

## **Investigation into motivating factors of secondary school teachers' level of discipline and job effectiveness in Brikama Cluster, The Gambia**

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### **Abstract**

This study investigated the intrinsic and extrinsic motivating factors influencing teachers level of discipline and job effectiveness in secondary schools in Brikama cluster, The Gambia. The work identified motivating elements of secondary school teachers, which influence their level of discipline and job effectiveness to ensure students' compliance and cooperation, for effective job delivery, thereby improving students' academic performance. The study used a descriptive survey research design. Using simple random sampling, 323 teachers were sampled from a population of 408 teachers in five secondary schools. Cronbach Alpha ascertained reliability of the instruments, Teacher Motivation Questionnaire (TMQ)  $\alpha = 0.91$ , Teacher Discipline Inventory (TDI)  $\alpha = 0.86$  and Teacher Job Effectiveness Rating Scale (TJERS)  $\alpha = 0.88$ . Questionnaires were administered to respondents, and collected data analysed using Multiple Regression. The findings of the study revealed that there was significant combined contribution of independent variables (motivating factors (intrinsic and extrinsic factors)) on dependent variable (teachers' level of discipline);  $R = 0.675$ ,  $P < .05$ , as well as independent variables (motivating factors (intrinsic and extrinsic factors)) on dependent variable (teachers' job effectiveness);  $R = 0.692$ ,  $P < .05$ . This study concluded that intrinsic and extrinsic motivational factors influenced secondary school teachers' level of discipline and job effectiveness in Brikama cluster. The study recommended that the government and school management provide additional motivational incentives.

**Keywords:** Intrinsic Factors, Extrinsic Factors, Teachers' Level of Discipline, Job Effectiveness, Motivation

### **Introduction**

Teachers are a prominent cornerstone in the attainment of stated educational objectives. The effective and efficient operation of teachers on their job is enhanced by their level of motivation, which inspires their conformity to job policies for the proper engagement of students. If teachers are motivated, they would be devoted to undertaking meaningful learning interactions with students in order to arouse the interest in learning activities for improved academic performance. However, if secondary school teachers in the Brikama Cluster, The Gambia, are not well motivated, that could cause them to adopt carefree attitudes towards their duties. Suppose there exist inadequate compensations, insufficient teaching and learning resources, poor school infrastructure, limited opportunities for capacity building and professional development growth, delayed promotions and a lack of appropriate programmes and processes to ensure recognition from school administration and the communities. In that case, these may demotivate secondary school

teachers who could resort to poor job delivery, culminating in the poor academic performance of secondary school students in the Brikama cluster. This study identified the factors that could motivate secondary school teachers in the Brikama cluster, and established the required strategies to influence secondary school teachers' level of discipline and job effectiveness for outstanding student academic performance.

Schools are learning establishments that facilitate the improvement of societies by equipping individuals with the needed knowledge, skills, values and morals for development. According to Lisa (2012) educational institutions target two main goals, which are performance goals that gauge the level of academic attainments of students, and the acquisition of survival skills for sustainable living, which is regarded as the maintenance goals. There are several indicators which determine outstanding success in schools; however, quality teaching becomes the major

determining factor. Teachers serve a prominent role in harnessing and equipping learners with the requisite competence, abilities, morals, and values to address the needs of society for better advancement. It is therefore evident that every successful and productive professional has passed through teachers (Chireshe & Shumba, 2011). Therefore, teachers are regarded as very vital assets of all countries, whose effective functions need to increase through motivation (Wijaya et al., 2023).

Teacher motivation is one of the main factors influencing teaching quality (Kennedy, 2021, as cited in Stumbrienė et al., 2024). Teacher motivation refers to the drive, enthusiasm, and energy that teachers have towards engaging learners in learner-oriented tasks to facilitate effective learning experiences (Stipek, 2002). Research has identified various factors that influence teacher motivation, such as job satisfaction, a sense of purpose, and opportunities for professional growth (Kyriacou, 2001). Additionally, extrinsic factors like administrative support, classroom resources, and student behaviour can significantly impact teacher motivation (Richardson & Watt, 2006). To maintain high levels of motivation over time, teachers must receive ongoing support and professional development opportunities. This can include mentorship programmes, collaboration with colleagues, and access to relevant educational resources (Ingersoll & Strong, 2011).

For a school to be effective in all its operations, high level of discipline must be the top priority. Kung'u (2012) observed that the success of educational institutions largely depends on their implementation and management of discipline. Teacher level of discipline refers to the set of policies and procedures used by schools to ensure that teachers adhere to expected standards of conduct and behaviour (Schein, 2017). The aim of teacher level of discipline is to create a positive and conducive learning environment for students, promote professionalism and integrity among teachers, and uphold the reputation and integrity of educational institutions. Effective teacher level of discipline requires clear and consistent policies and procedures, along with training and support to help teachers understand and apply

these policies (Williams et al., 2023). The discipline level of teachers is considerably more important than that of students in educational settings and must, therefore, be a foremost concern for school management to achieve their educational aims (Tshabalala et al., 2014). Teachers are responsible for pursuing their responsibilities diligently to deliver committed services. Acts of misbehaviour leading to indiscipline serve as obstacles to reaching the educational objectives and goals of learning institutions. Teacher indiscipline can negatively affect job effectiveness and cause low student performance due to ineffective teaching and learning sessions. Various forms of teacher indiscipline exist within schools, including missing lessons, lateness and absenteeism, delays in completing student records such as assessment reports and attendance registers, malpractice during exams, accepting bribes from parents, substance abuse, and sexual offences, among others (Ndibalema, 2013). When acts of indiscipline occur, the moral fabric and societal values are compromised, leading to attitudes of chaos, violence, and regression within society. Such behaviours hinder teachers' ability to perform their duties effectively, which impacts overall performance and diminishes the quality of education students receive, rendering them ill-prepared for the future and at risk of becoming unproductive, lawless citizens.

The standards of the teacher's ability to enhance interactive teaching and learning activities within learning environments are referred to as teacher job effectiveness. In other words, it is the teacher's endowment with essential potentials for the skilful facilitation of students' acquisition of required knowledge and skills for quality learning opportunities. The teacher's careful planning, proper and relevant use of materials, with clear communication of goals to students, frequent learner assessments and adoption of different appropriate teaching strategies, are influenced by the teacher's determination and affection for effectiveness. Cohen et al. (2009) state that the judicious use of instructional time is a vital aspect of the effectiveness of a teacher. The job performance of an effective teacher has multiple dimensions, ranging from the dynamics of teacher-student relationships, such as other elements as basis to high student academic achievements

(Mastropieri & Scruggs, 2014). According to Darling-Hammond (2000) effective teachers who greatly improve the achievements of students have similar attributes of wide mastery of subject matter, adequate methodological skills, and with ability to enhance a vibrant classroom environment. Effective teachers manifest cordial and strong interpersonal skills, like the ability to build and bind relationships with both learners and parents (Stronge et al., 2011). With regards to classroom management, it has been established that efficient educators provide clear expectations and results, give regular feedback, thereby building a positive and supportive classroom environment (Emmer & Stough, 2011). Marzano and Marzano (2003) also corroborated that it is effective teachers who possess skills in proper classroom management, such as the ability to effectively put in place class rules and regulations with daily routines. This study put into perspective two motivation theories with influences on the level of discipline and job effectiveness of teachers. Maslow's "Hierarchy of Needs" theory plays a key role in having a vivid perspective of how teacher motivation can influence level of discipline and the effectiveness of teachers on their job (Maslow, 1943). The application of this theory has a significant relationship to teacher motivation (Zou et al., 2024). If the physiological needs or basic needs of teachers are met, this will influence teachers to be committed and exercise high level of discipline in the conduct of interactive lessons with their students for better academic performance. Accordingly, equal and fair treatment, job tenure security and conducive working conditions are physiological needs that motivate teachers for interesting learning sessions (Maslow, 1943). Research indicates that satisfied teachers are motivated to manifest a high sense of commitment to professionalism in order to facilitate effective institutional practices and enhance emotional stability for successful learning activities (Guay et al., 2010; Reeve, 2006). Deci and Ryan (2000) stated the theoretical framework of "Self-Determination Theory" outlines autonomy, competence and relatedness as fundamental psychological needs which facilitate human motivation. Relating the "Self-Determination Theory" to teaching highlights that teacher motivation can be enhanced when teachers have the freedom to

personally decide on their instructional strategies for effective classroom engagement, as autonomy on their job (Deci et al., 2001). Ryan and Deci (2017) pointed out that the motivation of teachers can be inspired by their level of self-esteem and self-confidence in their potential to be able to teach with the support of interactive learning settings. Furthermore, where relatedness exists, teacher motivation levels grow in relation to job satisfaction, as teachers establish cordial interpersonal relationships due to team spirit as a sense of belonging to their colleagues, learners and community (Bakker & Demerouti, 2017). Therefore, teacher motivation is a prominent factor that determines the level of discipline and job effectiveness of teachers. However, it is pertinent to note that although previous studies have been conducted on motivating factors of secondary school teachers, none of them was specifically discovered to have been conducted on the intrinsic and extrinsic motivating factors of secondary school teachers' level of discipline and job effectiveness in Brikama cluster, The Gambia (Chireshe & Shumba, 2011; Barbara et al., 2011). This knowledge gap inspired this study to attempt an investigation into the motivating factors of secondary school teachers, which could influence their level of discipline and job effectiveness in The Gambia, so as to establish factual evidence for improving teacher performance and outstanding learner achievements.

### Research Questions

This study answered the following Questions:

1. What are the motivating factors (intrinsic and extrinsic) of secondary school teachers in the Brikama cluster?
2. What is the influence of motivating factors (intrinsic and extrinsic) on secondary school teachers' level of discipline in the Brikama cluster?
3. What is the influence of the intrinsic and extrinsic motivating factors on secondary school teachers' job effectiveness in the Brikama cluster?

### Methodology

This study adopted a descriptive survey type of quantitative research design. The population of this study covered four hundred and eight (408)

secondary school teachers in the Brikama cluster, Regional Education Directorate two, west (RED2). It comprised three hundred and thirteen (313) males and ninety-five (95) females, from five secondary schools within the Brikama cluster. Four of those secondary schools are government or government-subvented schools, with one among them a privately-run secondary school in the cluster.

The sample of 323 respondents was determined by using Sloven's formula (1960). The sampling technique used was simple random sampling to ensure no room for partiality. Questionnaires were framed in a way that elicits opinions from participants concerning teacher motivating

factors with influences on level of discipline and teachers' job effectiveness. This work used three (3) researcher-designed instruments. These were *Teacher Motivation Questionnaires (TMQ)*, *Teacher Level of Discipline Inventory (TDI)*, and *Teacher Job Effectiveness Rating Scale (TJERS)*, which were subject to face and content validity. This work's reliability was based on tests and retests for all the three researcher-designed instruments. Cronbach Alpha was used to calculate the reliability of the instruments, which ascertained their level of reliability. For the *Teacher Motivation Questionnaire (TMQ)*, its  $\alpha = 0.91$ , *Teacher Discipline Inventory (TDI)*,  $\alpha = 0.86$  and the *Teacher Job Effectiveness Rating Scale (TJERS)* with  $\alpha = 0.88$ .

## Results

**Table 1: Descriptive statistics on the intrinsic factors of teacher motivation in secondary schools in the Brikama cluster**

Items	Mean	SD
The desire to do your teaching duties	2.78	.878
Interest in the job	2.69	.782
Confidence in doing your job well	2.88	.712
Is the job meaningful to you	2.91	.789
Cluster mean	2.82	

Source: Field Survey (2023)

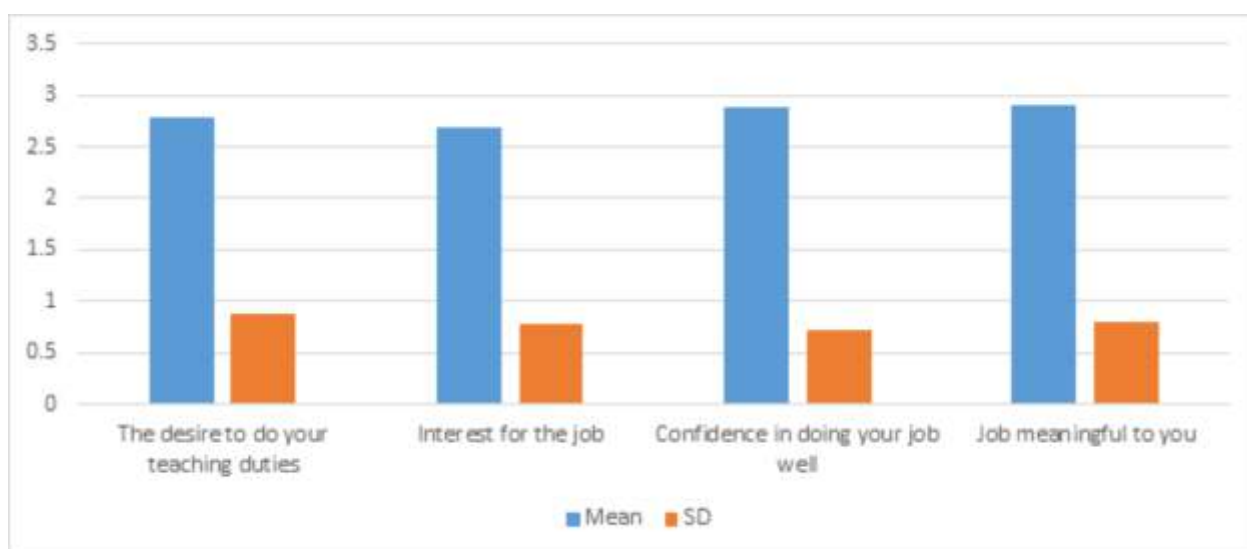


Figure 1: Bar-chart showing intrinsic factors of teacher motivation in secondary schools in the Brikama cluster

Table 1 presents results on the intrinsic factors of teacher motivation in secondary schools in the Brikama cluster. From the table, the cluster

mean was 2.82. Benchmark mean was 2.50, and since the cluster mean was greater than benchmark mean ( $2.82 > 2.50$ ), it implied that desire for teaching duties, interest in the job, confidence in doing the job well and job meaningfulness were among the intrinsic factors of teacher motivation in secondary schools in the Brikama cluster.



**Table 2: Descriptive statistics on the extrinsic motivators of teachers in secondary schools in the Brikama cluster**

Items	Mean	SD
Chances of training workshops, seminars and conferences	2.54	.888
Opportunity for further studies and study leave with salary	2.56	.821
The freedom to make decisions in relation to your job	2.66	.729
Commendation for a job well done	2.82	.678
Monthly salary received	2.95	.621
Allowances and bonuses awarded to you	2.84	.689
Promotion on the job	2.61	.783
Teaching resources made available for you	2.55	.799
Flexible work schedules	2.50	.832
Commended by the community for efforts to the school	2.87	.701
Safety at work	2.51	.893
Cluster mean	2.67	

Source: Field Survey (2023)

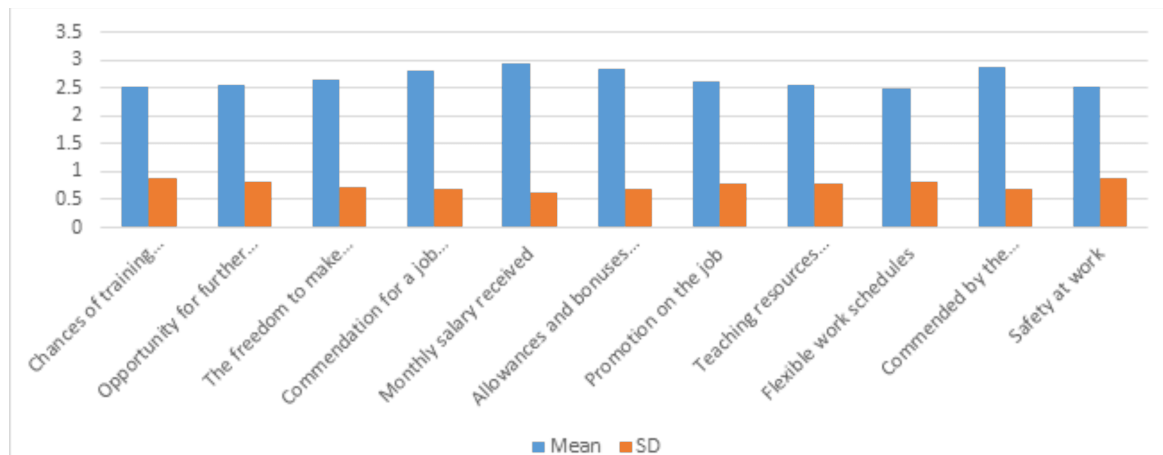
**Figure 2: Bar chart showing the extrinsic motivators of teachers in secondary schools in the Brikama cluster.**

Table 2 indicates that cluster and bench means were 2.67 and 2.50, respectively. This revealed that  $2.67 > 2.50$ . This further implied that training workshops, seminars and conferences, opportunity for further studies and study leave with salary, freedom to make decisions in

relation to job, commendation for a job well done, monthly salary received, allowances and bonuses awarded, promotion on the job, teaching resources made available, flexible work schedules, commended by the community for efforts to the school and safety at work were among the extrinsic motivators of teachers in secondary schools in the Brikama cluster.

**Table 3: Combined contribution of motivating factors on secondary school teachers' level of discipline in the Brikama cluster**

R = .673 $R^2 = .454$ Adj $R^2 = .450$ Std. Error = 3.7966					
ANOVA					
Source of Variation	SS	Df	MS	F-ratio	P
Regression	3827.954	2	1913.977	132.780	0.000
Residual	4612.690	320	14.415		
Total	8440.644	322			

Source: Field Survey, 2023

Dependent variable: Teachers' level of discipline  
Independent variables: Motivating factors  
(Intrinsic and extrinsic factors).

Table 3 indicated that there was significant combined contribution of independent variables (motivating factors (intrinsic and extrinsic factors)) on the dependent variable (teachers' level of discipline);  $R = 0.675$ ,  $P < .05$ . The table

further showed {45.0% ( $\text{Adj. } R^2 = 0.45$ )} that about 45% of the variance in teachers' level of discipline was accounted for by the linear combination of the independent variables. The ANOVA results from the regression analysis revealed that there was a significant of the independent variables on the dependent variables;  $F(2, 320) = 132.780$ ,  $P < .05$ .

**Table 4: Combined contribution of motivating factors on the secondary school teachers' job effectiveness in the Brikama cluster**

$R = .692$ $R^2 = .478$ $\text{Adj } R^2 = .475$ Std. Error = 3.18118					
ANOVA					
Source of Variation	SS	Df	MS	F-ratio	P
Regression	2970.111	2	1485.055	146.746	0.000
Residual	3238.360	320	10.120		
Total	6208.471	322			

Source: Field Survey, 2023

Dependent variable: Teachers' job effectiveness  
Independent variables: Motivating factors  
(Intrinsic and extrinsic factors).

The table 4 revealed that there was combined contribution of the independent variables (motivating factors (intrinsic and extrinsic factors)) on the dependent variable (teachers' job effectiveness);  $R = 0.692$ ,  $P < .05$ . The table further revealed {47.5% ( $\text{Adj. } R^2 = 0.475$ )} that about 48% of the variance in teachers' job effectiveness was accounted for by the linear combination of the independent variables. The ANOVA results from the regression analysis indicated that there was a significant influence of the independent variables on the dependent variables;  $F(2, 320) = 146.746$ ,  $P < .05$ .

### Discussion of Findings

The findings of this study revealed that desire for teaching duties, interest in the job, confidence in doing the job well and job meaningfulness were among the intrinsic factors of teacher motivation in secondary schools in the Brikama cluster. The findings of this study is in line with the work of Eccles and Wigfield (2020) which stated that teachers are intrinsically motivated by various reasons, such as having a passion for teaching and an urge to share their knowledge and skills with enthusiasm to their students. Another study supported the findings of this research by stating

that intrinsic teacher motivation is the sense of purpose and fulfilment that comes from helping students grow and develop (Ryan & Deci, 2017). Therefore, both cited researches have a similar conclusion to this finding as revealed by secondary school teachers in the Brikama cluster, that teachers' intrinsic motivation emanates from their personal desire and philosophy towards fulfilling their passion for better learning activities.

It was also indicated by this study, that training workshops, seminars and conferences, opportunity for further studies and study leave with pay, freedom to make decisions in relation to the job, commendation for a job well done, prompt payment of monthly salary, allowances and bonuses awarded, promotion on the job, teaching resources made available, flexible work schedules, commended by the community for efforts to the school and safety at work were among the extrinsic motivators of teachers in secondary schools in the Brikama cluster. As corroborated by the research work of Kim and Lee (2018) which stated that recognizing and rewarding teachers for their hard work and dedication can be a powerful extrinsic motivator, which can include things like giving awards, bonuses and promoting teachers due to their hard work and professionalism. Teachers

from secondary schools in the Brikama cluster acknowledged that they are motivated by both intrinsic and extrinsic factors to do their teaching duties with zeal, for better student engagement. Barrett's (2017) findings revealed that giving out lucrative remuneration packages can absorb and retain high-performing teachers, who are more likely to be motivated to perform their roles with determined efficiency. These findings suggest that investing in teacher development programs and providing opportunities for professional and skills advancement can have a positive impact on teachers' concern for great sense of compliance and improves students' learning attainments. As evident from the responses obtained from secondary school teachers from the Brikama cluster, most of them expressed their desire for improved allowances, commitment towards rendering exceptional duties, especially if they are provided with periodic capacity building chances on the job. According them, this will equip and improve their pedagogical skills for better class management with enhanced student achievements.

The findings of this study revealed that teachers' tucking in of shirts in school, coming to school before 8:00 am, regular attendance in school, regular attendance of school assemblies, staying in school till the end of school hours, daily preparation of lesson plans on every subject taught, regular attendance of staff meetings, use of school rules and regulations to address misbehaviour, timely attendance of lessons and active participation in extra-curricular activities of the school were among the elements that determined level of teacher discipline influence by intrinsic and extrinsic motivating factors in secondary schools in the Brikama cluster. The study of Schein (2017) acknowledged the findings of this study that teacher level of discipline refers to the set of policies and procedures used by schools to ensure that teachers adhere to expected standards of conduct and behaviour. According to Kini and Podolsky (2016) which established that as teachers maintain a high standard of discipline, their students not only learn more, as measured by standardized tests, they are also likely to do better on other measures of success in other areas such as school attendance which aligned to this study's findings. Therefore, the responses from

secondary school teachers in the Brikama cluster, indicated that the purpose of level of teacher discipline is to maintain a conducive and positive learning environment for students, promote professional behaviour and integrity among teachers, and protect the reputation and integrity of educational institutions.

This research finding further indicated that there was a significant combined contribution of intrinsic and extrinsic motivating factors on the secondary school teachers' level of discipline in the Brikama cluster. From the research of Jones (2018) whose findings supported this finding that compensations, including good salaries, promotions, benefits like free education and insurance schemes such as housing and health for teachers and their immediate family members, bonuses and other incentives have been identified as key factors that can influence their level of discipline on the job and encourages them for efficient and adequate curriculum coverage for higher student performance. Richardson and Watt (2006) study also corroborated this research finding which stated that creating a positive work environment, including the provision of adequate resources and support, can help to foster teacher motivation and retention. Therefore, as gathered from the secondary school teachers in the Brikama cluster, it is important for secondary school administrators and principals to consider the implications of working conditions on teacher motivation and job satisfaction, and strive to create a supportive and positive work environment for their staff in order to encourage teachers to adhere to codes of conduct for interactive learning activities for outstanding performance of learners.

Further, the findings of this study indicated that there was a significant combined contribution of intrinsic and extrinsic motivating factors to the teachers' job effectiveness in the Brikama cluster. These findings corroborate Klassen and Kim (2019), who argue that opportunities for skill development and growth can increase teacher engagement and job performance. This study finding is supported by Filgona et al. (2020) who identified training of teachers to build their capacity as a pertinent factor for motivating teachers to enable them to acquire essential academic and pedagogical ability to

upgrade the potential of their students. According to the Brikama cluster secondary school teachers, Capacity building facilitates their acquiring of vast knowledge and skills for imparting to their learners and thereby improve students' academic achievements. As stated by teachers in secondary schools in the Brikama cluster that their capacity building should be a top agenda for educational administrators and managers, as this will significantly strengthen their relevant knowledge and skills in ensuring high sense of discipline, such as effective classroom management for higher student learning.

### Conclusion

The achievement of school goals depends on teachers, and these teachers need to be motivated for the accomplishment of these goals. Based on that, the study concluded that intrinsic and extrinsic factors were among the motivational factors influencing teachers' level of discipline and job effectiveness in the Brikama cluster.

### Recommendations

The findings that arise from this study highlighted the following recommendations:

1. This study recommendation included periodic trainings on the job for capacity building and skills development for secondary school teachers, such as workshops, seminars, conferences and further studies with pay.
2. The government and school management could ensure the provision of required teaching and learning resources, safe and conducive school environment for better learning.
3. The Ministry of Basic and Secondary Education (MOBSE) and school administrators to cater for housing and health insurance schemes, adequate allowances and bonus systems for teachers.
4. Recognising and acknowledging the efforts of teachers through awards from the community, school management and other stakeholders.
5. Policies for regular promotions on the job based on the level of dedication,

compliance to the ethical standards, cooperation with school management, teachers and other stakeholders.

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