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IMPACT OF MOTIVATIONAL FACTORS ON JOB SATISFACTION AND PERFORMANCE OF ELEMENTARY SCHOOL TEACHERS

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ABSTRACT

In modern era the management of the educational institutions adopt several strategies for the enhancement of teachers' performance which is decisive element for the ultimate growth of the organizations. For the achievement this objective the employees' motivation is an important factor. The purpose of this research was to determine the impact of motivational factors on job satisfaction and job performance. The target population was elementary school teachers in Gujranwala while 274 respondents were selected for select the sample through simple random sampling technique. SPSS was administered to analyze the research objectives which were proposed in this study. The primary data was collected by administering the standardized questionnaires through survey method. Statistical Package for Social Sciences (SPSS) was administered to analyze the research questions. The results of this study revealed that there was a moderate and significant association of motivation factors with job satisfaction and performance of the teachers. Moreover, there was a moderate and significant effect of motivation factors on job satisfaction and performance. Additionally, motivation factors had more association and effect on job satisfaction than job performance. This research is beneficial to adopt the various strategies for the enhancement of job satisfaction and performance of the subordinates through motivation.

INTRODUCTION

The performance of the academic faculty is a decisive element for the successful completion of teaching learning process and development of the whole educational institutions. The teaching staff play a several roles within the organization for achieving the goals under setting standards (Akhtar & Iqbal, 2017). Therefore, the previous researches posited the various important

factors which have significant influence for the development of job performance. To achieve the organizational objectives, the leadership focus on the motivation and satisfaction of the employees. It has been considered that the motivated and satisfies workers perform their activities with full zeal and zest and provide the maximum output (Kuswati, 2020). Asim (2013) mentioned that the efforts to enhance teacher performance can be achieved by improving the leadership, they further stated that the results of teacher exercises can be ascertained by the quality of leadership. If there exists effective leadership then teachers' performance will be correspondingly effective. In emulous situation, organizations develop globally and encounter many hurdles to get objectives and persuade to be extra efficient from others (Ek & Mukuru, 2013). Leader delivers an important contribution in achievement of organizational goals and helps to increase performance of employees. Teacher performance profoundly depending upon leadership, organization wisely analyze, what sort of leadership they should assume if they desire to enhance teacher performance (Torlak, 2019).

Job satisfaction is a psychological factor which attract the employees towards job description. The organizations provide the effective working environment, attractive salary package and job status to satisfy the workers. The teaching faculty perform different kinds of activities during job hours which develop the actual growth of the organizations. Due to fulfill the psychological needs of the employees, they feel confidence and motivation being a part of the organization and do well for the successful completion of the specific tasks (Farooq & Hanif, 2013; Jain, 2020).

The satisfaction of the employees makes them committed with their job and provide the confidence on working place which develop the performance and growth of the organization. The confident workers successfully overcome the negative psychological factors and keep on the positive interaction towards the specific tasks (Naz & Sharma, 2017). Moreover, the management put their naked eyes to provide the effective working environment to target the psychological factors for the development of job satisfaction so that the performance of the workers can be developed (Mustapha, 2013). Elementary school principal is the majority superior associate of the teaching staffs that are allotted to pilot the issue of the school by good value of their education, intelligence or information and teaching experience (McBride, 2014).

Motivation to job is a most important predisposed by member of staff itself; create far above the ground flier workers. In the consequences discussing leadership issue concern, particularly in relative to employment motivation (Skaalvik & Skaalvik, 2017). In each concern always calculate on to obtain thought and estimation are from subordinates and assistant propose to use the estimation constructively ((Boundless 2017; Healthfield, 2017). organization on research conduct more than a few experts linked with job motivation, which fundamentally says that the model-oriented leadership to subordinate / member of staff wills consequence in greater than before motivation to member of staff job (Emeka et al., 2015). Therefore, it preserves be affirmed that the commencement of the motive or motivation, an explanation condition for the accomplishment of association. Institution imaginary impression

exceeding, it can be predictable there is a positive leadership ultimately manipulate the job motivation (Silberstein, 2017). Motivated and happy member of staff generally struggle for improved performance from their learners. However, experimental confirmation demonstrates that the performance of the learner in worldwide benchmarked investigation is, on standard, concerning the most horrible in the globe (Rheinberg & Engeser, 2018).

LITERATURE REVIEW

Every job has different discrepancies which has great influence on performance of the employees. The subordinates perform several activities on working position in certain condition therefore, the organizational functions play a vital role for the development of job performance of the employees (Ardakani, 2012). Moreover, the performance of the employees depends upon the individual capabilities under the setting standards and performance can be assessed in different ways under these standards according to the vision and mission of the organization. The demand of the job performance is varied in different organizations which mainly based on the beliefs (Wen et al., 2019; Zafar et al., 2017). Job performance is considered as psychological construct with multidimensional factors, it derived from the effective working environment and developed through successful completion of the activities according to the standards formulated by the organization (Iqbal et al., 2015). The previous studies posited that the several factors which enhance the job performance of employees those can be internal and external. The internal factors relate to the satisfaction and combined with the working environment and external factors relate to the engagement and commitment with the organization as compare to the market values (Fernandez, 2015). As stated, that the performance of the employees is a construct combined with the set of multidimensional factors (Bhat & Bashir, 2016).

The theory of job performance declared the two main dimensions task performance and contextual performance (Motowidlo, 1994; 1997). The task performance related to the professional activities performed by the employees. It helps to provide the maximum production which is an important factor for the growth of whole organization. The employees perform the various activities under the setting standards for the completion of organizational objectives (Yousaf et al., 2015). The leadership make a plan and organize to help the subordinates for the development of professional capabilities for the successful completion of specific tasks. The organizations rendered the quality of services to the employees for the achievement of desire objectives. Therefore, task performance is an important element for the actual development of the organizational performance (Bilal et al., 2015). On the other hands, the contextual performance is considered as a driven force towards performance of the employees. It relates to the positive or negative behavior of the employees towards performing the activities. These behaviors influence on getting the setting objectives. In this domain the social environment plays a vital role for the development of job performance of the workers (De Boer et al., 2015). Due to the effectiveness of contextual performance the employees show their willingness, engagement, commitment and enthusiasm towards the completion of organizational objectives with

efficiency. Moreover, contextual performance provides the supportive environment for work during working hours. The leadership have keenly focused on the social needs of the employees to urge them towards actual performance therefore, contextual performance has great contribution to motivate the workers towards task performance which leads to the job performance and growth of the whole institution (Uraon & Gupta, 2020).

The previous studies defined various characteristics of satisfaction which have vital contribution for the growth of job. It determined that the satisfied teaching staff provide more productive outcome as compare to less satisfy. This view was endorsed by some scholars (Usop et al., 2013). Furthermore, in the age of globalization it has been realized that the satisfied employees show more committed with their job for the completion of organizational objectives. Moreover, the institutions also focused on the satisfaction of their workers for the development outcomes. Additionally, satisfaction is connected with the cognitive appreciations of the employees during job hours (Klassen et al., 2010). The satisfaction of job mostly revealed around the social needs of the workers likes job security, compensation and job environment also suggested the three mains imperious; preservation, abrasion absence. Houchins et al (2006) emphasized on the protection and abrasion of the climate and culture of the institution, the employees' compare themselves with the other organizations according to market value that perceive the expectations towards job satisfaction. Monyatsi (2012) endorsed the commitment is more important element for the enhancement of job satisfaction. Additionally, within arrange toward appraise the performance of the employees, it is necessary to assess the satisfaction as first. It is stated that the satisfied teachers are more committed and motivated with their jobs and produce productive outcomes, the education institutions focused on the development of professional skills that leads to the satisfaction and also achieve responsibilities successfully, thus humanizing the educational development (Abdullah et al., 2009), The job satisfaction plays pivotal role for the enhancement of students' capabilities and for the saucerful of teaching learning process. Further, recommend that satisfied teacher will be extra enthusiastic to provide more occasions and power into their job. Their better attachment into drama instructive responsibilities and in expenses instance through scholar be able toward have an optimistic bang on in general scholar achievement. Equally, dissatisfied teacher feel anxiety during job hours and take away successfully (Klassen & Chiu, 2010). Griffin et al (2010) establishes teacher suffers exhaustion through lengthy classroom time. Therefore, disagreed way of life explain that measures of teacher be done in prediction together. Therefore, teacher considerably to the development and improvement of the educational organization position advanced the academic achievement for fulfill teaching objectives. Likewise, positive researcher recommends that satisfied teacher is possible to accomplish further job objectives (Warr & Clapperton, 2010).

Motivation is an important construct for the development of the organizations. It derives from the Latin word mover which means action. It is considered as a driven force and urge the employees towards the tasks. The management adopt the various techniques to motivate their employees for getting the desire outcome. The motivation provides the confidence and positive attraction

towards the successful completion of specific tasks. It changes the behavior and attitude of the workers which make them satisfaction and play a vital role for the development of job performance (Hassan et al., 2020; Spector, 2008). Moreover, the motivation factors provide the determination and encourage to participate voluntarily with confidence in performing several professional activities (Handajani et al., 2017). Motivation not merely vital to the lasting enlargement of some educational system however as well very necessary in the life of teacher while they shape the basic cause on behalf of working. Bennell and Akyeampong (2007) condition that reach improved information consequence for learner in rising countries depend on development in teaching. Therefore, conduct to add to teacher motivation an ability canister is unspecified to exist middle to several methodical efforts to get better knowledge result.

Additionally, Chireshe and Shumba (2011) suggested that it is hierarchy to motivate the leaders that leads to the teachers and students as well aptitude knows how to affect unenthusiastically on learner knowledge and the discipline. Arguably, teachers' satisfaction is deeply authority for teacher job satisfaction, which in turn pressure student knowledge. In a few words place to worker motivation know how to simply be arrive at by understand that their person needs or objective be associated through motivation in organize to obtain extended run achievement (Koesmono, 2014). Rasheed et al (2010) situation, competence experience, workers, similar writer gives details to the bravery as well as commitment for elevated work performance that may achieve if teacher would be enthusiastic to provide their most excellent. Presently, it also supplies confirmation for relations between teacher's motivation as well as their appointment, promise and persistence in teaching and their leaning to turn out to be concerned in specialized development (Karabenick & Conley, 2011). A variety of factors motivates public in a different way depending winning the scenery of an association. Zhilla (2013) conducted in senior teaching background make known that recompense is physically powerful issue that motivates teachers. When pay is apparent as evenhanded, is proportionate administrative objectives that association require taking out a variety of tools that can improve the personality ability altitude, and group of people reimburse principles. Comment to financial reason is likely to be leading in the middle of teacher in little profits state someplace disburse with further textile reimbursement be frequently too little for human being with family continued existence. It is beyond doubt that be short of well-qualified, content and aggravated teachers make a payment to have functional teaching, a learning that cannot create a question, imaginative and analytic intelligence, and teaching that cannot provide the learner with capabilities that handle to achieve administrative objectives. Jusmin et al (2016) teacher motivation is a significant issue in the understanding of the school center mission. There are more than a few theories put onward to give details why public are motivated or not, why staff acts in an exacting method and what decide to specialize the organization efficiently.

Herzberg proposed a theory of motivation in 1959, which emphasized the two main factors of motivation intrinsic and extrinsic. According to this theory the attitudes of the employees influence on the satisfaction and performance.

Moreover, the performance of the employees depends on the satisfaction and dissatisfaction about attitudes whereas, satisfaction relate to the intrinsic and dissatisfaction relates to the extrinsic factors. The literature from previous researchers posited that the motivated workers show more commitment and dedication towards professional activities. The intrinsic motivation revealed around the inner activities of the organizations such as; working environment, effective communication, working engagement and supporting leadership. Thus, intrinsic motivation revealed around the interior environment of the institutions (Sergiovanni et al., 2015).

The intrinsic motivation provides the effective working environment and willingly urge the workers towards the professional activities. It has been realized that the organizations keenly focused to motivate their employees and provide satisfaction for the development of job performance (Cho & Perry, 2012). The workers evaluate the services which organizations rendered them to do their work. These services directly target to the positive and negative attitudes of the subordinates. Therefore, the outcome of the organizations depends on these attitudes of the employees (Rheinberg & Engeser, 2018). Different organizations have their various vision and mission whereas, the objectives are in line with them. The organizations make a plan and strategies for the achievement of these objectives according to setting rules and regulations. Therefore, intrinsic motivation plays a vital role for getting the desire outcomes and development of the whole organization (Ayub, 2010). Additionally, the actual growth of the institutions based on the skillful professional faculty. The management focus on the enhancement of the abilities and skills to perform the successful completion of the tasks and provide the in-service professional training. The performance of the employees depends on the individual competencies, which show how much motivated and satisfy he/she is? Therefore, the professional growth is an important element to motivate the workers and quantum growth of the organizations (Ryan & Deci, 2020).

The extrinsic motivation revealed around the individual feelings and behavior when compare with the external factors. These factors change the behavior of the individual and provide the enthusiasm towards the activities. The employees compare themselves with others organizations according to the market value. So, the organizations provide the attractive salary package, appreciation, job security and development of the personality. Extrinsic motivation provides the satisfaction and mindset towards the job performance (Gleeson, 2016). The extrinsic motivation gives the confidence, admiration and engagement with the organizations. As extrinsic factors are differed from the intrinsic factors thus supports to develop the whole organization and encourage the best outcome. In educations institutions the performance of the employees based on the work load and classroom activities. For getting the objectives of the learning process, it is necessary to provide the basic facilities to the teachers for performing the professional activities (Majerič et al., 2011). Moreover, the compensate and provide the remuneration to their employees on performing the good activities which is the best source to motivate the employees. These factors make the employees responsible to do effective job (Darling et al, 2009). Due to the rapid advancement throughout the world,

there are verities of extrinsic factors which organizations adopt to motivate their employees for the successful completion of organizational objectives (Duggal et al., 2021; Marta et al., 2021).

RESEARCH QUESTIONS

1. Is there significance relationship between motivation factors and job satisfaction of elementary school teachers?
2. Is there significance relationship between motivation factors and performance of elementary school teachers?
3. Is there significance effect of motivation factors on job satisfaction of elementary school teachers?
4. Is there significance effect of motivation factors on performance of elementary school teachers?

RESEARCH METHODOLOGY

The objective of this study was to investigate the impact of motivational factors on job satisfaction and performance of elementary school teachers. For this study a correlational research design was administered. The target population consisted of public elementary school teachers in District Gujranwala. For the delimitation of population 274 teachers were selected as sample of this study. Moreover, simple random sampling technique was administered to select the respondents for this study (Raouf et al., 2021; Abdulmuhsin et al., 2021; Hameed et al., 2021; Yan et al., 2020; Nuseir et al., 2020).

For this study structured questionnaires were used i.e.; motivational factors questionnaire was adopted from (Herzberg, 1959) with dimensions of intrinsic motivation and extrinsic motivation and teachers job satisfaction questionnaire was adopted from (Lester, 1987) with dimensions of supervision, pay, work itself, growth recognition and working condition While job performance questionnaire was adopted from (Goodman & Svyantak, 1999) with dimension; task and contextual performance. Moreover, Five points 1. Strongly Disagree to 5. Strongly Agree Likert scale was used for data collection by questionnaire through survey method. Validity is a degree of the questionnaire as what it is supposed to be measure (Gray, 2014). In this research, in order to administer the face and content validity it was taken help from the senior colleagues and supervisor and assure that the items of the tool are valid to conduct the study (Asada et al., 2020; Junoh et al., 2019; Basheer et al., 2019a; Muneer et al., 2019; Basheer et al., 2019b; Basheer et al., 2018). Moreover, the context of the statements indicates the literature review (Creswell, 2014; Bagozzi, 1991). Additionally, Reliability is the consistency of series of measurements on an instrument (Creswell, 2014). For this research the Cronbach's Alpha was administered to assess the reliability of the questionnaire which was be acceptable according to the recommended values of some researchers > 0.7 (Chin, 2010). In order to analyse the collected data, the descriptive and inferential statistics was used according to the research questions.

FINDINGS

Table 1. Descriptive analysis about the variables of the study

Statements	M	SD
Intrinsic Motivation	3.77	.99
Extrinsic Motivation	3.88	.94
Motivation Factors	3.82	.96
Salary	3.84	1.00
Work itself	3.89	.83
Supervision	3.82	.94
Growth	3.58	.97
Recognition	3.87	.97
Working Condition	3.64	.96
Job Satisfaction	3.77	.94
Contextual Performance	3.79	.93
Task Performance	3.80	.94
Job Performance	3.79	.93

Descriptive statistics was determined to analyze the existing level of the respondents about variables of the study. The findings show that mean value of the statements about motivation factors was from 3.77 to 3.88 and cumulative means was 3.82 while the mean value of the statements about job satisfaction was from 3.58 to 3.89 and overall mean 3.77 whereas, the mean value regarding job performance was from 3.79 to 3.80 and cumulative 3.79. It shows that the respondents were agreed about all the variables of the study.

Table 2. Relationship between motivation factors and job satisfaction

Variable	1	2	3	4
Intrinsic	1			
Extrinsic	.369(**)	1		
Motivation Factors	.487(**)	.389(**)	1	
Job Satisfaction	.481(**)	.360(**)	.421(**)	1

** Correlation is significant at the 0.01 level (2-tailed).

For investigating the correlation between motivation factors and job satisfaction, it was administered Pearson Correlation. The results revealed that it was a positive and moderate relationship between intrinsic motivation and job satisfaction with $r = .481$ moreover, it was also positive and moderate correlation between extrinsic motivation and job satisfaction with $r = .360$ additionally, it was found a positive and moderate relationship between motivation factors and job satisfaction with $r = .421$. It shows there was a significant association between motivation factors and job satisfaction.

Table 3. Relationship between motivation factors and job performance

Variables	1	2	3	4
Intrinsic	1			
Extrinsic	.349(**)	1		
Motivation Factors	.471(**)	.444(**)	1	
Job Performance	.434(**)	.397(**)	.415(**)	1

** Correlation is significant at the 0.01 level (2-tailed).

To determine the relationship between motivation factors and job performance, it was directed Pearson Correlation. The results revealed that it was a positive and moderate relationship between intrinsic motivation and job performance with $r = .434$. It was also positive and moderate correlation between extrinsic motivation and job performance with $r = .397$ and it was found a positive and moderate relationship between motivation factors and job performance with $r = .415$. It shows there was a significant association between motivation factors and job performance.

Table 4. Effect of motivation factors on job satisfaction

DV	Constructs	Std. Error	Beta	t	Sig
Job satisfaction	(Constant)				
	Intrinsic	.073	.468	6.27	.00*
	Extrinsic	.050	.430	8.48	.00*
	Motivation Factors	.061	.449	7.37	.00*

Dependent Variable: JS

In order to investigate the effect of motivation factors on job satisfaction, Multiple Regression Analysis was administered. It was shown a moderate effect of intrinsic motivation on job satisfaction with beta value of .468 and there was also moderate effect of extrinsic motivation on job satisfaction with beta value of .430. Moreover, it was a moderate effect of motivation factors on job satisfaction with beta value of .449. It shows a moderate effect of motivation factors on job satisfaction.

Table 5. Effect of motivation factors on job performance

DV	Constructs	Std. Error	Beta	t	Sig
Job Performance	(Constant)				
	Intrinsic	.069	.518	7.40	.00*
	Extrinsic	.043	.357	5.81	.00*
	Motivation Factors	.056	.437	6.60	.00*

Dependent Variable: JP

Multiple Regression Analysis was applied to examine the effect of motivation factors on job performance. It revealed there was a moderate effect of intrinsic motivation on job performance with beta value of .518 and there was also moderate effect of extrinsic motivation on job performance with beta value of .357. Additionally, it was a moderate effect of motivation factors on job performance with beta value of .437. It shows a moderate effect of motivation factors on job performance.

CONCLUSIONS AND DISCUSSION

On the behalf of the findings in this study, it concluded that the elementary school teachers were moderately satisfied about all the constructs. Moreover, it was positive and significant association of motivation factors with job satisfaction and performance of the teachers. Furthermore, there was a moderate and positive effect of motivation factors on job satisfaction and performance. Additionally, it revealed the motivation factors have more association and effect on job satisfaction than job performance.

The literature of previous studies posited that the motivation factors play a vital role for the enhancement of job satisfaction and performance of the employees. The leadership motivate the subordinates for getting the desire outcomes. It has been realized that the motivation workers perform their activities with full zeal and zest which is the best source for the development of the educational institutions. On the behalf of this research, it is recommended that the workshops should be conducted at every level to provide the knowledge about the enhancement of job satisfaction and performance through motivation and make the teachers able to adopt the several strategies for the organizational development. The further studies should be conducted with other variables which enhance the job satisfaction and performance of the employees.

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