Leadership and management are vital in any organization since they orchestrate all the internal factors that may lead to organizational effectiveness. Day and Burbback [9] suggest that strengthening leadership is one of the ways on how to improve the employees' work satisfaction. However, if there is a lack of a mechanism in an organization, employees are not motivated and they have low productivity [19]. Burton [4] added that if a leader or manager cannot understand the dynamics of employees’ motivation, it can harm an organization. In one report, for instance, a group of faculty members in Saudi Arabia did not feel that they belong in the development program of the school because of a lack of monetary and non-monetary rewards, non-inclusive planning, and lack of support from the leaders [6].

Cáceres [5] found out that effective leadership contributes a lot if there is a shared vision and a collaborative way on how to achieve the vision. Good leadership keeps employees motivated and committed to an organization. Supriadi and Yusof [3] concluded that it is a factor that leads to greater academic attainment and enthusiasm for work. Furthermore, Gonzales [11] revealed that school principals as leaders are
considered as motivators of teachers and learners. Without this role, it is very hard for an organization to reach its goals.

Researchers found out that many employees in different institutions do not have enough job satisfaction. Indeed, Kunagaratnam [15] suggested that when the employees of an educational institution have a low level of motivation, there is a need to consider both the extrinsic and intrinsic factors that may help to propel institutional development. He also advocated that aside from increasing the level of job satisfaction among employees, sustaining it is very necessary. Also, the study of Mafarah [20] revealed that the deprivation of lower-end needs results in the dissatisfaction of teacher-employees and the deprivation of the higher end needs results to lack of motivation towards the job. Furthermore, Mottaz [25] stated that employees who do not feel that they are valued are not productive and do not contribute so much for organizational development.

With the aforesaid realities from the previous studies, this review aims to (a) revisit and discuss the importance of relevant theories of job motivation, (b) present a framework of job motivation in organization as anchored on the theories, (c) explain how leadership and management help to design a more effective working environment for teacher-employees, and (d) present the conclusions as well as the local, and global implications of this review to help educational institutions create well-connected communities of people who are happy and satisfied.

**METHODOLOGY**

This review used the thematic organization method to present the relevant information on the research topic. This type of organization helped to fully understand the complexities of job motivation as it let the researchers include all relevant articles under consideration [41]. Specifically, it presents a comprehensive view on job motivation, leadership and management, and organizational commitment with the help of relevant theories that guide the researcher in writing the discussion, conclusion, and implications. In this review, the researcher searched various reputable e-journals and indexing systems to identify theories that are of great importance in making employees active and moving.

This review is organized into four (4) sections, namely: (a) the theories of motivation; (b) the theories of job satisfaction; (c) the theories of organizational commitment; (d) paradigm of job motivation in the organization. Each section has the corresponding discussion in the context of educational leadership and management.

**Theories of Motivation**

Leadership and management in educational institutions entail so much detailed analysis to understand how people can be motivated to work. The ideas that can be learned from the theorists are deemed as essential elements in creating a healthy and friendly environment for working professionals. In this section, the researcher discussed the implications of the following theories: (1) Maslow’s Hierarchy of Needs; (2) Locke’s Goal-Setting Theory; and (3) David McClelland’s Need Theory.

**Abraham Maslow’s Theory of Hierarchy of Needs**

Maslow’s conception of motivation creates very important implications for job motivation [34]. His theory centers on the hierarchy of needs that a person needs to fulfill. The needs are categorized into five and organized from basic to the highest form, to wit: (a) physiological needs; (b) safety needs, (c) love and belongingness, (d) esteem needs; and (e) needs for self-actualization. One has to reach the most basic needs (i.e. physiological needs) before he or she can reach the next in the ladder (e.g. safety needs). This conception implies that job motivation can be explained by the extrinsic and intrinsic factors that satisfy human needs. Although the study of Iwu, Ezeuduji, Iwu, Ikebuaku and Tengeh [13] only focused on the most basic needs, the researchers proved that salary, job opportunities, and rewards make teachers motivated in achieving their goals for teaching and learning.

**Goal-Setting Theory**

Central to this theory is the discussion about how an individual’s intention influences his or her motivation to do more. Locke [18] asserted that the increase in performance is pushed by a goal and improves by the feedback from others. Latham [16] emphasized that having goals make people focused on their intention, empower themselves, keep fighting amidst challenges, and develop strategies. In this context, motivation is translated into behavior that represents intention. Meaning, the intention is the bridge that facilitates motivation and performed behavior. With this theory, employees’ behavior can be deeply understood and proper interventions can be done based on the assessment of employees’ job motivation.

Goal-setting theory is related to the theory of reasoned action. As proposed by Fishbein and Ajzen [10], the latter explains how individuals’ actions (which are performed through behavior) are guided by their attitude. Their attitude is dictated by his or her preconceived intentions. Thus, if employees think that they are not happy or satisfied with their work, they tend to perform unsatisfactorily [19].

**David McClelland’s Need Theory**

This theory presents a tri-fold concept of an individual’s motivation which is shaped through his or her experiences. Here, motivation is classified as (a) power needs (b) affiliation needs, and (c) achievement needs [21]. The major implications of this theory to job motivation are that as employees work, they need to satisfy the aforesaid needs to perform well. For instance, without the participation in the decision-making process (which is about needs for power) and the lack of recognition and moral support (which can be categorized as needs for achievement and needs for affiliation), the faculty members do not feel that they are encouraged to participate in the development program of the school [6]. This only proves that leaders have to understand the realms that explain job motivation to design a better working environment for employees.

**Theories of Job Satisfaction**

Many factors can satisfy or dissatisfy employees at work. Researchers identified extrinsic and intrinsic factors as contributors to this as well as personal factors such as the
expectation that may arise from one's interest. For a detailed explanation of all these factors that represent job satisfaction, Herzberg's Two- Factor Theory, Vroom's Expectancy Theory, and Adam's Equity Theory are thoroughly discussed in the light of human behavior in an educational institution.

**Herzberg’s Two- Factor Theory**

Herzberg (1959) presented an idea of two independent factors that lead to job satisfaction or dissatisfaction. For him, individuals look for something that pushes them to work and be satisfied such as the accomplishments that are rewarded and challenging tasks due to the nature of work. The presence of the aforesaid factors will likely satisfy employees. Even though it seems that the absence of the factors that lead to job satisfaction will likely make the employees’ frustrated, this theory asserted a different view. This theory presents that these two- factors are not a continuum [34]. Nevertheless, the explanation given by this theory is of great interest while educational leaders look for the best practices that may be applied to motivate their employees. As Singh [35] discussed, those who are into leading and managing people should take into consideration the important roles of intrinsic factors to ensure employees' participation. These factors augment the satisfaction of employees and this is a very good example to support Herzberg's claim. This is a clear manifestation that the Herzberg theory supports the requirements of effective management and leadership.

**Vroom’s Expectancy Theory**

The variations of findings in the cited literature lead to the idea that motivating employees requires an expansion of horizon on human behavior. With this, Vroom [39] proposed a theory with three main components that try to explain the dynamics of motivation among people in an organization. The variables of his work include (a) valance, (b) expectancy, and (c) instrumentality. These variables create a “domino concept” in the workplace since one factor greatly explains another. As Vroom's presented, when employees' preference is favored (herein referred to as valence), they are more willing to create more output. Also, if there is a perceived great chance of achieving the desired performance, a great probability of achieving the individuals' end goal (i.e. promotion) is expected. Here, the expectation is referred to as expectancy and the degree of possibility to achieve the set goals is referred to as instrumentality.

Employees have their interests and priorities before their entry into their respective organizations. The psychological model of Mobley [24] is useful because it asserts that if employees are not satisfied with their work, they begin to think for a more satisfying work that may help them to be happy. The nature or characteristics of the job is of great importance to the employees as expounded by the theory of Hackman and Odham [11]. With this, leadership and management practices should consider the promotion of excellence and the importance of making employees committed with the organizational core values and vision to ensure that employees will stay and for the realization of the dreams of the organization.

**Equity Theory**

There are many researches about the factors that motivate employees and how to keep them in their respective organizations. However, Adams [1] has observed the phenomenon among employees about their job satisfaction. In Adam's equity theory, an employee is looking at the efforts that he or she contributes in an organization (herein referred to as input) in relation to his or her benefits from what has been done (herein referred to as outcome). Indeed, Omebe [26] emphasized that in managing people, leaders and managers have to look not only on how employees are recruited and selected. Here, the need to sustain their interest is indispensable thus there is a need to create a support system such as giving of rewards such as promotion, continuing development like training, and the like. Furthermore, Robbins [29] argued that equity can only be present if the employees' effort equal to the given rewards.

This theory gives a clear direction that as human beings who have needs for themselves, employees expect something that makes them motivated to work hard. It highlights the reality that strategic management and good leadership are highly needed to handle the complexities of organizational processes and to better facilitate the schemes to ensure that workers are provided with what is just for them while also protecting the interest of an organization.

**Theories and Model of Organizational Commitment**

Organizational commitment is defined as the employees’ emotional reaction (a state being committed or an attitude) that can be only be manifested through an outward behavior which commonly in the form of productivity [7]. In this section, the researcher identified social identity theory and the well-known tridimensional model of organizational commitment as important bases to understand the complexities and impacts of job motivation.

**Social Identify Theory**

Being part of Maslow’s conception of needs, belongingness is a very important ingredient in employees’ motivation. Tajfel [40] focused on explaining why people work with motivation if they identify themselves as members of a particular group and feel frustrated if they do not feel that they are accepted or important. Other supporters of this theory such as Burke and Stets [3] identified its specific relevance on processes on people's socio-cognitive aspects, responsiveness, and behavior towards work and towards identified groupmates. By taking a closer look at this theory, the Filipino value of "pakikisama" or fellowship is indispensable. In addition, shared leadership can be a great help for an organization because it allows everybody to participate in different capacities. Here, employees' commitment to an organization is explained by the satisfaction of their need to be belonging in the group.

**Meyer and Allen Tri-Dimensional Model of Organizational Commitment**

As anchored on the abovementioned theories of job motivation and job satisfaction, Meyer and Allen [23] developed a model to explain organizational commitment with three important dimensions such as affective commitment, continuance commitment, and normative commitment. These dimensions have implications on how employees behave in an
An example of affective commitment is when an employee feels that he or she is emotionally attached to an organization, he or she can easily identify himself or herself as an important part of that organization and develop a commitment to it. Continuance commitment is partly economic and psychological. Here, an employee thinks of a possible consequence if he or she will leave an organization. Lastly, employees feel that they have the obligation to work and serve in an organization in normative commitment. Thus, they continue their employment.

Although it seems that this model presents a good explanation to explain human behavior in an organization, other researchers proved otherwise on the basis that its concepts contradict empirical evidence. For instance, Solinger, van Olffen, and Roe [36] claimed that this model of organizational commitment conceptualizes the predictors of turnover of employees in an organization. In addition, O’Connor [25] found out a moderate negative relationship between the level of job satisfaction of employees and the level of their turnover intent (TI). It is interpreted that as the former decreases, the latter increases.

The Paradigm of Job Motivation in Organization

Guided by the theories of motivation, job satisfaction, and organizational commitment as well as by the analytical review of published researches in the field of human behavior in an organization, the researcher has created the model of job motivation in an organization. The paradigm is presented below.

![Figure 1 The Paradigm of Job Motivation in Organization](image)

DISCUSSION

Although making employees motivated is quite a challenging task, it is believed that if employees are empowered in the workplace, it may ease the challenges of an organization and leaders are shaping the so-called "change-oriented organizational citizenship behavior” [30], [31]. Indeed, Burton [4] emphasized that leaders or managers can give employees the necessary tools to inspire themselves. She also reiterated that one cannot motivate someone else directly but managers should ensure that the work environment is conducive for work. In Costa Rica, Gonzales [11] reported that educational leaders (i.e. school principal), performs a very significant role in school which is to motivate teachers and students. School leaders and managers motivate their teachers and students by recognizing their contribution through giving of awards and by communicating with them. In another case study, Sowell [37] revealed how principals viewed their roles. She identified five (5) themes such as making classroom visits as a priority, giving assistance to teachers in using data, recognizing the contributions of teachers, and delegating work to teachers so that shared leadership is present in the workplace. Leadership in this context is viewed as positively affecting organizations by directly and indirectly motivating employees. However, other researchers reported that teachers have concerns about the leadership of their superiors. The best example of this is the research of Johnson, DuVivier, and Hambright [14]. One of the predominant themes in their study is "the importance of leadership”. Here, the majority of their respondents suggested that their leaders should have relevant experience because this is so important in their respective positions. Leading by example is one of the examples for a leader to lead his or her colleague effectively. Otherwise, it leads to dissatisfaction with teachers and causes lack of job motivation.

Understanding the complexities of job motivation is not possible without the guidance of the leadership styles that we know today. By looking at the relation of job motivation to leadership and management, there will be a great possibility that the teacher- employees as well as other stakeholders are working harmoniously with engagement to work. With this, Lee and Kuo [17] studied the relationship between transformational leadership of school principals and teachers’ job motivation. Here, they found out a positive relationship indicating that as the school principals give higher intellectual motivation and consideration, the level of their motivation is also increasing. Wahab, Fuad, Ismail, and Majid [42] also revealed the same finding when they investigated the relationship between transformational leadership and the job satisfaction and commitment of teachers in one of the districts in Malaysia.

Interestingly, Dapula and Castano [8] studied three important variables for organizational development in the Philippines such as servant leadership, transformational leadership, and core self- evaluations. In the study, they found out that these three variables are significantly related to job satisfaction. Thus, they suggested that school leaders should design a work environment that will help to enhance the job satisfaction and motivation of employees. Another beneficial contribution to understanding the effects of leadership and management on job motivation is the invitational leadership which according to Purkey and Siegel [27] has four important principles, to wit: respect towards people in an organization; trust or confidence of others’ integrity and abilities; optimism or belief that every employee is capable of doing the tasks; and intention which implies that a leader has a choice to be trustworthy, respectful, and optimistic. Thus, it is suggested that the training of leaders
should incorporate "optimism" and "intentionality" as important characteristics of educational leadership [22]. The study of Afshari, Abu Bakar, Su Luan and Siraj [2] implies that in making employees motivated to work, the charisma of a leader and his or her inspirational motivation are essential ingredients.

CONCLUSION

Job motivation is seen as the link that connects personal factors and organizational commitment. Here, job motivation can be achieved through effective leadership and organized management styles that help employees find their job interesting and enjoyable. There are a variety of factors that may affect employees' job motivation. First, an employee is guided by his or her personal beliefs, preferences, and goals, and is committed to looking for a possibility to grow in an organization thus creating expectations that could be met while he or she is working. Second, there are extrinsic factors that greatly affect the motivation of employees towards their respective jobs. For instance, the Harvard's longest study on human happiness found out that at the younger stage of human life, people strive to get more money and fame because humans start to build their career in this stage [43]. Third, intrinsic factors like empowerment, autonomy, organization and the like give power to employees to reach goals for the organization due to an inner feeling that they are cared for, empowered, and secured.

A working environment if not organized does not care about its employees. It creates lower motivation and productivity. With this reality, effective leadership and management of an organization are indispensable. Leading and managing people is orchestrating all the possible resources that can be used to boost people's confidence to work towards the vision of an organization. The presence of all factors (i.e. personal, intrinsic, and extrinsic) will add to a greater commitment for the organization if there are programs and strategic plans that may align all these with the organization's goals and values. The development of an organization is shaped by various factors and the proposed paradigm presents three important realities. First, it is undeniable that job motivation is the foremost ingredient of success since teamwork and commitment shape an organization. Second, there are other factors that may affect institutional development and institutional development affects job motivation. Third, leadership and management facilitate all processes with the end view of making the organization successful in achieving its vision.

Implications

In light of the reviewed literature and studies, this article presents important local and global implications as follows

1. Employees’ motivation is affected by extrinsic, intrinsic, and personal factors. Thus, there is a need to recognize these as important elements of institutional development.
2. Organizational commitment stems from job motivation and productivity stems from organizational commitment. Thus, there is a need to ensure that employees are motivated.
3. Institutional development affects job motivation. Thus, visionary leadership, transformational leadership, invitational leadership, servant leadership, and participative leadership are very important to apply in an appropriate context.
4. The factors of job satisfaction can be influenced by leadership and management. Thus, effective leadership and management styles are necessary to keep motivated employees at work.
5. The fact that access to quality education is a universal right, educational leaders and managers should ensure that employees especially teachers are motivated so that students are not deprived of their right to quality education.
6. The fact that understanding job motivation requires an in-depth analysis of the roles of leadership and management, there is a need for the schools which are offering these courses or specialization to venture on the best practices by conducting researches in the field of human behavior in an organization.

References


