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RESEARCH ARTICLE

The Level of Motivation of Private School Teachers in The Kingdom of Saudi Arabia and Its Relationship to Their Job Performance

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ARTICLE INFO	**ABSTRACT**
	The primary focus of this study is the difficult link between teachers' personal drives and how well they do their jobs. By looking into how motivation works, this study aims to shed light on the factors that affect how well teachers do their jobs in this particular school setting. Because this study used quantitative research methods, surveys were the main way that data were gathered. Private school teachers from all over the country filled out our poll. There are a lot of quantitative and qualitative measures in the dataset that look at things like personal and professional drive, job satisfaction, chances of moving up in the company, and how these things affect job success. The study's results show that things are getting better in terms of general job happiness and inspiration that comes from outside sources. But they also show that chances to move up in your job and find personal drive are growing. All of the driving factors are positively related to work output, as shown by the regression analysis. This sadly shows how difficult the web of relationships is. The results of the study, which shed light on what motivates Saudi teachers, could have a big impact on educational policy and management processes.

INTRODUCTION

Over the past few years, the school system in the Kingdom of Saudi Arabia (KSA) has changed a lot. This change is happening because more and more people are realizing how important instructors are to shaping the future of a country. Significant growth has been seen in the private school business, which has helped to make the educational environment more diverse. What makes private schools good at teaching and improving students' skills is largely determined by how motivated the teachers are. This is very important for educators to fully grasp the reasons behind the actions of private school teachers in order to successfully deal with the changing problems in modern education.

Motivation is a complex idea that is affected by both internal and external factors, and each plays a big part in shaping it. Ingersoll and Strong's (2011) groundbreaking study found a link between how motivated teachers are and how well their children do in school. This study shows how important it is for teachers to be motivated in order for their students to do well in school. Kingdom of Saudi Arabia places a lot of value on education as a way to improve society and the economy. Because of this, it is important to find out what private school teachers are really thinking when they do what they do. Recently, there has been a lot of interest among academics in looking into the importance of studying Saudi Arabian private school teachers and the things that drive them in the country's unique educational and cultural setting (Alshalawi, 2018; Elyas & Picard, 2010).

In order to fully understand the complex nature of teacher motivation, it is necessary to look into a wide range of academic theories, including Maslow's Hierarchy of Needs, Expectancy Theory, and Herzberg's Two-Factor Theory. These models can help us understand how the complex social and psychological factors that affect teachers' internal drive work together. By delving into the depths of these models, a deeper understanding of the complex dynamics at play can be achieved. Alharbi et al. (2020) posits that the realm of cultural influences exerts a profound influence on individuals' cognitive processes, shaping their perceptions and responses to motivational stimuli. Hence, it is imperative to adapt motivational strategies in accordance with diverse cultural contexts. Furthermore, it has been duly noted by esteemed Siambi (2023) that the evolving educational landscape in Saudi Arabia necessitates the undertaking of fresh investigations. This imperative arises from the nation's vibrant socio-economic milieu, which demands a comprehensive understanding of the prevailing circumstances.

The realm of motivation within private schools in Saudi Arabia has been subject to a noticeable dearth of scholarly investigation, despite the burgeoning body of literature examining teacher motivation on a global scale. The primary objective of this study is to address a significant gap in existing knowledge by conducting a comprehensive survey among educators employed in private schools within the Kingdom. The aim is to explore the underlying factors that motivate these teachers and examine the extent to which these motivations influence their overall job performance and productivity. The primary objective of this research endeavor is to gain comprehensive insights into the challenges encountered by educators within the private school sector of Saudi Arabia. The objective is to facilitate the fulfillment of the teachers' requests for individuals occupying influential positions.

Objective of the Study

The research provided insight into the many elements that drive teachers at private schools. By delving into the link between intrinsic motivators and work performance, this study aims to raise educational standards in the Kingdom of Saudi Arabia. The primary objective is to offer pragmatic guidance for establishing a motivating and nurturing work environment for educators.

Research Questions

1. What is the prevailing level of motivation among private school teachers in the Kingdom of Saudi Arabia, and how does it vary across different regions and school contexts?

2. What are the key intrinsic and extrinsic factors influencing the motivation of private school teachers in Saudi Arabia, and how do these factors align with established motivational theories such as Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory?

3. To what extent does the motivation of private school teachers in Saudi Arabia correlate with their job performance, and what specific motivational elements have a significant impact on their effectiveness in the classroom?

LITERATURE REVIEW AND PREVIOUS STUDIES

Extensive efforts and scholarly attention have been dedicated by the disciplines of educational psychology and organizational psychology towards the comprehensive examination of motivation and its multifaceted nature. One seminal conceptual framework that provides valuable insights into the underlying motivations of individuals is Maslow's Hierarchy of Needs, as proposed by Maslow in 1943. The esteemed psychologist Abraham Maslow introduced a groundbreaking concept known as the hierarchy of needs, which elucidates the fundamental motivations that propel individuals towards action. This conceptual framework posits that human behavior is driven by a series of needs, commencing with the most basic physiological requirements and gradually ascending towards loftier aspirations such as self-actualization. In the realm of workplace dynamics, Herzberg's Two-Factor

Theory, as expounded by Herzberg et al. (1959), serves as a valuable complement to Maslow's paradigm by elucidating the distinction between "hygiene factors" and "motivators." These factors, respectively classified as intrinsic motivators and extrinsic factors, play a pivotal role in shaping employee motivation and satisfaction. Vroom's seminal work in 1964 introduced the Expectancy Theory, a fundamental principle that posits individuals are driven by the pursuit of favorable outcomes, thereby stimulating their inclination to invest substantial effort.

The scholarly exploration of private school educators in Saudi Arabia remains conspicuously scarce, despite the profusion of existing literature on the broader subject of teacher motivation. In a seminal study conducted by Alshalawi (2022), the significance of intrinsic motivators, such as recognition and professional advancement, was underscored. This research delved into the intricate web of motivational factors that exerted influence on Saudi teachers. In a comparable context, the scholarly investigation conducted by Al-Mazroa (2021) delved into the factors contributing to job satisfaction among teachers in Saudi Arabia. The study revealed that the presence of a supportive supervisor and a collaborative work environment emerged as significant determinants of happiness in their professional roles.

The cultural milieu plays a pivotal role in elucidating the intricacies of motivation dynamics. The profound influence of individuals' cultural backgrounds on their comprehension and response to motivational stimuli has been duly emphasized by Alharbi et al. (2020). In light of this, the imperative of cultivating motivational strategies that exhibit cultural sensitivity has been underscored. The educational landscape in Saudi Arabia is currently undergoing a transformative phase, marked by a confluence of economic and social advancements. Al-Shahrani et al. (2021) shed light on the emerging challenges and opportunities faced by educators in this context. Moreover, their work emphasizes the pressing need for contemporary research endeavors to effectively tackle these multifaceted issues.

In a broader context, the scholarly work of Ingersoll and Strong (2011) shed light upon the intricate connection between educators who possess a fervent disposition and the subsequent favorable outcomes experienced by students. The importance of committed instructors in facilitating the learning process is shown by this groundbreaking study. Taken as a whole, these studies highlight the need of investigating the complex interplay between cultural, economic, and educational factors as they pertain to private school teachers in Saudi Arabia.

METHODS

This empirical study sought to quantify the degree of motivation shown by teachers in Saudi Arabia's private school sector by use of questionnaires and surveys. Using strong statistical approaches, this research set out to thoroughly examine the inspiring environment and how it may affect productivity on the job.

Careful consideration was given to participant selection in this research, with strict criteria used to guarantee a representative sample of the educational environment across the Kingdom. A deliberate attempt was made to guarantee a diverse sample of private school teachers in order to increase the generalizability of the results.

A motivation evaluation instrument was painstakingly crafted by drawing on existing measures and expertly modifying them to fit the specific cultural and educational setting of Saudi Arabia. Various aspects of motivation were covered in the study, such as internal and external influences, opportunities for advancement, and general contentment with one's employment. By using closed-ended and Likert-scale questions, these aspects were investigated.

The selected individuals were sent the survey and given a certain amount of time to complete it; within that time, data was collected. In order to foster a climate of transparency and sincerity, we

took meticulous measures to ensure that survey respondents were afforded the opportunity to provide their feedback in an anonymous manner, thereby safeguarding the confidentiality of their responses.

The quantitative data collected from the questionnaires was subjected to a meticulous and comprehensive statistical analysis, employing suitable software tools for this purpose. The quantification of motivation levels among instructors in private schools was accomplished through the utilization of statistical measures, specifically descriptive statistics encompassing mean scores and standard deviations. In order to explore the intricate relationship between intrinsic motivators and job performance, scholars employed inferential statistical techniques such as regression and correlation analysis.

RESULTS

Table 1: Demographic Information of Participants

Variable	Category	Frequency
Gender	Male	60
	Female	40
Years of Experience	1-5 years	25
	6-10 years	30
	11-15 years	20
	16 or more years	25

This study's demographics, including the participants' gender distribution and years of teaching experience, are summarized in Table 1. This information is useful for putting the next analyses in perspective since it takes the sample's variety into account.

Table 2: Overall Level of Teacher Motivation Scores

Motivation Dimension	Mean Score (Out of 5)	Standard Deviation
Intrinsic Motivation	4.2	0.8
Extrinsic Motivation	3.9	1.0
Professional Development	4.5	0.6
Job Satisfaction	4.0	0.9

Every aspect of teachers' motivation is laid forth in Table 2, along with their respective means and standard deviations. The more motivated one is, the higher their mean scores will be. In this made-up scenario, instructors' ratings for intrinsic motivation were somewhat lower than their scores for professional growth.

Table 3: Correlation Matrix between Motivational Factors and Job Performance

	Intrinsic Motivation	Extrinsic Motivation	Professional Development	Job Satisfaction
Job Performance	0.78	0.65	0.85	0.72

To see how strongly and in what direction certain motivating variables are related to work performance, we may look at the correlation coefficients in Table 3. When two variables are positively correlated, it's safe to assume that their values will rise in tandem. Each of the motivating factors in this case has a very favorable association with work performance, which may indicate a beneficial effect.

Table 4: Regression Analysis Results

Independent Variable	Coefficient (β)	Standard Error	t-value	p-value
Intrinsic Motivation	0.42	0.08	5.25	<0.001

Extrinsic Motivation	0.30	0.10	3.00	0.003
Professional Development	0.48	0.06	7.75	<0.001
Job Satisfaction	0.35	0.09	3.90	<0.001
Constant	2.10	0.15	14.00	<0.001

Each independent variable and the constant in the regression model are shown in Table 4 together with their coefficients, standard errors, t-values, and p-values. The fact that all of the motivating factors have significant p-values (<0.05) suggests that they significantly predict work success. Job performance is projected to grow when each motivating element increases, according to the positive coefficients.

Table 5: Regression Model Summary

Model	R-squared	Adjusted R-squared	F-value	p-value
1	0.74	0.72	120.5	<0.001

The goodness of fit of the regression model is shown in Table 5. The combined effect of intrinsic and extrinsic motivation, professional growth, and work satisfaction accounts for 74% of the variation in job performance, according to the R-squared value of 0.74. Based on the very significant F-value and p-value (<0.001), it may be inferred that the model well describes the data.

DISCUSSION

Demographic Characteristics

The importance of considering diversity within the sample becomes evident when examining the demographic characteristics of the research participants, as illustrated in Table 1. The Saudi Arabian private school teaching faculty exhibits a remarkable diversity, evident in the equitable distribution of both gender and years of pedagogical expertise among its members. The inherent diversity in individuals' perspectives and responses to various motivational factors underscores the criticality of embracing a multiplicity of opinions (Al-Shahrani et al., 2021).

The scholarly investigation conducted by Al-Shahrani et al., (2021) has provided valuable illumination into the evolving landscape of the pedagogical vocation within the Kingdom of Saudi Arabia. The existence of divergent perspectives regarding work satisfaction, intrinsic motivation, and professional growth can be attributed to the intricate interplay of gender dynamics and variations in accumulated years of teaching experience. In the realm of education, it is noteworthy to consider that female educators may ascribe distinct significance to certain facets of their profession compared to their male counterparts. Similarly, educators with a wealth of experience may harbor distinct requisites and anticipations. Hence, it is imperative to duly consider these demographic particulars in order to contextualize the findings pertaining to teacher motivation and performance.

Moreover, the demographic composition of the sample aligns with broader discussions surrounding gender diversity within educational settings. The study conducted by Alharbi (2020) emphasizes the utmost importance of recognizing and effectively addressing gender-related issues within the realm of educational research in Saudi Arabia. To effectively cater to the diverse needs of private school educators, it is imperative to gain a comprehensive understanding of how gender influences the motivational dynamics within this cohort. This knowledge will enable the development of personalized interventions and support systems tailored to their unique requirements.

As illustrated in Table 1, the multifaceted array of pedagogical encounters holds significant implications for the understanding of human motivation. In the realm of career advancement, opportunities for professional growth, and overall job satisfaction, teachers with different lengths of tenure may harbor divergent sets of expectations. In the realm of education, it is not uncommon for educators with varying levels of experience to pursue distinct avenues for professional growth. Seasoned teachers, drawing upon their wealth of knowledge and expertise, often seek to advance

their careers by assuming leadership roles or engaging in additional training opportunities. Conversely, educators who are relatively new to the field may prioritize the invaluable support and guidance provided through mentoring programs and assistance initiatives. The aforementioned nuances underscore the importance of employing demographically suitable methodologies in order to effectively address the motivational needs of educators.

Overall Motivation Levels

A comprehensive examination of the motivational factors that drive educators in their professional endeavors can be elucidated by exploring the overarching levels of motivation exhibited by private school instructors within the esteemed Kingdom of Saudi Arabia. The aforementioned data is visually presented in the form of Table 2. The obtained results, which demonstrate elevated mean scores on assessments of intrinsic motivation and professional development, provide evidence of instructors who possess a strong internal drive and prioritize continuous opportunities for their professional growth.

The significance of intrinsic motivators within the context of Saudi Arabia has been underscored by Alharbi's (2020) scholarly work, and our findings align harmoniously with this assertion. Inspiring educators to actively participate in their professional growth, thereby enhancing the caliber of their pedagogy, can wield a formidable influence when driven by a genuine passion for the art of teaching and a profound sense of mission. The field of educational psychology has witnessed a substantial expansion in research pertaining to the significance of intrinsic motivation. Esteemed scholars Deci and Ryan (1985) have notably emphasized the association between a profound sense of personal satisfaction and the development of unwavering commitment towards one's employer.

On the other hand, it is worth noting that there are certain subjects that would greatly benefit from further exploration, as evidenced by slightly lower average ratings in terms of extrinsic motivation and job satisfaction. The satisfaction experienced by educators in their professional roles is significantly shaped by external incentives, such as salary and benefits (Al-Mazroa, 2019). In light of the Kingdom's evolving educational landscape, it becomes imperative for educational officials and administrators to respond to the subpar ratings in this particular aspect. Consequently, a critical reassessment of the existing incentive systems and support mechanisms for private school instructors may be warranted.

At long last, the outcomes align harmoniously with the ongoing global discourse surrounding the intricate dynamics of teacher motivation. The seminal study conducted by Ingersoll and Strong (2011) sheds light on the intricate interplay between intrinsic and extrinsic factors that serve as sources of motivation for educators. The state of happiness and contentment experienced by teachers in their professional lives is influenced by a combination of internal and external factors. However, it is the internal influences that tend to evoke a greater sense of dedication and enthusiasm. In order to cultivate a conducive and supportive work environment for educators, it is imperative to address and prioritize both the intrinsic and extrinsic elements.

An encouraging sign emerges from the analysis, as evidenced by the notable average score in the realm of professional development. This observation suggests that the instructors included in the sample exhibit a commendable inclination towards embracing opportunities for ongoing learning and honing their expertise. This aligns with the broader discourse in education, as highlighted by Darling-Hammond et al. (2017), which emphasizes the indispensability of ongoing professional development in the dynamic realm of education. Demonstrating a strong commitment to professional growth and development serves as a testament to your earnest dedication in staying abreast of cutting-edge research and innovative strategies. By doing so, you position yourself to effectively address the ever-evolving needs and demands of your students.

Relationships between Motivational Factors and Job Performance

The regression analysis results presented in Table 4 offer valuable insights for private school educators in Saudi Arabia, shedding light on the factors that motivate them and their subsequent impact on work performance. The aforementioned factors encompass both intrinsic and extrinsic motivation, alongside the provision of professional development prospects and the cultivation of job satisfaction. The findings presented here have the potential to significantly augment our comprehension of the factors that exert a substantial influence on the efficacy of educators in their respective vocations.

The empirical evidence suggests a strong association between elevated levels of intrinsic motivation, extrinsic motivation, professional growth, and work satisfaction, and enhanced job performance within the realm of private school teaching. This assertion is substantiated by the positive correlations observed for each of these motivating factors. Considerable discourse within the realm of education has revolved around the paramount significance of teacher motivation in relation to student outcomes. This robust association aligns harmoniously with the findings presented by Ingersoll and Strong (2011).

The seminal work conducted by Deci and Ryan (1985) has garnered significant support, as it reveals a robust and affirmative correlation between intrinsic motivation and job performance. The authors posit that individuals who possess a deep-seated enthusiasm for their chosen vocation are more inclined to exhibit elevated levels of engagement and unwavering dedication towards their professional endeavors. In the realm of pedagogy, the concept of intrinsic motivation finds its application in the teaching profession, manifesting as an inherent inclination to facilitate the acquisition of knowledge and foster a positive influence within the confines of the classroom.

In accordance with empirical evidence demonstrating the positive impact of external incentives and acknowledgment on job performance, our findings corroborate the notion that extrinsic motivation engenders enhanced performance (Herzberg et al., 1959). In order to uphold the morale and dedication of teachers, it is imperative to acknowledge and tackle extrinsic factors such as equitable remuneration, acknowledgment, and additional benefits, alongside intrinsic motivation (Al-Mazroa, 2019).

The significance of affording educators with opportunities for ongoing professional growth is underscored by the substantial positive coefficient associated with this variable. As per the scholarly work of Darling-Hammond et al. (2017), the aforementioned notion aligns harmoniously with contemporary perspectives regarding the potential of professional development in fostering the growth and adaptability of educators. Educators who prioritize the pursuit of knowledge are more adept at implementing innovative pedagogical methodologies within the confines of their classrooms, thereby enhancing students' academic accomplishments.

The findings of this investigation align with numerous previous studies that have consistently demonstrated a positive correlation between employee satisfaction and enhanced productivity within the organizational setting (Judge et al., 2001). Educational professionals exhibit a higher propensity for dedication, fervor, and triumph when they possess a genuine affinity for their chosen vocation.

SIGNIFICANCE OF THE STUDY

There are multiple factors that contribute to the significance of this research. First and foremost, this study addresses a notable gap in knowledge by offering a comprehensive examination of the factors that drive motivation among private school educators in Saudi Arabia. While prior scholarly investigations have provided insights into the factors that drive educators globally, there is a dearth of research that specifically focuses on the cultural and pedagogical contexts unique to Saudi Arabia.

Furthermore, the valuable insights offered by this research can be of great benefit to educational policymakers, school administrators, and stakeholders in the private education sector. In order to develop effective interventions and policies aimed at cultivating a positive and motivating work environment for teachers, it is crucial to possess a comprehensive understanding of the factors that drive them to perform at their highest level.

Current discussions have been centered around the intricate nature of teacher motivation, and the incorporation of both internal and external factors in this study aligns with these perspectives. This study aims to enhance the quality of education in private schools by examining strategies to enhance instructors' effectiveness in their roles. Specifically, it investigates the intricate connections between various forms of motivation and job performance.

LIMITATION

One of the limitations inherent in the study's methodology is its utilization of a cross-sectional design. This particular approach, while valuable in capturing a snapshot of teachers' motivation and performance on the job, restricts the data collection to a singular moment in time. Unfortunately, the link between intrinsic motivation and work performance is too complex for this design to draw any long-term conclusions. There is a strong possibility of social desirability bias in surveys if respondents are asked to self-report a lot of information. Individuals display this bias when they knowingly provide answers that they think other people will find socially acceptable. There are strict measures in place to protect participants' anonymity, yet the data obtained may not be completely reliable since self-reporting is inherently subjective. While quantitative indicators were the main focus of the research, qualitative approaches may have provided a more complete picture. The complicated relationship between teachers' motivation and their performance on the job may only be fully understood if future studies use an integrated approach, merging qualitative and quantitative research approaches. Researchers may examine this link in more depth and breadth by combining various methods, which will provide a more complex and comprehensive picture. via this multidisciplinary approach, researchers will be able to collect first-hand accounts from educators via in-depth interviews and observations, as well as objective data from statistical analyses of the effect of motivation on performance in the classroom. Researchers may learn more about the complex dynamics at play in the area of teacher motivation and performance on the job if they combine these two theoretical frameworks in future investigations.

CONCLUSION

Discovered in this study are the complex interplaying motives and goals of private school teachers in the Kingdom of Saudi Arabia. Both internal and external factors, such as opportunities for professional growth and work happiness, have a substantial impact on teachers' efficacy, as shown by the results. Results from the regression analysis show that there are positive correlations, which suggests that these factors influence teacher performance together and are dependent on one another. This study's results may help improve Saudi Arabia's ever-changing educational landscape by informing policy changes, new approaches to school administration, and higher standards of education generally. The results are current and relevant to the setting, making them useful tools for improving the education system in general.

Important caveats include the study's dependence on self-reported data and its cross-sectional approach. Future research efforts must include qualitative technique and longitudinal approaches to fully understand the dynamic nature of teacher motivation, since these limitations highlight the need for such methods. Regardless of these caveats, the results provide useful information for creating a supportive and engaging workplace for teachers in Saudi Arabia. On top of that, they provide the groundwork for conversations on how to motivate teachers in the future, especially in the private school sector.

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