



**RESEARCH PAPER**

**Motivation: A Reason of School Efficiency and Effectiveness**

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PAPER INFO	ABSTRACT
<b>Received:</b> September 18, 2019	This research aimed to identify the impact of students' and teachers' motivation on school efficiency and effectiveness and measured the difference among male and female teachers view regarding impact of motivation on efficiency and effectiveness in selected public sector schools in Punjab, Pakistan. Concerned variables were examined through quantitative research methods. Research Tool (Questionnaire) was administered on sample of (720) which was chosen through Multistage Sampling Technique. To get results, t-test and regression were used. It was noted that students-teachers' motivation is associated with school efficiency and effectiveness. Both students and teachers are equally responsible for making the school efficient and effective. This study recommended that emergency facilities provision campaign may be started immediately, Govt. should review its educational and evaluation policies, students' & teachers' involvement in decision making may be considered, teachers' annual increments should be performance based.
<b>Accepted:</b> December 25, 2019	
<b>Online:</b> December 31, 2019	
<b>Keywords:</b> Effectiveness, Efficiency, Motivation, Pakistan, Public Schools	
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**Introduction**

Motivation has resilient relation with individual efficiency and effectiveness which enables strong organizational team effort and enhances performance towards completion of a task. It works as a catalyzer for each individual. Motivation also defined as a force which uplifts, guides plus sustains an action. It comprises targets and requires doings. Goals offer the push and the track of feat, whereas act involves struggle: at the same time it also provide fortitude to endure an action for longer time. Motivation lies inside all and it's assumed that it is to drive a behavior towards desirable inventiveness (Rabby, 2001; Aguinis, Joo, & Gottfredson, 2013).

A school resides on trajectory as everyone complements its worth for attaining ultimate mark. Efficacious institutions must create an association among strengths of staff and motivations plus it may respond to outdoor hassles of society. From school viewpoint a leader should comprehend the stream of motivation in relation with effectiveness and efficiency; its assist heads to form a philosophy wherever staff continuously develops motivation to do healthier (Kuo, 2013; Annamalai, Abdullah, & Alasidiyeen, 2010).

Motivation endows persons with ability of attaining their goals in a competent and effective way. Talking in this connection Chenhall (2005) states that motivation is known as a discrete process which consists of controlling behaviors. The role of motivational skills is very important in prosperous and successful completion of any program. The implication of this knowledge of man has touched such an extent that some schools have started calling this century as era of management the word full of opportunities for insightful administrators.

The skills to attain effectiveness and efficiency used by the head-teachers can guide the school activities in straight direction. It ensures feasible work environment, fiscal answerability, assessment of skills and policies and promotion of good terms among the teachers and other members of the staff. Furthermore, quality education exposes the fact that the staff members have spent their time in planning suitable activities. Quality education depends mostly upon teaching skills by means of proper guidance and counseling of the staff. The continuous helpful caring of staff and students and continuous assessment will be helpful for the member of educational profession by means of the utilization of career ladder. Being a manager, the head-teacher should focus on those factors which can uplift quality education in school.

Panagiotakopoulos (2013) clinched that motivation hints efficiency and effectiveness. So, all accountable has the obligation to motivate their followers to boost the organizational effectiveness with efficiency. Vuori & Okkonen (2012) indicated, motivation assists to impart information within institute like social media which may provide assistance in an organization to attain its aims.

Garg & Rastogi (2006) emphasized that a vibrant motivation develop a structure where employees' efficiency to encounter global challenges remained priority. Motivation input energies to individual performances plus it's vital to recognize the prominence of motivation in an organization, particularly working on diverse responsibilities and projects at a same time reveal high level of motivation. In today's competitive environment, each association needs to attain reasonable superiority over their contestants and to accomplish with employee engrossment and motivation; this reassures motivation to motivate their staffs by miscellaneous means.

The school efficiency and effectiveness is more dependent upon the 'processes' that gauged by its 'outcomes' than the 'intake'. However, the view

point is different from the afterward study that discrepancy effects of schools for diverse students' set or groups who have different School Environment or have dissimilar ex-levels of achievement plays a function in School Environment. So, it would not be wrong arguing that the School Environment depends on the processes of school and is seen by its results, intake has a vital role not mere a trivial role is of the view that people and the available resources were the bases on which school effectiveness depends (Reynolds et al., 1992).

The effects of schools were; which express the influence of school on individual student's achievement. To be real time practical, the concept of school effectiveness is a very broad concept. There were two different distinct things teachers' effectiveness and school effectiveness. The impact of classroom factor as teacher's expectations, classroom organization, and more like usage of class resources on the performance of students these all contribute in, called teachers effectiveness. While the school effectiveness encompass school climate, leadership, and school policies (Ninan, 2006).

The primary question regarding school efficiency and effectiveness studies is the query of what constitutes school efficiency with effectiveness. This school effectiveness actually means the effectiveness that constitute in improving situations at school level. This is add up with all related variables that were associated with school like analyzing, teaching, management, motivation of students and involvement of community. The definitions of effectiveness from different perspectives were various. For instance, rational definition is stated as the extent to which the desired level of output is achieved (Scheerens, Glas, & Thomas, 2003). A definition of School Effectiveness and efficiency is given as school outputs limited to those in schools or just after schooling like learning behavior, skills obtained, and attitude change. Organizational effectiveness and efficiency is cited by Scheerens, et al. (2003), as the degree to which an organization manages to control internal organizational and environmental conditions, in order to provide the outputs expected by external constituencies. Another definition of school effectiveness is that the achievement of student's academics is not only the significant goal of education but there were strong arguments for emphasizing academic goals, due to the 'high stakes' nature of UK public examinations as determinants of young people's future educational and employment life chances. For the alike condition we have an example country named China where the exam is taken to enter the college and this thing makes the system of education an examination driven (Sammons, 1999).

Motivations and motivator agendas are critical in crafting limits and way of execution. Motivation may be found at any stage - among single person or in high ups and in daily living styles. Attention of worker can be catch through any mean; you can take it through outer world or from hear beat. Individual-motivation may come from an intimate but social motivation may come from surroundings. Interior motivation may be the result of single person's interest, liking/disliking,

satisfaction or wishes but outer-motivation is the result of outside factors like (1) peoples' choice, (2) push, (3) awards, (4) Punishment, (5) fear (Kingdon, 1996)

Motivation also plays a very key factor in success of any institution. It is also among the attributes of good manager. Motivation helps in bringing out desired changes in the behaviors of employees. There are varieties of motivational techniques used by head-teachers in school for achieving desired results. Motivation plays a magnetic role in staff efficiency and self-efficacy. Commonly it is having 02 major types such as intrinsic and extrinsic motivation. First one lies within staff while extrinsic motivation bases upon various tactics used by head-teachers.

According to Ofoegbu (2004) the managerial skills helps in motivating teachers for improving their teaching quality which brings about positive change among students. Management is not limited only to the persons who have been appointed on those positions in the offices but also the load should be distributed among the teachers and supporting staff with a view to developing encouraging connection.

A study by Kuo (2013) highlight that, managerial skills are having great impact upon the achievement of efficiency and effectiveness at school level through Motivation. Headteachers plays both the roles of manger and leader according to situations placed in different times. Headteachers being implementer of school policies organizes the ways for carrying out school activities in a well-mannered way especially implementation of curriculum and instructions to achieve the educational goal efficiently and effectively. The head-teacher of school develops better interaction level with parents of school children and active community members to build better association to attain better performance. He or she creates a safe environment for students in terms of recent security issues in our country and also by focusing upon academic activities and concentration. Therefore, delivery of quality education can be said as product of teamwork.

Head-teachers are having supervisory role in their schools as they are supervisory agents in their school. Supervision through motivation is having very important role in achieving fruitful result. The managerial and supervisory role adopted by head-teachers in their school guarantees the delivery of quality education. Supervision by head-teachers ensures that educational policies and programs fixed by higher authorities are followed in true letter and spirit. Same like that head-teachers becomes source of motivation for its subordinate staff/teachers by providing all sort of guidance and advices required in their profession. Head-teachers are having supportive and governing role by assisting its staff in school related matters. Better results can be achieved through healthy and supportive motivational skills (Kingdon,1996).

## Objectives of the study

The study had these objectives to achieve (a) to measure the difference in opinion of male and female teachers regarding impact of motivation on efficiency and effectiveness and (b) examine the impact of students' and teachers' motivation on efficiency and effectiveness.

## Material and Methods

The study adopted the descriptive research design as the issue was related to the current scenario. In survey method, out of various available research tools a questionnaire was adopted to collect the quantitative data from the selected sample of 720 students and teachers (male & female) of selected public sector school. As the population of the study was large so above mentioned sample was drawn through Multi Stage Sampling Technique and summary of district wise break up in Punjab province and of selected sample is as followed:-

**Table 1**  
**District Wise Breakup of Sample (Detailed)**

Sr. No	Randomly selected district	Secondary Schools		SST Teachers		9th & 10th Students		total sample from each randomly sel. district	
		Male	Female	Male	Female	Boys	Girls	Male	Female
1	Jhang	05	05	3*5=15	3*5=15	5*5=25	5*5=25	40	40
2	Rawalpindi	05	05	3*5=15	3*5=15	5*5=25	5*5=25	40	40
3	Lahore	05	05	3*5=15	3*5=15	5*5=25	5*5=25	40	40
4	Sargodha	05	05	3*5=15	3*5=15	5*5=25	5*5=25	40	40
5	Hafizabad	05	05	3*5=15	3*5=15	5*5=25	5*5=25	40	40
6	Sahiwal	05	05	3*5=15	3*5=15	5*5=25	5*5=25	40	40
7	Vehari	05	05	3*5=15	3*5=15	5*5=25	5*5=25	40	40
8	Bahawalpur	05	05	3*5=15	3*5=15	5*5=25	5*5=25	40	40
9	DG Khan	05	05	3*5=15	3*5=15	5*5=25	5*5=25	40	40
<b>Total</b>		<b>45</b>	<b>45</b>	<b>135</b>	<b>135</b>	<b>225</b>	<b>225</b>	<b>360</b>	<b>360</b>
		<b>90</b>		<b>270</b>		<b>450</b>		<b>720</b>	

**Table 2**  
**Summary of Sample of the study**

Sr. No	Secondary Schools		Teachers		Students	
	Male	Female	Male	Female	Male	Female
1	45	45	135	135	225	225
2	<b>90</b>		<b>270</b>		<b>450</b>	
3	<b>TOTAL SAMPE</b>			<b>720</b>		

## Results and Discussion

**Table 3**

**Difference in male and female teachers' view regarding impact of motivation on efficiency and effectiveness of educational institutions**

Sr No.	Statement	Mean		T	Sig
		Male (M1)	Female (M2)		
1	Motivated teacher has fewer dropouts.	3.99	4.06	-3.669	.000
2	Overall personality development	4.05	4.12	4.243	.000
3	Teachers are only source of motivation.	3.90	3.92	.656	.512
4	UPE/USE surveys	2.27	2.28	.156	.876
5	Available Funds are aptly used.	3.30	3.28	.794	.427
6	Parents are encouraged to visit the school.	4.25	4.31	3.223	.001
7	Local community's involvement	3.80	3.59	8.634	.000
8	Student attendance	3.86	3.83	1.475	.140
9	Rewards.	3.65	3.62	1.212	.225
10	Tuitions in evening.	2.89	2.80	3.049	.002
11	Professional development.	2.67	2.21	14.549	.000
12	Admission in desired courses.	3.67	3.73	2.394	.017
13	Students are counseled on regular basis	4.14	3.97	8.348	.000
14	Workload affects efficiency.	4.18	4.23	2.295	.022
15	Challenging students affect school efficiency.	3.68	3.78	3.928	.000
16	Achievements of teachers & students are advertised.	3.79	3.69	3.815	.000
17	Criteria (merit) are set for students' admission.	2.11	2.07	1.794	.073

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18	Exam results are foremost concern for teachers.	3.88	3.72	6.186	.000
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The mean score 3.99& 4.05 of male is fewer than mean score 4.06& 4.12 of female correspondingly on the aspects that motivated teacher has rarer dropouts in class and overall personality growth of students, it is concluded that female teachers seems solidier in their views to male teachers when it comes to overall personality enlargement of students. The mean score 3.90&2.27 of male is almost to the mean score 3.92&2.28 of female respectively on the aspects that here, teachers are only source of motivation for students and teachers do admission survey happily. Their level of significance shows that both male and female teachers are not motivated to do UPE/USE surveys in admission movement to raise their students' registration and they are not the only source of motivation. The mean score 3.30& 3.86 of male is nearly misty to mean score 3.28& 3.83 of female respectively on the behaviors that available funds are pertinently used and students presence increased day-to-day, it is firmed that both male &female teachers by the same token voiced that funds are effectively used &student attendance is increased day by day. The mean score 3.80& 2.89 of male is more than mean score 3.59& 2.80 of female respectively on the characteristics that local community is involved in decision making &here, most students take tuitions, it is determined that male teachers are significantly of the view that here, most students take tuitions in evening which is thoughtful question mark on school effectiveness plus point is that local community is intricate in decision making. The mean score 2.67& 4.14 of male is more than mean score 2.21& 3.97 of female on the trait that, teachers are eager to get training on professional matters and students are counseled on unvarying basis, it is clinched that male teachers are more motivated in contrast to female teachers when it comes to students counseling &to attain professional training also. The mean score 4.25, 3.67, 4.18 & 3.68 of male is scarcer than mean score 4.31, 3.73, 4.23 & 3.78 of female on the traits that parents are encouraged to visit the school, pass out students often get admission in desired courses, workload affects teachers' efficiency &challenging students affect school efficiency, it is decided that female schools are more efficient in comparison to male schools when it comes to allowing parents to visit the school, female students often get admission in desired courses after getting passed out from their respective schools &challenging students affect school efficiency. The mean score 3.65 of male has vague difference to mean score 3.62 of female on the trait that rewards are given to best performing teachers and students. It is decided that both male &female schools are similarly giving rewards to best performing teachers &students to increase institutional efficiency. The mean score 3.79, 2.11 & 3.88 of male is more than mean score 3.69, 2.07 & 3.72 of female on the feature that, achievements of teachers & students are advertised, criteria (merit) are set for students' admission &exam results are foremost concern for a teacher, it is resolved that male schools are more motivated in comparison to female schools when it comes to achievements of teachers & students are advertised, both male &female schools has a criteria (merit) for students' admission and male teachers

are more motivated in comparison to female teachers when it comes to the point that exam results are foremost concern for a teacher.

**Table 4**  
**Impact of Students' & Teachers' Motivation on Efficiency & Effectiveness of Educational Institutions**

Sr. No.	Variable	R	R <sup>2</sup>	F	Sig	B	T	Sig
1.	Dropouts & motivated teachers/students	.399	.160	2562.667	.000	-.399	-50.623	.000
2.	Overall personality development by motivated teachers	.418	.175	2865.784	.000	-.418	-53.533	.000
3.	Teachers are only source of motivation	.001	.000	.024	.878 <sup>b</sup>	.001	.154	.878
4.	UPE/USE surveys to for admission campaign	.177 <sup>a</sup>	.031	436.701	.000 <sup>b</sup>	.177	20.897	.000
5.	Available funds are aptly used/ extra funds are collected form students.	.053 <sup>a</sup>	.003	37.511	.000 <sup>b</sup>	-.053	-6.125	.000
6.	Students' parents are encouraged to visit the school.	.497 <sup>a</sup>	.247	4424.553	.000 <sup>b</sup>	-.497	-66.517	.000
7.	Involvement of local community in school matters	.625 <sup>a</sup>	.391	8657.645	.000 <sup>b</sup>	-.625	-93.046	.000
8.	Increase in student attendance	.130 <sup>a</sup>	.017	230.395	.000 <sup>b</sup>	-.130	-15.179	.000
9.	Use of rewards	.029 <sup>a</sup>	.001	11.662	.001 <sup>b</sup>	.29	3.415	.001
10.	Tuition in the evening	.287 <sup>a</sup>	.082	1208.161	.000 <sup>b</sup>	.287	34.759	.000
11.	Teachers involvement in trainings	.119 <sup>a</sup>	.014	195.194	.000 <sup>b</sup>	-.119	-13.971	.000
12.	Pass out students	.016 <sup>a</sup>	.000	3.670	.055 <sup>b</sup>	-.016	-1.916	.055
13.	Student counseling	.628 <sup>a</sup>	.394	8774.356	.000 <sup>b</sup>	-.628	-93.672	.000
14.	Workload on students and teachers	.265 <sup>a</sup>	.070	1015.525	.000 <sup>b</sup>	-.265	-31.867	.000
15.	Challenging students	.080 <sup>a</sup>	.006	86.727	.000 <sup>b</sup>	-.080	-9.313	.000
16.	Publicity of students' and teachers' achievement	.244 <sup>a</sup>	.060	854.289	.000 <sup>b</sup>	-.244	-29.228	.000
17.	Criteria is set for	.017 <sup>a</sup>	.000	3.719	.054 <sup>b</sup>	-.017	-1.928	.054



		admissions						
18.	Results are foremost concern for teachers and students	.122 <sup>a</sup>	.015	203.040	.000 <sup>b</sup>	-.122	-14.249	.000

Impact of independent variable (motivated teachers/students) on dependent variable (least dropout) is significant. The value of (F = 2562.667, Sig = 0.000) specifies that the model fit is a significant. The value of (t = -50.623) is also significant (Sig = 0.000). At second, Impact of independent variable (motivated teachers) on dependent variable (overall personality development) is significant. The value of (F = 2865.784, Sig = 0.000) specifies that the model fit is a significant. The value of (t = -53.533) is also significant (Sig = 0.000). On third Impact of independent variable (teachers are only source of motivation) on dependent variable (efficiency) is not significant. The value of (F = 0.024, Sig = 0.878) specifies that the model fit is not significant. Impact of independent variable (motivated teachers doing admission surveys) on dependent variable (increase in enrollment) is significant. The value of (F = 436.701, Sig = 0.000) specifies that the model fit is a significant. The value of (t = 20.897) is also significant (Sig = 0.000). At number four Impact of independent variable (funds are aptly used or no extra fund is collected) on dependent variable (efficiency) is significant. The value of (F = 37.511, Sig = 0.000) specifies that the model fit is a significant. The value of (t = -6.125) is also significant (Sig = 0.000). At five, Impact of independent variable (Parents' visit to school) on dependent variable (feedback/parents involvement/trust) is significant. The value of (F = 4424.553, Sig = 0.000) specifies that the model fit is a significant. The value of (t = -66.517) is also significant (Sig = 0.000). At six on serial impact of independent variable (Involvement of local community) on dependent variable (third party validation/feedback/trust) is significant. The value of (F = 8657.645, Sig = 0.000) specifies that the model fit is a significant. The value of (t = -93.046) is also significant (Sig = 0.000). Following on the list impact of independent variable (increase of students' attendance/motivation) on dependent variable (regularity/efficiency) is significant. The value of (F = 230.395, Sig = 0.000) specifies that the model fit is a significant. The value of (t = -15.179) is also significant (Sig = 0.000). Then, Impact of independent variable (use of rewards/motivation) on dependent variable (effectiveness/efficiency) is significant. The value of (F = 11.662, Sig = .001<sup>b</sup>) specifies that the model fit is a significant. The value of (t = 3.415) is also significant (Sig = 0.001). Impact of independent variable (evening tuitions/motivation) on dependent variable (extra studies/efficiency) is significant. The value of (F = 1208.161, Sig = .000<sup>b</sup>) specifies that the model fit is a significant. The value of (t = 34.759) is also significant (Sig = 0.000). Independent variable (Teacher Trainings/motivation) on dependent variable (professional development/efficiency/effectiveness) is significant. The value of (F = 195.194, Sig = .000<sup>b</sup>) specifies that the model fit is a significant. The value of (t = -13.971) is also significant (Sig = 0.000). It's confirmed that impact of independent variable (pass out students get admission in desired courses/motivation) on dependent variable (efficiency) is not significant. The value of (F = 3.670, Sig = .055<sup>b</sup>) specifies that the model fit is not significant. Impact of independent variable (Students'

Counseling/motivation) on dependent variable (students' development/efficiency) is significant. The value of ( $F = 8774.356$ ,  $Sig = .000^b$ ) specifies that the model fit is a significant. The value of ( $t = -93.672$ ) is also significant ( $Sig = 0.000$ ). Impact of independent variable (workload/performance/motivation) on dependent variable (outcome/efficiency) is significant. The value of ( $F = 1015.525$ ,  $Sig = .000^b$ ) specifies that the model fit is a significant. The value of ( $t = -31.867$ ) is also significant ( $Sig = 0.000$ ). Impact of independent variable (discipline/motivation) on dependent variable (student issues/efficiency) is significant. The value of ( $F = 86.727$ ,  $Sig = .000^b$ ) specifies that the model fit is a significant. The value of ( $t = -9.313$ ) is also significant ( $Sig = 0.000$ ). Impact of independent variable (recognition/advertisement/motivation) on dependent variable (achievements/efficiency) is significant. The value of ( $F = 854.289$ ,  $Sig = .000^b$ ) specifies that the model fit is a significant. The value of ( $t = -29.228$ ) is also significant ( $Sig = 0.000$ ). Impact of independent variable (merit based admission/motivation) on dependent variable (school reputation/efficiency) is not significant. The value of ( $F = 3.719$ ,  $Sig = .054^b$ ) specifies that the model fit is not significant. Impact of independent variable (desired outcomes/motivation) on dependent variable (achievements/efficiency) is significant. The value of ( $F = 203.040$ ,  $Sig = .000^b$ ) specifies that the model fit is a significant. The value of ( $t = -14.249$ ) is also significant ( $Sig = 0.000$ ).

## Conclusions

Female teachers were found more vocal & involved regarding fewer dropouts in classes of motivated teachers, overall personality development of students, parents' involvement, pursuing pass out students, workload on teachers & challenging students in class as compared to male teachers. Though, male teachers were found more involved & vocal regarding local community involvement, professional development, students counseling, advertisement of achievements, students' results. Motivated teachers/students (independent variables-Motivation) have an impact on efficiency (dependent variable) regarding:- less drop outs, overall personality development of students, admission surveys, use of funds, community involvement, increase in attendance, use of rewards, students' counseling, professional development & students' results in educational institutions.

## Recommendations

1. Govt. must declare Facilities Provision Emergency Campaign instantaneously.
2. Yearly increment of teachers essential to performance.
3. Govt. policies may be reviewed regarding English medium curriculum and school monitoring system.

4. It seems that results are the foremost concern for a teacher instead teachers should focus on overall personality development of students.
5. Domestic issues of students may be resolved through some sort of students' scholarships or development programs for parents.

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