

Impact of Decision-Making Practices on The Work Motivation of College Teachers

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Abstract

Motivated teachers are more innovative, efficient, and engaged, which is crucial to educational achievement. Managerial decision-making methods and college teacher motivation in Bhakkar were examined in this research study. The aims were to examine existing decision-making methods, measure teacher job motivation, and identify how they affect it. A self-designed 45-item questionnaire was used for quantitative survey research. From 342 male and female college teachers, 185 were randomly chosen to gather data. Experts' evaluation and Cronbach's alpha of 0.85 guaranteed the questionnaire's reliability and content validity. Descriptive and inferential analysis were done. Most respondents believed that academics participate in decision-making and considered the procedures transparent and inclusive. Many said the institution encourages diversity and felt empowered to make choices. Most said the decision-making procedures are fair and efficient. A large proportion of respondents were passionate about their employment and found it meaningful. Salary and perks motivated fewer responders. Significant beneficial influence of decision-making methods on work motivation was found ($F = 400.721, p < .025$), with decision predicting work motivation. It is recommended that, school administrators should use more inclusive and participatory decision-making and provide frequent training and professional development to keep employees motivated and satisfied.

Keywords: Work motivation, Decision making practices, College teachers

Introduction

Managerial Decision-making (MDM) is essential to organizational performance and effectiveness in all industries. The decision-making processes (DMP) of administrators in educational institutions, notably colleges, impact instructors' job motivation and student education quality (Chiwamba, 2022).

Making choices consists of a series of cognitive operations encompassing issue detection, criteria selection, alternative generation, and solution implementation. As Dionne et al. (2019) notes, this multi-step process is complicated and requires careful consideration of numerous factors. Principals and other college officials' decisions affect working conditions and teacher motivation.

Soanes and Stevenson (2013) define Work Motivation (WM) as a purposeful, ongoing, relational activity that creates favourable circumstances and uses smart motivating tactics to boost personal and organizational performance. Motivation is particularly important for college instructors since it impacts performance, creativity, and work engagement. Motivated teachers are more likely to assist college students achieve their objectives and improve education. WM and Decision-Making Practices (DMP) are of interest to organizational behaviour and educational management scholars. Studies of participatory DMP where academics engage in the process have indicated that employee satisfaction and motivation frequently show superior improvement. Han & Yin (2016) found that collaborative decision-making yields more relevant problem-solving ideas.

College administrators are crucial to giving educators an interesting and acceptable workplace. Teacher motivation is affected by college operations decisions including professional development, curriculum construction, and resource allocation (Kanat-Maymon et al., 2020). According to Alonderiene and Majauskaite (2016), teachers appreciate DMP because it motivates and satisfies them and directly affects student education. Good learning relies on effective teaching, which is closely tied to teacher performance and work motivation, according to Burroughs (2019). To ensure school success, college administrators must consider how their DMP influences teacher work motivation. Many factors impact WM, but DMP is crucial. In 2017, Hinic, Grubor, and Brulic established an association between DMP and WM, emphasising the necessity for managers to investigate several aspects impacting subordinates' performance and motivation. This is especially important in public institutions, as management must balance institutional goals with teaching staff dreams.

DMP may help or hurt WM. Managers that make inclusive and open decisions inspire teachers. Authoritarian or exclusive DMP may demotivate and reduce teacher performance (HARYONO & Sulisty, 2020). According to Nthuni (2012), instructors of principals who exclude others from DMP become demotivated.

WM improvement relies on non-financial factors, according to studies. Tausif (2012) found that encouraging teachers with varied incentives increases WM in public schools. Recognition and gratitude are key non-financial incentives for personnel (Barton, 2006, as mentioned in Haider et al., 2015). Additionally, challenging tasks boost work satisfaction (Bull, 2005, referenced in Haider et al., 2015). DMP affects teachers and the school system. Ozgenel and Mert (2019) noted that principals' management and decision-making (DM) may improve education via greater teacher performance. This highlights the need for realistic DMP that support skilled, motivated teachers.

The relationship between DMP and college teachers' WM is complex. As educational institutions develop and face new challenges, understanding this relationship becomes increasingly important (Adeeb et al., 2021). Inclusive, open, and encouraging DMP may motivate teachers and improve learning and institutional performance (Jenkins & Kerrigan, 2008). This research studied how DMP influences college professors' WM, contributing to educational management knowledge and offering strategies to motivate and educate better.

Statement of the Problem

College administrators must make choices that affect the quality of education provided by inspired faculty. Teacher motivation is crucial to educational performance because motivated instructors are more innovative, efficient, and engaged. Thus, this study project examines how management decision-making procedures affect college instructors' motivation at Colleges in Higher Education Department, Punjab Pakistan. This research examines how managerial decision-making affects college professors' motivation. This study addresses this gap by examining how decision-making methods affect college teacher motivation. In Punjab Higher Education Department colleges, several committees work with college management and district administration to improve staff performance and student academic achievement. However, little research has examined college teacher motivation under management decision-making methods.

Research Objectives

The following will be the objectives of the research

1. To investigate the decision-making practices currently in use at colleges.
2. To find out the level of work motivation among college teachers.
3. To investigate the impact of decision-making practices on the work-motivation of college teachers.

Research Questions

The study was guided by the following research questions:

1. What sort of decision-making practices are used at college level?
2. Do college teachers find any motivation to work?
3. Is there any impact of decision-making practices on the work-motivation of the college teachers?

Significance of the Study

The research on how decision-making affects college professors' motivation is essential. The study's inclusive decision-making methods may help schools create a healthy environment that improves teacher job satisfaction and retention. Organizational efficiency and a collaborative culture where teachers feel valued and in control improve. Instructors get professional growth and autonomy by participating in study decisions, which promotes motivation and job satisfaction. This improves teaching and student engagement. Motivated instructors improve education and help students' academic and socio-emotional growth. Motivated instructors who use inclusive decision-making procedures help students immediately. These strategies enhance learning, student involvement, and education.

Policymakers may utilize the study's results to design evidence-based teacher retention and incentive laws. Policymakers enhance educational achievements and society by supporting supportive leadership and teacher well-being.

Delimitations of the Study

This study was delimited to:

- All the colleges (Male + Female) of District Bhakkar
- All College teachers (Lecturers, Assistant professors, Associate Professors, Professors of all subjects, working in (Year 2023)

Literature Review

Educational institutions have grown in importance for influencing the next generation. School leaders, like business executives, must struggle to meet the institutions' goals since they are responsible for their growth, well-being, and advancement. In education, management involves inspiring and motivating instructors to achieve learning goals (Isnawati & Saukah 2017).

We teachers teach most of our lives. Scientists must now grasp occupational welfare variables. Research reveals that WM centralizes workplace behaviour. Decision making practices and WM seem to be linked as principals manage their team to finish work (Hinic, Grubor, and Brulic, 2017). Administrators must evaluate all elements that impact WM and subordinate efficiency in public universities. College administrators' decision-making processes (DMP) affect all aspects of an organization, both positively and negatively. Students' learning quality shows instructors' importance (Hayes, 2006).

Quality education needs good instructors to help students succeed (Burroughs, 2019). Effective teaching approaches show good teachers (Muijs & Reynolds, 2018). Teacher performance difficulties have been widely studied. 2019 (Ghazali, Nordin). This emphasizes workplace motivation. Because they improve education, scholars are always aware of teacher performance difficulties. (Dandalt & Brutus, 2020). Principal monitoring improves teacher output, especially quality.

With good administration, teacher performance may greatly enhance education (Ozgenel & Mert., 2019). Most instructors favour DMP for work motivation and satisfaction (Alonderiene and Majauskaite, 2016). College administrators may make reasonable, individual, collaborative, or avoidant judgements, but they impact teacher motivation. This study examines how college administrators' DMP affects instructors' WM.

Decision-making Practices

Decision-making processes transform organizations, avoid and solve issues, and effect operations. DM procedures choose the best solution among likely options (Aydin, 2013). It involves analyzing issues, finding options, selecting the best one, implementing, and assessing results. Organizations need DMP (Dionne et al., 2019). Their findings suggest that workers generate more useful ideas in group decision-making than individually. Employee satisfaction may be achieved via decision-making, recognition, and workplace engagement. Management must address employees' demands and provide incentives to motivate them (Soon, 2013). Successful DM by a principal motivates teachers. DMP outlines duties and activities. Less

organized or democratic DM affects instructors' WM and acceptance. Teachers who respond negatively to administrators' DMP perform poorly, harming the whole school system (Demeke, 2014).

Principals' DM is essential for teacher performance and quality. Teacher performance management improves education (Ozgenel& Mert, 2019). Principals impact teachers and staff. To get teacher support, administrators' DMPs must be executed appropriately. In motivated environments, such activities affect decision implementation (Hussain, 2017). He illustrates that administrators' actions affect teacher motivation and school performance. Group learning is greatly impacted by DMP participation (Saha and Kumar, 2017).

Dimensions of Decision-Making Practices

DMP in education has several aspects and components.

- **Participative Leadership and Inclusivity:** Faculty involvement in DM is measured here. Cansoy (2019) noted that administrators that encourage teacher DM engagement boost work happiness. Liu and Hallinger (2018) found that collaborative DM boosts teacher self-efficacy and professional development. Faculty engagement in DM procedures is key to participatory leadership.
 - **Transparency and Communication:** Clarity in DM logic and enough information are crucial. Perceived supervisor support, including openness and clear communication, and transparency improve job satisfaction and employee turnover intention, according to Alkhateri et al. (2018). This dimension also encompasses decision and consequence information timeliness and clarity.
 - **Teachers' perceptions of justice and equality** are crucial to administrators' decision-making. Al-Mahdy et al. (2016) found that moral and fair DM in servant leadership methods improves teachers' job happiness. Several factors affect college decision-making directly and indirectly.
 - **Empowerment and Autonomy:** Faculty members' autonomy in their tasks and decision-making capacity. Teachers must be empowered to improve learning efficiency and effectiveness. Balyer et al. (2017) 2020 Worth and Van den Brande discovered that autonomy is crucial to job satisfaction and retention.
 - **Esia-Donkoh and Baffoe (2018)** found that effective teaching/supervision techniques, which involve keen and optimal decision-making, increase teacher motivation.
 - **The consensus-building and collaboration component** emphasizes decision-making consensus. Good college decision-making methods motivate professors to achieve their best, according to Ampofo et al. (2019). It also measures institutional cooperation, collaboration, and empathy and supports decision-making.
 - **Adaptability and Responsiveness:** DM processes must adjust to changing conditions and stakeholder requirements. Panisoara et al. (2020) stress the need of adaptability in decision-making, notably during the COVID-19 pandemic.
 - **Support and Resource Allocation:** Tools, training, and resources for decision-making are provided here. Osamwonyi (2016) stressed in-service training and tool provision for instructors. It also discusses resource allocation decisions and presentations.
 - **Ethical DM is crucial:** Stressing the need for ethical leadership and DM in education that considers many perspectives and ethical ramifications, Shapiro and Stefkovich (2016)
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define accountability and feedback mechanisms as systems for decision-making and feedback on outcomes. Lee et al. (2019) stressed the importance of supervisor remarks on job engagement.

- Institutional culture should be considered by DMP. Organizational culture impacts employee motivation and satisfaction, including DM procedures, according to Al-Sada et al. (2017).
- Long-term strategy alignment This factor emphasizes DMP's congruence with institution long-term strategic goals. Jawaad et al. (2019) suggest organizational goals boost work satisfaction and devotion.
- Risk-taking, innovation: How DM procedures enable innovation and prudent risk-taking is another crucial question. Transformational leadership fosters creative DMP, say Afsar and Umrani (2020).
- Conflict resolution: This dimension handles DM conflict resolution. Positive work environments and fair judgements need effective conflict resolution.
- Decision-making with data and evidence are increasingly crucial in DM. Datnow and Hubbard (2016) stressed data-driven DM in teaching.

Work Motivation

Organizational effectiveness and employee well-being depend on work motivation (WM) (Kanfer, 2017). Motivation is thought to help workers accomplish objectives by channeling energy (Robins & Coulter, 2007). Teachers need incentive to improve as major implementers of educational goals (Demeke, 2014).

Effective teaching is essential for student learning (Burroughs, 2019). Most research in this area assumes employee WM influences performance and organizational attitude (Shipley, 2015). Motivation improves instructors' effectiveness, which impacts student accomplishment and goal achievement (Inayatullah and Jehangir, 2012). Motivated instructors encourage college enrolment. However, large compensation alone does not motivate and satisfy employees (Thompson, 2014).

Contemporary college professors are supposed to encourage leadership and social justice. Faculty WM and happiness are vital for student and national growth and NEP objectives (Johnes & Taylor, 1990). WM tools like employee engagement in DM processes (DMP) improve work attitudes and performance (Noah, 2008). Administration experts now consider employee engagement in DMP a hot subject in human resource management (Ojokuku and Sajuyigbe, 2014). Principals' DMP may drive personnel to reach targets (Olcum and Titrek 2015).

Teachers feel comfortable working in a motivated, team-oriented workplace (Mailool, 2020). Pakistani researcher Tausif (2012) surveyed public school instructors and found that additional incentives were necessary to increase WM. Recognizing workers is the most effective non-monetary motivator for enhancing performance, according to Barton (2006) and Haider et al. (2015). After researching, Bull (2005) found that tough jobs increased job satisfaction. These emphasize the relevance of WM in job development. However, administrators that do not include others in decision-making demotivate teachers and vice versa (Nthuni, 2012).

Factors affecting work motivation

Teacher work motivation (WM) is complex and multifaceted. Research shows that leadership, work environment, intrinsic and extrinsic factors, and professional development inspire teachers.

Leadership styles affect teacher motivation. Principals that support teacher engagement in DM procedures have higher work satisfaction, according to Cansoy (2019). Liu and Hallinger (2018) showed that principal instructional leadership boosts teacher self-efficacy and professional learning. Al-Mahdy et al. (2016) also found that servant leadership improves teachers' work satisfaction.

Organizational culture and climate strongly impact teacher motivation. School environment qualities help teachers stay motivated and reduce burnout, according to Skaalvik & Skaalvik (2017). Zahed-Babelan et al. (2019) stressed the importance of school culture and empowerment in teacher job engagement. Bibi et al. (2018) found that a positive workplace affects academic staff retention.

Teachers are motivated by intrinsic and extrinsic factors to varying degrees. Fernet et al. (2016) underlined early teacher efficacy via intrinsic drive. Klaijnsen et al. (2018) found intrinsic motivation affects work satisfaction and creativity in education. External factors like acknowledgement and incentives can impact drive, said Baljoon et al. (2018).

Teacher motivation is also affected by professional growth. Han and Yin (2016) found that professional development motivates teachers intrinsically and extrinsically. Another research by Osamwonyi (2016) stressed the importance of in-service education for instructors. Professional development trainings may boost teacher subject knowledge and self-determination and motivation, according to Ahmadi et al. (2023). Peer relationships and cooperative working environments motivate teachers. According to Thomas et al. (2020), educational institutions should provide a supportive work environment for new instructors. Renata et al. (2018) emphasized teacher collective efficacy.

According to Bashir et al. (2020), DMP processes affect instructors' behaviour, much as openness in work settings, such as open DMPs, may motivate workers and increase performance. Stahnke et al. (2016) also note that instructors' professional practices and pleasure are impacted by their perceptions and interpretations of DM processes, which affects institutions' qualitative and quantitative output. Finally, meaningful work and purpose inspire instructors. Fouche et al. (2017) found that meaningful employment and purpose improve teacher productivity. Viseu et al. (2016) found that teacher motivation is mostly driven by a good psychological state of mind, generally derived from purpose and meaningfulness.

Theoretical framework

Theories that explain this dynamic interplay assist analyses the relationship between WM and MP (Hargreaves & Goodson, 2002a). Content theories focus on motivating needs. The hierarchy of needs hypothesis (Maslow, 1943) states that humans are driven by physiological, safety, love, esteem, and self-actualization want. ERG theory clarifies this hierarchy into existence, relatedness, and development needs (Alderfer, 1969). McClelland's need theory (1961) says power, connection, and accomplishment drive people. Herzberg's two-factor theory states that motivators provide happiness and hygiene prevents unhappiness

(Herzberg, Mausner, & Snyderman, 1959). Cognitive mechanisms of motivation are studied in process theories. Expectation theory (Vroom, 1964) posits that instrumentality, valence, and expectancies drive people.

Adams' 1965 equity theory states that individuals compare their efforts and accomplishments to others, hence injustice may demotivate. Goal-setting theory (Locke & Latham, 1990) states that clear, challenging, and explicit goals inspire individuals. Goal Setting Theory states that individuals are motivated to achieve particular goals and that their performance and decision-making rely on their commitment (Locke & Latham, 2019). In educational management, eager career seekers may set higher performance expectations and use proactive management (French et al., 2021).

Social cognitive theory emphasizes behavioural self-efficacy and observational learning (Bandura, 1986). Educational managers might be inspired to achieve their goals via role models and mentors (Moreno et al., 2018). Super's theory of career development shows that ambitions and attitudes change throughout professional exploration, establishment, maintenance, and disengagement.

Motivation theories like intrinsic and extrinsic motivation explain professional objectives and how they affect management (Ryan & Deci, 2000). Creative ideas may be accepted by educational administration since they want to improve student performance (Taylor et al., 2022). Culture and context: Institutions, cultural norms, and social expectations influence objectives and behaviours (Hofstede, 2011). Educational managers may negotiate environmental and cultural factors that aid or hinder their goals (Wang et al., 2023).

Empirical Evidence

Hawkins and McMahon (2020) examined successful supervision in many occupations, emphasizing growth, motivation, and ethics. They said supervision entails communication, criticism, and resources for professional development. This study supports Alkhateri et al. (2018), which found that supervisory training increases work satisfaction and organizational commitment and emphasizes the importance of supervisory practices in motivating employees.

Cicourel and Kitsuse (2020) examined how educational decision makers like administrators affected stakeholders like teachers and students and school operations. They found that various aspects of the institution's learning environment affected administrators' actions, which affected teachers' motivation and teaching results. According to Adams et al. (1976), faculty involvement in decision-making procedures stimulates activity, so integrating other stakeholders into the effective DMP may improve education and create a healthy organizational climate.

Rasheed et al. (2016) observed that Pakistani university professors are inspired by supportive leadership, a healthy organizational environment, job security, and career progression opportunities. Their findings support Viseu et al. (2016), who found that a nice environment and strong relationships with superiors motivate teachers. Like this research, Rasheed et al. (2016) emphasize the importance of inclusive and equitable DMP on faculty motivation. Khaliq et al. (2020) study how national identity media discourses influence Pakistani youth opinions. It has nothing to do with classrooms, yet this study shows how media may affect attitudes and intentions. This suggests that organizational narratives and

communication in colleges may motivate and commit faculty members in a healthy and inclusive organizational culture with effective DM and communication practices.

Pioneering research by Adams et al. (1976) examined ISs, DM processes, and faculty involvement. Faculty members appreciate governance choices, but insufficient participation in the DM process might demotivate them and reduce their respect for institutional aims. Afsar & Umrani (2020) explored how international leadership techniques like thoughtfulness and intellectual stimulation affected business workers' willingness to learn and create. They observed that CEOs who appreciate workers' autonomy and progress drive them more.

Ahmadi et al. (2023) developed motivating tactics for university instructors based on self-determination theory, including autonomy support, suitable direction, and internal motivation sources. Their research also showed how good workplace practices may foster career growth and workplace satisfaction. Alkhateri et al. (2018) examined supervisor support and employee job satisfaction. They found that excellent leadership boosts organizational commitment and reduces turnover intentions, motivating and engaging employees.

Al-Mahdy et al. (2018) examined how principals' instructional leadership techniques affect organizational commitment and teacher performance in Omani schools and institutions. Principals who set clear goals, provide instructional support, and foster cooperation help promote a pleasant workplace, according to their findings. Faculty job satisfaction and motivation increase. The study supports broad educational leadership studies by showing that effective and competent leadership motivates and dedicates teachers.

Renata et al. (2018) monitored department chairs' monitoring policies on Indonesian university instructors' achievement motivation. They found that supportive supervision—including frequent feedback, professional development opportunities, and achievement recognition—is essential for academic staff performance and professional growth. This research supports Afsar & Umrani (2020)'s claim that transformative leadership boosts employee engagement and innovation. The necessity of supervisory approaches in motivating college professors is also highlighted.

Munyengabe et al. (2017) studied Chinese university teachers' motivation and work satisfaction. These studies show that good management, working conditions, and development opportunities motivate and satisfy teachers. Team Ridwan (2016) examined how Indonesian university principals might boost organizational commitment and communication. Openness, clarity, and feedback in interpersonal communication, supported by the organization, enhances employee engagement and leadership effectiveness, according to Banfield and Chapman.

Viseu et al. (2016) also stressed the need of a positive work environment and effective supervisor interactions to motivate teachers. Organizational support and communication improve educational leaders' and subordinates' performance and motivation, according to the research. Setyaningsih & Suchyadi (2021) found that principals who focus on improving instruction through constant directions and feedback dramatically improve teacher performance in Indonesian high schools. This article suggests that excellent supervision boosts teacher motivation and learning results. This is consistent with a larger literature on education reform leadership techniques that define teacher development and motivation.

Thessin (2019) shared five instructional leadership techniques to improve teachers' attitudes

and performance by forming significant principal-supervisor relationships. It also stressed the need of teacher-administrator cooperation to create a good work environment. These findings imply that collaborating to improve instructional techniques boosts teachers' output, motivates them, and boosts administrator and supervisor satisfaction.

Research Gap

These studies show the intricate relationship between teacher-specific characteristics, WM, and educational management decision-making. They emphasize the complex relationship between teacher motivation and positive learning environments. They emphasize managerial knowledge-based decisions, culture, and strategy. Education, especially college-level education in Pakistan, has little research on DM processes and work motivation. Previous study focused on primary and high school learning products, masking college teachers' concerns. Despite previous research on DM approaches and teacher motivation worldwide, limited literature analyses this context via Pakistani administrative and socio-cultural frameworks. Thus, to eliminate these differences, this study examines how DM processes affect college teachers' job motivation in Punjab, Pakistan. This research's conclusions may be methodologically and contextually feasible with an inclusive approach, instrument validation, and simple random sampling. This might enhance regional education policy development and administration.

Research Design:

The study was quantitative and included surveys. This approach was chosen because it collects numerical data for statistical analysis, revealing the link between instructors' moral intelligence and children' school adjustment. The researcher used a survey to collect data from a large participant pool in a consistent and standardized way, allowing for comparison analysis.

Population of the Study:

The survey included all male and female public college instructors in Bhakkar. Public colleges employ 342 faculty. Tehsil data follows.

Table 1

Population of college teaching staff (tehsil wise).

	Bhakkar	Darya Khan	Mankera	Kalurkot	Total
Population	197	75	50	23	342

*Source: The office of deputy director colleges Bhakkar.

Sample Size:

For 342 college professors, L.R. Gay's sample size calculations picked 185 (Mills & Gay, 2019). Teachers were chosen according by tehsil population. Sample size was calculated using a confidence level of 95% and a margin of error of 5% for college instructors in Punjab, Pakistan's Higher Education Department.

Table 2

Sample size determination

	Bhakkar	Darya Khan	Mankera	Kalurkot	Total
Population	197	75	50	23	342

Percentage	57%	22%	15%	6%	100%
Sample size	105	41	28	11	185

Research Instrument and Scale:

How decision-making procedures impact college professors' job motivation was examined using a closed-ended self-designed questionnaire. The test measured teacher decision-making and job motivation. Section A covers Administrative Decision Making, Fairness and Communication, Transparency and Adaptability, and Support and Collaboration. Section B discusses inner and extrinsic motivation, satisfaction, peer influence, and community. This 45-item closed-ended Likert scale utilises 5 points. Strongly agree to strongly disagree allowed speedy response data collection and analysis of complicated participant views and attitudes.

Validity of Research Instrument:

A rigors method involves expert views to assess questionnaire validity. Annexure B lists four education professionals who critically evaluated the questionnaire's content validity. Their knowledge and ideas improved the questionnaire questions and guaranteed their relevance and effectiveness in achieving the study's goals. Professionals reviewed the questionnaire many times following participant input to verify content validity.

Reliability of Research Instrument:

The investigation assessed instrument reliability using Cronbach alpha. Internal consistency testing ensured all instruments measured the same concept. The questionnaire's Cronbach's alpha coefficient showed reliability. A high Cronbach's alpha indicated reputable questionnaire questions and findings.

Table 3

Reliability test of the Questionnaire

		Cronbach's Alpha	N of Items
Section A	Decision Making Practices	.838	25
Section C	Work Motivation	.858	20

Table 3 shows good internal consistency in both parts. Section A's 25 DMP items have a Cronbach's Alpha of 0.838. Cronbach's Alpha of 0.858 for the 20 items in Section B, measuring WM, indicates reliable internal consistency.

Pilot Testing:

Pilot research with 10% of the sample verified the questionnaire's clarity and comprehensibility. The questionnaire was evaluated by selected instructors for clarity, relevance, and comprehension. The researcher identified and resolved instrument faults and ambiguities using this procedure. Pilot testing helped improve the questionnaire, ensure its applicability for the target group, and improve data collecting accuracy and validity.

Data collection Procedure

The researcher visited colleges to verify responders received the questionnaire. Respondents had enough time to finish the survey. For no hazel and correctness, respondents received an extra questionnaire.

Data Analysis:

Researchers analyzed data using descriptive and inferential statistics. Decision-making and job motivation components were analyzed using means, percentages, and standard deviations. To determine how decision-making procedures impact college teachers' work motivation, simple linear regression was utilized. SPSS statistical software for data management, computation, and interpretation may help the researcher get insights.

Results and Discussions

Demographic Information Analysis

Table 4

Showing Demographic information analysis (Gender)

Gender	N	%
Male	128	69.2
Female	57	30.8

Table 4 shows the gender distribution of college instructors in District Bhakkar, Punjab, Pakistan. Men make up 69.2% of the sample, while women make up 30.8%. This suggests the sample has more male instructors than female teachers.

Table 5

Showing Demographic information analysis (Age)

Qualification	N	%
21 to 30 Years	48	25.9
31 to 40 Years	60	32.4
41 to 50 Years	38	20.5
51 to 60 Years	39	21.2

Table 5 shows the sample's college professors' ages. The age groupings are 21–30, 31–40, 41–50, and 51–60. The majority of responders (32.4%) are 31–40 years old.

Table 6

Showing Demographic information analysis (Qualification)

Qualification	N	%
Masters	45	24.3
M.Phil.	104	56.2
Ph.D.	36	19.5

The example college instructors' educational credentials are shown in table 6. The credentials are Masters, M.Phil., and Ph.D. Most responders (56.2%) have an M.Phil. Master's degree holders make up 24.3% of the sample, followed by Ph.D. holders at 19.5%. This suggests that more college instructors in the sample had M.Phil.'s.

Table 7

Showing Demographic information analysis (Experience)

Years	N	%
Less than 5	42	22.6
6 to 10	63	34.1
11-20	46	24.9
More than 20.	34	18.4

Table 7 shows the sample college professors' years of teaching experience. Experience is divided into four categories: less than 5, 6–10, 11–20, and more than 20. The majority of responders (34.1%) have 6–10 years of experience.

Regression analysis for impact DMP on WM of teachers (H₀)

Table 8

Showing Impact of decision-making practices on motivation of teachers

Model Summary						
Model		R	R ²	Adjusted R ²	S. E	
1		.829 ^a	.688	.686	.335	

ANOVA^a						
Model		SS	df	MS	F	Sig.
1	Regression	45.11	1	45.115	400.721	.025 ^b
	Residual	20.49	182	.113		
	Total	65.605	183			

Coefficients^a						
Model		Unstandardized		Standardized		Sig.
		B	S.E.	Beta	t	
1	(Constant)	.612	.153		3.998	.005
	Decision Making Practices	.825	.041	.829	20.018	.025

a. Dependent Variable: Work Motivation

b. Predictors: (Constant), Decision Making Practices

The regression model shows a robust association between DMP and WM (R-square = 0.688). ANOVA findings show a significant regression model (F = 400.721, p <.025), indicating DMP predicts WM in college professors. The coefficient for Decision Making Practices (DMP) is 0.825, indicating a substantial positive correlation between DMP and WM among college professors (t = 20.018, p <.005).

Findings

Results drove the following conclusions.

The regression analysis reveals a significant beneficial effect of DMP on work motivation, accounting for 68.8% of variation (R² = 0.688). DMP strongly predicts WM (Beta = 0.829, p <.005), with a significant connection (F = 400.721, p <.025).

Conclusion

Faculty typically accept DMP, which includes administrative choices, justice, communication, transparency, adaptation, support, and cooperation. Teachers' motivation increases with perceived engagement, openness, and justice in decision-making. College professors are motivated by excitement, success, and meaningful work. Extrinsic incentive elements like recognition and rewards are important, but intrinsic variables are more important. Positive feedback, professional progress, and college purpose and values congruence boost

commitment and satisfaction. Peer influence and community boost motivation, emphasizing the need for a friendly and collaborative workplace. The regression analysis shows a strong positive association between DMP and work motivation, explaining most of the variation in motivation. Inclusive, open, and supportive decision-making is essential for faculty motivation and commitment.

Discussions

Administration decision-making is frequently seen favorably, with significant faculty engagement and openness, which links to numerous key topics in educational leadership and teacher motivation research. Positive view of faculty engagement in decision-making (69.2% agreement) supports studies on participative leadership in education. Principals' leadership behaviours that enable teacher engagement in decision-making procedures increase teacher work satisfaction, according to Cansoy (2019). Principal instructional leadership, which frequently entails collaborative decision-making, may boost teacher self-efficacy and professional growth, according to Liu and Hallinger (2018). Also supported by contemporary research are open and inclusive decision-making methods (67% agreement). Open work environments, including well-defined decision-making processes, might boost motivation and job performance, according to Bashir et al. (2020). Stahnke et al. (2016) have noted how instructors' perceptions and interpretations of decision-making processes affect their professional practices and pleasure.

These findings also support teacher empowerment and autonomy research. Worth and Van den Brande (2020) discovered that teacher autonomy—including decision-making—improves employment satisfaction and retention. According to Balyer et al. (2017), school management enable teachers via inclusive DMP, enhancing their motivation and devotion. Good administration DMP may help establish a positive school atmosphere, which Skaalvik and Skaalvik (2017) found to boost teacher motivation and reduce burnout. By making college instructors feel valued in decision-making, administrators may increase WM and job satisfaction.

The findings reveal moderate to high perceived participation but also suggest room for improvement in empowering teachers in decision-making, since most respondents felt competent to participate. This supports Zahed-Babelan et al. (2019) findings that empowerment affects teachers' work engagement. Renata et al. (2018) link leadership strategies to teacher performance, which may explain the moderate empowerment in decision-making. This finding supports Brandon et al. (2018)'s concerns about instructional leadership and teacher monitoring, indicating room for improvement. Empowering faculty decision-making may solve certain issues. Work satisfaction and teacher motivation depend on perceived educational effect, according to Skaalvik and Skaalvik (2020). This study shows minimal empowerment, which may affect these factors. According to Afsar and Umrani (2020), transformational leadership strategies, such as empowering staff, may promote creative work behaviour and motivation to learn, hence engaging faculty in decision-making may improve WM.

The poll found that most respondents value fairness, communication, and efficiency in decision-making, which supports several educational leadership and teacher motivation theories. Al-Mahdy et al. (2016) observed that principals' servant leadership behaviours,

including fair and ethical decision-making, improve teachers' work satisfaction (62.7% agreement, $X = 3.51$). The efficiency and timeliness of DM processes (65.9% agreement, $= 3.78$) align with Esia-Donkoh and Baffoe (2018), who found that effective instructional supervisory practices motivate teachers. Andriani et al. (2018) found that strong leadership, including efficient DM, improves teacher performance.

Afsar and Umrani (2020) discovered that a supportive work environment encourages employee enthusiasm and creativity. Positive attitudes of efficiency, fairness, and communication in DM may assist. Herzberg's (2017) motivation-hygiene theory suggests that efficient administrative policies may avoid job discontent. A considerable percentage of respondents (69.6%, $X = 3.72$) believe the college values diverse viewpoints and gives them opportunities to contribute outside their professions, indicating moderate to high perceived fairness and excellent communication in DM processes. This supports many key concepts in teacher motivation and educational leadership studies. According to Shapiro and Stefkovich (2016), moral leadership and DM in education that considers several perspectives are important. Skaalvik and Skaalvik (2017) suggest that inclusive teaching may foster a positive school environment, which may boost teacher motivation and reduce burnout. According to Zahed-Babelan et al. (2019), school culture and empowerment improve teachers' engagement at work. Increased engagement may foster community and professional growth, which Han and Yin (2016) found motivating teachers.

DM procedures' moderate to high perceived fairness and effective communication corroborate Babalola (2016)'s findings that leadership style and employee-supervisor relationships significantly impact job performance and organizational commitment. Effective communication may enhance these ties and boost DM job satisfaction. This finding supports Thomas et al.'s (2020) findings that transformational school leadership affects teachers' work satisfaction, particularly early on. Fairness and opportunities for more involvement may help college instructors feel motivated and committed in a transformational leadership climate. Several key topics in teacher motivation and educational leadership literature agree that flexibility and transparency in DM are highly valued, with high agreement on open decision reasoning and appropriate information availability (66.5%, $X = 3.57$). Openness is congruent with Alkhateri et al. (2018), who showed that perceived supervisor support, including open communication and transparency, improves job satisfaction and turnover intention. The high agreement on open decision-making, which Crain and Stevens (2018) found to motivate and well-being employees, suggests a supportive leadership climate.

Liu and Hallinger (2018) found that principle instructional leadership boosts teacher self-efficacy and professional growth. Their findings support this. Transparent DM processes and appropriate information flow may boost teachers' self-efficacy and motivation by helping them understand their roles and the institutional environment. This finding supports Nasreen and Shah (2019b) study on instructional supervisory approaches improving teacher motivation. Transparent DM processes may encourage effective managerial practices and an inspirational workplace. DM values flexibility and transparency, which supports Herzberg's (2017) theory of motivation-hygiene, which holds that these attributes can motivate college instructors and prevent unhappiness.

The majority of respondents say DM processes include their requirements and preferences, and 71.9% think the institution seeks stakeholder input, indicating the college's openness

and flexibility. This supports many key concepts in teacher motivation and educational leadership studies. According to Fernet et al. (2016), a supportive work environment motivates and optimizes instructor performance. DM processes include faculty demands and preferences. This method may assist teachers meet their psychological requirements, which boosts intrinsic motivation and creativity (Klaeijssen et al., 2018).

According to McGhee and Stark (2021), inclusive leadership methods empower teachers, which supports stakeholder participation. According to Fouché et al. (2017), this DM strategy may boost teachers' motivation and well-being by making their job more relevant. These results also complement Thessin's (2019) research on leaders and academics working together to promote instructional leadership. The perceived flexibility and openness of DM processes may increase these relationships, improving institutional effectiveness and teacher job satisfaction.

Openness and flexibility are also compatible with Panisoara et al. (2020) findings that teacher autonomy and involvement in DM preserve motivation, even under difficult situations like the COVID-19 pandemic. DM procedures are well-received; 61% of respondents trust them, and most feel the institution prioritizes consensus-building. These results support many key topics in teacher motivation and educational leadership research. The trust workers have in DM processes is consistent with Al-Sada et al. (2017), who found that business culture and leadership style affect employee motivation, commitment, and satisfaction. The respondents' trust suggests a positive business culture that may motivate and satisfy college professors.

Research by Balyer et al. (2017) on teacher empowerment in school administration supports the premise that consensus should be a top focus. Collaborative DM techniques may boost teachers' professional agency and autonomy, which Worth and Van den Brande (2020) identified as key to job satisfaction and retention. These results also confirm Ampofo et al.'s 2019 findings that school administrators' direct supervision improves teachers' effectiveness. Supervision that emphasizes support and cooperation may boost teacher motivation and performance. Positive feedback on cooperation and support supports Bibi et al. (2018) findings on supervisor support and higher education staff retention. As consensus-building is valued, it may foster a friendly workplace, boost teacher retention, and boost job satisfaction. Results indicate strong trust, respect, and participation opportunities in DM processes: 70.8% feel valued in talks ($X = 3.65$) and 67.5% think the institution provides enough training and resources ($X = 3.66$). This supports many key concepts in teacher motivation and educational leadership studies. Rana et al. (2016) discovered that leadership styles that appreciate teachers' input greatly influence job involvement, which is supported by the high percentage of respondents who felt valued and respected during interactions. Respect may boost positive psychological capital, which can boost teacher motivation and work satisfaction, according to Viseu et al. (2016). Osamwonyi (2016)'s findings on teacher in-service education match the availability of training and resources. This assistance may boost instructors' competence and confidence, which Ahmadi et al. (2023) identified as key to self-determined motivation.

These results also corroborate Munyengabe et al. (2017) research on higher education teachers' motivation and job satisfaction. Resources and respect may create a supportive work atmosphere, which may boost motivation and job satisfaction. Kanat-Maymon et al. (2020) similarly found respect, trust, and abundance of feedback in WMs and leadership.

These positive reviews suggest a leadership model that motivates college educators independently, which may enhance productivity and job satisfaction. These findings on college instructors' intrinsic and extrinsic motivation support several critical teacher motivation and educational leadership concerns.

According to Fernet et al. (2016), 71.9% of respondents were enthusiastic about their profession ($\bar{X} = 3.74$) and 62.7% found it relevant and satisfying. They highlighted intrinsic motivation, particularly early in their careers, for teachers to perform well. The high feeling of purpose in these data supports Fouché et al. (2017)'s findings on teachers' motivation and well-being and the value of meaningful employment. Han and Yin's (2016) study on teacher motivation's complex nature is backed by the desire to engage in research (69.7%, $\bar{X} = 3.75$) and improve teaching (67%, $\bar{X} = 3.57$). These statistics indicate that respondents were career-focused and wanted to develop. Herzberg's (2017) motivation-hygiene hypothesis supports extrinsic motivation's lower mean ($\bar{X} = 3.56$) compared to intrinsic motivation. Baljoon et al. (2018) discovered that several factors affect professional work-life balance (WM). This is reinforced by college goal devotion ($\bar{X} = 3.54$) and recognition and rewards on motivation. These results, which indicate a balanced motivational profile among respondents, support Skaalvik and Skaalvik's (2020) research on intrinsic and extrinsic teacher motivation. Klaijisen et al. (2018) found that intrinsic motivation promotes creativity and job satisfaction in learning situations, supporting the slightly higher degree of intrinsic motivation than extrinsic motivation.

According to numerous main themes in teacher motivation research, intrinsic variables are more important than extrinsic ones in motivating teachers, with just 46.4% considering income and benefits extremely motivating ($\bar{X} = 3.26$). This confirms Afshar and Doosti (2016), who showed that internal variables like work happiness affect teachers' job performance more than extrinsic ones. The decreased relevance of income and perks aligns with Choochom (2016), who stressed intrinsic motivation for teacher engagement and effectiveness. Fernet et al. (2016) used Self-Determination Theory to education and found that autonomous (intrinsic) motivation improves teacher well-being and performance more than managed (extrinsic) motivation. According to Viseu et al. (2016), teacher motivation depends on positive psychological capital, frequently influenced by intrinsic variables.

The low pay and benefit motivation contradicts with Rasheed et al. (2016), who found extrinsic variables essential for teacher motivation in Pakistani higher education. The difference reflects contextual variations or motivational alterations over time. The findings support Herzberg's (2017) motivation-hygiene hypothesis, which states that income and perks (hygiene variables) may avoid unhappiness but do not motivate most instructors. According to Fouché et al. (2017), intrinsic motivators like meaningful work and professional progress are more effective.

The high mean score for commitment and satisfaction (3.68) matches Al-Mahdy et al. (2018), who found that collective teacher efficacy and principal leadership significantly influence teacher commitment. The substantial agreement that leadership feedback influences motivation supports Lee et al.'s (2019) results that supervisory coaching and performance feedback improve job engagement and reduce turnover intention.

The 63.8%, $\bar{X} = 3.69$ satisfaction with professional growth prospects matches Klaijisen et al. (2018), who stressed occupational self-efficacy and intrinsic motivation for teachers'

creativity. This satisfaction suggests that the institution is meeting a crucial requirement for professional advancement, which Han and Yin (2016) found to motivate teachers. Jawaad et al. (2019) found that job satisfaction and human resource policies positively affect strong organizational commitment to the college's objective. This devotion supports Afsar and Umrani (2020) findings that transformational leadership inspires creativity and learning. These findings reflect Skaalvik and Skaalvik's 2017 findings that school context elements, notably leadership support and professional development opportunities, maintain teacher motivation and job satisfaction. The devotion and pleasure of college professors indicate a good environment that motivates them intrinsically and extrinsically. Peer influence, community, and belonging suit many of the primary topics in teacher motivation and instructional environments study. According to Wahjono et al. (2016), perceived appreciation affects work satisfaction, hence the high percentage of respondents feeling valued for their efforts is noteworthy. This sense of worth may foster a healthy employee-supervisor connection, which Babalola (2016) found to be crucial for organizational commitment and job performance. Working with colleagues (61.6%, $X = 3.56$) stimulates me, validating Zahed-Babelan et al. (2019) findings that school atmosphere and empowerment boost teacher work engagement. This cooperative mindset may boost teacher effectiveness and school success. Respondents' strong sense of belonging (62.7%, $X = 3.55$) supports Fouché et al. (2017) findings on meaningful work in teachers. This sense of community may help preserve teacher motivation and reduce burnout, according to Skaalvik & Skaalvik (2020). These results support Thomas et al. (2020), who emphasize the importance of a comfortable workplace for early-career instructors. Strong community sense and good peer impact suggest a collegial atmosphere that might boost job satisfaction and professional growth. These findings support Han and Yin (2016)'s comprehensive study on teacher motivation, emphasizing the importance of social factors in addition to personal and organizational ones.

The regression analysis demonstrates that DMP improves WM in college professors, explaining 68.8% of the variance. DMP strongly predicts WM, making the link statistically significant. Adams et al. (1976) found that faculty governance increases inspiration. Afsar and Umrani (2020) found inspiration in transformational leadership and democratic decision-making. Renata et al. (2018) stressed the need of praise and monitoring for university instructors. This study found that engaging instructors in DM processes boosts motivation by confirming their value. This study confirms Viseu et al. (2016)'s key motivators: supportive working environments and excellent supervisor relationships. Worth and Van den Brande (2020) found that autonomy and DM authority increase teacher job satisfaction.

This research shows inclusive DMP improves WM. Rasheed et al. (2016) highlighted supportive leadership and a favourable organizational environment as key motivators for Pakistani faculty, which this research confirms, indicating that fair, inclusive, and supportive DM procedures motivate instructors.

Recommendations

Based on findings of the study, following recommendations were formulated.

1. The administration must involve teachers in decision-making practices. Encourage participative decision-making to boost teachers' motivation and job satisfaction.
 2. The administration must empower teachers with autonomy. Grant teachers the
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freedom to make decisions concerning the institutions.

3. The administration must foster open communication. Establish regular feedback mechanisms to ensure teachers' concerns and suggestions are heard and addressed.
4. They must recognize and reward teachers' contributions. Acknowledge and reward teachers' achievements and innovative practices to motivate them.
5. Must provide opportunities for professional development.
6. College teachers must take initiative and participate in decision-making practices. Volunteer for committees, task forces or other decision-making bodies to contribute to college decisions.
7. Teachers must develop problem-solving and decision-making skills. Enhance their critical thinking, analytical, and problem-solving skills to make informed decisions.

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