



Enhancing School Effectiveness by Implementing Identified and Intrinsic Motivation Among Primary School Teachers

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Teacher job motivation is one of the factors that influence school effectiveness. The success of a school can be seen in the achievement of outstanding results and the absence of disciplinary difficulties. As a result, this research was carried out with the aim of identifying the dimensions that affect teachers' job motivation and school effectiveness in Pasir Mas District Excellence Cluster Primary School, Kelantan. A cross-sectional sampling approach was used in this report, with a questionnaire distributed to 146 teachers from four primary schools in the Pasir Mas district. The data were analyzed using SEM-PLS indicate that the motivational dimensions and intrinsic dimensions for teacher job motivation independent variables are predictors of school effectiveness contingent variables in Pasir Mas District Excellence Cluster Primary School. The study's implications show that teacher job motivation is significant in attempts to increase school effectiveness. Teachers now play an important part in education by improving the effectiveness of teaching and learning in classrooms. This is seen as very important to maximize student achievement as well as increase the effectiveness of the school because excellent and high-performing students are the result of an effective institution.

Keywords: teacher work motivation, school effectiveness, primary school excellence cluster, identified motivation, intrinsic motivation

INTRODUCTION

Education is the primary foundation for a country's ability to deliver high-quality pupils. The Ministry of Education Malaysia is in charge of preparing and implementing national education policy in order to mobilize a professional and excellent workforce in order to build a successful and forward-thinking teacher. Based on this, the MOE's goal is to produce sustainable individuals through high-quality education. According to Som et al. (2020), each person has self-potential that can be used to boost national excellence through an education system that produces a progressive, competitive, and changeable society. Teachers are people who are in charge of enhancing student achievement and school success. According to Som et al. (2020), teachers play an important role in implementing curriculum transition in order to build human capital that is culturally literate, virtuous, has strong social values, as well as optimistic and futuristic in order to achieve success and

face change in the twenty-first century. In this situation, teachers' enthusiasm must be improved to ensure the enhancement of student excellence as well as the school's effectiveness. Teachers' job inspiration, according to Aspan et al. (2020), has an influence not only on the school culture and the organization, but also on society as a whole. Thus, teachers' job motivation should be given due consideration because, in addition to enhancing pupil results, highly motivated teachers will also inspire their students (Sulfemi, 2020).

Furthermore, job morale of teachers is shown to be capable of increasing school productivity and quality teachers are an important asset in ensuring the glory of national educational institutions. Teacher job encouragement, according to Arlita et al. (2020), is an element in a teacher who can nurture the spirit of work to accomplish a set goal. Teachers would be encouraged to carry out their tasks and functions if they have a good attitude toward the teaching profession and treat it as their mission and obligation (Comighud and Arevalo, 2020). Nonetheless, there are also teachers who continue to practice but display little improvement in teaching habits or excellent achievement (Aspan et al., 2020). This is due to teachers' poor job morale. According to Ahmeda et al. (2020), a person's varied skills and abilities are not deemed to have achieved the optimum level of work if their level of commitment for the work in charge is still poor. As a result, in order to have a positive impact on school effectiveness, teachers' job morale must be improved.

Meanwhile, a successful school is one that encourages students to demonstrate some of the growth required under standard conditions, in other words, one that can add benefit to student output (Kocak and Nartgun, 2020). One of the general conclusions of Kocak and Nartgun's report on effective schooling is the emphasis on effective classroom teaching. Furthermore, teacher evaluation is one of the benchmarks or variables that allow for successful classroom teaching. Moreover, Gunawan (2020) identifies teacher engagement as a factor that influences school effectiveness. This is due to the fact that motivation is a force that affects a teacher's capacity to be more creative in their work. However, there is also considerable debate over the efficacy of these schools, including whether successful schools should be evaluated based on individual academic achievement or school attributes that can affect students' academic performance (Xie and Zhang, 2020). The unique feature in question is the school's teaching staff. As a result, a more in-depth examination is needed to gain a better understanding of the relationship between teacher job motivation and school effectiveness.

Thus, this study aims to answer four research hypotheses as stated below:

- H01: There is no significance influence between external motivation and school effectiveness.
- H02: There is no significance influence between identified motivation and school effectiveness.
- H03: There is no significance influence between intrinsic motivation and school effectiveness.
- H04: There is no significance influence between introjected motivation and school effectiveness.

REVIEW OF LITERATURE

Work Motivation of Teachers

Work motivation is a fundamental human need as well as an intended opportunity to satisfy the desired need, resulting in the activity's success (Siregar, 2021). Teachers' job motivation, according to Paulus and Marhamah (2020), can be defined by many measures such as teachers participating in all teaching events, being disciplined in terms of adhering to all school regulations, being diligent in performing assigned assignments, being attentive to materials provided to students, having effective and orderly administration, and developing skills and competencies. This demonstrates the significance of motivation, since motivation and performance are critical factors in school progress and student achievement (Comighud and Arevalo, 2020). According to Megawati et al. (2020), teacher job motivation is a person's urge or ability to achieve a certain objective. This implies that if teachers are not motivated, their efficiency will suffer (Comighud and Arevalo, 2020). It is also important to focus on increasing teachers' job morale. In order to improve operational efficiency, teachers must be accountable and productive. As a result, schools need staff who are dedicated to their employment (Kocak and Nartgun, 2020). Teachers play a crucial role in realizing the nation's hopes and goals. Teachers must be held responsible in order to provide wholesome students by playing a vital part in educating the nation's children as best they can toward being balanced students and in compliance with the aims of the Ministry of Education (Som et al., 2020). Thus, this indicates that teachers are a vital predictor of a school's progress.

As a result, the definition of motivation is commonly defined as a force that moves an individual to achieve a goal or make an attempt to achieve a real goal. As a result, motivation is related with the dedication and capacity to apply maximum effort for the achievement of organizational goals in meeting human needs. Job motivation, according to Saludung et al. (2021), is an inspiration for an individual to make a substantial commitment to the school organization in order to achieve the set goals. According to Haryono et al. (2020), motivation is a state of mind or energy that drives a person to achieve organizational goals. Job motivation, then, is a spark that may motivate an individual to perform ethically in order to attain organizational objectives. Job motivation is a key part of every organization since it serves as a motivator to achieve the goals or expectations that must be reached (Aspan et al., 2020). This obviously demonstrate the presence of work motivation among individuals with employees who demonstrate good work efficiency, are able to assume the duties assigned, display pride in doing a job, are conscientious in executing jobs, and have a helping spirit among employees (Arofiq, 2020). Divide motivation into six dimension as shown in **Table 1**.

School Effectiveness

More efficient school management and administration procedures, a supportive school atmosphere and cultural framework for teaching and learning, respectful partnerships

TABLE 1 | The definition of Roth et al.'s (2007) Motivation dimensions.

Type of Motivation Dimensions	Definition
External Motivation	The least autonomous motivation is external motivation. This drive is characterized by a desire to suppress feelings of remorse, embarrassment, or unworthiness, as well as a desire to be optimistic (self-evaluation and others) (Roth et al., 2007). External motivation, as described by Ena and Djami (2021), is motivation or reinforcement from outside sources.
Intrinsic Motivation	The most independent motivations are intrinsic motivations. This incentive essentially entails participating in events for one's own good. They are distinguished by their zeal, spontaneity, excitement, intense concentration, and energy (Roth et al., 2007). Intrinsic motivation, according to Ena and Djami (2021), is motivation that comes from inside the person.
Identified Motivation	The recognized and deemed motive is very autonomous since the individual has acknowledged the meaning of the action as his or her own. While not being completely independent, these motives have attributed behavioral significance to one's beliefs and objectives (Roth et al., 2007).
Introjective Motivation	This style is called reasonably regulated (rather than autonomous) because people believe they behave because they must rather than because they want to Roth et al. (2007).

with management and staff, peer teachers and teachers with pupils, and teachers with parents and society can all be used to measure school effectiveness (Riyatuljannah, 2020). According to Istikomah (2020), school effectiveness is the result of an institution using all school capital to achieve goals and meet shared objectives. Furthermore, school effectiveness may be measured by several aspects of fairness or inclusion for kids to obtain an education regardless of cognitive, physical, heritage, financial level of students' parents, religious background, ethnicity and descent, or comprehension of students. A successful education, according to Mitrohardjono and Arribathi (2020), has a connection with the formulation of what is expected with what has been accomplished. As a result, school achievement is seen as a critical factor in assessing school effectiveness.

Furthermore, Sammons et al. (1995) conclude that a successful school is one that can bring benefit to its student results by adopting the same approach as other schools. Ineffective classrooms, on the other hand, show lower-than-expected student growth. According to Hassan and Hamzah (2020), failing schools are those that confront various disciplinary difficulties such as property damage, absenteeism, and dropouts, and are frequently perceived to struggle to accomplish the objectives and goals stated. In reality, the teacher is the most important determinant in school efficiency. According to Kocak and Nartgun (2020), teacher engagement in accountability duties is related to school effectiveness. For the reasons indicated, teacher involvement and school success must be prioritized.

Furthermore, others argue that teachers' inclusion in school programmers contributes to an effective school climate. Teachers cultivate their abilities and skills in order to inspire pupils to become useful members of society (Ozgenel and Mert, 2019). As a result, the school's position in shaping and cultivating behavior and culture is regarded as critical. This suggests that school effectiveness is strongly related to teachers' job commitment and ability. According to Attique et al. (2019) and Don et al. (2021) schools can be more successful if teachers can achieve the defined goals and expectations for students' skills, out-puts, and behaviors. Riyatuljannah (2020) agreed with this finding and stated that the evolution of school effectiveness was applied by the study of how all school features should be implemented harmoniously so that students had strong competencies.

Research Problems

Work motivation is a strong predictor of effective work performance in teachers. According to Prasetia et al. (2020), one of the factors that contribute to school efficiency is work motivation. The amount of motivation frequently influences the effect of motivation on a teacher's achievement. Schools should have a healthy school climate, a friendly environment, a strong work ethic, and sound management practices to improve and add to the success of the school. Furthermore, effective schools are demonstrated by trained teachers' participation in the school's goal and pursuit of achievement in order to motivate pupils to success (Ozgenel and Mert, 2020).

Teachers who are devoted and highly motivated on the job are vitally needed today to raise the level of national education progress. According to Ahmeda et al. (2020), job motivation is the key to improved work performance among instructors. The instructor would be able to endure in order to achieve the goals that have been established if he or she was inspired by his or her profession. The teacher's role is viewed as crucial in ensuring that this goal is realized. According to Gunawan (2020), the greater the work morale of teachers, the higher their work efficiency and, as a result, higher school efficiency and effectiveness. However, according to the Department of Daily School Management 2018 survey, the aspect of teachers as motivators has not been applied consistently. The teacher centered approach is still popular among teachers (Kementerian Pendidikan Malaysia, 2018). These results indicate that teachers continue to need support and inspiration in order for a school to be successful. If this problem is not addressed, teacher efficiency will begin to deteriorate, with a negative effect on educational organizations. According to Dasan and Nawati (2020), the job success of these teachers plays a role in creating the quality human resources that the world expects from operating developing countries in the future.

Furthermore, in the sense of Malaysian education, school effectiveness is calculated using the Malaysian Education Quality Standards ranking system (MEQSR2) for Wave 2 Schools (Kementerian Pendidikan Malaysia, 2017). This (MEQSR2) is a re-drafting of the 2010's MEQSR that includes many revisions as a result of a number of studies and meetings aimed at improving consistency and adapting MESQSR to recent educational developments. The role of teachers as facilitators in successful teaching and learning to improve students' ability more comprehensively and student success at the optimum level

on an ongoing basis has also been outlined in Standard 4. However, according to the Annual Study of the Daily School Management Division (DSMD) 2018, the teaching and learning self-verification report of teachers based on norm 4, which is the learning standard, revealed findings from the sample of achievement evaluated 73.7 percent minimum achievement level “good” and just 26.3 percent attained excellent achievement level “good.” This means that more work is needed to provide successful guidance in implementing 21st Century Learning Activity. According to Hassan and Ismail (2020), teachers must aspire to establish learning methods and techniques that are in line with current developments. As a result, high teacher engagement is needed to ensure that teachers are motivated to improve learning methods and formulate effective strategies. This is due to the fact that workers who are satisfied with their employment are more driven and dedicated to their jobs (Aspan et al., 2020).

As can be shown, teachers’ job morale is a critical factor in improving school effectiveness. According to Ozgenel (2020), the presence of mechanisms and techniques from different sources in school learning programmes demonstrates a school’s effectiveness. In-deed, in an extremely competitive and globalized world, highly motivated teachers are required to build successful and excellent schools (Aspan et al., 2020). As a result, this re-search employs a teacher job motivation instrument with four dimensions: external motivation, internal motivation, established motivation, and introjective motivation. Mean-while, the questionnaire used to assess the degree of school effectiveness has five dimensions: product consistency, product quantity, performance, adaptability, and versatility. Thus, the aim of this analysis was to determine which motivational aspects affect school effectiveness at the Excellence cluster school in Pasir Mas, Kelantan.

RESEARCH METHODOLOGY

Respondents

This research aims to recruit 148 experienced teachers at random who work in four clusters of excellence primary schools in the Pasir Mas district. According to Abdullah et al. (2019), the sample should have at least 1 year of experience as a qualified teacher. This helps to make teachers more sensitive to and familiar with their working environment. Respondents were chosen at random to answer the questionnaire that was circulated. As a result, the chosen teachers will complete the questionnaire and offer input on demographic information as well as information relevant to the questions asked.

Instruments

Work Motivation in Teachers

The teacher job motivation questionnaire is using Roth et al.’s (2007) Autonomous Motivation for teaching questionnaire. The questionnaire includes 16 question items divided into four dimensions: external motivation, introjective motivation, identified motivation, and intrinsic motivation. All of the questions in this segment were graded on a five-point Likert scale: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree,

and (5) strongly agree. According to Din et al. (2009), a five-point Likert scale with a score ranging from one to five is used to allow respondents to express their level of consensus on each item that has been sent. In this questionnaire, the specificity of the teacher job motivation measure Alpha Cronbach was ($\alpha = 0.81$). According to Sekaran (2005), the Cronbach’s Alpha value for reliability test results must be large, between 0.8 and 0.9, in order for the dimensions of the component to be recognized and included in a report.

School Effectiveness

The Hoy’s (2020) School Effectiveness Index (SE-Index) questionnaire was employed. The questionnaire is divided into five dimensions: product quality, product quantity, performance, adaptability, and versatility, with eight question items each. The questions in this segment are also graded using a five-point Likert Scale: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, and (5) strongly agree. According to Ghaffar (2003), respondents must label the Likert scale on the questions in this questionnaire based on the agreement scale. In this questionnaire, the overall specificity of the school effectiveness Alpha Cronbach measure was ($\alpha = 0.890$). Since the school effectiveness questionnaire variables have Cronbach’s Alpha values greater than 0.70 (> 0.70), this means that they are real, precise, stable, and efficient (Sekaran, 2005).

Procedure

Researchers chose 30 teachers from SK Othman Talib 1, Pasir Mas, Kelantan, to participate in this pilot project. This school was chosen because its demographic is the same as the real respondents. Aside from that, this school was chosen because its academic performance improves year after year and it is one of the top five primary schools in the Pasir Mas district. The researchers performed a pilot survey on 30 teachers, both male and female, for the study. Cronbach’s alpha ranged from 0.80 to 0.87 for all four measurements of inspiration in the pilot report, and school efficacy was 0.90.

The research was also subjected to a variety of pre-determined protocols. Until distributing the questionnaire to the respondents in the schools surveyed, the researcher must receive permission from Awang Had Salleh Graduate School (AHSGS), Universiti Utara Malaysia to conduct the analysis. This approach is a necessary technique. After obtaining approval from AHSGS, researchers must apply to the Ministry of Education Malaysia’s Study and Policy Planning Division (EPRD) *via* <http://eras.moe.gov.my>. EPRD serves as an ethical committee for studies conducted to school under the Ministry of Education. Among the protocols that must be undertaken at this point is the researcher’s preparation of a recommendation on the subject of the thesis to be performed. Furthermore, after receiving permission from the EPRD, the applicant shall apply to the Kelantan State Education Department (JPNK) and the Pasir Mas District Education Office (PPDPM), since this research will be undertaken in the Pasir Mas district. Once approval has been granted, the researcher will contact the principals of the schools involved and remind them of the analysis that will be conducted after permission from the Education District office has been received. However, before main study was conducted a pilot test consisting of 30

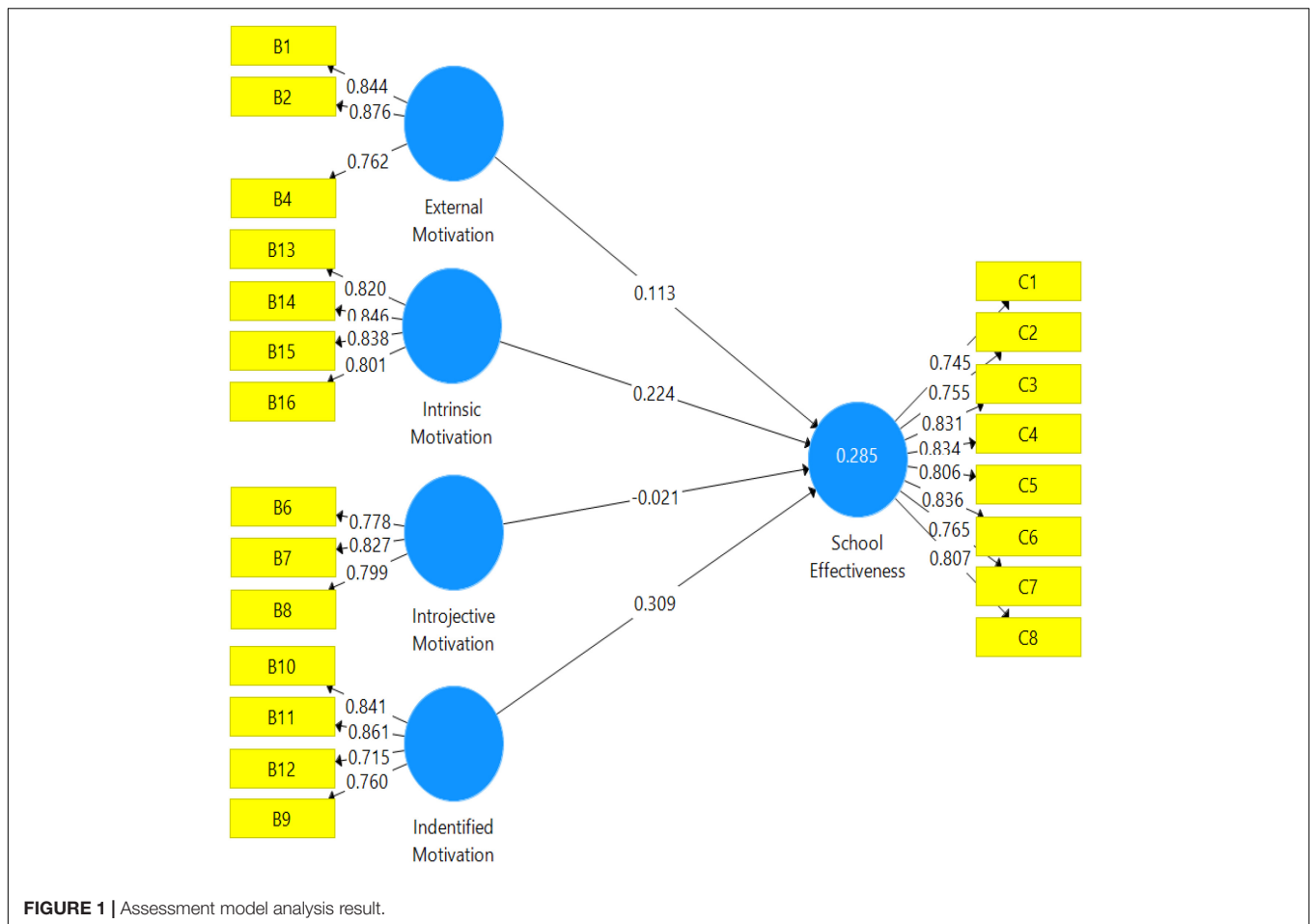


FIGURE 1 | Assessment model analysis result.

teachers from one of the primary schools in Pasir Mas was conducted. Cronbach's alpha ranged from 0.80 to 0.87 for all four measurements of teacher motivation in the pilot report, and school effective-ness was 0.90. A week after pilot study, a total of 163 questionnaires were printed and circulated to the assigned schools for this report. During the researcher's visit to the school, all respondents concerned will be briefed on the intent of the report, and respondents will be given the opportunity to provide feedback. To persuade respondents, the researcher also included a cover letter about the confidentiality of the answers given. The researcher also included information about the questionnaire, as well as the return date for completed questionnaires. Following that, the data was analyzed using IBM version 25 in order to achieve a correct report.

FINDINGS

Demographic

Gender

Age

Internal Consistency

Figure 1 shows the results of the assessment model analysis. Six constructs were analyzed based on the measurement

model, namely internal consistency, reliability of indicators based on external loading values, convergence validity, and discriminant validity.

The outer loadings (Table 2) of each construct was examined according to individual item in setting up the purpose of reliability assessment in the study. This analysis has been proved to be more accurate based on the previous studies (Hair et al., 2017; Hulland, 1999). The retaining items with loadings of 0.50 and above (Barclay et al., 1995), and all of the loadings have been utilized in this study above 0.50 (see Table 3).

Table 4 shows the internal consistency rating based on Cronbach's alpha values and compo-site reliability. The results of the analysis showed that Cronbach's alpha values for five indicated constructs were at 0.723 to 0.918. Next, the composite reliability coefficient was used to ascertain the internal consistency reliability of measures. The interpretation of internal consistency reliability in using the composite reliability coefficient was based on the rule of thumb provided by Bagozzi and Yi (1988) as well as Hair et al. (2010). Both of the scholars agreed that the suggested value for the composite reliability coefficient should be at least 0.70 or more. As shown in Table 5, the composite reliability coefficient of each latent construct ranged from 0.844 to 0.933, AVE value from 0.634 to 0.687. As each latent construct exceeded the minimum acceptable

TABLE 2 | Outer loading.

	External motivation	Identified motivation	Intrinsic motivation	Introjective motivation	School effectiveness
B1	0.844				
B2	0.876				
B4	0.762				
B10		0.841			
B11		0.861			
B12		0.715			
B9		0.76			
B13			0.82		
B14			0.846		
B15			0.838		
B16			0.801		
B6				0.778	
B7				0.827	
B8				0.799	
C1					0.745
C2					0.755
C3					0.831
C4					0.834
C5					0.806
C6					0.836
C7					0.765
C8					0.807

TABLE 3 | Age of the respondents.

Age	Frequency	Percentages (%)
Less than 25 years old	0	0.00
26–30 years old	0	0.00
31–35 years old	10	6.8
36–40 years old	18	12.2
41–45 years old	33	22.3
46–50 years old	40	27.0
51- up to	47	31.8
Total	148	100.0

TABLE 4 | Summary of Cronbach's Alpha analysis and Composite Reliability analysis Cronbach's Alpha.

	Cronbach's Alpha (> 0.7)	Composite Reliability (> 0.7)	Average Variance Extracted (AVE) (> 0.5)
External Motivation	0.771	0.868	0.687
Identified Motivation	0.807	0.873	0.634
Intrinsic Motivation	0.845	0.896	0.683
Introjective Motivation	0.723	0.844	0.643
School Effectiveness	0.918	0.933	0.637

level of 0.70, and value of AVE must greater than 0.5 (Fornell and Larcker, 1981). The internal consistency reliability of the measures used in this study was deemed to be adequate (Bagozzi and Yi, 1988; Hair et al., 2010). All of the internal consistency reliability as shown as **Figures 2–4**.

TABLE 5 | The frequency and percentages of male and female respondents.

Gender	Frequency	Percentage (%)
Male	45	30.4
Female	103	69.6
Total	148	100.0

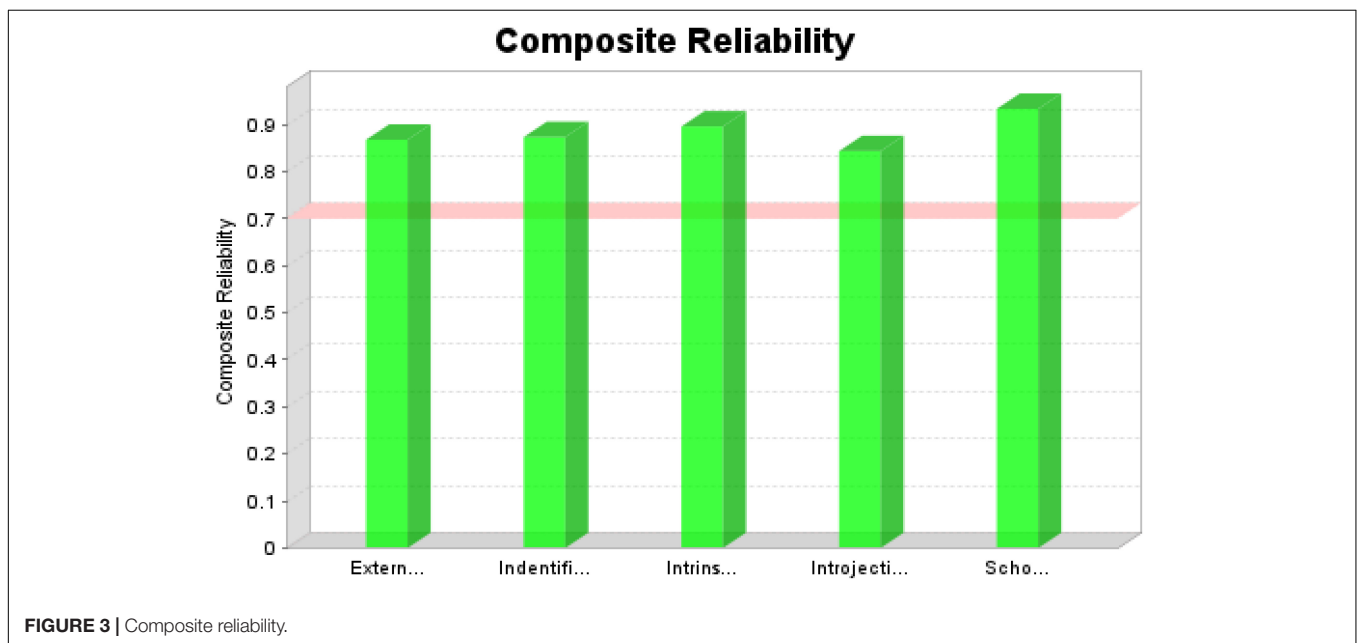
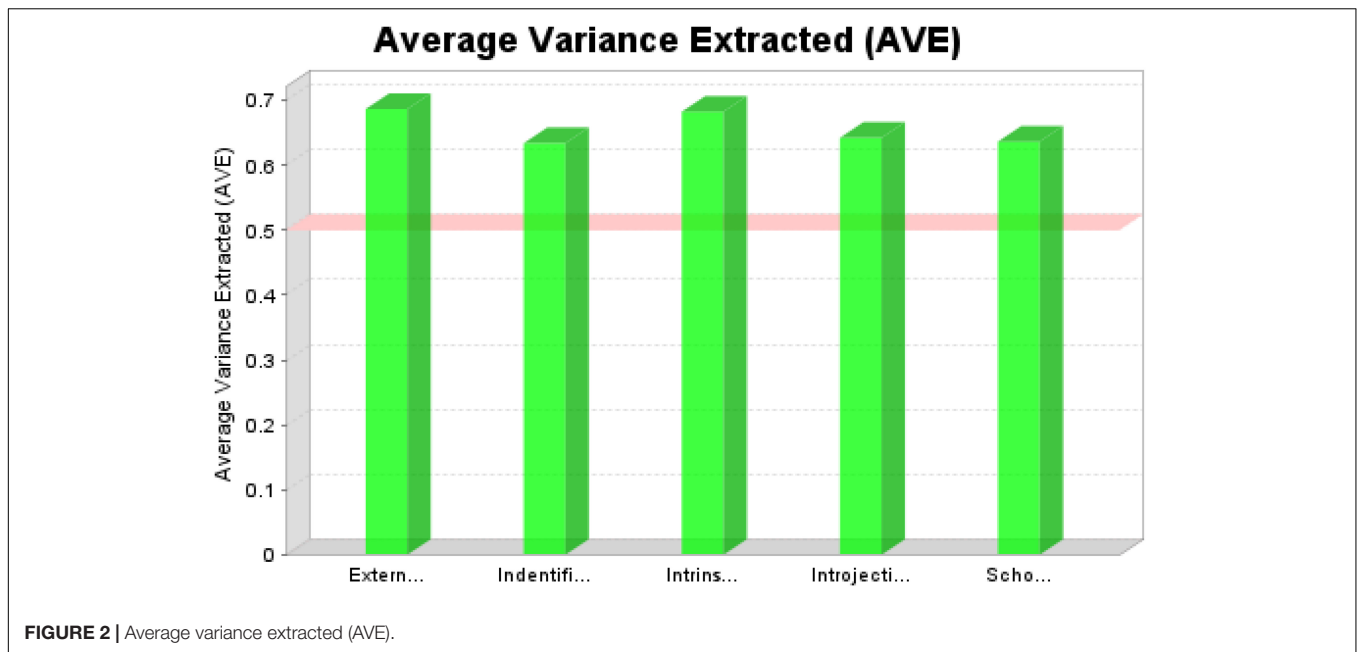
The discriminant validity was ascertained using Average Variance Extracted (AVE) as suggested by Fornell and Larcker (1981). This was achieved by comparing the correlations among the latent constructs with the square roots of AVE (Fornell and Larcker, 1981). In achieving adequate discriminant validity, Fornell and Larcker further suggested that the square root of the AVE should be greater than the correlations among latent constructs. As indicated in **Table 3**, the correlations among the latent constructs were compared with the square root of the AVEs (values in boldface). **Table 2** portrays the square roots of the AVEs were all greater than the correlations among latent constructs, and these have been suggested to be adequate discriminant validity.

The results of the structural model analysis are shown in **Figure 5**. This is to fulfill the criteria of measurement model evaluation based on the Partial Least Squares Structural Equation Modeling (PLS-SEM) analysis procedure. Besides, the analysis has been done with the assistance of Smart-PLS 3.3 software.

Based on **Table 6** there were significant influence between two dimensions; the constructs of Identified Motivation ($\beta = 3.146, p < 0.05$); and intrinsic motivation ($\beta = 1.949, p < 0.05$); toward School Effectiveness and through path analysis at significance level of 0.05 with a two-tailed test, $p < 0.05$ and $T > 1.96$ (Imam and Hengly, 2015). The results of other two dimensions showed that the coefficient of assessment shows External Motivation toward School Effectiveness ($\beta = 1.474, p > 0.05$) and Interjective Motivation toward School Effectiveness ($\beta = 0.207, p > 0.05$) were not significant.

As shown in **Figure 1**, the research model explained 28.5% of the total variance in Organization. This suggests that the two sets of exogenous latent variables (Identified motivation and Intrinsic motivation) have collectively explained 28.5% of the variance in School Effectiveness. Falk and Miller (1992) proposed an R-squared value of 0.10 as a minimum acceptable level. In accordance to Falk and Miller's recommendation, it can be said that the endogenous latent variable had an acceptable level of R-squared values. Furthermore, the findings show that the study data is consistent with the developed model, with RMSEA = 0.70, CFI = 0.923, PCFI = 0.800, and PNFI = 0.743.

The data analysis of the identified motivational dimensions and intrinsic motivation dimensions revealed that they are predictors of school effectiveness in Pasir Mas District Excellence Cluster Primary Schools. In Pasir Mas District Excellence Cluster Primary School, the external motivation factor and the introjective motivation dimension are not predictors of school effectiveness.



DISCUSSION

The aim of this analysis is to determine the aspects of teacher job motivation that do substantially affect the school effectiveness in the Pasir Mas district’s primary schools of excellence cluster. Results of Sem-PLS analysis shows that the identified and intrinsic motivational dimensions have the greatest influence on school effectiveness. This shows that teacher motivation is an important consideration to con-sider when improving school effectiveness. Teacher job motivation, according to Arlita et al. (2020), is a major factor in a teacher who gives the spirit to be able to accomplish the set goals. Teachers would

faithfully complete the given assignments in order to achieve the highest job outcomes. As can be shown, when teachers are highly motivated at work, the school’s productivity rises as well. According to Kocak and Nartgun (2020), the effectiveness of a school is inextricably linked to an individual’s motivation. This suggests that a school’s success in carrying out its goal is attributed to the participation of motivated teachers who enthusiastically carry out their responsibilities.

These results specifically indicate that teachers with elevated levels of job motivation have a positive impact on school effectiveness. This result is consistent with the findings of Gunawan (2020), who discovered that teachers’ job motivation

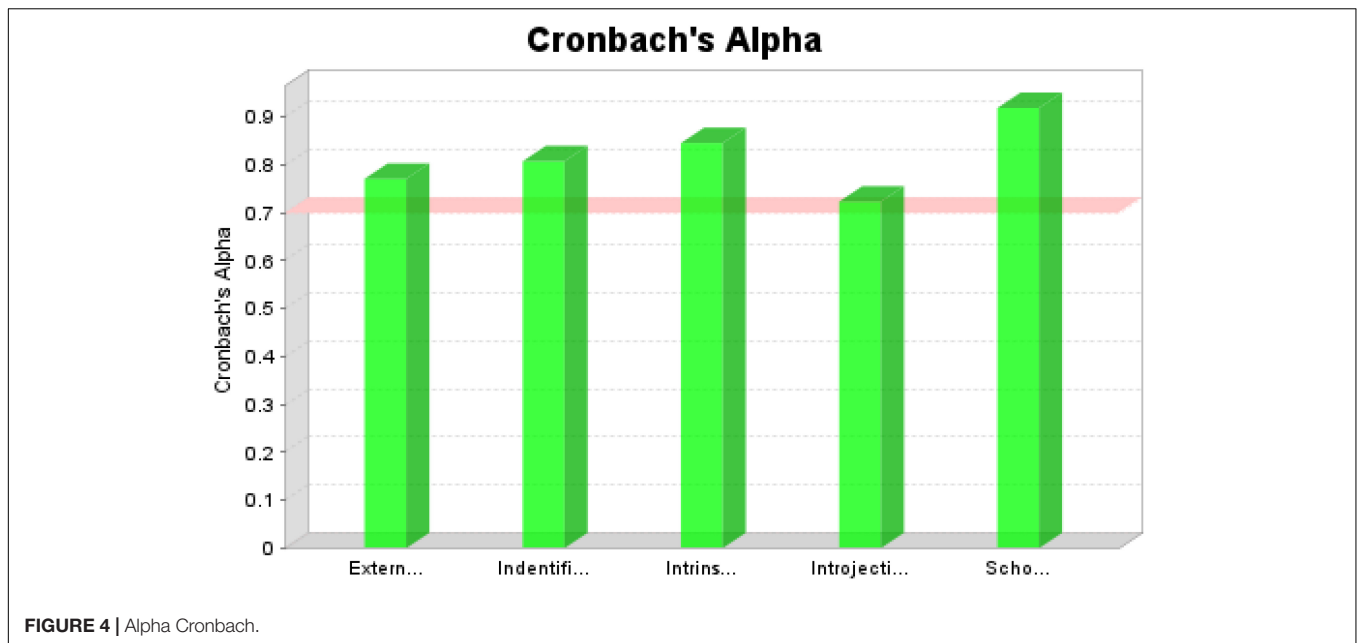


FIGURE 4 | Alpha Cronbach.

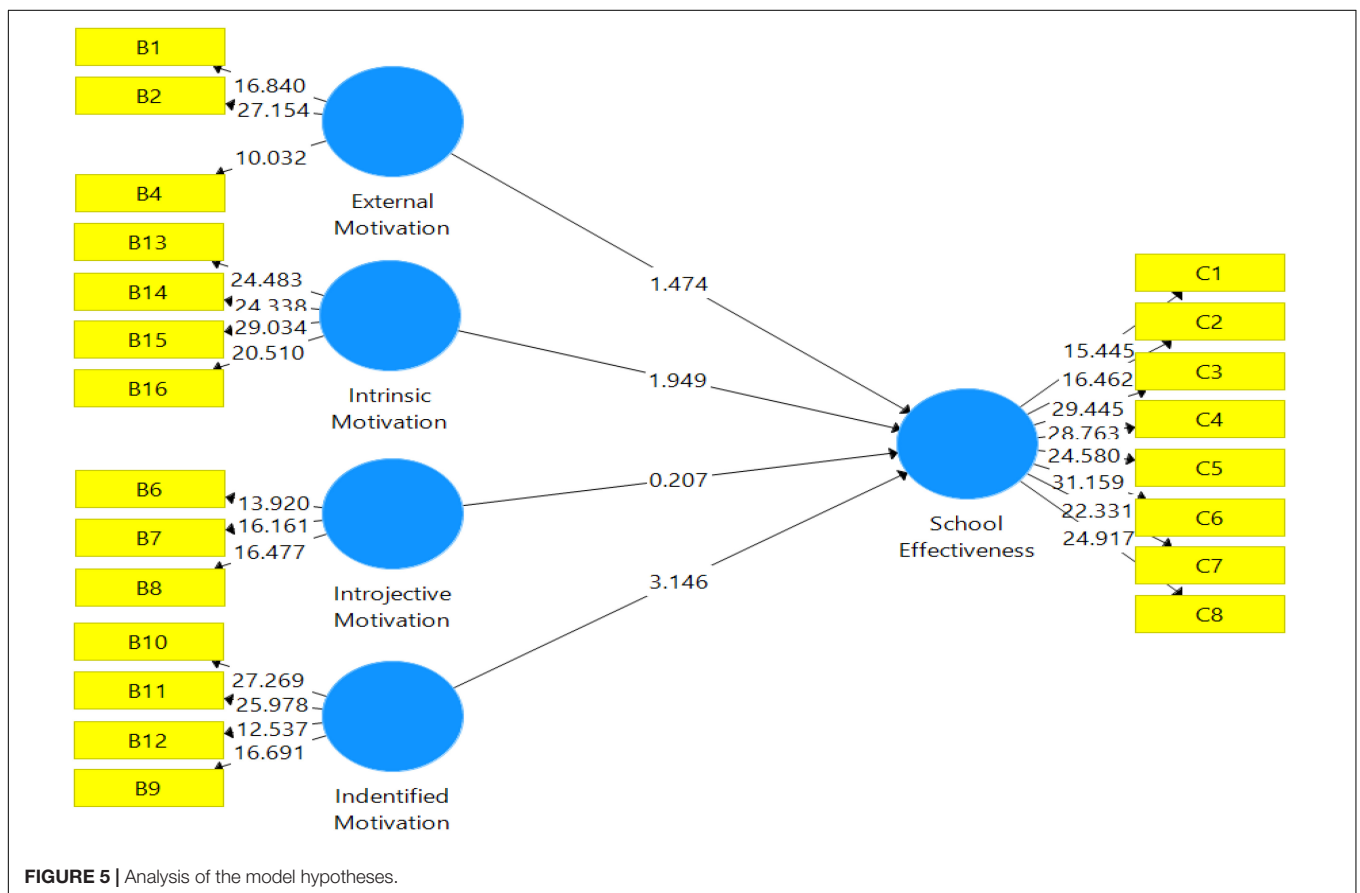


FIGURE 5 | Analysis of the model hypotheses.

has a strong and important impact on the productivity of State Secondary Schools in Medan, Indonesia which amounted to 13.7 percent. This suggests that school success is a simple image of teachers who have the discipline and determination of

teachers to accomplish successful results through organizational appraisal (Sutopo and Musyafik, 2018). Teacher motivation, according to Saludung et al. (2021), is a factor that can influence the enhancement of educational quality in schools. The

TABLE 6 | Assessment of significant relationships.

	Beta β	P Values	Result
External Motivation- > School Effectiveness	1.474	0.141	Not Significant
Identified Motivation- > School Effectiveness	3.146	0.002	Significant
Intrinsic Motivation- > School Effectiveness	1.949	0.050	Significant
Interactive Motivation- > School Effectiveness	0.207	0.836	Not Significant

findings of this regression study have revealed that the identified motivational and intrinsic dimensions have a significant impact on school effectiveness. The analysis of these results is consistent with the findings of Roth et al. (2007), namely that the established motives are rather independent because a person can consider the importance of the action as his or her own. This demonstrates that this motivation will enable an individual to complete a task or operation without feeling burdened and will regard it as an achievement to be attained. According to Roth et al. (2007), the outcomes of these established motives are essential to a person's actions since they provide the participant with specific objectives. This means the motivated teachers will exhibit constructive attitudes when carrying out their responsibilities. The study's results revealed that the teachers at Pasir Mas District Excellence Cluster Primary School had strong established enthusiasm and affected the school's effectiveness. These findings show that teachers are well-prepared and have priorities and objectives for their jobs. They are well positioned to face the demands of to-day's changing educational environment. Furthermore, the preparation of students, which is the catalyst to the best instructional process, has a significant impact on the development of educational quality (Amtu et al., 2020; Mahfud, 2021). Teachers must be able to formulate methods that are in sync with current trends as well as establish the right learning practices (Hassan and Ismail, 2020). Furthermore, such rapid growth in the educational age has provided enough room for alternative education for parents and communities driving the growing demand for higher quality education. According to Dasan and Nawi (2020), a teacher who has strong expectations and motivations in each job and his own goals will achieve the organization's goals successfully. As a result, this factor is regarded as critical and has a significant impact on the school's performance and effectiveness.

Furthermore, the findings of this research are supported by Comighud and Arevalo (2020), who clarify that teachers are encouraged to complete an assignment because they have a good attitude toward their field of work and consider it as their duty and responsibility. This positive factor represents the motivation found in teachers, which will decide when positive or bad acts are taken to achieve goals, so that the greater the motivation in an individual to achieve their goals, the more motivated, hardworking, and involved they are in making improvements in their work habits to better their results (Ena and Djami, 2021). According to Ismail and Zakaria (2019), motivated people not only have aspirations, but they are able to strive more to achieve those goals. This specifically demonstrates how this inspiration can affect teachers' behaviors and goals. They do not give up quickly and have lofty ambitions for their careers.

Teachers are also very interested in and love the tasks that must be completed before the target or hope can be realized. This obviously indicates that this motivational component is critical to improving the school's effectiveness. As a result, it is possible to assume that the identified motivations have a direct impact on school effectiveness.

Furthermore, the intrinsic motivation element has an impact on school effectiveness at Pasir Mas District Excellence Cluster Primary School. Intrinsic motivation, according to Ismail and Zakaria (2019), is a motivation that resides inside an individual to do something. Intrinsic incentive is a driver of work that arises from within the employee, and it takes the form of knowledge of the significance or advantages of the work done (Rosid and Mukarromah, 2020). The results of this analysis revealed that the intrinsic motivation dimension is another dimension that influenced school effectiveness. These results clearly show that the teachers at Pasir Mas District Excellence Cluster Primary School also have strong intrinsic motivation, which influences the school's effectiveness. This result is consistent with Gunawan's (2020) research, which also demonstrates the impact of motivation on school effectiveness. The results at high school in Medan revealed that teachers' job morale affected the school's effectiveness with a positive significance. This demonstrates that the higher the intrinsic motivation, the greater the action shown to accomplish the goal (Ena and Djami, 2021). These observations are also confirmed by Roth et al. (2007), who demonstrated that intrinsic motivations are marked by passion, excitement, intense concentration, and pleasure and include an individual's participation in events for his or her own good. This suggests that a person with high intrinsic motivation has self-perception and decision-making capacity.

Furthermore, an individual with strong intrinsic motivation can make significant contributions to achieving the goals or targets that have been established; this can be evident in the success of his students and, of course, can be seen in enhancing the standard and efficiency of the school (Saludung et al., 2021). Furthermore, Arofiq (2020) and Ena and Djami's (2021) research concluded that inherent motivation has an important impact on work success. Teachers' work success is strongly related to their work motivation; highly motivated teachers achieve excellent work performance. This is due to the fact that motivation is the primary and most important influence influencing an individual's mood and job efficiency (Siregar, 2021). In this regard, it is evident that teachers who are intrinsically motivated can set clear targets and then aim to increase school results. According to Ena and Djami (2021), motivation will decide whether or not a person's behavior to attain objectives, and the greater the motivation, the higher the commitment to achieve success, perseverance in practice, refusal to give up, and innovation. Those who lack inspiration, on the other hand, would be sluggish, less attentive, and less enthusiastic about their work.

As a result of the study's findings, it is shown that the two dimensions of teachers' job motivation, namely identified motivation and intrinsic motivation, have a significant impact

on the school's effectiveness in Pasir Mas District Excellence Cluster Primary School. Teachers with positive work habits are generated by the established motivational dimensions), while intrinsic motivation requires an individual's participation in tasks for his or her own gain and is defined by excitement, pleasure, strong concentration, and joy (Roth et al., 2007). This obviously demonstrates that teachers who have established motives and strong inherent motivations can represent an organization's excellence. Based on these two motivations, it is certain that teachers will be able to achieve the government's aim of producing intellectual resources capable of competing in the face of potential challenges. This is due to the fact that teachers are change agents for all students in order to create human beings who are capable in different ways of facing the constantly demanding shifts in growth and globalization (Tawan et al., 2020). Indeed, these findings show that teachers in Pasir Mas District Excellence Cluster Primary School have high work motivation, which will increase school effectiveness and ensure Pasir Mas District Excellence Cluster Primary School remains sustainable and superior, bringing maximum change and further developing the national education system and being able to be in line with the education system.

To summarize, based on all of the priorities mentioned, it is evident that teachers' job morale has a significant impact on school effectiveness. This is shown by the identified dimensions as well as the intrinsic motivation dimensions. All of these dimensions contribute to the success of the classroom. According to Hua and Amir (2020), a person's motivation will influence his actions in school, work, and everyday life. Furthermore, according to Gunawan (2020), job motivation is a vital consideration for school effectiveness; through work motivation, teachers can have a positive spirit from within or through the support of others to improve their ability. The more inspired the teacher, the better his or her results, which has an influence on student learning success and school effectiveness. This example specifically demonstrates how teachers' job morale influences the success of a classroom. A successful school is described as one that is capable of producing outstanding students with good attitudes, i.e., students who can face and respond to their surroundings and challenges as they occur (Don et al., 2021). According to Attique et al. (2019), a school would be more successful if it can achieve its goals and objectives. In other words, a successful school is one that succeeds in fostering a balanced school atmosphere and a supportive school climate.

THE STUDY'S LIMITATIONS

Nonetheless, the study also reveals that there are certain limitations that must be addressed in the study's execution. As a result, the researcher hopes that a number of changes and strengthening can be made in subsequent studies to further broaden the reach of respondents. As a result, researchers expect that subsequent experiment will focus also on ordinary

primary schools in order to better understand the impact of teacher job motivation on school effectiveness. This is critical to determine whether or not teachers' job morale impacts the efficacy of Malaysian schools. This study concludes that in order to improve teachers' job morale, it is important to obtain good support and cooperation from a variety of parties. To increase school effectiveness and enhance teacher excellence in catalyzing education in our country, the level of teacher work motivation through identified motivation, intrinsic motivation, introjective motivation, and external motivation of teachers should be given due consideration. As a result, any issues that occur can be resolved quickly and even add benefit to the school's effectiveness. Furthermore, the researcher expects that such an analysis would be carried out using qualitative approaches. The qualitative approach is a face-to-face method that uses assessment, observation and interview sessions with teachers to determine the aspects of teacher job motivation that have the greatest influence on school effectiveness. This inductive approach to qualitative system measurements will produce hypotheses through face-to-face contact with the research sample. As a result, the mentioned negative factors limiting teachers' job morale in schools can be defined more precisely. As a result, the researcher hopes that this analysis will be used as a tool from time to time to help improve Malaysia's education system. To keep up with the developments in our education environment today, ongoing research is needed to examine the connection between school effectiveness and teacher motivation.

RECOMMENDATIONS AND CONCLUSION

According to the study's conclusions, teachers' job morale has a major impact on the effectiveness of schools in Pasir Mas District Excellence Cluster Primary School. These results also show that teacher job engagement is an important factor in improving educational efficiency in schools (Saludung et al., 2021). This inspiration can be seen in the context of the teacher's actions, which has a positive influence on the school's effectiveness. According to Putri (2020), the presence of high teacher work motivation increases teachers' skill and productivity in completing each assignment, while the presence of low teacher work motivation decreases teachers' ability and productivity. As a result, it is hoped that this research will gain attention and good cooperation from all stakeholders involved in different aspects of the study in order to complete and improve this type of study. As a result, ongoing research is needed to determine the effectiveness of schools as well as the strong influence behind this topic. Teachers' job morale and school productivity are two undeniable factors in enhancing our country's educational results. According to Siregar (2021), a teacher's inspiration in carrying out his work is motivated by his job's duty to accomplish the desired aims and aspirations. Teachers will be happier with their duties, and as a result, they will have the ability to do their best

for their own good, which is to enhance professionalism as well as aim to improve and maintain the school's effectiveness.

DATA AVAILABILITY STATEMENT

The raw data supporting the conclusions of this article will be made available by the authors, without undue reservation.

ETHICS STATEMENT

The studies involving human participants reviewed and approved by Educational Planning and Research Division, Ministry of Education Malaysia. The patients/participants provided their written informed consent to participate in this study. Written informed consent was obtained from the individual(s), and

minor(s)' legal guardian/next of kin, for the publication of any potentially identifiable images or data included in this article.

AUTHOR CONTRIBUTIONS

All authors listed have made a substantial, direct, and intellectual contribution to the work, and approved it for publication.

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