

An Analysis of Job Characteristics and Motivational Forces among University Teachers: Insights from the University of Rajshahi, Bangladesh

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ABSTRACT

The core mission of a University is to generate and disseminate knowledge through teaching and research. Teachers play a crucial role in ensuring that students learn effectively and receive a high-quality education. Despite significant research on teacher professional development, there has been limited focus on teachers' motivation linked to job characteristics. This study applies the job characteristics model to examine university teachers' perceptions of their jobs at the University of Rajshahi, focusing on five core job characteristics: skill variety, task identity, task significance, autonomy, and feedback. These characteristics influence three psychological states—meaningfulness, responsibility, and knowledge of results which, in turn, affect key outcomes like Internal work motivation, general job satisfaction, and growth need satisfaction. The study employs a quantitative, cross-sectional survey using a 7-point Likert scale questionnaire, completed by 264 faculty members through random sampling. The results show that the core job characteristics explain 70%, 74.8%, and 66.2% of the variability in growth need satisfaction, general job satisfaction, and internal work motivation, respectively. Moreover, the psychological states enhance these effects, increasing the variability to 77.9%, 80.1%, and 75.5%. The findings indicate that skill variety, task identity, and task significance influence motivation through meaningfulness, while autonomy and feedback affect motivation through responsibility and knowledge of results, respectively. This research provides insights into improving teacher motivation and offers a basis for further studies on job characteristics and motivation in other universities.

1. Introduction

The University of Rajshahi (UoR), one of Bangladesh's most prominent public universities, has witnessed significant growth in higher education, yet concerns about the quality of education persist (Rajshahi University Diary, 2022). With an increasing number of departments, faculties, and students, UoR has primarily focused on traditional and formal teaching methods rather than innovative and applied knowledge, leading to a decline in teacher motivation. This study, based on the Job Characteristics Model (JCM), aims to explore how university teachers perceive their jobs and the extent of their motivation (Hackman & Oldham, 1976). Teachers are central to a nation's educational and developmental success, as they not only impart knowledge but also mentor and shape the moral and intellectual capacities of students (Imaobong, 2000). However, despite their critical role, teachers often experience decreased motivation due to repetitive and uninspiring job roles. Motivation, which encompasses psychological, emotional, and social drivers, is essential for academic staff to remain committed and productive (Peretomode, 2005). Unfortunately, while policies have emphasized professional development, little attention has been given to understanding and addressing teacher motivation, particularly in Bangladesh. For instance, Bennell and Akyeampong (2007) found that during the last decade, leading international journals published no significant work on teacher motivation in emerging African or Asian countries.

This study addresses two key research questions: how UoR teachers perceive their job based on core characteristics, and what level of motivation they possess. Accordingly, the objectives are to examine these perceptions and assess their influence on motivation. Given the lack of prior research on this issue in the South Asian context, especially at UoR, this study is significant in uncovering the dimensions of teachers' job characteristics and motivation. The findings can guide university management and policymakers to implement effective strategies that enhance teacher engagement, satisfaction, and ultimately the quality of education (Shaukat & Usman, 2010; Jusmin, Said, Bima & Alam, 2016).

2. Theoretical Framework, Conceptual Model, and Hypotheses Development

Higher education has long been regarded as a primary instrument for human resource development in any nation, and the role of faculty members is central to maintaining the quality of education. Job motivation significantly influences a faculty member's effectiveness and engagement. Scheidecker and Freeman (1999) noted that motivation remains the most challenging and intricate issue educators face, describing it as a complex yet fascinating construct. Motivation fosters an individual's level of engagement and personal investment in a task, as Oxford and Shearin (1994, p. 12) highlighted. In organizational contexts, motivation enhances employees' willingness to contribute their full potential, which in turn leads to higher job satisfaction and improved performance (Pancasila, Haryono & Sulisty, 2020).

Motivation in teaching is particularly significant as it affects not only the decision to enter the profession but also the persistence and level of effort exerted by educators (Dörnyei, 2001). Teaching, beyond merely delivering lectures, involves active engagement with students, requiring adaptability, empathy, and strong interpersonal skills. Intrinsic motivation rooted in personal interest, creativity, and enjoyment is especially powerful in the teaching profession. According to Deci and Ryan, extrinsic motivation can, under certain conditions, transition into intrinsic motivation. Dörnyei (2001) emphasizes that intrinsic rewards, such as witnessing student growth or teaching a personally meaningful subject, are often the most gratifying elements of the profession. Motivation is commonly understood as the internal drive that influences actions and persistence (Baron, 1991), playing a central role in guiding goal-oriented behaviors.

Effective teaching relies on teacher satisfaction and commitment, which manifest in timely preparation, active instruction, and thorough student evaluation (Mertler, 1992; Aaronson, Barrow & Sander, 2007; Ai, My & Chieu, 2019). Among the most influential frameworks explaining work motivation is the Job Characteristics Model (JCM) by Hackman and Oldham, which outlines the relationship between job dimensions, psychological states, and motivation. The model identifies five core job characteristics: autonomy, feedback, task significance, task identity, and skill variety that shape psychological experiences such as perceived meaningfulness, responsibility, and awareness of outcomes, all of which are vital for internal motivation (Hackman & Oldham, 1980). Teachers, especially in flat, student-focused educational structures, may derive motivation differently from employees in commercial sectors (Barnabé & Burns, 1994).

Autonomy enables creativity and self-direction, while feedback provides critical insights into performance quality (Lee, 2018). Motivation theories are broadly categorized into content and process theories. While content theories, like those of Maslow (1943) and Herzberg et al. (1959), focus on identifying what motivates individuals, process theories such as the JCM delve into how motivation is initiated and sustained through interactions between individual traits and job characteristics (Miskel, 1982). Despite criticisms about their application in educational settings, process theories are often viewed as offering deeper insights into job motivation. Barnabé's (1988) pilot study in New Brunswick using the Job Diagnostic Survey (JDS) validated JCM's applicability in educational settings by revealing variation in motivation-related job factors across teaching levels and age groups.

The origins of the JCM lie in Turner and Lawrence's (1965) exploration of the link between task characteristics and employee attitudes, which was later refined by Hackman and Lawler (1971), who emphasized the importance of individual growth needs. Hackman and Oldham's (1975, 1980) mature model posits that to promote high internal motivation, a job must induce

experienced meaningfulness, responsibility, and knowledge of results. These psychological states are indirectly shaped by the five job characteristics. The potential of a job to motivate is thus not inherent but lies in its design, which can create a reinforcing cycle of engagement (Hackman & Oldham, 1980). Despite its theoretical robustness, the JCM has faced critiques. Some argue that the model over-relies on subjective perceptions rather than objective job measures (Roberts & Glick, 1981), although others assert that employee perceptions are valid sources of insight (Griffin, 1983; Fried & Ferris, 1987).

Fried and Ferris's (1987) meta-analysis of over 200 studies confirmed associations between job characteristics and psychological as well as behavioral outcomes, though with limited evidence for the mediation role of psychological states. Parker, Morgeson, and Johns (2017) echoed these findings, noting that meaningfulness remains the most consistently validated psychological state within the JCM. Although the model proposes that all three psychological states are essential for motivation, some scholars, like Behson, Eddy, and Lorenzet (2000), argue that a simplified two-stage model excluding psychological states may offer a better explanatory fit. Still, empirical support links core job dimensions such as autonomy and feedback to work outcomes, including satisfaction and performance (Loher et al., 1985; James & Tetrick, 1986).

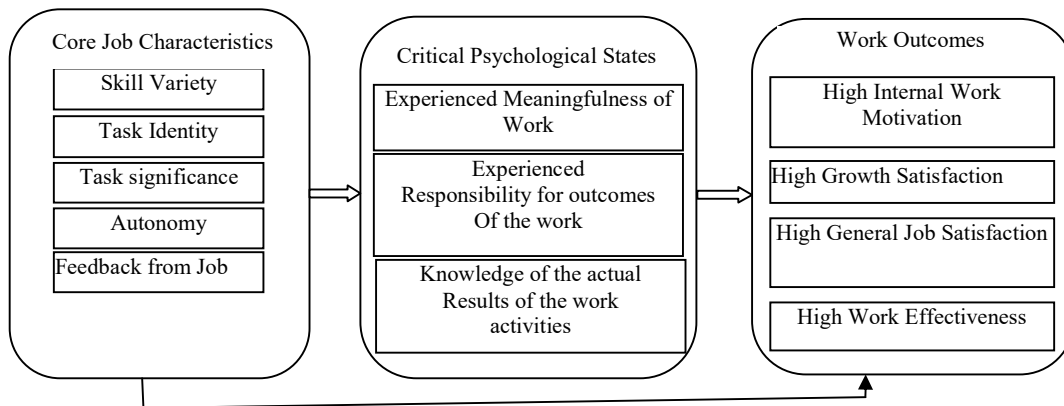


Figure 1: The Conceptual Model (Source: Hackman & Oldham, 1980)

This study adopts the JCM framework, inspired by its applicability in educational settings and supported by its ability to account for variations in internal motivation through job design. Entrepreneurs' motivations have similarly been found to align with JCM attributes such as autonomy and achievement (Cromie, 1987; Shane, 2008), indicating that dissatisfaction with traditional employment often drives individuals toward more fulfilling self-employment. Thus, internal work motivation in teaching can be significantly enhanced by structuring educational roles to embody these motivational job features. The theory's concepts are depicted in Figure 1.

The development of hypotheses in this study is grounded in the Job Characteristics Model (JCM), which posits that specific job attributes namely autonomy, task identity, task significance, skill variety, and feedback foster critical psychological states that lead to enhanced internal work motivation (Hackman & Oldham, 1980). Previous research has consistently shown that these core job dimensions are positively associated with job satisfaction, motivation, and performance across various professional settings, including education (Fried & Ferris, 1987; Parker et al., 2017). Therefore, the hypotheses are formulated to empirically test the extent to which these job characteristics influence teacher motivation in higher education contexts.

3. Methodology

This study adopts a quantitative approach to investigate university teachers' perceptions of their jobs and the subsequent impact on their motivation. The research was conducted at the University of Rajshahi (UoR), the second-largest public university in Bangladesh. A cross-sectional survey design was employed, and data were collected through a structured questionnaire distributed to randomly selected faculty members lecturers, assistant professors, associate professors, and professors across various departments. A total of 264 valid responses

were received, exceeding the minimum sample size required for Structural Equation Modeling (SEM) as suggested by Westland (2010). The research follows the positivist paradigm, which supports hypothesis testing and the identification of causal relationships using objective, measurable data (Creswell & Creswell, 2017; Johnson & Onwuegbuzie, 2004). The questionnaire was divided into two sections: demographic details and constructs related to job characteristics and motivation, based on established theories including the Job Characteristics Model (Hackman & Oldham, 1980), motivation-hygiene theory, and expectancy theory. A 7-point Likert scale, excluding a neutral midpoint to enhance statistical clarity (Wolfe & Smith, 2007), was used for measurement. A pilot study with 35 responses ensured reliability, with SPSS confirming the internal consistency of the constructs. For data analysis, SEM using Smart PLS was applied, a method suitable for handling complex models with reflective indicators and relatively small sample sizes (Hair et al., 2011; Fornell & Bookstein, 1982).

4. Data Analysis and Results

The surveyed data were analyzed using the Structural Equation Modeling (SEM) approach through Smart PLS, focusing on two dimensions: assessment of the measurement model and assessment of the structural model (Chin, 1998). A total of 264 valid responses were collected using a 59-item questionnaire, with all indicators treated as reflective, making PLS-SEM appropriate (Fornell & Bookstein, 1982). The measurement model was assessed using Confirmatory Composite Analysis (CCA), following the recommended process for validating constructs in PLS-SEM (Henseler et al., 2014; Schuberth et al., 2018). Convergent validity (Table 1) was evaluated by examining indicator loadings (threshold ≥ 0.60 and t-values above ± 1.96), composite reliability (CR ≥ 0.70), and average variance extracted (AVE ≥ 0.50) (Hair et al., 2011; Hair et al., 2019). These validity checks ensured that the observed variables consistently represented their respective constructs, confirming the reliability and internal consistency of the measurement model in this study.

Table 1: Results of Measurement Model

Construct	Measurement Items	Loading	AVE	CR
SV	How much variety or diversity is there in my job?	0.844	0.742	0.935
	To what extent does the job require to do many things at work, using a variety of skills and talents?	0.845		
	To what extent does the job require to do different activities so I can use multiple skills and wide knowledge?	0.873		
	To what extent does the job require to use a number of complex and high-level skills?	0.892		
	The degree to which does the job requires to draw from a number of different skills and abilities as well as upon a range of knowledge?	0.851		
TI	To what extent does the job involve doing 'whole' and identifiable piece of work?	0.848	0.723	0.929
	The degree to which is the job a complete piece of work that has an obvious beginning and end?	0.827		
	To what extent does the job provide to do an independent piece of work with a visible work-outcome?	0.868		
	The degree to which does the job provides me to do the chance completely to finish the pieces of work I begin?	0.854		
	How a 'complete module of work' is my job?	0.854		
TS	How significant or important is my job?	0.775	0.704	0.922
	To what extent do the job- results affect the lives and well-being of other people at work?	0.838		
	The degree to which does the job- outcome change other people at work in important ways?	0.848		
	To what extent is the job one where a lot of other people can be affected by how well the work gets done?	0.858		
	How important is the job to other people at work as well as to my organization?	0.872		

Construct	Measurement Items	Loading	AVE	CR
AUT	How much autonomy is there in the job?	0.879	0.732	0.932
	To what extent does the job permit to decide on my own how to go about doing the work?	0.866		
	The degree to which does the job give a complete responsibility for deciding how and when the work is being done?	0.875		
	The degree to which does the job provide to exercise freedom, independence or discretion in scheduling the work and in determining the procedures to be used in carrying it out?	0.817		
	How much freedom and control does the job provide me to decide on what, how, and when to perform the work?	0.839		
FB	To what extent does doing the job itself provide me with information about my work performance?	0.899		
	The degree to which does the work itself provides plenty of clues about how well I am doing?	0.914		
	To what extent is the job set up so that I get message or signal directly from the work about my progress and performance?	0.924	0.834	0.962
	How does getting the job done provide me information and data about how effectively I am performing?	0.924		
	How does carrying out the work activities required by the job results in obtaining direct and clear information about the effectiveness of my performance at work?	0.904		
ExM	To what extent do I take the job as one which is generally, meaningful, valuable and worthwhile?	0.835		
	The degree to which do I take the work as making valued contribution or as being important and worthwhile?	0.817		
	To what extent do I perceive the job to be worthwhile in a society at large?	0.867	0.726	0.930
	How proud am I to tell my relatives, friends, and neighbors what I do and where I work?	0.854		
	The degree to which do I observe the work as meaningful or something that 'count' in my own system of values?	0.885		
ExR	To what extent do I am personally responsible and accountable for the work being done?	0.857		
	The degree to which do I think that I am responsible for the outcomes of my efforts?	0.769		
	To what extent do I have an obligation for performance and result of my job?	0.809	0.663	0.922
	The degree to which do I think that job performance and job responsibility co-exist in my job?	0.765		
	How frequently am I able to respond to my job requirements?	0.843		
	To what extent do I feel that I am committed to effectively performing in my job?	0.836		
	To what extent do I learn how well I am performing in the job?	0.842		
KnR	To what extent do I regularly knowhow I am effectively performing at work?	0.863	0.723	0.940
	The degree to which do I understand whether or not the outcomes of my work are satisfactory?	0.845		
	To what extent do I know about the actual results of my work activities?	0.861		
	The degree to which do I observe quality of my work performance?	0.851		
	To what extent do I aware of my job outcomes when I am performing at work?	0.841		

Construct	Measurement Items	Loading	AVE	CR
IWM	To what extent do I feel a passion for my work especially for having it well done?	0.867		
	The degree to which am I self-motivated to effectively performing in the job?	0.839		
	To what extent do I notice my internal positive feelings when I am performing well at work?	0.819	0.672	0.911
	The degree to which do I feel a drive of performing the job for being it well done?	0.816		
	To what extent do I involve in getting internal reward when the work gets effectively done?	0.754		
GnS	To what extent do I feel a sense of satisfaction with the job itself?	0.858		
	The degree to which am I satisfied with my pay or salary in the job?	0.843		
	To what extent am I happy with my peers at work or colleagues?	0.857	0.753	0.948
	The degree to which do I contend with supervision or management of my work?	0.872		
	To what extent do I feel good with my work-environment?	0.898		
	To what extent is I satisfied with my job promotion?	0.852		
GrS	To what extent do I have a drive to promote my position in the job?	0.858		
	The degree to which do I have an urge to become an Excellency or expert at work?	0.844		
	To what extent do I feel self-respect and personal achievement in my job?	0.871	0.746	0.946
	The degree to which do I feel a drive to build-up my capacity in the job?	0.878		
	How do I feel an ego or esteem for my status, recognition, or attention in the job?	0.876		
	How do I feel my improvement continuously at work?	0.877		

After confirming convergent validity, discriminant validity (table 2 and 3) was assessed using the Fornell-Larcker criterion and HTMT ratio (Henseler et al., 2015). Both techniques confirmed distinctiveness among constructs, with all loadings meeting recommended thresholds and HTMT values below 0.90, ensuring discriminant validity (Gefen et al., 2000; Franke & Sarstedt, 2019).

Table 2: Fornell-Larcker Correlation Check

Construct	AUT	ExM	ExR	FB	GrS	GnS	IWM	KnR	SV	TI	TS
AUT	0.856										
ExM	0.799	0.875									
ExR	0.800	0.852	0.845								
FB	0.785	0.704	0.731	0.913							
GrS	0.794	0.767	0.807	0.815	0.893						
GnS	0.779	0.759	0.768	0.778	0.864	0.868					
IWM	0.743	0.800	0.811	0.701	0.793	0.796	0.853				
KnR	0.785	0.783	0.814	0.797	0.837	0.824	0.820	0.851			
SV	0.695	0.627	0.683	0.792	0.758	0.718	0.607	0.699	0.861		
TI	0.809	0.727	0.745	0.795	0.744	0.737	0.683	0.739	0.786	0.870	
TS	0.824	0.760	0.754	0.734	0.735	0.737	0.735	0.763	0.708	0.850	0.839

Note: Diagonals (in bold) represent the squared root of the average variance extracted (AVE) while the other entries represent the correlations.

AUT = Autonomy, ExM = Experienced Meaningfulness of the Work, ExR = Experienced Responsibility for the Work, FB = Feedback about Result, GrS= Growth Need Satisfaction, GnS= General Job Satisfaction, IWM= Internal Work Motivation, KnR= Knowledge of Results from the Work, SV= Skill Variety, TI=Task Identity, TS=Task Significance

Table 3: Heterotrit-Monotrait Ratio (HTMT) Criteria

Construct	AUT	ExM	ExR	FB	GrS	GnS	IWM	KnR	SV	TI	TS
AUT											
ExM	0.878										
ExM	0.884	0.864									
FB	0.846	0.756	0.789								
GrS	0.863	0.830	0.879	0.866							
GnS	0.845	0.820	0.835	0.825	0.857						
IWM	0.827	0.891	0.808	0.766	0.873	0.875					
KnR	0.857	0.853	0.827	0.850	0.802	0.885	0.845				
SV	0.763	0.684	0.752	0.850	0.821	0.776	0.674	0.759			
TI	0.891	0.798	0.826	0.857	0.809	0.798	0.762	0.808	0.864		
TS	0.814	0.842	0.838	0.792	0.800	0.802	0.827	0.837	0.779	0.865	

After assessing the measurement model, the structural model was evaluated, which involved examining multicollinearity, predictive relevance (Q^2), and the coefficient of determination (R^2). First, multicollinearity was tested using the Variance Inflation Factor (VIF), where values ranged between 1.711 and 3.610, well below the threshold of 5.0, indicating no multicollinearity issues (Hair et al., 2014). Next, predictive relevance was assessed using Q^2 via the blindfolding procedure, which omits every 7th data point. Q^2 values for endogenous constructs Growth Need Satisfaction (0.557), General Job Satisfaction (0.587), and Internal Work Motivation (0.505) and mediating variables Experienced Meaningfulness (0.481), Responsibility (0.443), and Knowledge of Results (0.509) all exceeded zero, confirming strong predictive relevance (Geisser, 2012; Hair et al., 2011). Additionally, the coefficient of determination (R^2), indicating the variance explained by exogenous variables, was 0.700 for Growth Need Satisfaction, 0.748 for General Job Satisfaction, and 0.662 for Internal Work Motivation. According to Hair Jr et al. (2017), these are moderate to strong values. With the inclusion of mediating variables, the R^2 values increased to 0.779, 0.801, and 0.755 respectively, signifying enhanced explanatory power. This demonstrates that the exogenous variables Skill Variety (SV), Task Significance (TS), Task Identity (TI), Autonomy (AUT), and Feedback (FB) along with the mediators have strong and significant predictive effects on the outcome variables, supporting the robustness of the structural model. The below figures (figure 2 and 3) representing outer loading, Path Coefficients and R^2 for the Direct Relationships among the exogenous variables on the endogenous variables.

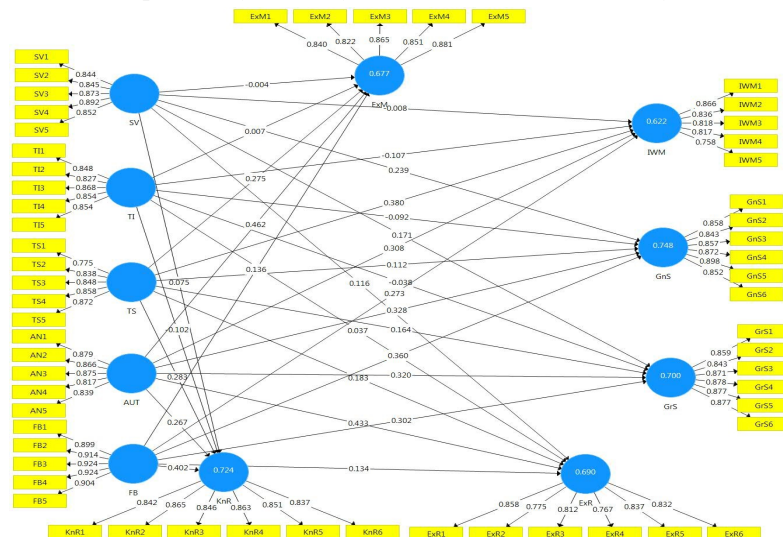


Figure 2: Structural Model representing outer loading, Path Coefficients and R^2 for the Direct Relationships among the exogenous variables on the endogenous variables

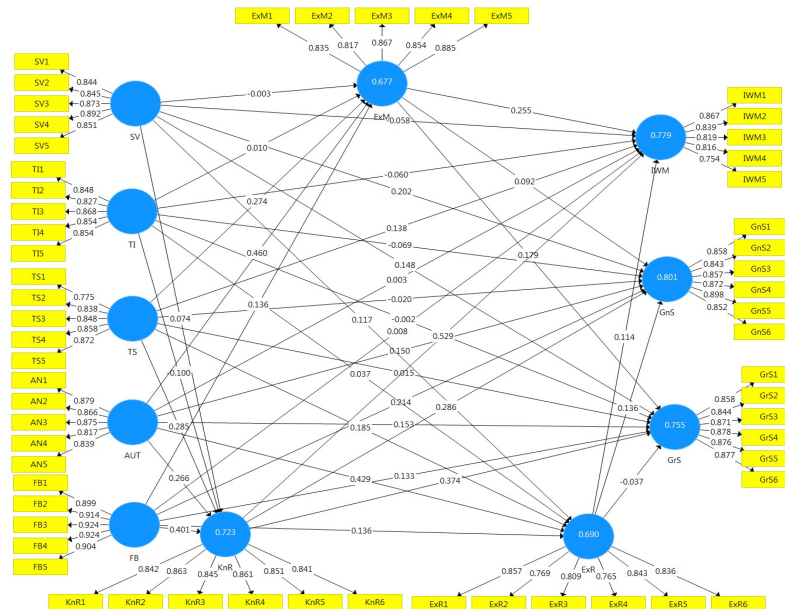


Figure 3: Structural Model representing outer loading, Path Coefficients and R^2 for the Indirect Relationships among the exogenous variables on the endogenous variables.

The results of the tables 4 and 5 show the direct and indirect effects of exogenous variables on the endogenous variables. The findings from all analyses are discussed after the data analysis in the next section of this study.

Table 4: Result of the Structural Model Assessment for Direct Effects

Relation	β	SE	t-value	P-values	Effects
AUT ->ExM	0.460	0.134	3.418	0.001	Significant
AUT ->ExR	0.429	0.134	3.200	0.001	Significant
AUT ->GnS	0.150	0.092	1.637	0.102	Insignificant
AUT ->GrS	0.153	0.094	1.624	0.105	Insignificant
AUT ->IWM	0.003	0.093	0.030	0.976	Insignificant
AUT ->KnR	0.266	0.111	2.392	0.017	Significant
ExM ->GnS	0.092	0.082	1.130	0.259	Insignificant
ExM ->GrS	0.179	0.076	2.357	0.018	Significant
ExM ->IWM	0.255	0.083	3.063	0.002	Significant
ExR ->GnS	0.136	0.09	1.507	0.132	Insignificant
ExR ->GrS	-0.037	0.094	0.389	0.698	Insignificant
ExR ->IWM	0.114	0.100	1.137	0.255	Insignificant
FB ->ExM	0.136	0.139	0.981	0.327	Insignificant
FB ->ExR	0.136	0.133	1.022	0.307	Insignificant
FB ->GnS	0.214	0.130	1.648	0.099	Insignificant
FB ->GrS	0.133	0.092	1.444	0.149	Insignificant
FB ->IWM	0.008	0.075	0.101	0.920	Insignificant
FB ->KnR	0.401	0.120	3.342	0.001	Significant
KnR ->GnS	0.286	0.092	3.113	0.002	Significant
KnR ->GrS	0.374	0.095	3.913	0.000	Significant
KnR ->IWM	0.529	0.099	5.327	0.000	Significant
SV ->ExM	-0.003	0.095	0.026	0.979	Insignificant
SV ->ExR	0.117	0.091	1.288	0.198	Insignificant
SV ->GnS	0.202	0.076	2.678	0.007	Significant
SV ->GrS	0.148	0.070	2.103	0.036	Significant
SV ->IWM	-0.058	0.066	0.878	0.380	Insignificant

SV ->KnR	0.074	0.068	1.087	0.277	Insignificant
TI ->ExM	0.010	0.105	0.094	0.925	Insignificant
TI ->ExR	0.037	0.117	0.320	0.749	Insignificant
TI ->GnS	-0.069	0.076	0.915	0.360	Insignificant
TI ->GrS	-0.002	0.076	0.022	0.982	Insignificant
TI -> IWM	-0.060	0.081	0.741	0.459	Insignificant
TI ->KnR	-0.100	0.097	1.031	0.303	Insignificant
TS ->ExM	0.274	0.112	2.459	0.014	Significant
TS ->ExR	0.185	0.142	1.302	0.193	Insignificant
TS ->GnS	-0.020	0.084	0.242	0.808	Insignificant
TS ->GrS	0.015	0.094	0.164	0.870	Insignificant
TS -> IWM	0.138	0.085	1.626	0.104	Insignificant
TS ->KnR	0.285	0.104	2.726	0.006	Significant

Note: $p < 0.05$, (based on Two-tailed test with 5000 bootstrapping)

Table 5: Results of the Structural Model Assessment for Specific Indirect Effects

Relation	β	SE	t-value	P-values	Effects
AUT ->ExM ->GnS	0.204	0.102	2.259	0.014	Significant
FB ->ExM ->GnS	0.262	0.112	2.736	0.006	Significant
SV ->ExM ->GnS	0.104	0.058	2.021	0.023	Significant
TI ->ExM ->GnS	0.144	0.067	2.101	0.032	Significant
TS ->ExM ->GnS	0.025	0.027	0.945	0.345	Insignificant
AUT ->ExR ->GnS	0.178	0.075	2.356	0.017	Significant
FB ->ExR ->GnS	0.203	0.077	2.679	0.008	Significant
SV ->ExR ->GnS	0.116	0.059	2.867	0.016	Significant
TI ->ExR ->GnS	0.115	0.057	2.250	0.013	Significant
TS ->ExR ->GnS	0.025	0.028	0.900	0.368	Insignificant
AUT ->KnR ->GnS	0.076	0.043	1.767	0.077	Insignificant
FB ->KnR ->GnS	0.115	0.045	2.533	0.011	Significant
SV ->KnR ->GnS	0.271	0.109	2.456	0.009	Significant
TI ->KnR ->GnS	-0.029	0.031	0.921	0.357	Insignificant
TS ->KnR ->GnS	0.182	0.143	4.913	0.001	Significant
AUT ->ExM ->GrS	0.082	0.041	2.027	0.043	Significant
FB ->ExM ->GrS	0.425	0.129	3.195	0.001	Significant
SV ->ExM ->GrS	0.450	0.124	3.408	0.001	Significant
TI ->ExM ->GrS	0.266	0.072	3.083	0.002	Significant
TS ->ExM ->GrS	0.273	0.111	2.458	0.014	Significant
AUT ->ExR ->GrS	-0.016	0.041	0.386	0.699	Insignificant
FB ->ExR ->GrS	-0.005	0.021	0.234	0.815	Insignificant
SV ->ExR ->GrS	-0.004	0.013	0.326	0.744	Insignificant
TI ->ExR ->GrS	-0.001	0.012	0.112	0.911	Insignificant
TS ->ExR ->GrS	-0.007	0.022	0.304	0.761	Insignificant
AUT ->KnR ->GrS	0.099	0.051	1.943	0.052	Significant
FB ->KnR ->GrS	0.150	0.056	2.678	0.007	Significant
SV ->KnR ->GrS	0.144	0.066	2.099	0.032	Significant
TI ->KnR ->GrS	0.182	0.079	2.360	0.016	Significant
TS ->KnR ->GrS	0.106	0.048	2.226	0.026	Significant
AUT ->ExM -> IWM	0.117	0.045	2.619	0.009	Significant
FB ->ExM -> IWM	0.214	0.078	2.459	0.014	Significant
SV ->ExM -> IWM	-0.001	0.026	0.024	0.981	Insignificant
TI ->ExM -> IWM	0.215	0.068	3.063	0.002	Significant
TS ->ExM -> IWM	0.200	0.083	3.063	0.002	Significant
AUT ->ExR -> IWM	0.049	0.043	1.140	0.255	Insignificant
FB ->ExR -> IWM	0.116	0.103	2.248	0.019	Significant

Relation	β	SE	t-value	P-values	Effects
SV ->ExR -> IWM	0.162	0.059	2.340	0.012	Significant
TI ->ExR -> IWM	0.202	0.071	2.598	0.005	Significant
TS ->ExR -> IWM	0.113	0.042	2.615	0.006	Significant
AUT ->KnR -> IWM	0.140	0.057	2.463	0.014	Significant
FB ->KnR -> IWM	0.212	0.081	2.606	0.009	Significant
SV ->KnR -> IWM	0.139	0.106	2.098	0.027	Significant
TI ->KnR -> IWM	0.527	0.097	5.324	0.000	Significant
TS ->KnR -> IWM	0.150	0.064	2.368	0.018	Significant

5. Findings and Interpretation

This study explored teachers' perceptions of their jobs using the Job Characteristics Model (JCM) at the University of Rajshahi (UoR). The findings align with Hackman and Oldham's (1975) theory, revealing that Task Identity (TI) and Task Significance (TS) significantly influence Internal Work Motivation (IWM) through Experienced Meaningfulness (ExM). This is supported by Fried and Ferris (1987), who emphasized that meaningfulness, is a key driver of intrinsic motivation in academic contexts. Although Skill Variety (SV) did not significantly influence IWM through ExM, it did so through Experienced Responsibility (ExR) and Knowledge of Results (KnR), echoing Morgeson and Humphrey's (2006) assertion that cognitive and skill-based variety can impact job outcomes indirectly. Task Identity, which entails completing whole and identifiable work, was especially salient. This supports findings by Parker (1998), who noted that academic roles involving visible outcomes and autonomy over the process tend to yield high motivation and satisfaction. Likewise, TS defined as the perceived importance of one's job was strongly linked with IWM through all three psychological states, reinforcing the view that educational work's societal value enhances teacher engagement (Humphrey et al., 2007). Surprisingly, Autonomy (AUT) did not significantly affect IWM through ExR but did so through ExM and KnR. Similar findings were observed in the work of Greguras and Diefendorff (2009), suggesting that in academic roles, autonomy may foster meaning and learning feedback rather than perceived responsibility. Feedback (FB) significantly influenced IWM through KnR, consistent with Hackman and Oldham's (1976) notion that feedback directly enhances performance awareness. The strong role of KnR in supporting IWM, General Satisfaction, and Growth Need Satisfaction also echoes results by Oldham and Cummings (1996), who found that teachers use student feedback and academic assessments as powerful motivational cues.

6. Implications, Limitations, and Further Study Direction

This study will significantly implicate to the theory of job characteristics model and existing literature. This study will also significantly contribute to the critical role of the teacher of UoR and its knowledge domain. This study will contribute to ensuring the quality of education through properly enhancement of motivation of their teachers about their jobs and provide with the policies and required recommendations about job characteristics and teachers motivation to the authority of the UoR and the academics extensively. Identifying the perception of the teachers about their jobs and motivational factors, this study will contribute to enlightening the teachers through organizing seminars and workshops.

Further, this research will evaluate the post seminar perception of the teachers and identify a comparative level of significance of their perception and subsequently this study's outcomes will enrich the perception of the teachers' motivation about their jobs through further study. This study explored the underlying factors of job characteristics and motivational forces of the teachers at UoR which will significantly enhance the teachers' skills and knowledge at their jobs.

This research opens a gateway for further research scope at other universities (both public and private universities) for extensive exploration of job characteristics dimensions and motivational forces. Since this research only employed quantitative measures to estimate perceptions of the teachers, the addition of qualitative study through mixed methodological approach would provide a better understanding of the issues under the study.

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