Construction and Validation of the Teachers' Motivation Questionnaire (TMQ): A Detailed Exploration

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ARTICLE DETAILS

ABSTRACT
The teachers' motivation is crucial to the institutional value and accomplishment of goals; it greatly influences the success of institutions, particularly in educational institutions. This study aimed to develop and validate a questionnaire to assess teachers' motivation and named it as Teachers' Motivation Questionnaire (TMQ). The questionnaire contained two motivation dimensions provided by Herzberg's Two-Factor Theory of Motivation (i.e., Intrinsic and Extrinsic Motivation). The preliminary draft of the questionnaire was created after a focus group discussion on the forty-four (44) item, five (5) point Likert Scale. After ensuring content and face validity by having the items reviewed by experts and removing any items with CVR scores of less than 0.42, the questionnaire's items were whittled down to just thirty (30). Two hundred twenty-six teachers working for the school education department participated in a pilot study of the revised questionnaire. The data were processed using PLS Smart version 4, which determined the questionnaire's validity, reliability, and model fit. After removing the unsuitable items, the questionnaire was reduced to eighteen (18) items. The AVE values for extrinsic motivation items were 0.575 > 0.5, while for intrinsic motivation items were 0.633 > 0.5. The Fornell-Lacker criterion value (0.828) was greater than the correlations with other latent components, 0.778 and 0.828, respectively. The Heterotrait-Monotrait ratio (HTMT) was 0.895 0.9, which is considered good. Cronbach alpha values for extrinsic motivation were 0.917 > 0.7, while for intrinsic motivation were 0.916 > 0.7. Similarly, the composite reliability (CR) values for extrinsic motivation were 0.931 > 0.7 and 0.932 > 0.7, respectively. So, the Teachers' Motivation Questionnaire (TMQ) was internally consistent, valid, and reliable. The overall study's findings approved using TMQ to investigate teachers' motivation.

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1. Introduction
Numerous researchers have reached the consensus that teachers' motivation plays a pivotal role in influencing the overall value of educational institutions. Pakistan's education system encounters many challenges within its public schools, with a prominent issue being the deficiency in teachers' motivation. The Pakistani government is dedicated to ensuring high-standard education to its populace. Efforts have been consistently made to incentivize teachers by implementing various strategies. Despite the concerted efforts made by the government to incentivize teachers, their performance continues to fall short of the desired benchmarks, thereby exerting a direct impact on student academic outcomes. This study aims to examine strategies for enhancing teachers' motivation. The foundation of this study is rooted in Herzberg's Two-Factor Theory. This theory does not include a pre-designed questionnaire. In order to ensure a comprehensive collection of data about the motivation of secondary school teachers, it was deemed necessary for the researcher to develop a new questionnaire that aligns with the cultural context of Pakistan. Consequently, a study was undertaken by researchers to construct and validate the Teachers' Motivation Questionnaire (TMQ) to assess the level of motivation among educators within public secondary educational institutions.

2. Literature Review
Motivation can be defined as the process of initiating, guiding, and sustaining purposeful actions toward specific goals (Li et al., 2021). Motivation pertains to the strategies employed in inspiring followers or employees to approach their tasks seriously (Li et al., 2020). According to Sitopu et al. (2021), the motivation of individuals plays a crucial role in cultivating their enthusiasm for work, enabling them to effectively collaborate, perform optimally, and effectively utilize all available resources to achieve a sense of fulfillment. Work motivation can be defined as the intrinsic or extrinsic drive that individuals experience within their work environment and organizational setting. Individuals frequently desire favorable outcomes; thus, motivation is the impetus or animating force that propels them forward. In contemporary corporate settings, there is an observable trend towards heightened competitiveness, wherein the attainment of success is contingent upon the motivation of employees at both the individual and organizational levels. Motivation is vital in influencing employee morale, attitudes, and behaviors toward the organization, thereby critical in achieving individual and corporate objectives. The achievement of organizational success through the unification of individuals with diverse qualities is contingent upon the leader’s effective coordination and motivation of the team members. Ganske and Carbon (2023).

According to Carayannis and Morawska-Jancelewicz (2022), educational institutions are leading the way in adopting "human-centric" organizational models. The primary objective of an educational institution is to ensure that teachers possess the necessary competence, capability, and professionalism and demonstrate a strong work ethic and willingness to consistently deliver exemplary assigned tasks (Grobler et al., 2021). According to Basalamah and As’ad (2021), the enhancement of job motivation has resulted in teachers being able to operate at a heightened level of productivity. According to Astuti et al. (2020), teachers' motivation is distinguished by their professionalism, which is evident in how they carry out their duties and responsibilities. Numerous deficiencies within the institution will likely be perceived as a formidable obstacle by educators with a strong drive for achievement (Aboagye. et al., 2021). The instructor will exert the utmost effort to rectify any errors. The potential exists for it to enhance teachers' motivation to achieve their utmost.

In order to complete the assignment, it is important to foster a sense of dedication toward producing high-quality work and to take responsibility for the organization's success while also demonstrating attentiveness to the instructor (Dewi, 2015). According to Wibowo (2014), work
motivation is the intrinsic drive to engage in action. Motivation can be derived from a multitude of sources for individuals. According to Tian, Zhang, and Li (2020), work motivation results from internal and external influences that prompt employees to make optimal decisions and exhibit specific behaviors. The predominant subject matter commonly discussed in human resource management within the education sector pertains to diminished motivation levels among teachers within their professional capacities. Based on the findings of Kim (2020), a significant number of educators are presently facing challenges in their instructional practices, resulting in an inability to effectively engage with students. These challenges manifest in various forms, such as frequent tardiness, neglecting student interactions during class sessions, solely focusing on task delivery and a deficiency in utilizing media as a pedagogical tool. Motivation is widely recognized as a crucial element in effective leadership, as it engenders a strong drive within individuals to strive for optimal performance (Werdhiastutie et al., 2020). Hence, it is incumbent upon a leader to stimulate employees’ motivation to perform effectively in their respective roles. Motivation encompasses two fundamental aspects: first, it involves providing a stimulus or rationale that prompts an individual to engage in a particular action; second, it encompasses the psychological state of being driven or inspired by said stimulus or behavior (Eschenbach, W. J. 2021). Teacher motivation can be influenced by various factors, such as an optimal working environment and the level of competence teachers exhibit in fulfilling their responsibilities (Saks et al., 2022). However, Kulikowski et al. (2022) argue that teacher motivation is influenced by the perception of their treatment and the conditions in which they work and live. It has been posited that a motivated teacher is more likely to succeed in their profession and that various academic or personal challenges can significantly influence their effectiveness in the classroom. According to Jacob et al. (2021), motivated teachers are characterized by their pride in their work and dedication to ongoing professional growth. Educators who exhibit a deficiency in intrinsic motivation toward their professional responsibilities may exhibit reduced levels of active involvement and support toward their students. They may ultimately opt to exit the profession in pursuit of more favorable financial opportunities for themselves and their families. As a chief executive officer, the head teacher must understand and recognize that positive outcomes are attained by fostering teacher motivation (Forson et al., 2021).

Frederick Herzberg, an esteemed American psychologist, is widely recognized as a management and motivational theory pioneer. Herzberg conducted a study to examine the impact of attitude on motivation by employing a methodology that involved participants recollecting instances in which they experienced high levels of enthusiasm toward their work and instances in which they actively avoided engaging in it. The researcher observed contrasting responses between individuals who expressed job satisfaction and those who reported job dissatisfaction. Herzberg's Motivation-Hygiene Theory, also referred to as Herzberg's "Two Factor Theory," is grounded in empirical research conducted by Herzberg. The author's paper titled "One More Time: How Do You Motivate Employees" presented significant findings that remain central to effective motivational practices even after more than five decades. According to Herzberg's two-factor theory, the experience of job satisfaction and dissatisfaction is impacted by two unique types of elements: "hygiene factors," which pertain to external motivators, and "motivation factors," which pertain to internal motivators. In other words, the experience of job satisfaction and dissatisfaction is a result of the interaction between these two sets of factors.

To characterise the elements that influence people's attitudes towards their work, Herzberg (1919) devised a model that consisted of two dimensions to define the model. One group of issues refers to the characteristics of the job that are internal, such as the manner in which the task is carried out and the degree to which employees participate in the execution of the assignment. The terms
"motivating factors" and "intrinsic rewards" are terms that are commonly used to refer to the factors that stimulate individuals towards achieving goals such as success, recognition, direct engagement with the work, personal growth and a sense of competition, increased responsibilities, and positive reinforcement. Motivating factors and intrinsic rewards are terms that are commonly used to refer to the factors that stimulate individuals towards achieving goals. Individuals are motivated to achieve goals such as these by the aforementioned considerations. The second category of considerations focuses on the features of the role that are external to the organisation, such as the character of the workplace or the location of the post. In common parlance, these factors are referred to as maintenance and hygiene considerations. Elements of hygiene involve a diverse array of facets, such as personal connections, compensation, position, societal issues, working situations, legislation, and administrative procedures. Elements of hygiene also include societal issues. The phrase "motivating factors" can apply to a number of different circumstances, including the feelings of success and accomplishment, the rising degrees of responsibility, and the prospects for achievement and promotion. According to the two-factor model that Herzberg created, the existence of motivating aspects is required for the provision of genuine motivation for educators. If even one of these potential motivating factors is lacking in a classroom, a teacher may find it difficult to stay motivated themselves.

On the other side, neglecting to pay attention to aspects of personal cleanliness that are connected to one's employment could contribute to feelings of unhappiness in that role. In order to increase the efficiency of alternative teaching strategies, it is essential to give both intrinsic motivators, which are also known as satisfiers, and extrinsic motivators, which are known as hygiene factors. The Two Factors hypothesis that was developed by Herzberg has the potential to be an effective tool that may be utilised by headteachers to encourage their staff members. This potential exists due to the fact that Herzberg developed the hypothesis.

**Figure 1: Motivation and Dimensions**

![Motivation and Dimensions Diagram](image)

It is usually accepted that motivation factors, which are also known as intrinsic motivators, cover both concrete and intangible goals. Some examples of these types of goals include the key qualities of "relatedness" and "development" in the ERG theory, as well as the higher stages of Maslow's hierarchy of needs. The term "intrinsic motivators" refers to a wide range of things, including the challenging nature of one's profession, one's identity, one's connections, and the opportunity for one's own personal development. Even though these standards may go beyond what is commonly understood to be expected in a job, they may be absolutely necessary for fostering exceptional
individual and group performance. According to the research of Marquis and Huston (2000), there are two main types of motivation: intrinsic and extrinsic. Individuals are pushed to perform at higher levels of productivity by a force that comes from within themselves known as intrinsic motivation. The beliefs held by an individual are intimately connected to their level of intrinsic motivation.

Extrinsic motivation, on the other hand, is motivated by variables that are external to the individual, such as the work environment or the rewards that are supplied as appreciation for a job well done. There is a considerable relationship between intrinsic motivation and one's level of job performance. Participating in the activities of one's job might give rise to a sense of accomplishment. Several examples of intrinsic motivation have been highlighted by Ahmed et al. (2021), including the following: receiving praise, being designated with power, being delegated tasks and authority, engaging in competitiveness, and participating in decision-making processes. According to the findings of a study that was carried out by Asaari and colleagues (2019), the long-term benefits of intrinsic rewards, which include those that are derived from responsibility, completion, acknowledgment, and the activity itself, can have a significant impact on a person's level of motivation. Individuals engage in labor for many reasons, and various theories present divergent perspectives on motivation (Ali & Anwar, 2021). According to Arif et al. (2019), it is imperative for school principals, who serve as leaders and motivators within their organizations, to enhance their understanding of human behavior.

Extrinsic Motivation or Hygiene Factors are associated with fulfilling basic needs. They can be seen as proxies for more fundamental desires, as exemplified by the existence category of needs in the ERG theory or the lower levels of Maslow's hierarchy of needs. (Ihensekien & Joel, 2023) Prestige, professional security, pay, and perks are all extrinsic motivators. Leaders must recognize that insufficient extrinsic motivators can lead to discontentment and diminished employee motivation. External motivation is an approach in which teachers derive their motivation from external sources. Teachers may find motivation in various forms, such as awards, incentives, salary increments, and additional benefits offered by their superiors, namely head teachers. Head teachers' implementation of supervisory techniques has been found to positively impact teacher motivation, improving student academic performance. A teacher who is motivated exhibits enthusiasm and maintains a positive attitude. In order to achieve the stated objectives, he actively engages in and coordinates various instructional activities within the classroom setting. A teacher is a source of inspiration for children, fostering their curiosity and creative abilities. The effectiveness and proficiency of educators are contingent upon their level of motivation, a challenging yet crucial factor. Human resources are undeniably a valuable asset that empowers educational institutions to deliver education of exceptional quality. The success of these institutions hinges upon the caliber, dedication, and effectiveness exhibited by their personnel.

3. Methodology

In the first step, a hard literature review tracked by multiple focused group debates between the stakeholders and the motivation experts was conducted to identify the expected factors of the questionnaire, and items were developed primarily. A tentative questionnaire layout was designed with the details cited in the below-mentioned table-01.

<table>
<thead>
<tr>
<th>Sr.</th>
<th>Factors</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Intrinsic Motivation</td>
<td>27</td>
</tr>
<tr>
<td>2.</td>
<td>Extrinsic Motivation</td>
<td>17</td>
</tr>
<tr>
<td>3.</td>
<td>Total</td>
<td>44</td>
</tr>
</tbody>
</table>

385
Thus, forty-four items were developed and debated with colleagues, prominent school administrators, and Department of Education professors.

### 3.1 Validation of Teachers’ Motivation Questionnaire (TMQ)

An instrument is useless without its validity. The validity of the data illustrates how well it reflects the issue under consideration. (Taherdoost, 2016); and the instrument’s validity means that it measures what we want (Atta-Asiedu, 2020). Face validity is the degree to which a measure seems connected to a given construct. It evaluates the questionnaire’s viability, readability, uniformity of style, relevancy, formatting, plain reasonability, and clarity of language used in its presentation (Oluwatayo, 2012). Focus group debates were conducted to ensure the face validity of the Teachers’ Motivation Questionnaire (TMQ).

Content validity refers to the extent to which items on an instrument indicate the content universe to which the measure will be generalized. (Straub & Boudreaul 2004). It is necessary to ensure the instrument’s content validity while developing, and all the essential items may be included in the instrument (Lewis et al., 1995, Boudreau et al., 2001).

**Figure 2: Validity and Dimensions**

Researchers identified different methods to confirm the validity of the questionnaires. Literature review and expert opinion provide the basis for content validity (Khurram et al., 2020). Choudrie and Dwivedi (2005) reported that the subject experts might be from different locations. Thus, the content validity of the instrument was ensured by applying the below-mentioned steps: (a) through literature review; (b) expert opinion was desired on two levels (Essential/ Not-essential); (c) a Google sheet was forwarded to multiple local and international experts of leadership behavior in terms of language clarity, appropriateness, usefulness, and item alignment with factors are all important considerations.
Twenty (20) national and international experts delivered their valued expert judgment; (d) The content validity ratio (CVR) was calculated by using MS Excel with version 365. As per Lawshe (1969), the CVR cut value for twenty experts is 0.42. Therefore, the items with a CVR value less than the cut value were dropped. At the last stage (e), all the items beyond the threshold value were excluded from the instrument. Khurram et al. (2020) reported that content validity is ensured by calculating CVR and CVI based on the experts' review per the Lawshe cut values. He further reported that Face Validity is also confirmed through expert opinion. Therefore, an expert opinion was sought from national and international experts through a Google sheet on forty-four (44) items. Eleven (11) experts provided their valuable opinion, of which seven (7) were international experts on leadership behavior. Based on the cut value set by Lawshe (0.42) for eleven experts, the items below the threshold value were deleted from the proposed questionnaire. Therefore, twenty-six (26) items were deleted since their CVR value was observed below 0.42, and eighteen (18) items were retained. After exclusion of the weak items and revisiting, it was observed that the questionnaire possesses ten (10) items on intrinsic motivation and eight (8) items on extrinsic motivation. The revised tentative questionnaire was again forwarded to national and international experts through Whatsapp groups, LinkedIn, research gate, and emails in the Google form to seek their valuable opinion and suggestions. Based on the results on the values of CVI and CVR, the following items were deleted from the questionnaire, and thus, the below-mentioned items were retained. The below-mentioned table-02 indicates the retained items of the Teachers' Motivation Questionnaire (TMQ).

<table>
<thead>
<tr>
<th>Item</th>
<th>Items</th>
<th>CVR</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>IM1</td>
<td>I learn new teaching skills at the workplace.</td>
<td>0.800</td>
<td>Retained</td>
</tr>
<tr>
<td>IM2</td>
<td>I feel highly motivated in the workplace.</td>
<td>0.800</td>
<td>Retained</td>
</tr>
<tr>
<td>IM3</td>
<td>I feel equipped for the teaching profession.</td>
<td>0.900</td>
<td>Retained</td>
</tr>
<tr>
<td>IM4</td>
<td>I believe I am doing a good job.</td>
<td>0.900</td>
<td>Retained</td>
</tr>
<tr>
<td>IM5</td>
<td>Teaching gives me purposeful life.</td>
<td>0.900</td>
<td>Retained</td>
</tr>
<tr>
<td>IM6</td>
<td>I'm free and empowered at the workplace.</td>
<td>0.600</td>
<td>Retained</td>
</tr>
<tr>
<td>IM7</td>
<td>I can express myself creatively at work.</td>
<td>0.800</td>
<td>Retained</td>
</tr>
<tr>
<td>IM8</td>
<td>I have access to all required teaching materials.</td>
<td>0.800</td>
<td>Retained</td>
</tr>
<tr>
<td>EM1</td>
<td>My headteacher respects his staff.</td>
<td>0.600</td>
<td>Retained</td>
</tr>
<tr>
<td>EM2</td>
<td>My headteacher praises my work.</td>
<td>0.600</td>
<td>Retained</td>
</tr>
<tr>
<td>EM3</td>
<td>I have satisfactory benefits in teaching.</td>
<td>0.800</td>
<td>Retained</td>
</tr>
<tr>
<td>EM4</td>
<td>My salary and workload are satisfactory.</td>
<td>0.800</td>
<td>Retained</td>
</tr>
<tr>
<td>EM5</td>
<td>I am pleased with the working environment at my school.</td>
<td>0.600</td>
<td>Retained</td>
</tr>
<tr>
<td>EM6</td>
<td>I am happy with the facilities of my institution.</td>
<td>0.600</td>
<td>Retained</td>
</tr>
<tr>
<td>EM7</td>
<td>Promotion opportunities motivate me to do a better job.</td>
<td>0.600</td>
<td>Retained</td>
</tr>
<tr>
<td>EM8</td>
<td>My vacation/leave policy is satisfactory.</td>
<td>0.600</td>
<td>Retained</td>
</tr>
<tr>
<td>EM9</td>
<td>I am satisfied with the standard of my professional life.</td>
<td>0.600</td>
<td>Retained</td>
</tr>
<tr>
<td>EM10</td>
<td>I have opportunities to broaden my professional expertise.</td>
<td>0.800</td>
<td>Retained</td>
</tr>
</tbody>
</table>

The CVR values of all the questionnaire items remained good, ranging from 0.6 to 0.9. The below-mentioned figure 3 indicates that 17% of items possess CVR=0.9, 33% have CVR=0.8, and 50% have CVR=0.6. This percentage shows that items were good in terms of content validity ratio.
The below-mentioned figure 4 indicates that the CVR values remained satisfactory and were greater than the Lawshe cut value (0.42 for 20 experts). In this way, the Teachers' Motivation Questionnaire (TMQ) content and face validity were ensured.

### 3.2 Pilot Testing of Teachers' Motivation Questionnaire (TMQ)

Tantama and Nabisha (2020) reported using PLS Smart for the data analysis of the questionnaire. Thus, the Teachers' Motivation Questionnaire (TMQ) data was processed with Smart PLS version 4, which helped to ensure the model fit, validity, and reliability. For the pilot study, Khurram (2020) reported that ten to fifteen (10-15) respondents are essential for each questionnaire item. The questionnaire was sent to respondents, secondary school teachers of SED (School Education Department), South Punjab, Pakistan, excluding the study sample through Google Forms, in person, and emails. However, the responses received from the respondents were two hundred and twenty-six (226), processed through Smart PLS version 4 to ensure the construct and discriminate validity of the scale through factor analysis.
The following are the correlations between the items and their respective latent constructs. Ideally, it is recommended that each indicator of a construct should have a minimum value of 0.7 or higher. If any indicators exhibit loadings below the threshold of 0.7, it is plausible that their contribution to the construct is not substantial and warrants reevaluation. According to Tentama and Nabilah (2020), Construct Validity is ensured by performing two tests: Convergent and Discriminant Validity. They also stated that Construct Validity is proven through testing. Convergent Validity is investigated using loading factors, which measure the correlation size between item and construct scores. The below figure 5 shows that the factor loading values for Extrinsic and Intrinsic Motivation are greater than the cut values, i.e., 0.7.

**Figure 5: Factor Loading Values for Extrinsic and Intrinsic Motivation**

The values of factor loading and between the factors remained greater than 0.5. When analyzing the factor matrix, the loading role becomes more crucial; the larger loading factor values greater than
0.5 and average Variance extracted (AVE) values greater than 0.5 are considered significant. Thus, the questionnaire with an AVE value greater than 0.5 represents good convergent validity (Wang et al., 2021). The below-mentioned figure indicates that the AVE values for the items related to Extrinsic Motivation were 0.575 > 0.5, and for Intrinsic Motivation were 0.633 > 0.5.

### Table 4: Cronbach’s Alpha, rho_A, Composite Reliability, and AVE

<table>
<thead>
<tr>
<th>Latent Variables</th>
<th>Number of Items</th>
<th>Cronbach’s Alpha</th>
<th>rho_a</th>
<th>CR</th>
<th>AVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extrinsic Motivation</td>
<td>10</td>
<td>0.917</td>
<td>0.919</td>
<td>0.931</td>
<td>0.575</td>
</tr>
<tr>
<td>Intrinsic Motivation</td>
<td>18</td>
<td>0.916</td>
<td>0.916</td>
<td>0.932</td>
<td>0.633</td>
</tr>
</tbody>
</table>

Because diverse constructor gauges do not relate to height, discriminant validity is used; height is projected to increase the cross-loading value between constructs and items more than other construct values. It is better to compare the AVE roots of a concept, which should be bigger than the correlation between latent variables. According to Wang et al. (2021), good discriminant validity demands that the square root of the model’s AVE be greater than the correlation coefficient among the latent variables. The Fornell-Larcker criterion indicates the discriminant validity of the questionnaire instrument, according to Lopez-Odar et al. (2019). According to Afthanorhan et al. (2021), discriminant validity can be driven in three ways: (a) cross-loading factor values should be greater than 0.70; (b) the Fornell-Lacker standard, which indicates that the square root of the AVE of every construct should be greater than the correlations with other latent constructs; and (c) the value of the AVE of each construct should be bigger than the correlations with other latent constructs. (c) Correlation Heterotrait-Monotrait (HTMT) implies a shortage of discriminant validity when HTMT values are near 1. The cutoff value is 0.9. According to table-06, the Fornell-Lacker criterion reveals that the square root of each construct’s AVE was above the correlations with other latent constructs.

The below-mentioned figure 6 represents that value of the Fornell-Lacker criterion for Extrinsic Motivation was 0.778 > 0.774 and for Intrinsic Motivation 0.828 > 0.774, which proves that the square root of every construct’s AVE persisted bigger than the correlations with other latent constructs and established that the instrument had discriminant validity.

### Figure 6: Outputs of the Fornell-Lacker Criterion

The Heterotrait-Monotrait Ratio (HTMT) value was found to be 0.895 < 0.9, which is acceptable and ensures discriminant validity.
3.3 Relevance

The table above indicates that the Cronbach alpha values for Extrinsic Motivation were 0.917 > 0.7 and 0.916 > 0.7. Similarly, the composite reliability (CR) values for Intrinsic Motivation were 0.919 > 0.7, and Intrinsic Motivation was 0.916 > 0.7. As per the criteria set by Wang et al. (2021), Cronbach’s Alpha and composite reliability values remained more significant than 0.7, ensuring the tool was reliable. Afthanorhan et al. (2021) indicate that the desired value of Cronbach’s Alpha for internal consistency should be greater than 0.9. Thus, the Headteachers’ Leadership Behavior Questionnaire (TMQ) was internally consistent and reliable.

<table>
<thead>
<tr>
<th>Table 5: Model Fit summary of (TMQ)</th>
<th>Saturated model</th>
<th>Estimated model</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRMR</td>
<td>0.090</td>
<td>0.090</td>
</tr>
<tr>
<td>d_ULS</td>
<td>1.390</td>
<td>1.390</td>
</tr>
<tr>
<td>d_G</td>
<td>0.794</td>
<td>0.794</td>
</tr>
<tr>
<td>Chi-square</td>
<td>942.124</td>
<td>942.124</td>
</tr>
<tr>
<td>NFI</td>
<td>0.722</td>
<td>0.722</td>
</tr>
</tbody>
</table>

The below-mentioned figure 7 represents the model test analysis conducted through this software.

Figure 7: Outputs of the construct Model Test

This figure 7 portrays that all the factor loading values are more significant than 0.5, indicating their acceptability for inclusion in the instrument, ensuring the model fit.
4. Conclusion

Motivation is how excited we are about doing something. It is the reason for everything. Motivation is the reason or motives why someone does or acts a certain way. It helps us set goals and achieve them. Motivation is what keeps us going. A motivated teacher is vital for a good classroom and enhanced educational outcomes. Motivation gets people going, helps them focus, and keeps them doing good things for a long time. It helps people reach their goals and allows students to shape their futures. In educational institutions, teachers' motivation contributes significantly to the institution's success and objective attainment. The researcher wishes to investigate the motivation of teachers in Pakistan. Teachers should be allowed to participate in shared decision-making, professional and personal growth programs, collaborative connections, teamwork, and career growth.

Furthermore, the teaching role should be fascinating, significant, and hard because of the job. It is essential to encourage teachers; according to Herzberg’s Two Factor Theory, educational leaders should focus on removing the sources of unhappiness. According to this theory, teacher motivation is affected by intrinsic and external elements. Because of the element of employee expectations, this theory differs from the others we have examined. Herzberg says that the relationship between intrinsic and external motivators goes in the opposite direction. This is because of what workers expect from their jobs. Extrinsic motivators like pay and perks are estimated, so they will not increase motivation when they are there but will make people unhappy when they are not.

On the other hand, intrinsic motivators (like hard work or the chance to grow) can be a source of extra drive when they are present. According to the findings, it was possible to devise a valid, reliable, practicable, and acceptable instrument for assessing the leadership behavior of the principals of schools. Therefore, this new instrument could be implemented in the public secondary schools of SED (School Education Department).

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