INTRINSIC MOTIVATION AND SOCIAL EMOTIONAL COMPETENCE AND JOB SATISFACTION AMONG SCHOOL TEACHERS

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Abstract

The purpose of the present study was to analyse the relationship between intrinsic motivation and social emotional competence and Job Satisfaction among School Teachers. After the literature review there are some hypotheses for this study: (1) Intrinsic motivation would be a significant relationship between intrinsic motivation and job satisfaction (2) There would be a significant relationship between social emotional competence and job satisfaction (3) There would be significant relationship among intrinsic motivation, social emotional competence and job satisfaction. The scale of Intrinsic motivation scale, Social emotional competence scale and job satisfaction scale were used to collect data in the current study. The purposive sampling was used to select 300School Teachers of Jhang. Descriptive analysis was performed to calculate standard deviation and standard error. The result of the study indicated that there were positive highly significant relationships among all variables. Independent t-test also revealed positive relationship among all these variables. All of the variables are positively correlated to each other.

Keywords: *Intrinsic motivation, positive relationship ,social emotional competence, job satisfaction.*

INTRODUCTION

Bright, well-respected, and superior teaching staff is necessary for a well-

known and prosperous educational system. Role of teachers is very important in student's lives because they use the best teaching and learning techniques to help students advance, particularly in the real world. Therefore, for best future of nation, satisfaction of teachers with job is very important to make their interest to guide the students better. So, the factors those play major role in this way are intrinsic motivation and social emotional competence (Phulpoto, Oad, & Imran, 2024). Because when teacher is internally motivated and have competence his energy and interest increased with his work that automatically make students best (Khalid & Nadeem, 2011).

The definition of job satisfaction, which is far more inclusive across all professions, is "a satisfying or wonderful feelings, due to estimate of one's activity experiences." The majority of studies define work satisfaction as an individual's attitude towards their jobs and all of its facets (Locke, 1976). He asserted that education broadens people's perspectives on the world and themselves. Their lives are made better, and society as a whole benefit from shared social gains. Additionally, it is essential for safeguarding social and economic advancement as well as enhancing wealth distribution. Education is crucial for economic progress (Odusote, 2013).

According to him, the teacher plays a crucial role in the educational system. He is practically the benchmark by which the educational system is judged. In the educational system, the instructor determines whether a student has succeeded or failed (Henard, 2008). He said that there was a saying that indicated meeting teachers and seeing their behavior can help you understand the character of the people in the country (Adams, 2000). Teachers play major character in evolving an atmosphere that facilitates students to learn (Khoso, et al., 2024). They test regularly using the student autonomy guide. Teachers also help students discover ways to increase their responsibility and involvement in their learning by allowing them to create their own responsibility and involvement aims and Objective (Theobald, 2006).

Intrinsic motivation is a complex concept that varies not only between individuals but also between different activities for the same individual. It involves the inherent satisfaction and enjoyment derived from engaging in an activity, which contrasts with extrinsic motivation that relies on external rewards like money or recognition (Edward, 2018).The idea of intrinsic motivation emerged as a result to the dominant behaviorist models from 1940s to 1960s. Behaviorism, particularly Skinner (1953), proposed operant theory and suggested that 'all behavior is emerge by external awards In contrast, intrinsically motivated activities are those where the reward is inherent in the activity itself, rather than from external sources such as food or money.

Intrinsic motivation refers to engaging in activities for their inherent

satisfaction rather than for some separable consequence. This concept highlights how individuals act without external rewards, coercion, or encouragement, instead finding the activities themselves enjoyable or challenging. The phenomenon of, intrinsic motivation was initially observed in experimental studies of animal behavior, where it was discovered that many species exhibit curiosity-driven behavior even without reward or reinforcement (White, 1959).

Researchers have explored which fundamental needs are met through intrinsically motivated behaviors. Our approach primarily focuses on psychological needs, specifically the innate desires for competence, autonomy, and relatedness. However, we acknowledge that basic need fulfillment also arises from engaging in stimulating activities (Edward, 2000).

Regarding social-emotional competence, it is an extensively studied aspect of human behavior. The development of social competence in education has gained significant attention over the past few decades. Social-emotional competence is defined as the ability to perceive, evaluate, and regulate the emotions in one and other. In parallel, there has been an increasing interest in social skills education. However, there is still a shortage of programs that integrate social skills development into classroom instruction and focus on stress reduction rather than solely addressing pre-existing interpersonal issues. Social and emotional intelligence are vital components of social competence. Describes social competence as a dynamic structure comprising social motives and skills that coordinate behavior and trigger the actions of its constituent parts (Nagy, 2020). Social competence can be seen as the ability to act in socially acceptable ways that strengthen relationships without posing threats to others. It involves organized behaviors that meet both short- and long-term developmental goals (Khan, Hussain & Ahmad, 2023). This concept includes certain behavioral patterns, emotional, cognitive, and social abilities, and individual motives (Zsolnai & jozsa, 2023).

One may define social-emotional competency in a number of ways. These abilities, which go beyond conventional academic knowledge and skills, are most frequently describe like "soft talent," non-cognitive talents, or skills of 21st century. The study of social competence has long been a focus in understanding human social behavior. Recently, academic research has highlighted the value of developing social competence, particularly for school readiness. Children who are socially adept tend to have more positive attitudes towards school, adjust better to the school environment, achieve higher grades, and experience greater overall success (Zsolnai, 2002).

Social-emotional factors, such as positive interactions with teachers, self-concept from closed and attached relationships, emotional intelligence, emotion

regulation, social skills, and peer acceptance, are significant predictors of academic achievement. These factors often remain influential even when accounting for other relevant variables like previous academic performance (Jennings, 2011).There has been a significant increase in publications and research focused on teaching social skills (Zins & Elias, 2006).

Our work and profession play an important role in our life. The job we do takes most of our time but it gives us economic benefits and improves our lifestyle. Resultant we focus where we are and what we are doing. Our job also defines our individuality and attitude. Many people have different attitude towards their work and jobs and these various types of attitudes lead them to some job satisfaction. Job satisfaction is defines our emotional attachment and orientation for our work. So we can say that we can measure one's job satisfaction with his/her direction and headset regarding his/her job (Bootzin, 1986).

In different organization job satisfaction is taken as" hot "issue. If an organization wants to be successful, its employees must be satisfied with their organization on continuously basis (Imran, Zaidi, & Rehan, 2024). So with the help and measuring of the satisfaction level of the employees of any organization we can evaluate success rate of that organization. And if an organization wants to be productive, it must meet the concerns of its employees. An author in his book defines job satisfaction as overall affective orientation of the job (Locke, 1976).

Job satisfaction means how much an employee gives affective reaction to his/her work or job and how much an individual is happy and satisfied in his life while performing that job (Imran, Zaidi, & Rehan, 2024). It is also connected to individual's social relationship and prosperity in life (Mohammad, et al., 2024). It also effects on his personal life, society and overall emotional reaction towards others (Lawler, 1971). Job satisfaction has many components that are very important because of its impact on employee's mind and his/her thought pattern as what he or she thinks or feels about job. These components or variable can be in the shape of pay, benefits, promotion, and attitude of colleagues, work conditions, safety, boss's attitude, supervisor's personality, communication and working hours or work itself. Every factor of above mentioned variables plays significant role in human's life and his / her satisfaction for job (Miller & Monge, 1986).

Job satisfaction in all over the world is most important topic to be studied and researched. Lock in his definition tries to reflect three imported sides. First Job satisfaction is a merge unit of values, and is defined. "What a person intentionally or unintentionally wants to acquire (Locke, 1976).

Secondly, the definition elaborates that there are individual differences among employees because they brave different attitudes and views about values and

resultantly job satisfaction becomes a critical issue to be determined and judged (Ahmed, Ahmed & Buriro, 2023). The third most important point in job satisfaction is the perception of things around us in our present location in relation to our values (Hussain, et al., 2023). In fact, going satisfied in job is a very complex phenomenon that involve in intrinsic factors like employee's motivation and extrinsic factors like working condition, pay, supervisor's behavior and nature of job (Locke, 1976).

Increasing the levels of motivation and job satisfaction among teachers is believed to positively impact the cognitive and affective development of other school stakeholders (Abazaoğlu & Taşar, 2016). Studies indicate that teachers' job satisfaction significantly influences student success, showing a relationship between teacher motivation and both student motivation and academic achievement (Schiefele & Schaffner, 2015). Additionally, research has identified that both teacher motivation and job satisfaction are affected by affective and behavioral variables related to school administrators (Yılmaz & Altınkurt, 2012). Thus, teachers' motivation and satisfaction within the educational process are crucial, it depend they influence other stakeholders in education (Kahya, 2020).Teacher motivation plays a pivotal role in the educational process. By understanding and enhancing teacher motivation, the quality of education can be improved, and educational goals can be achieved more effectively in alignment with the set vision (Emiroğlu, 2017).

The study investigates that the relationship between intrinsic motivation and Social-emotional competence and job satisfaction. The teachers play an important role for learning students and their motivation, Social emotional Competence and job satisfaction are factors that influence their well- being. In particular the motivation is vital as drives teachers to engage in their personal work and satisfaction rather than rewards and external pressure. Social-emotional competence is also as critical, as it teachers manage their emotions with students.

RESEARCH OBJECTIVES

- *To examine the role of intrinsic motivation on the job satisfaction among school teachers.*
- *To investigate role of social emotional competence on job satisfaction among school teachers.*
- *To explore role of intrinsic motivation and social-emotional competence on job satisfaction among school teachers.*

RESEARCH HYPOTHESIS

1. *Intrinsic motivation is hypothesized to be a significant predictor of job satisfaction among school teachers.*
2. *Social-Emotional Competence would be significant predictor of Job Satisfaction*

among School Teachers.

3. *Intrinsic Motivation and Social-Emotional Competence would be significant predictors of Job Satisfaction among School Teachers.*

LITERATURE REVIEW

In recent years, people have begun to pay more and more attention to the events affecting the job satisfaction of school teachers. One of his areas of interest is examining the interaction between emotional intelligence, and job satisfaction from a psychological point of view (Smith & Gray, 2019). The important thing is not just to teach knowledge, but also to teach and teach students. As mentors and coaches, teachers inspire, encourage, and motivate students to reach their full potential (Hammersley, 2019). Recent research has demonstrated the importance of teachers in every aspect of education and community making. Research consistently proves teachers has important role in increasing academic achievement (Johnson, 2019).

Recent research investigating the link between motivation, social perception, and job satisfaction is important for understanding the factors that influence job performance in the office. However, there are still many questions in these studies and further investigation of the relationship between these models is needed (Hafeez, Iqbal, & Imran, 2021). Most studies focus on these factors in isolation or consider them together and ignore integration that is, examining how they work together (Johnson, 2021). This isolation limits our ability to understand the interaction of these factors and how they affect overall employee performance and satisfaction (Ali, et al., 2023). Mixed methods were used to reduce bias and combine longitudinal data to better understand the development of these relationships. We also intend to run a different model to provide broader applicability and take into account context factors that may influence motivation, relationships, and roadwork (Imran, et al., 2023). Through this approach, we hope to better understand how these elements interact and ultimately help create a successful and productive work environment (Johnson, 2021).

Intrinsic motivation is a concept that is widely studied and discussed in many disciplines such as psychology, education and behavior (Imran, et al., 2023). It refers to participating in a sport for one's own pleasure and pleasure rather than for reward or motivation. Here I will provide an overview of the motivation of different authors (Deci & Ryan, 2019). They emphasize that people naturally prefer to engage in tasks that give a sense of freedom, competence, thus creating deep motivations that drive behavior (Deci & Ryan, 2019).

The central tendency to develop one's abilities and in doing so, to find and tackle problems. They added that the fun of doing it yourself is the first driver of motivation, regardless of external or rewards. Spontaneous tendencies express satisfaction with what happens during work and show that people are motivated when they find the work itself satisfying (Vallerand & Ratelle, 2022). Throughout the

study, the authors write that the achievement of independence, competence, satisfaction of individuality, and enjoyment of the work itself (Imran, Sultana, & Ahmed, 2023). They emphasized that there are important elements of motivation. These concepts provide a better understanding of the concept and its meaning in different areas of human behavior (Niemiec & Ryan, 2023).

Terms that may be significant in expressing instructors' aspirations to acquire and apply new knowledge include self-determined, non-self-determined, and elements impacting their motivation. De Jesus and Lens contend that since teacher motivation affects student motivation, it is essential for educational managers and leaders to consider (Jesus & Lens, 2021).If motivation is sustained, the teacher will perform to the best of their abilities in fulfilling their duties. The base of an individual is established by their response to their work environment. Workplace motivation, whether present in part or simultaneously, has a positive and noteworthy effect on instructors' performance (Rofifah et al., 2021).

Teachers who are genuinely driven are said to focus in advantages of activities that are exactly relevant to teaching, highlighting the intrinsic fulfillment that comes from their profession (Ahmad, et al., 2024). Conversely, instructors who are motivated by external factors are inclined to look for additional benefits like paid time off, money, and other rewards related to their line of work. Research has shown that intrinsic motivation has an effect on teachers' job performance (Mary's, 2010).The results showed a strong positive correlation between teachers' work performance and intrinsic motivation, suggesting that as teachers' intrinsic motivation increases, so does their job performance. All external influences have a favorable and significant impact on employees, according to a research article (While & Shaikh et al., 2019).

This study offers a wealth of data about the significance of outside variables in shedding light on workers' job performance. Obi-lade came to the conclusion that a teacher's work performance may be summed up as the responsibilities and duties they do on a daily basis in order to accomplish the aims and goals of the educational system carried a research on how incentives affect workers performance in Bangladesh (Aktar et al., 2012). But because they are confined to a particular organization and rely only on descriptive statistics and a small sample size, their reach is constrained (Imran & Akhtar, 2023). The majority of instructors tend to feel less inspired by motivational occurrences, and the needs for meeting motivating standards have not been reached (Rodrigo & Palacios, 2021).This is a result of the education administration system's poor execution, especially in regards to the system's emphasis on the caliber of human resources, especially teachers, who continue to fall short of the standards necessary to support efforts aimed at raising performance and educational standards (Kudasheva et

al., [2015]*).*

A variety of abilities, like self-awareness, self-regulation, and effective communication, are included in social-emotional competence. Higher SEC instructors, according to research, may be better able to control classroom dynamics, resolve disputes, and establish connections with parents, coworkers, and students (Brackett & Rivers, 2018). These skills help create a welcoming and encouraging learning environment, which enhances work satisfaction. Numerous research studies have indicated a beneficial relationship between school teachers' work satisfaction and SEC (Banks & Dutton, 2019).

One research, for instance, discovered that instructors who scored better on emotional intelligence tests, which measure SEC, also expressed higher levels of work satisfaction (Jones et al., 2021). This relationship can be attributed to various factors, including improved stress management, enhanced interpersonal relationships, and a sense of fulfillment derived from making a meaningful impact on students' lives (Brackett & Rivers, 2018). Additionally, SEC is essential in preventing teacher burnout, which has a big impact on work satisfaction and retention in the teaching field (Banks & Dutton, 2019). Higher SEC teachers are more capable of with the pressures of their line of work, resolving difficult circumstances, and striking a healthy work-life balance, all of which lead to great level of satisfaction (Jones et al., 2021).

Job satisfaction refers to an individual's emotional response to various aspects of their work. Smith et al. describe it as a cognitive process where individuals assess their job elements against their frame of reference to determine their level of contentment (Locke, 1976). Locke (1976) proposed three main conceptualizations for the causes of job attitudes (Rehan, et al., 2024). According to cognitive theory, individuals are more inclined to seek fulfilling work and avoid unsatisfactory ones (Imran, Zaidi, & Khanzada, 2023). While there is a connection between attitudes and behavior, the correlation is generally weak, as demonstrated in the general cognition literature (Smith et al., 1969).

According to Wang and Tran (2015), job satisfaction is the alignment between an individual's expectations and the actual reality of their work. It is defined as "the gratification gained from experiencing various job activities and rewards." Job satisfaction can be seen as a mental state where individuals experience positive and contented feelings when they perceive their job positively (Johnson & Sohi, 2014).While various strategies exist for retaining top talent, job satisfaction is considered one of the most effective. Different studies offer varying definitions and characterizations of job satisfaction. Kartzell, for instance, suggests that work satisfaction involves an official's verbal assessment of their role (Johnson & Sohi,

2014). Job satisfaction is a psychological factor that draws employees toward their job responsibilities. Organizations provide an effective work environment, attractive salary packages, and job status to ensure satisfaction. Teaching staff engage in various activities during work hours, contributing to the organization's growth (Oad, Zaidi, & Phulpoto, 2023). By fulfilling employees' psychological needs, they gain confidence and motivation, which enhances the successful completion of specific tasks (Jain, 2020).When employees are satisfied, they become dedicated to their work and confident in their workplace, leading to improved performance and organizational growth. Confident workers can overcome negative psychological factors and maintain a positive relationship with their tasks (Naz & Sharma, 2017).

Additionally, management focuses on creating an effective work environment that addresses psychological factors to improve job satisfaction, thereby enhancing employee performance (Mustapha, 2013). Elementary school principals play a crucial role in supporting teaching staff, using their education, knowledge, and experience to manage school issues effectively (McBride, 2014). Motivation to work is a significant factor for staff members, leading to high-performing employees when addressing leadership issues, especially in relation is works   motivation (Skaalvik & Skaalvik, 2017). Organizations often take feedback and evaluations from workers and colleagues to use these assessments effectively. Research suggests that leadership focused on supporting subordinates leads to increased motivation and job satisfaction among staff members (Emeka et al., 2015).

METHODOLOGY
RESEARCH DESIGN

This study used quantitative cross sectional research design which was used to examine the relationship between intrinsic motivation, social emotional and job satisfaction in school teachers. Sample of the present study will consist of teachers (N = 300). Sample will be further divided into Males (n = 150) and females (n = 150) from schools with age range between 20 to onwards. For the data collection quantitative research method was used.

INCLUSION CRITERIA

- *The participants who had teaching experience more than 1 year were included.*
- *Those participants were included who showed willingness to participate.*
- *The age range of the participants was 20 to onwards. And Education level of research participant was Inter too onwards.*

EXCLUSION CRITERIA

- *The Teachers who refused to participate were excluded.*

- *Teachers who face difficulty in understanding the questions were excluded.*

RESEARCH INSTRUMENTS

The assessment measures of present study are following

- *Informed Consent Form*
- *Demographic Sheet*
- *Intrinsic Motivation Scale*
- *Social Emotional Scale*
- *Job Satisfaction Scale*

INFORMED CONSENT FORM

The participants were told that their information will be used for research purpose and no harm will be made to them. It's completely their choice if they want to participate in this study or not.

DEMOGRAPHIC SHEET

Demographic questionnaires were used to collect information of participants. The questionnaires to gather the information included participant, gender, age, qualification, nature of job, family system and residence etc.

INTRINSIC MOTIVATION SCALE

The factors including Focuses on the performance of assigned tasks, enjoying and Perseverance. The scale of Intrinsic motivation scale was based on 25-items and 5-points scale from 1=strongly disagree to 5=strongly agree. And value of Cronbach alpha for focus on performance was r = (0.903), r = (0.897) for enjoy learning, r = (0.883) for Perseverance, and value of overall scale is 0.934 and validity = (p<0.05). This scale showed good reliability and validity (Tremblay, 2009).

SOCIAL EMOTIONAL COMPETENCE SCALE

The social emotional competence scale will be used to measure the social emotional competence among school teachers. The scale has 25-items based on a 5-points scale ranging from 1=being strongly disagreed to 5 =being strongly agree. The test-retest reliability (r=0.80). This scale showed good reliability and validity (Zhou, 2012).

JOB SATISFACTION SCALE

The job satisfaction scale will be used to check the Job satisfaction scale among teacher. This is developed in Urdu. The scale has 36 items based on a 5-points scale ranging from 1 to 6. Its reliability was r=.66. This scale has good reliability and validity (Kumar, 2014).

PROCEDURE

Before administering scales, all necessary information's were provided to the research participants. I also took the permission from the authority where I collected data from. I provided them choice to all, if they were interested to participate or not.

STATISTICAL ANALYSIS

Simple Linear Regression Analysis, one-way ANOVA and Independent sample t test were applied.

RESULT

Table 1: Frequency Distribution of Study Variables (N=300)

Variables	F	%
Gender		
Male	150	50
Female	150	50
Age		
20-25	109	36.3
25-35	80	26.7
35- 40	36	12.0
40+	75	25.0
Education		
Matric	12	4.0
Inter	14	4.7
Bachelor	71	23.7
Masters	173	57.7
MPhil	30	10.0
Experience		
1-2	105	35.0
3-4	52	17.3
5-6	50	16.7
7-8+	93	31.0
Residential		
Rural	70	23.3
Urban	230	76.7
Income		
5000-10000	81	27.0
11000-20000	80	26.7
20000-30000	42	14.0
40000+	97	32.3
Sector		
Gov.	97	32.3
Private	203	67.7
Economic Status		

Lower	*32*	*10.7*
Middle	*256*	*85.3*
Upper	*12*	*4.0*
Marital Status		
Married	*136*	*45.3*
UN-married	*164*	*54.7*
Family system		
Joint	*141*	*47.0*
Nuclear	*159*	*53.0*

Table 1 show that 50% of respondent's male and 49% females, mostly participants found between age of 20-25 in 35% .and 12% participants were between 35-40 years. Qualification history is shown by frequency and percentage. It is dividing into five categories Matric, Inter, Bachelor, Masters and M Phil. The matric respondents on 4% and the masters' respondents were 57%. In above this table experience consist of four categories 1-2 year experience respondents are 35% ,3-4 year experience respondents are 17%,5-6 year experience respondents are 16% and 7-8+ year experience respondents are 31% respectively. The next frequency is for residential 23% of respondents were rural respectively and 76% respondents were Urban respectively. The next is for income 27% respondents were 5000-10000, 26% respondents were 11000-20000, 14% respondents were 20000-30000.and 32% respondents were 40000+ respectively. The next frequency is for sector 32% respondents were Gov. and 67% were private. The next for economic status 10% respondents were lower status, 85% were Middle and 4% were Upper. The married respondents were 45% and UN-married were 54% respectively. The next for family system in which 47% respondents were from joint and 53% from nuclear respectively.

Table 2: *Cronbach Alpha for Scale of the Study (N=300)*

Variables	*Items*	*A*
Intrinsic Motivation	*25*	*.812*
Self-awareness	*1-5*	*.79*
Social awareness	*6-10*	*.79*
Self-management	*11-15*	*.73*
Relationship management	*16-20*	*.79*
Relationship decision making	*21-25*	*.80*
Job satisfaction	*1-36*	*.81*

Table 2 showed that alpha reliability of the instruments used in study. Results show that all scales and sub-scales have satisfactory alpha reliability coefficients (range from 0.73 to 0.81). The intrinsic motivation scale value as .81.The sub scales of

social-emotional competence are from .73-.80. The job satisfaction scale value is .81.

Table 3: *Descriptive Statistics of Study Variables (N=300)*

Variables	M	SD
Intrinsic Motivation	101.09	15.35
Social-Emotional Competence	103.86	17.06
Job satisfaction	148.78	22.89

Table 3 shows that intrinsic motivation is independent variable with mean 101.09.social emotional competence is also independent variable with mean 103.86 and job satisfaction is a dependent variable with mean 148.78. The result of this table shows, that intrinsic motivation and social emotional competence are correlated among the job satisfaction of school teachers.

Table 4: *Summary of Linear Regression Analysis of Job Satisfaction as Predictor of Intrinsic Motivation among Teachers (N=300)*

Variables		R^2	R^2	f	P
Intrinsic Motivation	43	.18	18	644	.000

Table 4 shows, linear regression analysis confirms that Job satisfaction as predictor of Intrinsic Motivation. Results indicate that f =66.44 in Intrinsic Motivation. Results show that job satisfaction significantly predicted Intrinsic Motivation p < .01

Table 5: *Summary of Linear Regression Analysis of Job satisfaction as Predictor of Self-awareness among Teachers (N=300)*

Variables		R^2	R^2	f	P
Self-awareness	233	.054	051	17.085	.000

Table 5 shows, linear regression analysis confirms that Job satisfaction as predictor of Self-awareness. Results indicate f=17.805 in Self-awareness. Results show that job satisfaction significantly predicted Self-awareness p < .01.

Table 6: *Summary of Linear Regression Analysis of Job Satisfaction as Predictor of Social Awareness among Teachers (N=300)*

Variables		R^2	R^2	f	P
Social Awareness	41	.16	16	58.65	.000

Table 6 shows, linear regression analysis confirms that Job satisfaction as predictor of focus on performance. Results indicate f=58.651 in Social Awareness. Results show that job satisfaction significantly predicted focus on performance p < .01.

Table 7: *Summary of Linear Regression Analysis of Job Satisfaction as Predictor of*

Social awareness among Teachers (N=300)

Variables	R²	R²	F	P
Social management	28	.08	08	26.12	.000

Table 7 shows, linear regression analysis confirms that Job satisfaction as predictor of Social management. Results indicate f= 26.12 in focus on performance. Results show that job satisfaction significantly predicted focus on performance p < .01.

Table 8: *Summary of Linear Regression Analysis of Job Satisfaction as Predictor of Relationship Management among Teachers (N=300)*

Variables	R²	R²	F	P
Relationship management	227	.051	048	16.16	.000

Table 8 shows, linear regression analysis confirms that Job satisfaction as predictor of Relationship management. Results indicate f=16.16in Relationship management. Results show that job satisfaction significantly predicted focus on performance p < .0.

Table 9: *Summary of Linear Regression Analysis of Job Satisfaction as Predictor of Relationship Decision making among Teachers (N=300)*

Variables	R²	R²	F	P
Responsible decision making	302	.0109	29.86	.000

Table 9 shows, linear regression analysis confirms that Job satisfaction as predictor of relationship decision making. Results indicate f=29.86 in Responsible decision making. Results show that job satisfaction significantly predicted focus on performance p < .01.

Table 10: *Gender Differences in intrinsic motivation, Social Emotional Competence and Job Satisfaction among school teachers.*

Variables	Women		Men			ohensd
		D		D		
Intrinsic Motivation	04.0	5.54	8.11	4.61	.75	00
Self-Awareness	3.97	.35	5.14	.87	.47	00
Social Awareness	1.88	.87	1.79	.81	.15	00
Self-Management	8.49	.24	9.91	.57	.27	00
Relationship Management	3.90	.7	4.99	.10	.12	00
Relationship Decision making	3.35	.48	4.38	.47	.99	00
Job Satisfaction	46.9	3.96	50.6	1.67	86	00

The Results of table 10 show that women were higher on Intrinsic Motivation t = .75, p< .01, Self Awareness = -.15, p< .01, and Self-Management t = 2.27, p< .01, Relationship Management = 2.12, p< .01, Relationship Decision making = 1.99, p< .01, whereas men were higher on job satisfaction t = .86, p< .01.

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DISCUSSION

The purpose of the study was to analyze the relationship between Intrinsic Motivation and Social Emotional Competence and Job Satisfaction among school teachers. Discussion of this study reveals the general nature of the findings by examining the relationship between school teachers' academic interest and intrinsic motivation and social emotional competence.

Hypothesis 1 was given that there would be positive correlation among intrinsic motivation and Job satisfaction. And the results show positive relationship among these two variables. It was proved that when intrinsic motivation is high among school teachers Job satisfaction is also high. Hypothesis 2 in hypothesis it was hypothesized that there would be positive correlation among social emotional competence and job satisfaction among school teachers and it was also proved by the results. Hypothesis 3 it was hypothesized that intrinsic motivation and social emotional competence were positively correlated to job satisfaction. It was proved by the results there is positive relationship among intrinsic motivation and social emotional competence and job satisfaction.

The sample size may not be representative of all teachers in the school, which may affect the validity of the results. When teachers are satisfied with their jobs, they will be more effective in the classroom, thus improving student learning. This effect suggests that investing in teacher motivation and social emotional competence benefits not only teachers but education as a whole. The teacher is satisfied with the job. By addressing these factors, schools makes teachers feel better at work. Further research and the use of practical techniques can improve understanding of these variables and lead to better learning outcomes. These insights are also useful from an educational and policy perspective. The importance of thinking internally motivated teachers demonstrate a passion for teaching that stems from factors such as personal development, independence, and positive outcomes for students. This is based on the principle of self-determination, which suggests that people will experience satisfaction and happiness when they follow their own values and interests. Creating motivation for teachers in the context of education should create an environment that supports their independence, enables their professional development, and accepts cooperation.

Schools can achieve this by providing collaborative decision-making processes, encouraging innovation in teaching, and recognizing teachers' achievements and expertise. Teachers with social-emotional skills can better manage classrooms, build relationships with their students and colleagues, and respond effectively to difficult situations. This is in line with studies on emotional labor, which emphasizes the value of education and the necessity for instructors to be able to control their emotions

around other people. Schools may help teachers enhance their social skills by providing them with training that emphasizes stress management, communication, and problem resolution. Teachers might feel appreciated and valued in a pleasant work environment that is created by fostering a culture of cooperation and teamwork. Acknowledge its limits. The generalizability of the results may be impacted by sample size and technique, thus further research with bigger and more varied samples is required to validate these results.

This allowed the researchers to examine the data and gain a deeper understanding of the nature of the connections. Through these analyses, scientists were able to better comprehend the relationships involved, thereby enhancing our overall the, knowledge of the subject (Cherry, 2020).To ensure an enjoyable reading experience and avoid overwhelming the reader, this chapter has been organized into several sections, each of which can be viewed independently using statistical tables (Cherry, 2020).In this context, both dependent and independent variables were measured. This approach ensures that all components are accurately assembled in the final analysis. The comparative study being conducted involves multiple variables, necessitating several preliminary checks before the analysis begins (Bornstein & Putnick, 2012).

Results show positive connection among intrinsic motivation and social emotional competence and job satisfaction in school teachers. Teachers who demonstrate greater motivation (based on passion for teaching, personal development, and self-awareness) are more likely to report job satisfaction. Similarly, people with good social talents like understanding, good message delivering and solving problems are also interested in the job. These results show that basic motivation and relationship skills are important in creating teachers' satisfaction. Therefore, schools should focus on developing these characteristics to improve teacher morale, management and overall education.

CONCLUSION

This study concluded that Intrinsic motivation and social competence are important factors for job satisfaction among school teachers. Teachers who have gratification from their performance are much satisfied with their jobs. Additional research is recommended to investigate specific interventions and their long-term effects on teacher satisfaction and school achievement. First, the sample size may not be representative of all teachers in the school, which may affect the generalization of the findings. The focus of research on a particular field or type of school may limit its applicability to other settings. Second, while this combination provides general understanding, it may have biases such as biased self-reporting in surveys and interviews, and teachers' texts may respond to social needs. Data interpretation: Researchers introduce bias in data analysis and interpretation. To address these

limitations, future research should consider longitudinal studies that use larger, more diverse samples and more robust data collection techniques to minimize bias and increase confidence in the results.

RECOMMENDATIONS

Promote training and collaboration among teachers. Creating support networks allows teachers to share experiences, provide guidance, and develop social-emotional skills through peer relationships. Employment planning, healthcare and mental health services can be effective tools in achieving this balance. Positive support and recognition of teachers' efforts lead to greater job satisfaction. Schools and education policymakers should consider using more than one approach.

First, professional development programs should be designed to help teachers find support by integrating their responsibilities with personal values and professional goals. These programs may include training, professional development, and training that will enable teachers to take responsibility for their work and contribute to the school community. Additionally, recognizing and rewarding teachers for their efforts to support student success can increase their motivation and support education. This training allows teachers to build relationships with colleagues, students, and parents and create a supportive work environment. Schools can also implement policies that encourage collaboration and peer support by fostering a culture that values teachers and relationships. It's about job satisfaction.

This may include rethinking the management system, reducing class sizes, or providing additional staff support to reduce teacher turnover. Schools should also consider offering flexible work arrangements, such as distance learning options or transfers, to meet individual needs and reduce stress. Feedback process: Every teacher can share their concerns and suggestions. This feedback allows managers to identify job satisfaction problems and make changes. Creating a culture of transparency and inclusion helps foster trust and collaboration within the school community. This may include community events, medical care, and recreational facilities for rest and recovery. Schools can increase job satisfaction and retention through preserver health educators. Life balance, open communication and a positive school culture by following these recommendations, schools can increase job satisfaction, thereby retaining better teachers and ultimately improving the quality of their students' education.

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