International Journal of Technology and Education Research

https://e-journal.citakonsultindo.or.id/index.php/IJETER

E-ISSN: 2986-0733

Identification Of The Factors Affecting The Motivational Level Of Primary School Teachers In Tehsil Pindibhatian, District Hafizabad

Fasih-ur-Rehman fasih[1], Fiaz Ahmad Fiaz[2], Rizwan Ahmad[3]

[1,2,3]Institute of Agriculture Extension, Education and Rural development, Pakistan

Email: bhatti143@gmail.com, .chou5e@gmail.com, razagondal837@gmail.com

Abstract

This study was designed to examine the factors affecting motivational level of primary school teachers were in tehsil Pindibhatian. Major objectives of the study was to identify the factors responsible for the motivation of The aim of this study was to explore teachers were ' motivational aspects in the education process. The total numbers of male primary schools in tehsil Pindi Bhattian are 157 and 592 male teachers were are appointed in these schools. Due to the time and resources availability forty (40) schools was selected purposely and three (3) teachers were was selected from each school. So, the number of respondents is 120 teachers using purposive sampling technique. This study was descriptive in nature and for data were collection well structure questionnaire was used. Data were analyzed trough statistical package for social sciences (SPSS). Results of the study showed thatless than half of the respondents were between 31-35 age. Majority of the respondents belonged to urban area. More than one third of the respondents were master. Half of the respondents were having B.Ed. Almost all respondents were agree with the statements that in-service training, financial factors, behavior of head teachers were the major factors that effects the job performance of teachers.

Keyword: Factors Affecting The Motivational Primary School Teachers

INTRODUCION

In all educational institutes, the behavior and rules of administrative staff provide direct motivation to the whole educational staff. When the motivational level of teachers gain their highest peak then their performance become remarkable. The administrative staff as great motivational factor is a process of assigning assignments in different periods, curriculum planning, skills development, and experience that determine the quality of instructional tasks

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

or professional knowledge(Kyriacou and Kunc, 2007).

The motivational reward may have strong and cumulative positive effects over time on the achievement of teacher's. The intrinsic motivation provides the job satisfaction to the teachers. This motivational type able the teachers to construct new ideas by facing challenges and gain new consequences through highest motivational level (Guay*et al.,* 2010).

Educational institutions consider human resources as their most vital asset and they consider them as route toward success. The motivation of teachers therefore is very important as it affects job performance. The vital role which teachers play in the educative process cannot be overemphasized. The teacher is the single most important factor in education. Her or his far-reaching influence as an agent of constructive change in society is beyond question. Through the years, however, teachers still complain about their status, pay and welfare with serious consequences on the quality of education. Pupils' learning depends upon effective teaching; hence, determining the factors that help in the enhancement of teachers' motivation is of prime importance to propel them to peak performance (Talat, 2011).

The performance of the teachers is directly associated with various variables and all the performance factors have a direct linkage with the factors that increased the motivational level f teachers. In the present era of financial crises monetary incentives from the high authority is considered as the great motivational factor for the teachers. Through this factor teachers can feel secure and then they can perform better (Ushioda, 2011).

In the educational field motivation is necessary for the successful educational procedure. Several factors contribute in motivating the teachers so that they can teach better and can increase the educational quality. The motivational level of teachers in the professional filed is affected by numerous factors such as behavior of administrative staff, policies of head teachers, monetary and non-monetary incentives. Several motivational factors affect the teacher's interest in the teaching process. The high motivation from the administrative department surely increases the persistency among teachers that lead for best performance (Futalan, 2013).

In the modern era of financial crisis, challenges become increased for the administrative department to motivate the teachers. In this situation administrative staff should encourage the teachers for the showing of professional attitude. The reason of this encouragement is too enhance the different personality traits that have direct link to the motivation of teachers. For this administrative department should provide monetary and non-monetary incentive to the teachers because these two factors nourish the motivation for best professional competencies (Hussain*et al.,* 2016).

The level of motivation from the society in understanding and managing the teacher's

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

performance create the positive relation among the emotional intelligent and entrepreneur skills of teachers. For increasing the intrinsic motivation administration staff, keep focus on the social norms so that teachers can easily understand the educational goals (Munyengabe and Yiyi, 2016).

The job satisfaction of teachers also considered a marvelous motivational factor because it reduces the stress and pressure among them. Teachers gain the job satisfaction when they attain motivation from the all coworkers and students. After attaining this type of motivation teachers can do something good every day. Professional development opportunities give the voice and highest motivational level to the teachers that make them more competent (Zafar *et al.*, 2017).

The motivational level of teacher in educational field requires special consideration so that the identification of teachers can be increased through multi modalities. Non-monetary incentives such as good and motivational words from high authorities, better attitude from staff and motional drive from students also play good role in increasing motivational level of teachers. Due to the high level of motion teachers feel less hindrances in the process of teaching (Arain and Arshad, 2019).

Motivation is the reason and way of the organization to compel individuals to do specific practices. In education, motivation has an assortment of impacts on how teachers and act corresponding to the topic. The increased effort, energy, and persistence in activities are the result of directed behavior toward specific goals (Chong and Cheah, 2009).

REVIEW OF LITERATURE

Greenberg (1999) described the motivating incentive may have had significant and long-lasting positive benefits on teachers' professional growth. The pace of professional growth for teachers was 80% reliant on their degree of motivation in a contemporary and novel conception of education. Teachers must be technically proficient and deeply knowledgeable about the modern world for any civilization to advance, and for this, pupils must be motivated by offering incentives.

Cole (2000) defined the non-cash incentive system was also referred to as a source of motivation for instructors and had a long-term process that resulted in desired changes in the teachers' behavior. To alter their personality, it required factors from the social, physiological, and cognitive spheres. The non-monetary incentive system had important connections for instructors that resulted in profound changes and academic repercussions. Non-monetary rewards encouraged teachers to move at a particular speed and employ unusual methods.

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

Chen et al. (2006) postulated that motivating approaches are viewed as an integral aspect of a teacher's life since they offer the fundamental framework for continuing to be brilliant. They were incredibly friendly and kind and treated everyone with respect and worth. Teachers managed their classrooms properly, assisted pupils with their schoolwork, and maybe most significantly, they arranged a variety of enjoyable activities.

In Mauritius, Belle (2007) did a research on the function of secondary school principals in inspiring teachers. Administrators at secondary schools faced a variety of difficulties. They were trapped between having to answer to parents, teachers, and the school system on the one hand, and it occasionally seemed like their career was in jeopardy. On the other hand, they had to abide by local, state, and federal laws. The two main categories of concerns were management challenges, such as educational and administrative issues, and social issues, such as student discipline. Administrative issues affecting teachers and other staff members included things like teacher evaluations, schedule modifications, and a lack of resources.

Courus (2010) defined success in any effort required a high level of motivation. This held true in the area of education as well. As a result, individuals with high levels of motivation needed to be knowledgeable about the educational process, highly driven for the cause of education, and skilled at managing talents in order to head educational institutions. Almost all successful operations involved a great degree of control.

According to Bakahwemama (2010), constant payment of secondary school teachers' wages had improved employee motivation. Other changes that were intended to cause a change in secondary school teachers' job performance had been implemented, and many secondary school principals had also enhanced the engagement of teachers in making school choices. The researchers wanted to know if administrators' administrative competence had any effect on teachers' work performance because the same adverse situation about instructors' job performance sadly continued.

Guajardo (2011) investigated how effective administrators build up a school-wide system that ensures everyone adheres to ambitious goals and completes their assignments. A capable administrator saw to it that the faculty understood the idea of academic success for all and agreed to a thorough learning development program focusing on student achievement goals.

According to Norfin (2011), effective coaching and precise evaluation in the classroom were significantly influenced by the establishment of motivational level. The incentive system gave pupils varied opportunities to select their preferred topics and professors, as evidenced by modern education. The level of education and the caliber of students' performance rose when

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

students enrolled in a course with hopes of receiving financial and non-financial incentives.

Osakwe (2014) demonstrated that motivational level involved the particular domain, which directly impacted a person's capacity for thought and emotion. It decreased the negative attachment to others, which progressively raised stress levels and interpersonal behaviors. It steadily increased the ability to handle challenges in both the academic and practical realms.

According to Habibi and Safwan (2014), the theory of motivation explains the needs of instructors, student emotions, and student expectations of their teachers, particularly at the secondary school level. Additionally, it was highlighted how instructors may work better because of their attractive and powerful ethical incentive.

According to Gupta and Shaw (2014), a heated debate has broken out regarding the types of administrative talents and skills that school teachers, principals, and management panels should develop in order to produce high-quality educational output through the use of the prospectus in a practical manner. This debate has arisen as a result of current global trends toward achieving and maintaining fame in education. School management served as the main tenet of our educational system. Supervisors have often confronted and solved a broad variety of issues. According to research by Sarmazeh (2015), attaining the goals on an emotional level is an effective way to do so. It has to be put to use to further educational goals. Education needed to foster and develop a sense of one's fellow humans if it was to be a tool for social change. Resources, both human and material, played a role in motivation. To achieve educational goals, these had to have been used effectively.

According to Rasheed (2016), the phrase "motivational level" described a process that resulted in professional progress. This strategy sought to help instructors improve their teaching performance so they could become better teachers for their pupils. It did this by focusing on teachers' performance and instructional activities. Education administration placed a strong emphasis on the professional growth of teachers and encouraged them to use successful teaching strategies in the classroom.

MATERIAL AND METHODS

This study was a quantitative study and survey research method was used to collect data from the male teachers of school education department of Tehsil Pindi Bhattian District Hafizabad. Population of the study was consisted on all public male primary schools of the Tehsil Pindi Bhattian district Hafizabad. In these schools 592 were appointed according the information provided by the deputy office (male) and (www.sis.punjab.gov.pk). 40 schools was selected purposely and 3 teachers was selected from each school. So, the number of

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

respondents was 115 teachers. This study was descriptive in nature and for data collection well structure questionnaire was used. After attaining the require data from respondents then the data were analyzed with the statistical packages from social sciences.

RESULTS AND DISCUSSION

This chapter provides a detailed description of the methodology used in this descriptive study.

Demographic Characteristics

Demographic characteristics like age, education in years, source of income in rupees, family background, qualification of father and qualification of mother plays imperative role in knowledge of the students. These demographic characteristics directly or indirectly effect to the respondents to achieve their academic goals. Respondents also affected by these characteristics towards different qualification and student's teacher relationships (Federa *et al*., 2014).

Table 1 Distribution of the respondents according to their demographic attributes

Age		
≤ 30	24	20.0
≥ 35	48	40.0
≥ 40	12	10.0
≥ 45	24	20.0
≥ 45	12	10.0
Education level		
B.A/B.Sc	24	20
Masters	48	40
M. Phil	48	40

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Technology and Education Research

https://e-journal.citakonsultindo.or.id/index.php/IJETER

E-ISSN: 2986-0733

Residential Status		
Urban	72	60.0
Rural	48	40.0
Total	120	100

Table 1 shows that 60% (20%+40%) of the teachers were aged up to 35 years. It means that majority of the teachers were relatively young. Young teachers may have more energy and a high level of motivation for performing tasks. But young teachers have relatively less experience which may be compensated for their energy and ambition. Therefore it is necessary to understand the motivational level of teachers through the lenses of their age.

This table also depicts that almost 30% (10%+20%) teachers in the total sample were aged upto 45 years. These teachers have high experience in the field of education and understand the pros and cons of their professional field. While only 10% of the teachers have the high age. All these 12 teachers were in the age of above 45 and their age showed that they have high teaching experience but less motivational level for performing any task.

On the basis of the results it is showed that less than one fifth 24 of the respondents were graduated and their percentage is 20% in the total sample size of 120 teachers. These 24 teachers have long and strong experience in their professional life.

Almost 36 teachers (40%) having Masters level degree. Their ratio shows that all these teachers have less than 10 years experience of teaching but these have surely the awareness regarding the use of latest technology to teach with great motivation. Only 40% teachers are having post graduate degree of M.Phil. on the basis of results it is found that almost all these teachers were attained this degree after their appointment as teachers.

It was showed in this table that great majority 60 % teachers were belonged to urban area of Tehsil Pindi Bhattain. It was found through their descriptive data that almost all these 72 teachers traveled to reach their destination of schools rather than the teachers whose residential area was rural.

In this table 2 it was depicted that 40 % less than half of the respondents belonged to rural areas and all the schools in which they teach almost found nearby their residence.

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Technology and Education Research

https://e-journal.citakonsultindo.or.id/index.php/IJETER

E-ISSN: 2986-0733

Table 2: Distribution of the respondents according to the factors that affects the motivation of teachers

The factors that affects the motivation of teachers	Weighted score	Mean	Standard deviation	Rank order
In-service training for professional development opportunity motivate the teachers	506.00	4.2167	.88102	1
Financial rewards make the teachers motivated	497.00	4.1417	1.21818	2
Flexible working motivate the teachers for certain behaviors	490.00	4.0833	1.03374	3
Behavior of head teachers with the teaching staff	480.00	4.0000	1.12272	4
Chances of promotion during job develop the motivation	478.00	3.9833	1.03699	5
Interpersonal relation of teachers with other staff in institute	478.00	3.9833	1.18806	6
Special respect directly convince the teachers to perform for the betterment of institute	465.00	3.8750	1.26732	7
Extra allowances reduce the financial burden that increase the motivation of teachers	454.00	3.7833	1.31688	8
Award presentation increase the honor and motivation of teachers	439.00	3.6583	1.29962	9
Growth and learning opportunities motivated the teachers to perform with latest techniques	434.00	3.6167	1.40935	10

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Technology and Education Research

https://e-journal.citakonsultindo.or.id/index.php/IJETER

E-ISSN: 2986-0733

Extra leave motivate the teachers to work according to the demand	432.00	3.6000	1.27944	11
Recognition and praise directly increase the motivational level of teachers	423.00	3.5250	1.50049	12
Allow time to do volunteer work reduce the pressure of work	400.00	3.3333	1.26580	13

Scale: 1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Table 2 shows that in-service training for professional development opportunity motivate the teachers is having mean value 4.21. The mean value of this statement lies between the agree to strongly agree and tending towards the agree according to mean value.

Financial rewards make the teachers motivated is having mean value 4.14. The mean value of this statement lies between the agree to strongly agree and tending towards the agree according to mean value. Flexible working motivate the teachers for certain behaviors is having mean value 4.08. The mean value of this statement lies between the agree to strongly agree and tending towards the agree according to mean value.

Behavior of head teachers with the teaching staff is having mean value 4.00. The mean value of this statement lies between the agree to strongly agree and tending towards the agree according to mean value. Chances of promotion during job develop the motivation is having mean value 3.98. The mean value of this statement lies between the neutral to agree and tending towards the agree according to mean value. Interpersonal relation of teachers with other staff in institute is having mean value 3.98. The mean value of this statement lies between the neutral to agree and tending towards the agree according to mean value.

Special respect directly convince the teachers to perform for the betterment of institute is having mean value 3.87. The mean value of this statement lies between the neutral to agree and tending towards the agree according to mean value. Extra allowances reduce the financial burden that increase the motivation of teachers is having mean value 3.78. The mean value of this statement lies between the neutral to agree and tending towards the agree according to mean value.

Award presentation increase the honor and motivation of teachers is having mean value

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

3.65. The mean value of this statement lies between the neutral to agree and tending towards the agree according to mean value.

Growth and learning opportunities motivated the teachers to perform with latest techniques is having mean value 3.61. The mean value of this statement lies between the neutral to agree and tending towards the agree according to mean value.Extra leave motivate the teachers to work according to the demand is having mean value 3.60. The mean value of this statement lies between the neutral to agree and tending towards the agree according to mean value.

Recognition and praise directly increase the motivational level of teachers is having mean value 3.52. The mean value of this statement lies between the neutral to agree and tending towards the agree according to mean value.Allow time to do volunteer work reduce the pressure of work is having mean value 3.33. The mean value of this statement lies between the disagree to neutral and tending towards the neutral according to mean value.

Over all results it can be concluded that Aydin *et al.* (2013) found that every leadership style has the specific principles and rules during educational process that enabling teachers for best performance. The primary role of leadership style is to develop creativity and management ability in the teachers that help them in achieving educational goals. In generally the aim of all leadership style is to increase the interest of teachers in their job.

The administrative role that affects the motivational level of teachers

Administration, also referred to as business administration, is the management and application of the processes an office, business, or organization. It involves the efficient and effective organization of people, information, and other resources to achieve organizational objectives. One of the simplest and most effective ways to motivate teachers is by praising them. Getting compliments for their valuable contribution is bound to make teachers or educators feel powerful (Cakmak *et al.,* 2015).

Table 3: Distribution of the respondents according to the administrative role that affects the motivational level of teachers

The administrative role that affects the motivational level of teachers	Weighted score	Mean	Standard deviation	Rank order
Motivate the teachers to arrange the students views	465.00	3.8750	.95761	1

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

Delegation division of work load motivate the teachers to implement the scheme of study confidently	461.00	3.8417	1.13756	2
Allocation of appropriate duties motivate the teachers for active participation in all teaching activities	457.00	3.8083	1.07918	3
Increase the habit of convincing others with good words	456.00	3.8000	1.07375	4
Enable the teachers to explain the importance of educational events with convincing tone	446.00	3.7167	1.13154	5
Suitable timetable from administration bring clear vision in teachers	440.00	3.6667	1.22532	6
Allocation of courses according to skills increase the ability to teach with full confidence	422.00	3.6068	1.17413	7
Motivation from administration enable them to make independent decisions	429.00	3.5750	1.07424	8
Make the teachers capable to communicate blue stock conversation with colleagues	408.00	3.4000	1.01584	9
Administration motivate the teacher to encounter difficulties about implementing modern teaching strategies	389.00	3.2417	.99575	10

Table 3 shows that motivate the teachers to arrange the students views is having mean value 3.87. The mean value of this statement lies between the neutral to agree and tending towards the agree according to mean value.

Delegation division of work load motivate the teachers to implement the scheme of study

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

confidently is having mean value 3.84. The mean value of this statement lies between the neutral to agree and tending towards the agree according to mean value.

Allocation of appropriate duties motivate the teachers for active participation in all teaching activities is having mean value 3.80. The mean value of this statement lies between the neutral to agree and tending towards the agree according to mean value.

Increase the habit of convincing others with good words is having mean value 3.80. The mean value of this statement lies between the neutral to agree and tending towards the agree according to mean value.

Enable the teachers to explain the importance of educational events with convincing tone is having mean value 3.71. The mean value of this statement lies between the neutral to agree and tending towards the agree according to mean value.

Suitable timetable from administration bring clear vision in teachers is having mean value 3.66. The mean value of this statement lies between the neutral to agree and tending towards the agree according to mean value. Allocation of courses according to skills increase the ability to teach with full confidence is having mean value 3.60. The mean value of this statement lies between the neutral to agree and tending towards the agree according to mean value.

Motivation from administration enable them to make independent decisions is having mean value 3.57. The mean value of this statement lies between the neutral to agree and tending towards the agree according to mean value. Make the teachers capable to communicate blue stock conversation with colleagues is having mean value 3.40. The mean value of this statement lies between the disagree to neutral and tending towards the neutral according to mean value.

Administration motivate the teacher to encounter difficulties about implementing modern teaching strategies is having mean value 3.24. The mean value of this statement lies between the disagree to neutral and tending towards the neutral according to mean value.

CONCLUSION

Study concluded that the motivational reward may have strong and cumulative positive effects over time on the professional development of teachers. In a modern and new concept of education teacher's rate of professional development are eighty percent depends on motivational level. For the progress of any society teachers should be technically strong and have deep knowledge about the modern world for this student should be motivated by given some rewards.

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

It is find that non-monetary reward system is also known as the source of motivation for teachers has a long-term process that brings desirable changes in the behavior of the teachers. It involves dimensions of social, physiological, and cognitive domains to change their personality. Non-monetary reward system has significant relationships for teacher's that brings academic consequences with tremendous changes. Non-monetary reward requires a specific pace and peculiar techniques for teachers. The high level of motivation has numerous effects on teacher's achievements that make them confident in the future. Motivational strategies are the professional and practical application of practices, the external awareness and the individual rules, and the viewers' constructivism. Motivation promotes important issues that may have an effect on the secondary school students at the highest level.

It is also concluded that motivational techniques are considered an essential part of teacher's life as it provides the basic path for staying genius. They show respects, and gives value to everyone and are very kind and polite. Through motivation teacher's help to student's with their school work, manage their classrooms well, and perhaps most important they plan different fun activities.

REFERENCES

Abdulla, J., R. Djebarni and K. Mellahi. 2010. Determinants of job satisfaction in the UAE. A case study of the Dubai Police. Int. J. Pers. Rev. 40:126-146.

Addison, R. and M. Brundrett. 2008. Motivation and de-motivation of teachers in primary schools: the challenge of change. Int. J. Prim. Elem. Earl. Year. Edu. 36: 79-94.

Ahmad, W. G. and A. R. Batool. 2018. Understanding instructional leadership through the mental models of three elementary school principals. J. Edu. Admi. Quar. 41:554-576.

Aksel, N. 2016. The Relationship Between the Transformational Leadership Behavior of the Secondary School Principals and the Motivation of Teachers (Samsun Case). Int. J. Edu. Psy. 7:56-63.

Aksoy, H. 2006. The Impact of Organizational Climate on Motivation. Int. J. Soc. Sci. Ins. 7: 65-72.

Ali, B., L. Jamal and G. Anwar. 2021. An Empirical Study of Employees' Motivation and Its Influence Job Satisfaction. Int. J. Edu. Res. 7:32-41.

Alton, S. 2003. Impact of workloaded stress on the professional effectiveness of secondary school head teachers. Glo. J. Edu. Res.10: 1-13.

Ananga, N. B. 2001. Workload: A review of causes, consequences and potential interventions. J. Edu. Res. 2: 34-39.

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

Anwar, K. and H. Balcioglu. 2016. The relationship between transformational leadership characteristics and effectiveness: A case study of construction companies in Erbil. Int. J. Sci. Tech. Manag. 5: 250-256.

Ayaydin, M. and M. Tok. 2015. Investigation Class Teachers' Opinion About Motivation Factors (Gaziantep Sample), Turkish Studies. Int. J. Peri. Lang. Lit. 4:54-61.

Aydin, S., N. A. Sarier, M. S. Rusiman, W. S. Gan and N. Arbin. 2013. The effects of school principal's leadership style on teachers' organizational behavior, commitment and job satisfaction. Int. J. Con. Psy. 4:581-589.

Ayeni, A.J. and A.P. Amanekwe. 2018. Teachers' instructional workload management and students' academic performance in public and private secondary schools in akoko north-east local government, ondo state, nigeria. Ame. Int. J. Edu. Lin. Res. 1:9-23.

Azetta, V. 2004. Guidelines for faculty workload. J. Nur. Med. 79: 902-904.

Bakioglu, A. and H. Guner. 2016. Motivation and Conflict. Turkish Education System and School Management. Int. J. Edu. Psy. 5: 73-96.

Bayar, A. 2016. Challenges facing principals in the first year at their schools. Uni. J. Edu. Res. 4:192-199.

Bektas, A. 2012. The Impact of Managerial Job Satisfaction and Motivation Levels on the Meaning of Life Level. Int. J. Edu. Res. 9: 34-39.

Butt, K. and M.S. Farooq. 2019. Effect of induction training program on teachers' effectiveness at elementary school level in Punjab. Pak. J. Edu., 36:51-69.

Cakmak, E., O. Oztekin and E. Karadag. 2015. The effects of leadership on job satisfaction in Karadag. Int. J. Edu. Dev. 5:219-238.

Canpolat, C. 2011. Relations Between Teacher Motivation and Organizational Commitment by Applying Teacher Career Steps. Int. J. Edu. Res.5: 102-112.

Cerit, Y., A. Kadioglu and H. Yilmaz. 2017. Investigation of Factors Affecting Job Motivation Perceptions of Class Teachers. Int. Res. Edu. Appli. High. Edu. 7:9-20.

Cheng, Y. C. and W. M. Tom. 2011. Multi-models of quality in education. Quality Assurance in Education. 8: 22-32.

Chirimi, D.O. 2016. The impacts of teachers' workload allocation on teaching and learning effectiveness of science subjects in secondary schools: The case of hanang district, tanzania, Mzumbe University.

Chisikwa, P.I. 2017. Influence of social-cultural factors on gender imbalance in appointment of head teachers in mixed secondary schools in vihiga district Kenya. J. Edu. Res. 11:535-541.

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

Chong, S. and H.M. Cheah. 2009. A values, skills and knowledge framework for initial teacher preparation programs. Aust. J. Teach. Edu. 34:1-16.

Cicek, S. A. 2015. School organization and management. J. Edu. Trai. Stud. 3:159-190.

Coluci, M.Z.O. and N.M.C. Alexandre. 2012. Job factors related to musculoskeletal symptoms among nursing personnel. Int. J. Psy. Dev. 41:2516-2520.

Craig, H. J. 2010. Teacher development: Making an impact. Washington, DC: ABEL Clearinghouse for Basic Education, AED; Human Development Network, the World Bank.

Darling-Hammond, L., F. Lisa, C.H. Channa and B. Brigid. 2020. Implications for educational practice of the science of learning and development. J. Appl. Dev. Sci. 24:97-140.

Darshan, M. A. 2011. Effects of autocratic leadership style on subordinate job satisfaction in elementary school in Ethopia. J. Edu. Qua. Edu. 24:549-565.

Demirci, O. 2011. Differences in the Rights of Employees of Contractual and Employed Teachers Working in Primary Schools and Work Motivation. Int. Soc. Sci. Inst. 89: 123-128.

Dilshad, M. and H.M Iqbal. 2010. Quality Indicators in Teacher Education Programmes. Pak. J Life Soc. Sci., 30: 401-411.

Dogan, F. 2008. Stakeholder- Driven quality improvement: A compelling force for practice guidelines. J. Nat. Aca. 3:25-31.

Doherty, G. D. 2018. On quality in education. Quality Assurance in Education.16:2-8.

Eamon, Q. 2009. Sources of workload for teachers at high risk secondary school in the West Cape. J. Edu. Psy. 9:67-72.

Emirbey, A. R. 2017. The Relationship Between School Administrators' Ethical Leadership Behavior and Teacher Motivation. Int. J. Edu. Res. 89:34-39.

Eren, E. 2010. Organizational Behavior and Management Psychology. Int. J. Lead. Sch. 9:34-39.

Erturk, R. 2014. The Relationship Between Teachers' Motivation and Organizational Commitment (The Case of Bolu Province). Int. J. Bay. Edu. Sci. 7:65-72.

Fabian, W., S. Ralf, S. Beatrice and Y. Nimrod. 2016. Leadership style and teacher's job satisfaction in Tanzanian public secondary school. J. Edu. Admission. 55:49-69.

Faiza, M.J., T.J. Sabol, B.K. Hamre and R.C. Pianta. 2015. Assessing teachers' skills in detecting and identifying effective interactions in the classroom: Theory and measurement. Elem. Sch. J., 115:407-432.

Farooq, M.S. 2017. Female teacher problems at primary level in pakistan administered kashmir. Int. J. Pri. Edu. 6:13-15.

Febrianti, N. T. 2020. The Effect of Career Development and Motivation on Employee

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

Performance Through Job Satisfaction in PtJabar Jaya Perkasa. Int. J. Bus. Soc. Sci. Res. 1:1-12.

Felmely, Y. 2019. Career counseling opportunities for the development of reasoning skills in educational institutes. J. Sci. Edu. 66: 581-581.

Fiaz, M., V. Din, E. Ikram and A. Sakib. 2017. Leadership styles and employees motivation: perspectives from an emerging company. J. Edu. Psy. 137:421-434.

Gash, V., A. Mertens and L. Romeu. 2010. Women between part-time and full-time work: The influence of changing hours of work on happiness and life-satisfaction. 8:67-71.

Ginsberg, R. 2018. Being boss is hard the emotional side of being in charge. Phi Delta Kappan. 90:292-297.

Grift, W.J., T.A. Houtveen, H.T. Hurk and O. Terpstra. 2019. Measuring teaching skills in elementary education using the Rasch model. Int. J. Sch. Eff. Sch. Impr. 30:455-486.

Gupta, B. L. 2011. Management Training and Development, Viranda Publications (P) Ltd, Delhi. India.

Hafeez, U. and W. Akbar. 2015. Impact of work-life balance on job satisfaction among school teachers of 21st century. Aus. J. Bus. Mana. Res. 4:25-37.

Han, J., H. Yin and W. Wang. 2015. Exploring the relationship between goal orientations for teaching of tertiary teachers and their teaching approaches in china. J. Asi. Paci. Edu. Rev. 16: 2-11.

Hassan, M., U. Azmat, U. Sarwar, S. Adil and I. H. Gillani. 2020. Impact of Job Satisfaction, Job Stress and Motivation on Job Performance: A Case from Private Universities of Karachi. Kuw. Arab. J. Bus. Manag. Rev. 9:31-41.

Hatice, K. and P. Yilmaz. 2018. Investigation of the Work Motivation Levels of Primary School Teachers. J. Edu. Train. Stud. 78: 30-49.

Haung, H., H. S. Jenatabadi, N. I. Azina and C. Jasimah. 2013. Principal leadership style and teacher job satisfaction: A case study in China. J. Education. Admission. Quarterly. 54:501-528.

Hudson, F. 2006. Sources and level of workload among mainstram and special needs education teachers in Mutare Urban in Zimbawe. Int. J. Edu. Sci. 6:187-192.

Ingasia, R.D. 2013. Stress management in education: Warning signs and coping mechanisms. J. Man. Edu. 21:10-13.

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.