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RESEARCH ARTICLE

Motivational Strategies: A Predictor of Teachers' Job Performance In Public Secondary Schools

^aAbdulyaqin Tukur Murtala, ^bHabeeb Tihamiyu, ^cBilikis Ajoke Olasinde

^a University of Ilorin, Ilorin, Nigeria

^b Federal College of Education, Ilawe-Ekiti, Ekiti State, Nigeria

^c Department of Educational Foundations, Kwara State College of Education

Corresponding Author

Abdulyaqin Tukur Murtala, Email: murtala.at@unilorin.edu.ng

Author's Contributions

All authors contributed equally to this research.

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ABSTRACT

In Nigeria, concerns over decreasing teacher motivation and inconsistent job performance in public secondary schools have emerged. Recent studies highlight ongoing issues such as inadequate incentives, limited opportunities for career progression, poor working conditions, and a lack of recognition. In view of this, the researcher investigated if provision of intrinsic and extrinsic motivation could be a contributing factor. Thus, this study investigated motivational strategies: A predictor of teachers' job performance in public secondary schools in Kwara State. The study adopted a quantitative method, specifically adopting cross-sectional survey design. The target population of this study comprised 7,416 teachers in public secondary schools in Kwara State, Nigeria. A total of 380 teachers were selected applying Taro Yamane's formulae at 5% margin of error. Adapted questionnaires titled Motivational Strategies Questionnaire (MSQ) and Teachers' Job Performance Questionnaire (TJPQ) were used to obtain from the selected teachers. Descriptive statistics of mean and standard deviation were used to answer the research questions and inferential statistics of Multiple Regression Analysis statistic was used to test the formulated hypothesis. The findings of the study revealed that the level of intrinsic and extrinsic motivation was moderate, the level of teachers' job performance was high and intrinsic and extrinsic motivation were potent predictors of teachers' job performance in public secondary schools in Kwara State. It was concluded that improving teachers' job performance in public secondary schools requires not only appropriate extrinsic incentives but, more critically, a focused enhancement of intrinsic motivational practices. Therefore, school administrators and policymakers should emphasise supportive leadership, recognition frameworks, and professional development opportunities as part of a comprehensive strategy for teacher motivation and performance enhancement.

Keywords: Motivational strategies; job performance; extrinsic motivation; intrinsic motivation; task performance and adaptive performance

INTRODUCTION

Secondary education plays a critical role in national development, bridging basic education and higher or vocational education, while also directly contributing to human capital formation. In Nigeria, the secondary school system aims to provide students with the

academic skills, employability abilities, and adaptability necessary for thriving in an increasingly complex society. Achieving these goals, as outlined in national education policies, heavily relies on the effectiveness of teachers who implement the curriculum in classrooms. Therefore, enhancing teachers' job performance has

become a key focus of educational management research and policy, especially in public secondary schools where systemic challenges are prevalent.

Recent research highlights teacher motivation as a vital factor influencing instructional quality, professional dedication, and school effectiveness (Toropova, Myrberg, & Johansson, 2021). Motivation shapes not only teachers' classroom practices but also their engagement with broader school responsibilities and their adaptability to changing educational requirements. According to Self-Determination and Herzberg Two-Factor Theories, motivation can be categorised into two main types: intrinsic and extrinsic (Ryan & Deci, 2020). Intrinsic motivation relates to teachers' internal interests, enjoyment, professional independence and purpose in teaching, while extrinsic motivation comes from external rewards like pay, promotions, recognition, job security and working conditions.

Studies have shown that intrinsic motivation is closely linked to sustained engagement, educational innovation and resilience among teachers (Slomp, Kern, Patrick, & Ryan, 2018; Han & Yin, 2023). Teachers who find inherent enjoyment in teaching are more likely to dedicate time to lesson preparation, engage students effectively, and seek continuous improvement. However, extrinsic motivational strategies remain crucial in public education systems, especially in developing countries where teachers face financial pressures and challenging working conditions (Wakkala et al., 2022). Evidence indicates that competitive salaries, benefits and transparent reward systems can lower burnout, absenteeism and turnover intentions, which helps stabilise teaching quality and organisational function.

Furthermore, the understanding of teachers' job performance has evolved beyond traditional task-based metrics. Modern performance models emphasise three interconnected dimensions: task performance, contextual performance and adaptive performance (Koopmans et al., 2020). Task performance involves core instructional duties such as lesson planning, classroom instruction, assessment and record keeping. Contextual performance includes voluntary behaviours that enhance the school environment, such as collaborating with colleagues and mentoring students. Adaptive performance reflects teachers' ability to manage and respond to changes, such as curriculum reforms and varied learner needs.

Emerging research shows that motivational strategies have different impacts on these performance

dimensions. Intrinsic motivation is particularly associated with contextual and adaptive performance, as motivated teachers often exhibit higher levels of organisational citizenship, openness to innovation, and a commitment to professional development (Matemba, 2024; Van den Broeck et al., 2016). Conversely, extrinsic motivation tends to have a stronger link to task performance, as it reinforces adherence to job requirements (Bentea, 2022; Han et al., 2024). This suggests that a combined motivational approach is essential for enhancing overall teacher effectiveness.

In Nigeria, there are growing worries about declining teacher motivation and inconsistent job performance in public secondary schools. Recent research pointed to persistent challenges such as insufficient incentives, few career advancement opportunities, poor working conditions, and a lack of acknowledgment for teachers' efforts (Ma & Check, 2025; Usman et al., 2024). These issues result in decreased commitment to instruction, limited involvement in school activities, and a struggle to adapt to educational reforms. Evidence from Kwara State suggests that many public secondary teachers find it difficult to uphold effective teaching methods, exhibit low engagement in school-wide programmes and resist changes in teaching practices.

Despite increasing scholarly interest in teacher motivation and performance, several gaps exist in the literature. Many recent Nigerian studies have primarily focused on extrinsic factors like salary and benefits, neglecting intrinsic motivational strategies. Additionally, teachers' performance is often evaluated using narrow metrics that fail to account for the contextual and adaptive aspects essential to modern education. Moreover, few studies have utilised an integrated model to explore the interplay between intrinsic and extrinsic motivation and their relationship with multiple dimensions of job performance.

This study, therefore, aims to examine the connections between motivational strategies (both intrinsic and extrinsic) and teachers' job performance (task, contextual, and adaptive) in public secondary schools in Kwara State, Nigeria. By grounding the research in contemporary theories of motivation and performance and leveraging recent empirical findings, this study seeks to enrich educational management literature with context-specific insights that can inform policy development, school leadership practices and teacher management reforms. The findings are anticipated to guide evidence-based motivational strategies that enhance teacher effectiveness and bolster secondary

education delivery in Kwara State.

Objectives of the Study

This study investigated:

1. The motivational strategies adopted in public secondary schools, Kwara State.
2. The level of teachers' job performance in public secondary schools, Kwara State.
3. If extrinsic and intrinsic motivational strategies are predictors of teachers' job performance in public secondary schools, Kwara State.

Research Questions

The following research questions were raised to guide the study.

1. Which motivational strategy is widely adopted in public secondary schools, Kwara State?
2. What is the level of teachers' job performance in public secondary schools, Kwara State?

Research Hypothesis

H0: Extrinsic and intrinsic motivational strategies are not predictors of teachers' job performance in public secondary schools, Kwara State

METHODOLOGY

This study adopted quantitative method which entails the collection of numerical data. This method is grounded in post-positivist worldview which believes there are no absolute truths and there are existing theories and laws that need to be refined and tested for improvement. Specifically, cross-sectional survey design was adopted to collect data on the independent and dependent variables involved in the study at the same point in time. While the population are the teachers in the region, the target population of this study comprised 7,416 teachers in public secondary schools in Kwara State, Nigeria. A total of 380 teachers were selected applying Taro Yamane's formulae at 5% margin of error. Teachers were found suitable because they are in the position to provide the information on what motivate them as principals and other stakeholders may not directly have information on such. The sample size was selected using multistage sampling procedure in order to ensure fair representation of the target population. In the first stage, the target population was stratified into stratum in order to ensure that the members of each stratum are adequately represented in the sample. In the second stage, proportionate technique was used to select the teachers across the stratum and convenience sampling technique was applied in the third stage to select teachers from each stratum.

The instrument used was questionnaire. Adapted questionnaires titled Motivational Strategies Questionnaire (MSQ) and Teachers' Job Performance Questionnaire (TJPQ) were used to obtain from the selected teachers. MSQ was adapted from the study of Ramzan and Khurram (2023) and TJPQ was adapted from the study of Abbasi et al. (2022). MSQ was an 18 items questionnaire of two construct (Intrinsic and Extrinsic Motivation) on a five point likert scale based on Frederick Herzberg two factors of hygiene and motivator. The items were adapted and adjusted to fit the context and maturity of the respondents. Also, the five points were revised to four point as there is thin line between often and sometimes which was discovered during validation. TJPQ was originally five-dimensional construct scale which include task, contextual, counterproductive and adaptive performance with 20 items on a five-point likert scale of never (1) to always (5). However, three construct which include task, contextual and adaptive performance were used for this study on a scale of never (1) to always (4) with changes to some of the items to suite the age and maturity of the respondents.

The questionnaires were subjected to validity and reliability tests. To ascertain the validity of the questionnaires, the questionnaires were given to five experts in the field of Educational Management, and Measurement and Evaluation to examine both face and content validity. The outcome of the validation, well incorporated, was piloted by administering to 25 teachers that did not form part of the sample for this study to ensure the reliability of the questionnaire. This data obtained was subjected to Cronbach's Alpha measure of internal consistency generating reliability coefficients of 0.84 and 0.77 for MSQ and TJPQ respectively which are well above 0.70 which indicated that the questionnaires are suitable and reliable for data collection. Descriptive statistics of mean and standard deviation were used to answer the research questions and inferential statistics of Multiple Regression Analysis statistic was used to test the formulated hypothesis.

RESULTS AND DISCUSSION

From Table 1, the Average Variances Extracted (AVE) are all above 0.50 which shows that the indicators have high convergent validity and items of these indicators converged to measure the indicators. Similarly, Table 1 shows that there is discriminant validity following the Fornell and Larcker (1981) criterion as the square root of AVE of each indicator is greater than the correlation

coefficients of other indicators in the study.

Table 1. Convergent validity and composite reliability

	CR	AVE	1	2	3	4	5
1. Extrinsic	.869	.689	.830				
2. Intrinsic	.832	.554	.666**	.744			
3. Task Performance	.770	.528	.214**	.356**	.727		
4. Contextual Performance	.768	.526	.134*	.178**	.457**	.725	
5. Adaptive Performance	.806	.512	.277**	.471**	.350**	.294**	.716

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

* . Correlation is significant at the 0.05 level (2-tailed).

Research Question 1

Which motivational strategy is widely adopted in public secondary schools, Kwara State?

Table 2 revealed that extrinsic and intrinsic motivation

with means score of 2.74 and 2.52 respectively were average. Though the findings showed that the motivational strategies is still high in extrinsic compare intrinsic; however, these strategies is still averagely adopted.

Table 2. Descriptive statistics on motivational strategies

Variable	N	Mean	Std. Deviation	Rank
Extrinsic	358	2.7438	.57312	1 st
Intrinsic	358	2.5223	.50067	2 nd

Key: Low (1.00-2.00); Moderate (2.01-3.00); 3.01-4.00)

Research Question 2

What is the level of teachers' job performance in public secondary schools, Kwara State?

Table 3 revealed that task, contextual and adaptive

performance with mean scores of 3.32, 3.14 and 3.16 respectively were high. Based on this, it reveals that the level of teachers' job performance was high in senior secondary schools, Kwara State.

Table 3. Descriptive statistics on teachers' job performance

Variable	N	Mean	Std. Deviation	Decision
Task Performance	358	3.3238	.29912	High
Contextual Performance	358	3.1441	.40242	High
Adaptive Performance	358	3.1633	.37366	High
Teachers' Job Performance	358	3.2104	.25448	High

Key: Low (1.00-2.00); Moderate (2.01-3.00); 3.01-4.00)

Hypothesis

H₀: Extrinsic and intrinsic motivational strategies are not predictors of teachers' job performance in public secondary schools, Kwara State.

Table 4 showed the calculated F-value 37.917 to be significant at 0.05 level of significance (0.00<0.05). This implies that the earlier stated null hypothesis that extrinsic and intrinsic motivational strategies are not predictor of teachers' job performance is rejected. This implies that extrinsic and intrinsic motivational strategies are predictor of teachers' job performance in public secondary schools in Kwara State. Table 4 further showed that extrinsic and intrinsic motivational strategies jointly contributed 0.176 (17.6%) only

towards teachers' job performance. This implies that 82.4% is accounted for by other variables not covered in this study. To ascertain the contribution of each of the motivational strategies, Beta Weight was computed and output are shown in table 5.

The coefficient (Table 5) indicated that intrinsic motivational strategies is a potent predictor of teachers' job performance (b=.281; 0.000<0.05); and extrinsic motivational strategies was also a predictor teachers' job performance (b=.176; 0.007<0.05) in public secondary schools in Kwara State.

Regression equation:

$$Y = a + b_1x_1 + b_2x_2 + b_3x_3 + e \Rightarrow Y = 2.635 + .176x_1 + .281x_2 + e$$

Table 4. Model summary on extrinsic and intrinsic motivational strategies as predictors of job performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.	Decision
1	.420 ^a	.176	.171	.23165	37.917	.000	Sig

a. Predictors: (Constant), Intrinsic, Extrinsic

Table 5. Coefficients on extrinsic and intrinsic motivational strategies as predictors of job performance

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	T	
1 (Constant)	2.635	.067		39.206	.000
Extrinsic	.078	.029	.176	2.731	.007
Intrinsic	.143	.033	.281	4.347	.000

a. Dependent Variable: TJP

DISCUSSION OF FINDINGS

The findings of the adopted motivational strategies indicate that both extrinsic and intrinsic motivational strategies are moderately utilised in public secondary schools in Kwara State. Although extrinsic motivation scored slightly higher, both strategies are considered average, implying that the motivational practices in these schools are neither inadequate nor fully optimised. This suggests that school administrations lean more towards tangible rewards, such as salaries, promotions and benefits, while relying less on intrinsic methods like recognition, professional development, autonomy, and job enrichment. The noteworthy average level of intrinsic motivation is significant, as it is crucial for fostering long-term commitment, enthusiasm, and self-driven performance among teachers. The results imply that opportunities for professional growth, involvement in decision-making, and recognising efforts may not be adequately emphasised in school management. This pattern may stem from systemic issues like funding limitations, centralised control and heavy workloads that hinder school leaders' ability to implement effective motivational strategies. In summary, there is a clear need for intentional and balanced motivational policies that incorporate both extrinsic and intrinsic strategies more successfully. Studies from public secondary schools revealed that leadership-driven motivational practices differ significantly in their implementation, with varying attention given to intrinsic factors such as recognition and professional autonomy, as well as extrinsic factors like incentives and working conditions. This inconsistency supports the view that motivational strategies in schools are often influenced by their

context rather than being systematically integrated (Adam, 2024).

Despite the average motivational strategies, the study revealed that teachers' job performance was high across all three assessed dimensions viz-a-viz task performance, contextual performance and adaptive performance. This indicated that teachers in public secondary schools in Kwara State exhibit a strong sense of responsibility in their instructional roles, collaborative behaviours, and adaptability to changing school demands. The high task performance score suggests that teachers are generally effective in lesson planning, content delivery, classroom management and assessment. Similarly, the strong contextual performance score reflects teachers' engagement in behaviours beyond their formal duties, such as supporting colleagues and contributing to a positive school environment. The relatively high adaptive performance score indicates that teachers can successfully manage curriculum changes, technological advancements and shifting student needs.

The result of the study showed that the motivational strategies are a potent predictor of lecturers' job performance. In the same vein, the findings from the study suggested that factors beyond formal motivational strategies, such as professional ethics, personal dedication, societal expectations, and job security associated with public service, may be drivers of teachers' performance. This reflects the resilience and professionalism of teachers who may continue to perform well despite limited motivational support. The analysis further indicated that both extrinsic and intrinsic motivational strategies significantly predicted

teachers' job performance, as confirmed by a significant F-value ($F = 37.917$, $p < 0.05$). As a result, the null hypothesis was rejected, showing that motivational strategies are important in explaining variations in teachers' performance. However, the coefficient of determination revealed that these strategies only accounted for 17.6% of the variance in performance, leaving the remaining 82.4% due to factors not explored in the study. This limited explanatory power suggests that while motivation is significant, teachers' job performance is a complex construct influenced by various factors, including leadership style, school climate, workload, professional competence, availability of resources and personal attributes. This highlights the complexity of performance outcomes in educational settings and advises against relying solely on motivational strategies to enhance teacher effectiveness. Further analysis showed that intrinsic motivational strategies had a stronger predictive impact on teachers' job performance ($\beta = .281$, $p < 0.05$) compared to extrinsic strategies ($\beta = .176$, $p < 0.05$). This means that factors such as recognition, achievement, professional growth and autonomy have a greater effect on teachers' job performance than material incentives. Although extrinsic motivation is still relevant, its weaker predictive capability suggests that tangible rewards may be more effective when paired with intrinsic motivators. The study by Layek and Koodamara (2024) noted that motivated teachers are more likely to dedicate sustained effort to their instruction and skill development, thereby improving performance outcomes. Likewise, evidence from public secondary schools in Pakistan shows that work motivation is significantly linked to positive teacher outcomes, such as instructional effectiveness and organisational citizenship behaviours, emphasising the importance of motivation in influencing teacher performance and productivity (Shahzadi et al., 2022). Studies involving teachers in higher education and government institutions found that while intrinsic and extrinsic motivation correlate positively with performance, they do not completely account for performance variability. Factors such as professional experience and organisational dynamics also significantly influence performance outcomes (Layek & Koodamara, 2024). Research further confirmed a positive link between teacher motivation and job outcomes, highlighting that motivation operates alongside broader school-level support and professional conditions (Shahzadi et al., 2025).

Additionally, cross-national studies employing a two-factor model of teacher satisfaction have shown that intrinsic factors such as autonomy, achievement and personal fulfillment often account for a significant portion of job satisfaction and associated performance outcomes (Yan et al., 2025). Studies on the role of intrinsic motivation in innovative teaching practices and teacher engagement confirm that internal motivational drivers are likely to enhance professional commitment and adaptive performance more effectively than solely depending on extrinsic rewards (Chen & Abd Rani, 2023). Together, these findings suggest that focusing on strengthening intrinsic motivational strategies such as recognition, professional development, respect, and opportunities for initiative could lead to more sustainable improvements in teacher performance than an exclusive emphasis on extrinsic incentives.

CONCLUSION

Concerns have emerged regarding declining teacher motivation and inconsistent job performance in public secondary schools. Recent studies revealed persistent challenges such as insufficient incentives, limited career advancement opportunities, poor working conditions and a lack of recognition. To address these issues, the researcher explored whether providing intrinsic and extrinsic motivation might play a role. Consequently, this study examined motivational strategies as a predictor of teachers' job performance in public secondary schools in Kwara State. Using a cross-sectional survey for the research, the findings indicated that improving job performance among teachers in these schools necessitates not only adequate extrinsic incentives but also a significant focus on enhancing intrinsic motivational practices. Therefore, school administrators and policymakers should prioritise supportive leadership, recognition systems, and opportunities for professional development within a comprehensive approach to boost teacher motivation and performance.

Based on the findings of the study, it was recommended that educational leaders and school administrators should intentionally enhance intrinsic motivational strategies by establishing non-monetary incentives, including professional recognition, participatory decision-making, opportunities for career progression and ongoing professional development. Since intrinsic motivation has been shown to be a stronger predictor of teachers' job performance, fostering teachers' autonomy, competence and professional worth is likely

to result in lasting improvements in their task, contextual and adaptable performance.

Also, to maintain a high level of performance, educational authorities and school administrators should focus on continuous professional development and supportive supervision. In furtherance, educational authorities should implement regular capacity-building initiatives, provide constructive feedback and recognise effective teaching practices to ensure that teachers remain capable, flexible and committed to their instructional and organisational roles.

Lastly, school management should adopt a balanced motivational strategy that merges timely and fair extrinsic rewards like promotions, bonuses and commendations, with intrinsic incentives. This comprehensive approach would address immediate material needs and long-term professional dedication, ultimately enhancing teacher effectiveness. Given that extrinsic and intrinsic motivational strategies together account for only 17.6% of the variance in teachers' job performance, policymakers should devise additional interventions targeting other performance determinants. These might involve leadership development for principals, improving school working conditions, supplying instructional resources and effectively managing workloads. Such holistic approaches are vital for addressing the significant impact on performance from factors beyond motivation. Among the limitation of this study was that the research examined extrinsic and intrinsic motivational strategies as factors influencing teachers' job performance, but it did not consider other significant elements such as leadership style, school climate, workloads, availability of teaching resources, professional competence and organisational support. This oversight partly accounts for the substantial variance in teachers' job performance being linked to factors not included in the study. Additionally, the study utilised a cross-sectional design, which means it collected data at one specific time. Thus, it cannot definitively determine causal relationships between the motivational strategies and teachers' job performance. A longitudinal approach would provide more robust insights into how motivation and performance evolve over time. Lastly, since the research was restricted to public secondary schools in Kwara State, the applicability of the findings to private schools or to public secondary institutions in other states or regions is limited.

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