic motivation** emerged as the strongest predictor of job satisfaction with a **Beta coefficient of 0.59** ($p < 0.001$),
- **Extrinsic motivation** also significantly predicted job satisfaction, with a **Beta coefficient of 0.27** ($p = 0.001$).

These results confirm that both forms of motivation contribute meaningfully to job satisfaction, but intrinsic motivation has a significantly greater impact.

In summary, the data underscores the critical role of intrinsic motivation in enhancing faculty satisfaction. Assistant Professors value intellectual engagement, autonomy, and personal development more than material or social rewards. Institutions that prioritize internal motivators are more likely to foster committed, satisfied, and high-performing faculty members.

CONCLUSION

This study concludes that both intrinsic and extrinsic motivation significantly influence job satisfaction among Assistant Professors of private colleges in Punjab. However, intrinsic motivation—characterized by personal fulfilment, intellectual engagement, and autonomy—emerges as the stronger and more consistent predictor of satisfaction.

The findings demonstrate that while external rewards such as salary, job security, and recognition do contribute to job satisfaction, they are not sufficient on their own to sustain high levels of faculty contentment and commitment. In contrast, intrinsic motivators foster a deeper sense of purpose and professional identity, which are essential in the demanding academic environment of higher education.

Therefore, to enhance job satisfaction and faculty retention, private institutions should prioritize internal motivational strategies. These may include greater academic freedom, opportunities for professional development, meaningful feedback, and recognition of teaching and research efforts beyond material compensation.

By creating an environment that supports both intrinsic and extrinsic needs, educational institutions can cultivate a motivated, satisfied, and high-performing faculty, ultimately benefiting students, institutional growth, and the broader educational system.

Recommendations

1. Institutions should promote academic autonomy and opportunities for research and innovation.
2. Faculty appraisal systems should recognize both intrinsic contributions and externally visible achievements.
3. Professional development programs should be tailored to align with professors' personal and academic goals.
4. Regular motivation and satisfaction assessments should be conducted to inform policy changes.

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