

Effects of Motivation and Job Satisfaction to Work Performance of Elementary Public School Teachers

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Abstract

This study explored the effects of motivation and job satisfaction on to work performance of elementary public school teachers of Zone III, Schools Division of Zambales, Philippines. A descriptive research design was utilized with a questionnaire to gather data from 152 randomly selected teachers. The teacher-respondents “Strongly Agreed” on the effect of Intrinsic and Extrinsic Motivation on their Work Performance. The teachers were “Highly Satisfied” as to supervision, recognition, interpersonal relationship and work itself, but they are only “Satisfied” with Salary and Promotion on the aspects of Job Satisfaction. The study showed that teacher-respondents have an “Outstanding” work performance. The results revealed that there is a significant difference in their assessment of the effect of extrinsic motivation and there is also a significant difference in the assessment of the aspects of salary when grouped according to the position. Furthermore, the study concluded that there is a positive high relationship between motivation and level of job satisfaction. This study recommended that teachers should continue to strive and perform excellently in maintaining their outstanding performance to produce holistically and competitive learners and use this outstanding rating for their promotion.

Keywords: job satisfaction; intrinsic motivation; extrinsic motivation; work performance; salary; promotion; supervision; recognition; interpersonal relationship; work itself; Schools Division of Zambales

1. INTRODUCTION

Education has been the priority of any nation as we believe that it is one of the keys to success. It is recognized necessary for all countries to develop, improve, and succeed economically, socially, and intellectually. Teachers can contribute greatly to this success by maintaining the importance of the education process, so educational authorities must optimize the quality and effectiveness of teacher's performance. To successfully implement educational policies and achieve targets, schools need motivated and committed teachers who are secure in their work and can do their responsibilities to a high standard (Al Tayyar, 2014).

Teachers as human resources are the most valuable asset in the educational field. They are considered as the foundation of the educational working place. The improvement of learning quality and the consistent function of the educational system depend heavily on effective teaching. Teachers are more likely to produce their best work when they are happy in their careers. For educators, maintaining high levels of satisfaction and morale has long been a priority (Kadtong, 2018). In the study of Mashaqbah in (2018), the

result showed that educational officials must consider developing laws, regulations, and instructions of the conformity or bonuses and rewards equivalent to the needs of the teachers' basic standard of living to achieve a high and outstanding performance among them. Teachers are likely satisfied when they are motivated. If they are satisfied, they do their duties with their best effort. Motivated and satisfied teachers make the educational system and learners' success possible.

Motivation is a psychological component that works as a driver to a person to act towards a desired goal. Highly motivated teachers support their school organization or institution in achieving its targets. When these targets are achieved, school institutions are able to serve their learners and other stakeholders to their best extent. Teachers' morale also boosts when they are properly motivated. Motivation can't only boost the morale of teachers but also their productivity in attaining desired goals. It is a tool that activates one's willingness to do work with great potentials and skills.

On the other hand, job satisfaction is an enjoyable or positive emotional state brought on by an evaluation of one's work experiences (Ogunaike, Akinbola & Ojo, 2014). Job satisfaction plays a vital role in the commitment and productivity of teachers. The teachers' job satisfaction affected their dedication to their institution. Teachers who are satisfied with their work are expected to stay a long period in their organization while dissatisfied teachers looked for other opportunities outside their organization to satisfy their selves. Teachers' job satisfaction is essential in increasing the quality of their teaching performance (Baluyos, Rivera & Baluyos, 2019). Student performance is influenced by job satisfaction, and neither of these two things can be improved without enhancing education. The ultimate purpose of every organization is school progress, high-quality instruction, and learner engagement. Besides, this factor has a big impact on how people lead, perform at work, and behave (Maqbool, 2017 cited on Baluyos, et al 2019)

The poor quality of basic education, as seen by Filipino students' low accomplishment scores on the National Achievement Test, has been identified as an issue. As a result, one of the major determinants is teachers' motivation and job satisfaction (Kadtong, 2018). Motivation and Job Satisfaction greatly affect teachers' performance as well as students' academic performance. These two factors influence the success of the educational organization in generating holistic learners and guaranteeing educational quality. If we aim to enhance the educational process and overcome the current educational dilemma, policies and programs should be imposed so teachers and their teaching practices would improve since the success of the education process has significantly relied upon teachers' performance and efficacy. It is widely considered essential that teachers are satisfied and motivated at work and likely perform at their best extent (Gehlawat & Gupta, 2013). Based on this background, this research study was conceptualized to gather information related to teachers' job satisfaction and motivation to see the effect not only on the teachers' performance, but on the learners, the quality of the educational process, the improvement of the educational system, and the welfare of the society.

1.1. Objective of the Study

This study aimed to identify the level of impact of motivation and job satisfaction among the elementary public teachers of Zone III, Division of Zambales during SY 2021-2022.

Specifically, this study sought to answer the following questions:

1. What is the profile of the elementary public school teachers in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 civil status; and
 - 1.4 position?
2. How may the effect of motivation to work performance of elementary public school teachers in Zone III, Division of Zambales be described in terms of:

- 2.1 intrinsic motivation;
- 2.2 extrinsic motivation.
3. How does the level of job satisfaction amongst elementary public school teachers in Zone III, Division of Zambales affect their work performance in terms of:
 - 3.1. salary;
 - 3.2. promotion;
 - 3.3. supervision;
 - 3.4. recognition;
 - 3.5. interpersonal relationships; and
 - 3.6. work itself.
4. How is the level of work performance among elementary public school teachers as reflected in their IPCRF rating?
5. Is there a significant difference in the assessment towards the influence of motivation to work performance when grouped according to the variables cited in problem 1?
6. Is there a significant difference in the assessment towards the level of job satisfaction to work performance when grouped according to the variables cited in problem 1?
7. Is there a relationship between motivation and level of job satisfaction of elementary public school teachers in Zone III, Division of Zambales?
8. Is there a relationship between the level of job satisfaction and IPCRF rating of elementary public school teachers in Zone III, Division of Zambales?

2. METHODOLOGY

2.1. Research Design

This research employed the descriptive research method with the survey questionnaire as the primary source of collecting and gathering data. This study used a descriptive method of research to present quantitative manners about the effects of motivation and job satisfaction to work performance of elementary public school teachers in Zone 3, Division of Zambales.

2.2. Respondents

The respondents of the research study were the teachers from public elementary schools and integrated school at Zone 3, Division of Zambales. The research study was conducted at Elementary Schools of the four (4) Districts. It involved 152 public elementary school teachers. There are 31 or 20.39% of elementary teachers are from Cabangan district, 46 or 30.26% are from San Felipe District, 45 or 29.61% are teachers from San Narciso District and 32 or 21.05% from San Antonio District.

2.3. Instrument

The instrument used in gathering the data for the study is a survey questionnaire. The first part of the survey questionnaire focused on the profile of the teacher-participants, which includes age, sex, civil status, and position. The second part gathered information about to what is the effect of motivation to teachers' work performance be described in terms of intrinsic and extrinsic motivation. Each sub-category has ten items with a total of 20 items. The third part collected information about to what extent teachers are satisfied with their job that affects their work performance in terms of salary, promotion, supervision, recognition, interpersonal

relationships, and work itself. There are 10 items for each sub-category with a total of 60 items. The fourth part appraised the work performance of the teachers according to their current IPCRF rating.

2.4. Data Gathering Procedure

The researcher secured the approval of the Schools Division Superintendent of Division of Zambales, through letters to administer the survey questionnaire to the teacher-respondents. After securing the indorsement, the researcher sought the permission and assistance of the Public School District Supervisors or Coordinating Principals of Zone III regarding the administration of the survey questionnaire instrument to the teacher-respondents. The researchers also asked the help of the school heads of each school to administer the instrument to the teachers personally or online. The objective and significance of the study was explained to the respondents, and the confidentiality of their responses were assured for 100% retrieval of the instrument.

3. RESULTS AND DISCUSSION

3.1. Profile of the Teacher-respondents

Table 1 below shows the Frequency and Percentage Distribution of the Teacher-respondents Profile of age, sex, civil status, and position. Most of the teacher-respondents were from age group of 36-40 years old with 28 or 18.40 and with the least number of teacher-respondent are from 3 or 2.00% from 61-65 years old. The computed mean age of the teacher-respondents was 42.82 years old. Out of one hundred fifty-two teacher-respondents, majority with 125 or 82.20% are females while few with 27 or 17.80% are male teachers. Majority with 128 or 84.20% are married while few with 24 or 15.80% are still single. Most of the teacher-respondents with 66 or 43.40% are occupying Teacher I position and 8 or 5.30% are Master Teacher I with the least number of respondent.

Table 1. Frequency and Percentage Distribution of the Teacher-respondents Profile

Profile Variables		Frequency (f)	Percentage (%)
Age Mean=42.82 years old	61-65	3	2.00
	56-60	22	14.50
	51-55	13	8.60
	46-50	23	15.10
	41-45	25	16.40
	36-40	28	18.40
	31-35	16	10.50
	26-30	17	11.20
	21-25	5	3.30
Total		152	100.00
Sex	Male	27	17.80
	Female	125	82.20
	Total	152	100.00
Civil Status	Single	24	15.80
	Married	128	84.20
	Total	152	100.00
Position	Master Teacher II	9	5.90
	Master Teacher I	8	5.30
	Teacher III	42	27.60
	Teacher II	27	17.80
	Teacher I	66	43.40
	Total	152	100.00

3.2. Assessment of the teacher-respondents on the effect of motivation to work performance

The table 2 projects that the teacher-respondents were “Strongly Agreed” on all dimensions particularly on Intrinsic Motivation with overall weighted mean of (3.56) and ranked 1st while on Extrinsic Motivation (3.27) and ranked 2nd. The computed grand mean on the responses towards Effect to Motivation to Work Performance was 3.42 with qualitative interpretation of “Strongly Agreed”.

Motivation can be considered a key factor that affects people's working conditions (Al Tayyar, 2014). In teaching, motivation is widely used to encourage learners to listen and learn concepts or ideas. However, it is not only meant for learners but also teachers. Various researchers have proved that teacher motivation was closely related to several variables in education, such as student motivation, educational reform, teaching practice, and teachers' psychological fulfillment and well-being (Han & Yin, 2016). Since motivation is defined as the force that triggers individuals into action, teachers' motivation is essential in achieving quality teaching to render to the learners.

Table 2. Assessment of the teacher-respondents on the effect of motivation to work performance.

Effect of motivation to work performance	Overall Weighted Mean	Qualitative Interpretation	Rank
Intrinsic Motivation	3.56	Strongly Agree	1
Extrinsic Motivation	3.27	Strongly Agree	2
Grand Mean	3.42	Strongly Agree	

3.3. Assessment of the teacher-respondents on the level of job satisfaction to work performance

The table 3 shows that the teacher-respondents were “Strongly Agreed” on dimension towards Work Itself manifested on the overall weighted mean value of (3.39) and ranked 1st; Supervision, Recognition, and Interpersonal Relationship with equal mean values of (3.37) and ranked 3rd respectively. Assessed “Agreed” on Promotion, (3.16) and ranked 5th while Salary (3.02) and ranked 6th.

The table simply implies on the strong agreement influenced level of job satisfaction towards work itself. In the study of Korman (1997), mentioned in the research of Rezaei & Kazeroni (2013), the following factors are introduced as indicators of work itself; diversity, freedom of action, strengthening the job, feedback, being meaningful, contact with others, and opportunities for evaluation. All these factors of the work itself influence one's job satisfaction.

Table 3. Assessment of the teacher-respondents on the level of job satisfaction to work performance.

Effect of job satisfaction to work performance	Overall Weighted Mean	Qualitative Interpretation	Rank
Salary	3.02	Agree	6
Promotion	3.16	Agree	5
Supervision	3.37	Strongly Agree	3
Recognition	3.37	Strongly Agree	3
Interpersonal Relationships	3.37	Strongly Agree	3
Work itself	3.39	Strongly Agree	1
Grand Mean	3.28	Strongly Agree	

3.4. Level of work performance among teacher-respondents as reflected in their IPCRF rating.

Majority of the teacher-respondents with 138 or 90.80% obtained an “Outstanding” work performance equivalent to numerical rating of (4.500-5.000); 13 or 8.60%, “Very Satisfactory” (3.500-4.499); and only 1 or 0.70% who was rated with “Satisfactory” work performance with rating of (2.500-3.499). The computed mean of work performance rating was 4.67 with qualitative interpretation of “Outstanding”.

The table further reveals that the teacher-respondents were highly motivated and satisfied in their work performance. According to Frederick Herzberg (1959) designed a theory that assumes employee satisfaction has two-dimension. The hygiene and motivation factors. Hygiene factors pertain to extrinsic factors that prevent any dissatisfaction of employees but do not necessarily result in job satisfaction even if it was given fully and extensively. On the other hand, motivation factors are intrinsic, which would increase the job satisfaction of employees. Motivation factors must be addressed adequately to enhance job satisfaction (Yusoff, Kian & Idris, 2013). Herzberg used this model to clarify that an individual can be satisfied and dissatisfied at work simultaneously as these two sets of factors control separate courses (Alrawahi, Sellgren, Altouby, Alwahaibi & Brommels, 2020). Thus, hygiene factors cannot increase or decrease satisfaction; it just affects the rate of dissatisfaction. Motivation factors that increase or decrease satisfaction should be corresponded to hygiene factors to achieve optimum satisfaction.

Table 4. Level of work performance among teacher-respondents as reflected in their IPCRF rating.

Performance Rating	Frequency (f)	Percentage (%)
Outstanding (4.500-5.000)	138	90.80
Very Satisfactory (3.500-4.499)	13	8.60
Satisfactory (2.500-3.499)	1	0.70
Total	152	100.00
Mean of Performance Rating=4.67 (Outstanding)		

3.5. Difference on the assessment towards the influence of motivation to work performance when grouped according to profile variables.

Table of the succeeding page shows that there is significant difference on the perception towards the influence of motivation to work performance as to Extrinsic Motivation when grouped according to position manifested on the computed Sig. or P-value of 0.019 which is lower than ($<$) 5% alpha significance level, therefore the null hypothesis is rejected while no significant difference when grouped according to age, sex, and civil status manifested on the computed Sig. or P-values of 0.725, 0.779 and 0.829 which are higher than ($>$) 5% alpha significance level, therefore the null hypothesis is accepted.

According to Adamma, Ekwutosim & Unamba (2018), extrinsic motivation drives an individual to engage in specific tasks for external reasons. It refers to the performance of a behaviour that is basically conditional upon the achievement of an outcome that is divisible from the action itself. Unlike intrinsic motivation it is non-instrumental, extrinsic motivation is instrumental in nature (Legualt, 2016). Tranquillo and Tranquillo & Stecker (2016) argued that extrinsic motivation can be a key factor in motivating behaviour, but experts recommend that it should be practiced with caution. Because once an individual has been externally rewarded or motivated for doing their duties, they commit too much attention to the role of reinforcement in their action.

Table 5. Analysis of Variance to test difference on the assessment towards the influence of motivation to work performance as to Extrinsic Motivation when grouped according to profile variables.

Sources of Variations		SS	df	MS	F	Sig.	Decision
Age	Between Groups	2.529	8	0.316	0.661	0.725	Accept Ho Not Significant
	Within Groups	68.426	143	0.479			
	Total	70.955	151				
Sex	Between Groups	0.037	1	0.037	0.079	0.779	Accept Ho Not Significant
	Within Groups	70.917	150	0.473			
	Total	70.955	151				
Civil Status	Between Groups	0.022	1	0.022	0.047	0.829	Accept Ho Not Significant
	Within Groups	70.933	150	0.473			
	Total	70.955	151				
Position	Between Groups	5.452	4	1.363	3.059	0.019	Reject Ho Significant
	Within Groups	65.502	147	0.446			
	Total	70.955	151				

3.6. Difference on the assessment towards the level of job satisfaction to work performance when grouped according to profile variables.

Table 6 shows a significant difference on the perception towards the level of job satisfaction to work performance as to Salary when grouped according to position manifested on the computed Sig. or P-value of 0.005 which is lower than ($<$) 5% alpha significance level, therefore the null hypothesis is rejected while there is no significant difference when grouped according to profile variables of age, sex, and civil status manifested on the computed Sig. or P-values of 0.771, 0.642 and 0.331 which are higher than ($>$) 5% alpha significance level, therefore the null hypothesis is accepted.

According to the study of Falemara (2013), teachers have low salaries. They are not paid, according to the efforts they have rendered. Those days when teaching could stand tall side by side with other professions are gone now. Therefore, it is crucial to impose motivation that would lift the dignity and life of teachers. Teachers must be motivated to do their tasks to produce quality and develop educational aspects because their demotivation directly influences productivity which may lessen working with students causing a decrease in academic development (Kotherja, 2013). By giving motivation, teachers would have the drive to generate quality performance. Thus, they can offer their best in teaching and skilling the learners. Teacher professionals are also one of the employees seek fair compensation. The salary of teachers is also one of the reasons why they become satisfied in the organization.

Table 6. Analysis of Variance to test difference on the assessment towards the level of job satisfaction to work performance as to Salary when grouped according to profile variables.

Sources of Variations		SS	df	MS	F	Sig.	Decision
Age	Between Groups	2.062	8	0.258	0.607	0.771	Accept Ho Not Significant
	Within Groups	60.720	143	0.425			
	Total	62.782	151				
Sex	Between Groups	0.091	1	0.091	0.217	0.642	Accept Ho Not Significant
	Within Groups	62.691	150	0.418			
	Total	62.782	151				
Civil Status	Between Groups	0.395	1	0.395	0.950	0.331	Accept Ho Not Significant
	Within Groups	62.387	150	0.416			
	Total	62.782	151				
Position	Between Groups	6.046	4	1.511	3.916	0.005	Reject Ho Significant
	Within Groups	56.736	147	0.386			
	Total	62.782	151				

3.7. Relationship between motivation and level of job satisfaction.

The table below shows that there is positive high relationship between the motivation and level of job satisfaction manifested on the computed Pearson Product Moment Coefficient of Correlation value of +0.869**. The computed Sig (2-tailed) test value of 0.000 which is lower than (<) 5% alpha significance level, therefore the null hypothesis is rejected hence there is significant relationship.

This further implies that as the motivation increases, the job satisfaction also increases. Job satisfaction and motivation have been widely researched concepts in terms of factors that affect employees or workers. The vagueness of these terms makes them hard to distinguish. According to Ahmed (2011), there is always confusion between the idea of job satisfaction and motivation. Tan (2014) stresses that motivation and job satisfaction are different from each other. These two concepts contribute to various facets of employees' psychology and physiology behavior. While Al Tayyar (2014), citing Lather & Jain (2005), presents that the concepts of job satisfaction and motivation are interrelated to each other. Researchers, through quantitative research, determine motivation and the extent to which they affect job satisfaction (Panagiotopoulos, Petta & Karanikola, 2018). They serve as a foundation, support, and augment each other. Thus, a satisfied employee is more motivated to work, and a motivated employee is more satisfied with their work. Motivated employees also increased their job satisfaction and commitment to their work.

Table 7. Pearson Product Moment Coefficient of Correlation to test relationship between the motivation and level of job satisfaction

Sources of Correlations		Motivation	Job Satisfaction
Motivation	Pearson Correlation	1	+0.869**
	Sig. (2-tailed)		0.000
	N	152	152
Job Satisfaction	Pearson Correlation	+0.869**	1
	Sig. (2-tailed)	.000	
	N	152	152

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

3.8. Relationship between the level of job satisfaction and IPCRF

Table 8 shows that There is negligible relationship between the job satisfaction and level of work performance as reflected in IPCRF manifested on the computed Pearson Product Moment Coefficient of Correlation value of 0.043. The computed Sig (2-tailed) test value of 0.595 which is lower than (>) 5% alpha significance level, therefore the null hypothesis is accepted hence there is no significant relationship.

This serves as further evidence that job satisfaction seems to have little bearing on one's level of performance at work. This result disputes the findings of studies by Branham (2005) and Timpe (1986), both mentioned in Reed (2015), which claimed that teachers' job happiness had a major impact on their loyalty to the company. In essence, employee satisfaction is a key factor in determining a company's success. Employees who are content or at least comfortable with their jobs are more likely to stay in their positions for a longer period of time than those who are not. which immediately affects the organization and the people it serves. Teachers that are happy in their jobs are dedicated to their jobs.

Table 8. Pearson Product Moment Coefficient of Correlation to test relationship between the level of job satisfaction and IPCRF

Sources of Correlations		Job Satisfaction	IPCRF
Job Satisfaction	Pearson Correlation	1	-.043
	Sig. (2-tailed)		.595
	N	152	152
IPCRF	Pearson Correlation	-.043	1
	Sig. (2-tailed)	.595	
	N	152	152

4. CONCLUSION

This study pursued to examine the effect of job satisfaction and motivation on to work performance of public elementary teachers.

The two variables of motivation, which are intrinsic and extrinsic motivation, showed a significant difference in the assessment of extrinsic motivation when grouped according to position. On the other hand, the study also showed that there is a significant difference in the perception towards salary as a dimension of the level of job satisfaction to work performance when grouped according to position.

The study also revealed that there is a positive high relationship between motivation and job satisfaction among elementary public teachers. However, the result indicated that job satisfaction has no relationship in terms of the level of work performance of the teachers.

5. RECOMMENDATIONS

This study would like to encourage other future researchers to conduct a parallel study with an in-depth and wider scope to validate and confirm the salient findings obtained in the study.

It also urges teachers to continue to strive and perform excellently in maintaining their outstanding performance to produce holistically and competitive learners and use this outstanding rating for their promotion. As for the school management, provide a mechanism for a possible horizontal or vertical promotion as recognition and rewards for teachers' accomplishments and exemplary performances.

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