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## The Effect of Work Motivation and Entrepreneurial Orientation on Teachers' Job Performance During Movement Control Order in Malaysia

Kesavan Nallaluthan<sup>a</sup>, Kaaminy Kanapathy<sup>b</sup>, Kingston Pal Thamburaj<sup>c</sup>, Komathy Balasundran<sup>d</sup>, Subramaniam Kolandan<sup>e</sup>

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### Abstract

The extent of the movement control order imposed during the COVID-19 pandemic affected several aspects of teachers' duties, which in turn affected the teachers' overall job performance, particularly for those who were required to work from home. The purpose of this study was to investigate the relationship between teachers' levels of work motivation and entrepreneurial orientation, as measured by job performance. In addition, the mediating impacts of working from home, which link work motivation and entrepreneurial orientation to teachers' job performance, were also investigated as part of this study's scope of research. A quantitative methodology was utilized for this investigation. In this particular study, data was collected from a total of 424 respondents using the method of purposive sampling. A questionnaire was administered, which was completed online by the respondents. PLS-SEM analysis was performed with the help of the SmartPLS 4.0 software to analyze the data. According to the findings of the study, teachers' level of job performance is significantly impacted by their level of entrepreneurial orientation and work motivation. In the meantime, work from home acts as a mediator between work motivation and entrepreneurial orientation, which in turn affects teachers' job performance. This study is beneficial to the Malaysian Ministry of Education, particularly the training division, school headmasters, and teachers, as it helps improve the effectiveness of work motivation and the entrepreneurial orientation of teachers, which may lead to increased job performance by teachers.

**Keywords:** Work Motivation, Teachers' Entrepreneurial Orientation, Work From Home, Teachers' Job Performance, Movement Control Order, COVID-19 Pandemic.

### Introduction

The COVID-19 pandemic has had an impact on all levels of activity, including schoolteachers' teaching, as they must perform all their teaching activities from face-to-face to online using media technologies. This is because, during this period, the government imposed a movement control order (MCO) where all activities were restricted, including any form of face-to-face

teaching activities around May 2021. This means the teachers and the students cannot meet each other in any form of activity. But they can communicate in any other alternative form. Some researchers have found that the number of students has decreased during the lockdown (Dhawan, 2020).

Although work from home is just temporary and will only last for some time, teachers must be mastering the use of technology to convey their teaching content and activities to their students. Teaching students with the current syllabuses, especially during online teaching, is quite tough for some teachers, as highlighted by (Brinkley et al., 2021).

As teachers are the most important group of professionals in educating students, it is important to evaluate their performance during COVID-19 lockdowns along with their everyday jobs. Teachers' job performance benefits not only them but also society. It improves students' productivity and classroom performance. The role of the teacher in the well-being of any society is critical. Teachers are the source of guidance for students at all stages of their academic lives, especially during COVID-19 lockdowns. When teachers are happy and satisfied with their jobs, they can devote more time and effort to their responsibilities during COVID-19.

Teachers who are unsatisfied with their professions may not perform to their full potential, impeding the continuous learning process for their students. Shonk (2010), found three fundamental elements that determine how successful businesses encourage employee performance and continual growth at work. The first aspect is the organization's desire to enable people to participate in work-related problem-solving activities. The second aspect is the organization's commitment to employee engagement in goal formulation, planning, and decision-making. The third factor is how well the organization can get tasks done by getting employees to work together in smaller groups called teams.

Moreover, schools with average student achievement levels and schools with lower student achievement levels must enhance the standard of the learning process and outcomes, especially during COVID-19. Since the teacher is involved in this situation and works from home, motivation for work is closely related. Therefore, it is seen as vital to try to boost teachers' motivation for their work from home. Increasing employee motivation at work is one approach to this. In contrast, motivation occurs when a person thinks that acting in a certain way will lead to a desired experience or outcome, according to their opinion (Eyal & Roth, 2011; Abdul Aziz et al., 2022).

Motivation concerns how to foster a love of teaching so that teachers are motivated to put in long hours and contribute all their knowledge, and their job performance will elevate as skills to achieve educational objectives increase (Elkhaira et al., 2020). A person's potential for motivation can be developed either independently or by a variety of external forces, and it can have a positive or negative impact on their performance. This is dependent on the circumstances and challenges the individual in question is facing. The desire to achieve good job performance results appears to be questioned when someone works less enthused or without motivation; however, when someone works with high enthuses or motivation, the desire to achieve good job performance results is widely understood. In a setting of collegial exchange, teachers' perceptions of their students' motivation, aptitude, and perseverance as learners are reflected in the effectiveness of their learning (Liu et al., 2016).

If a teacher can successfully carry out the elements of high loyalty and committed job performance in teaching tasks, mastery of and development of learning materials, discipline in teaching and other tasks, creativity in teaching implementation, collaboration with all school members, leadership that becomes student role models, a good personality, honesty

and objectivity in guiding students, as well as responsibility for their duties, then teacher motivation will be good (Asmarani et al., 2021). This term implies that motivated teachers can carry out and complete the job well, resulting in excellent job performance. To put it another way, the task is completed correctly, on time, and with enthusiasm.

For work motivation to be optimal in educational organizations, especially when one is work from home, it is vital to identify the elements that can influence work motivation, namely internal factors and external factors (Balasundran et al., 2021). Intrinsic motivation involves acting because the activity itself is interesting. This constitutes the prototype of autonomy because the person is willing to conduct the action voluntarily, out of interest. Extrinsic motivation involves engaging in behavior because it produces a distinct benefit (Eyal & Roth, 2011).

Since work from home during the COVID-19 outbreak is not the same as conventional face-to-face teaching, it is expected that teachers' entrepreneurial orientation will play a crucial role in the relationship between work motivation and job performance, even though their work motivation may directly influence their job performance, as was previously mentioned (Kartini et al., 2017). To better understand this relationship, this paper attempts to study the relationships between entrepreneurial orientation through work from home and motivation and its effect on teachers' job performances. By knowing the relationship among these factors of job motivation, which can influence job performance, it could be beneficial to the teachers to evaluate their work-related job motivation and entrepreneurial orientation and their performance. Also, the teachers can make necessary changes to give their best when working from home.

In the current context, where all the teaching and learning is conducted online during COVID-19, teachers' motivation is more crucial than ever (Rasheed et al., 2014; Toto & Limone, 2021). These perspectives demonstrate how important motivation is for a firm to achieve its entrepreneurial objectives. According to Salifu et al (2013), it is the behavior required for success in life. it, a person would quit at the first sign of difficulty. Therefore, the presence of strong energy will have a big impact on how well teachers perform and how well goals are accomplished.

By doing this, the strategic role of the teacher in the educational setting is to assess whether the teaching outcome will be successful or unsuccessful. The teacher leading the online classes should be aware of the entrepreneurial orientation of working from home and the motivation of the many groups under them to accomplish their predetermined teaching goals. If this is accomplished, their students will benefit from an effective learning opportunity in a work from home setting. It will be very helpful to understand how work motivation, work from home, and entrepreneurial orientation affect the job performance of teachers during the COVID-19 outbreak. Also, the headmasters can establish good learning situations and conditions during the COVID-19 pandemic to achieve educational goals in schools by designing an atmosphere that can motivate all school members, especially teachers.

This is because the performance of teachers in achieving educational objectives is greatly influenced by their entrepreneurial orientation, which is another crucial aspect. If a teacher is highly motivated by their entrepreneurial spirit at work, they will push themselves to become better educators in the classroom to get the best outcomes. It is crucial to increase teachers' entrepreneurial orientation. More effort will be put forward to meet the objectives established, and a more entrepreneurial-oriented teacher will be hired. We can conclude that teacher motivation and entrepreneurial orientation consist of both internal and external encouragement; a teacher who is attempting to increase their capacity to accomplish a goal

in education contributes to their performance. The educational plans and goals created by the organization or school can be readily attained if teacher motivation and entrepreneurial orientation are high.

Therefore, this paper attempts to understand the relationships between work motivation and teachers' entrepreneurial orientation toward their job performance while minimizing mediation effects by working from home during movement control orders.

### **Objective of The Study**

This study aims to examine five main objectives namely

- i. To examine the relationship between work motivation and teachers' job performance.
- ii. To examine the relationship between teachers' entrepreneurial orientation and job performance.
- iii. To examine the relationship between work from home and teachers' job performance.
- iv. To examine the mediating effect of work from home between work motivation and teachers' job performance.
- v. To examine the mediating effect of work from home between entrepreneurial orientation and teachers' job performance.

### **Literature Review and Hypothesis Development**

#### **Teachers Job Performance**

A teacher's performance in the classroom is influenced by many factors, including but not limited to the teacher's knowledge, sense of responsibility, and curiosity; the students' learning opportunities and academic efforts; the lesson structure and communication between teachers and students; the students' engagement with and achievement in the lessons; the teacher's own knowledge and skills; and the classroom's environment, climate, organization, and management (Wahyudi, 2022). If teachers pay attention to these details, students will be able to perform at their highest potential (Khan et al., 2022). But the ways that governments and school districts have tried to judge how well teachers do their jobs have been very poor (Rodriguez-Segura, 2022).

There are a few correlations between teachers' qualifications (such as test scores, years of experience, educational attainment, and evaluations of their efficacy) and their students' academic success. (Leigh and Mead, 2005) provide compelling evidence for the decline in teaching quality seen around the world. They show that stale remuneration structures and out-of-date training for teachers are to blame. Because of this, teachers have had (1) insufficient possibilities for professional development and (2) an inadequate pay scale in recent years. Students from low-income backgrounds, who need the best teachers the most, are particularly affected. (Leigh & Mead, 2005), in their suggestion for increasing teacher effectiveness, have underlined the importance of regular performance evaluation, as is common practice in business and corporate settings. Both teachers and their pay must be examined regularly, and teacher pay must be tied to student achievement (Kumar & Wiseman, 2021). In order to improve and update teacher quality in terms of hiring, evaluation, and compensation, a strict policy will need to be devised (Kraft et al., 2020). They added that the best results were achieved when compensation was based on actual achievements.



Teachers have demonstrated the importance of quality by contrasting the results obtained by students of a mediocre teacher with those obtained by pupils of a very effective teacher (Kraft et al., 2020; Rodriguez-Segura, 2022; Wahyudi, 2022). The job demands-resources model was utilized by Hakanen et al (2006) to propose that teachers' work-related performance is the result of a pair of interacting processes: an energetic process (such as entrepreneurial orientation) and a motivational process. Both processes were shown to exist by the results; however, the energetic one stood out as more significant. Working from home, to be more specific, mediated the relationship between motivation and entrepreneurial orientation in their job performances.

### **Teacher's Work Motivation**

According to Harper-Hill et al (2015), a teacher's work motivation consists of two sources: internal and external forces. When asked what they think inspires teachers, Rincon-Flores et al (2022) reach the same conclusion. Administrators in schools play a pivotal role in elevating educators' intrinsic motivation to do their jobs (Oubibi et al., 2022). School administrators can do things like create open management, carry out clear job descriptions and functions, cultivate positive relationships with educators, carry out continuous and comprehensive supervision, and roll out evaluation programs to inspire instructors to work more. Educators who are enthusiastic about their jobs are more likely to succeed in their roles (Oubibi et al., 2022; Nurlinawati et al., 2020).

Teachers are inspired to work hard by the very nature of their profession. This is due to the fact that when teachers are given interesting tasks to complete, they will take pride in their work (Adriana et al., 2020). These teachers will be pleased with the outcomes and foster a sense of pride and competence that ultimately benefits students.

Teachers' motivation also plays a major role in deciding how well they do their jobs (Evonne & Crispina, 2017). When principals use this type of incentive, teachers will be more inspired to do their jobs, and students' academic outcomes will improve (Fadzin Nazirin et al., 2020). People often expect their efforts to be recognized and rewarded. The same can be said of teachers. According to Ong et al (2021), teachers' motivation and dedication to their work improve when they are included in the process of making decisions about the management of their schools.

Additionally, the accessibility of opportunities to improve the employees' quality of life acts as a driving force that contributes to the motivation of workers in a certain organization. No human being ever wants to remain permanently stuck in a single phase of their existence. If they are provided with the necessary opportunities to promote themselves, they will make the effort to further their development and improve the standard of living they currently enjoy (Yashak et al., 2020). It is essential for teachers to be motivated in their profession in order to improve their job performance in the classroom (Drianto & Supanto, 2022).

### **Teacher's Entrepreneurial Orientation**

An essential factor in an entrepreneur's success, the entrepreneurial orientation notion has gained prominence in recent years (Etemad, 2022). Characteristics of an entrepreneur include creative problem-solving, initiative, and a willingness to take calculated risks (Kreiser & Davis, 2010; Abidi et al., 2022). Prior research has only found the entrepreneurial orientation idea to be useful in describing entrepreneurs or business performance (Linton, 2019). However, modern teachers often work in fields where they bear sole responsibility for outcomes (Abidi et al., 2022). In addition, as teachers typically undertake innovative or rarely repeated

activities, they are typically given considerable latitude in how they go about their daily work. Creativity, new ideas, and finding better ways to do things are at the heart of the concept of innovativeness (Firat & Torun, 2022).

When dealing with students who are unable to grasp a subject through more conventional means of instruction, classroom teachers are often called upon to be creative in their approach (Stasewitsch & Kauffeld, 2022). They argued that teachers should be open to unconventional study methods because academia is always redefining and expanding upon familiar themes. It is understood that students are being trained for future careers in the classroom; hence, the curriculum taught must be up-to-date and presented using cutting-edge forms of information technology (Ismail et al., 2022). They went on to say that the newly accessible medium can improve delivery efficiency while also developing market-relevant technical expertise. In addition, educators have the freedom to be creative by incorporating relevant, up-to-the-moment content into their lessons and by emphasizing the practical relevance of the information covered in class (Covin & Slevin, 1991; Adzovie & Jibril, 2022). For the student to learn effectively, teachers must have maintained an atmosphere of mutual respect and dignity (Goodman, 2009). Educators also bear the responsibility of clarifying course expectations, processes, and evaluation criteria for their students. The ability to take initiative is a key component of the entrepreneurial-oriented framework (Covin & Slevin, 1991). Entrepreneurs are known for being proactive, so they act before a problem ever arises. Educators that are proactive take into account their pupils' individual needs while making decisions (Chocarro et al., 2021). They went on to say that instructors need to be proactive because they are the ones who have to come up with the curriculum and the guidelines for implementing it. In addition to taking the initiative to choose what will be covered in a given course and how those goals will be attained through instruction,

In addition, the teachers use these techniques to determine how well each student is grasping the material presented (Wang & Williamson, 2022). The teacher is responsible for keeping the class moving at a steady clip while also maintaining an open line of communication that promotes a positive classroom climate (Wang et al., 2022). They also noted that when students are not actively participating in class or when some students try to create difficulties, teachers need to take the necessary actions to create a conducive learning atmosphere. Teachers need to be able to foresee these situations and respond appropriately. Assuming the teacher arrives and departs on time and displays familiarity with the material covered in class, pupils are more likely to see their instructor favorably (Herbert et al., 2022; Vikas & Mathur, 2022). Taking risks is the third component of an entrepreneurial mindset (Covin & Slevin, 1991). Many people identify risk-taking as a defining characteristic of entrepreneurs. Multiple risks have been taken by the teacher in the course of their duties (Ho et al., 2022). They continued by saying that it is commonly believed that instructors are solely responsible for the course's development, implementation, and evaluation.

### **Work from Home**

This article provides a synopsis of the research done on the topic of remote employment. Since the 1970s, people have had the option of doing their duties from various locations, including their own homes (Van & Juriaan, 2011). Having the flexibility to work from home means you can take care of your family and still get your work done. It also means you can choose your schedule and work when it's most convenient for you (Nakrosiene et al., 2019). Vega et al (2015); Contreras et al (2020); Kossek et al (2006); Fonner et al (2010); Coenen et al (2014); Anderson et al (2015), among others, have found that working from home can

improve work performance, make people happier at work, lower profit expectations, and lower stress.

After the COVID-19 pandemic hit, many businesses began allowing their employees to work remotely, either physically or virtually. Due to the COVID-19 epidemic, nearly all classroom teachers were forced to work remotely. Federal and municipal governments declared an emergency in response to the rapid spread of COVID-19, compelling businesses to evaluate whether or not virtual work practices should become the norm.

Is it becoming commonplace for people to do their work from home? No, that's not the case. Since the introduction of mass media, more and more people have chosen to work from home. In the 1970s, media communications skyrocketed in popularity as a means of getting the word out (Caves, 2004). The 1990s saw the rise of media communication as a cultural norm (Woody, 1995). Businesses, industry, government, and non-governmental organizations (NGOs) have all made extensive use of media communications for a variety of purposes. In the 1980s, with the advent of the internet, the practice of working from home became increasingly common. Many workers find it easier to utilize and, as a result, improve their job performance when working from home because of the availability of Wi-Fi, the advancement of cell phones, and the rise of various online media applications with intriguing and useful features (Mahmoud & Gregory 2010).

Fisher et al (2009); Ellis and Robert (1998); Fedakova et al (2017) are just a few of the many researchers who have discovered that work from home has positive effects on work-life balance (Wessels et al., 2019; Novianti et al., 2020). Furthermore, working from home has been linked to increased stress Gajendran et al (2007); Galvez et al (2020); Contreras et al (2020); Fonner et al (2010), but decreased stress (if any) if the employee has the freedom to set his or her hours (Azarbouyeh et al., 2014; Jaeseung et al., 2020).

According to Eurofound and the International Labor Office (2017), one of the positive outcomes of work from home is the possibility of improved work-life balance from the employee's perspective, while for managers, the benefits can include reduced turnover and reduced office space requirements and related expenses. From the perspective of workers, one of the drawbacks of telecommuting is that it can encourage them to work through their time. Increased productivity is one of the many benefits of working remotely (Cohen et al., 2009; Chung & Heejung, 2018; Coenen et al., 2014; Contreras et al., 2020).

Organizations, especially schools, have been forced to allow work from home due to the COVID-19 epidemic, although they may not be prepared. Work from home will continue to be the norm for certain businesses despite the pandemic, thanks to factors such as an emphasis on infrastructure, reduced paid travel costs, representational adaptive tendencies, and a lack of need for substantial daily utility expenditures. Furthermore, these costs can be passed on to workers, but they will cause unnecessary stress for remote specialists (Pennington & Jim Stanford, 2020). The study then focused on how satisfied teachers were with their work-from-home arrangements during the COVID-19 pandemic.

### **The Relationship between Work Motivation and Job Performance**

According to Othman et al (2018), there is a strong and positive association between job performance and work motivation. Job performance may play a big role in how motivated employees are in a company because it is a separate factor. In Nurlinawati et al.'s (2020) study, the willingness of State Civil Apparatus health workers to keep working at Puskesmas is linked to how motivated they are to do their jobs.



The relationship between motivation and job performance in the workplace has become one of the most widespread areas of research in all fields. Since employee performance is a joint function of ability and motivation, it is one of the main tasks and motivates employees to perform the job as well as possible (Sanda & Awolusi, 2014; Syed Salim et al., 2019). Muslim and Badlishah (2016) stated that there is a significant relationship between motivation and job performance among the staff of the Center for Instructor and Advanced Skill Training (CIAST).

Shah et al (2012), who studied the job performance and motivation of teachers in public instructional establishments, found that there is a huge positive connection between job performance and intrinsic motivation. If the teachers are satisfied, then they are positively dedicated and engaged with their work (Sargent & Hannum, 2005). Occupation stress, threats, the feeling of inadequacy in the classroom, and unfavorable working conditions could be developing issues to keep teachers motivated in the profession of teaching (Engelkng, 1987). Moreover, motivation is found to depend exceptionally on job satisfaction among employees. All it shows is that when employees feel a sense of achievement because of the idea of the job, and more specifically when they are satisfied with remuneration and acknowledgment, management, and the work itself, then, at that point, it gives them a natural power to do the errand. Employees begin feeling it as pleasant, significant, and intriguing (Shah et al., 2012).

Nasution and Priangkatara (2022) investigated the relationship between motivation and job performance among employees of Kantor Badan Pengelolaan Keuangan and Aset Daerah Kabupaten Langkat. Drianto and Supanto (2022) stated that teachers identified with job performance sources seem to have a greater impact on teaching performance, as the teachers are likewise disappointed with educational policy and organization, pay advantages and benefits, material rewards, and progress.

Hajjali et al (2022) also found that there is a positive relationship between all components of job performance and work motivation. The findings of a study by Setyowati and Sofingi (2022), who conducted a study among employees at the SAR Department of Semarang City, found that there is a positive relationship between motivation and job performance. Thus, it is proposed that

Hypothesis 1 ( $H_1$ ): Work motivation is positively related to teachers' job satisfaction.

### **The Relationship between Teacher's Entrepreneurial Orientation and Job Performance**

It is the responsibility of the teacher to evaluate the perceived value of the course material. There is no one else outside the teachers who can deliver the lessons (Li & Yu, 2022). That teachers have an entrepreneurial spirit is evident in their willingness to try out new approaches to teaching and learning in the classroom (Ho et al., 2022). Finally, the educator has complete control over student evaluations. Consistent evaluations of student progress are crucial in any educational setting. The exams are used as tools to evaluate how well students have met the course goals. To be clear, before classes begin, instructors receive course objectives, syllabi, and rubrics. We conclude that educators need an entrepreneurial mindset in the classroom. Stakeholder objectives may not be met if employees do not fully embrace the entrepreneurial spirit inherent in their work (Klein & Zwilling, 2022). The quality of instruction provided by teachers matters greatly. The pupils should be the teacher's primary source of feedback (Sowl et al., 2022). The school's students want to improve their grades and could use the help of their teachers to do so. Teachers' and students' progress can be evaluated through an entrepreneurial lens. In addition, students gave instructors high

marks if they believed their instructor treated all students with respect and showed the least bias. Teachers are also doing their jobs properly if they return students' graded scripts on time and demonstrate consistency in their grading.

In addition, Soomro and Shah (2019) look into how an entrepreneurial mindset affects productivity, but they find that it doesn't make a big difference. Contrary to what was found in the research of healthcare organizations by (Carraher et al., 2006).

Hypothesis 2 (H<sub>2</sub>): Teachers' entrepreneurial orientation is positively related to job performance.

### **The Relationship between Work from Home and Job Performance**

The results of job performance often consist of a list of essential tasks and activities that, when completed, lead to successful work performance (Wahyudi, 2022). Moreover, he stated that telework, organizational tenure, work-role ambiguity, and job happiness could all be evaluated from an organizational standpoint to determine an employee's performance. Gender, age, and length of service are just a few examples of demographic moderator variables that might influence one's performance at work. The intensity of telework adoption, functional flexibility, and internal numerical flexibility are all positively connected with business success. An inverse relationship exists between this and external numerical flexibility. Previous research has looked at how working remotely affects workers' happiness and productivity in the workplace (Sunardi, 2022).

Previous research has established a variety of connections between factors like job description and industry sector and the productivity and efficiency of telecommuting (Troll et al., 2022). Since some jobs are more amenable to being done remotely than others, the authors confirmed that work from home is not the solution to the epidemic. Both the spread of COVID-19 and the preference of today's youth for telecommuting can be used as predictors of the future percentage of the workforce that will make the switch (Birimoglu Okuyan & Begen, 2022). When workers are at home, they are more productive when they are engaged in creative work; when they are at home, they are less productive when they are engaged in dull labor (George et al., 2022).

Similar research was conducted by Ekasari et al (2022) on the impact of work from home on the productivity of employees at the Bondowoso Regency BPKAD. Work-life balance, as measured by employee performance, was found to be affected by employees' ability to work from home and their discipline in the workplace. Moreover, they discovered that the reduced distractions and increased effort of people working from home led to an overall improvement in productivity.

In addition, a study by Vundiin 2022 looked at how private institutions in Kenya dealt with the COVID-19 pandemic by implementing a work-from-home approach and how that affected staff productivity. It turns out that there's a strong correlation between the two factors. The following speculations are advanced based on the preceding discussion:

Hypothesis 3 (H<sub>3</sub>): Teacher's work from home is positively related to job performance.

### **Work from Home as a Mediator**

Performance at work can improve when employees are allowed to work from home (Sunardi, 2022). Because of the inability to set clear boundaries between work and personal time, employees who work from home are more likely to experience stress and lower productivity on the job (Liu et al., 2018). According to Bhattara (2020), most workers were content to work remotely during the pandemic. After the government declared a crisis because of the COVID-

19 epidemic, nearly all businesses were forced to relocate their operations to their employees' homes, where they developed more efficient methods of combining work and play (Belzunegui-Eraso & Erro-Garces, 2020). One of the elements that may flourish due to working from home is satisfaction (Ellis & Webster, 1998). Employees' job performance improves when they have the option to work from home, and there are also positive effects on their health, stress levels, and overall job satisfaction (Sunardi, 2022). Teachers have mixed opinions about the flexibility of working from home, although most acknowledge the challenges of the job. Administrators in schools may make working from home as a teacher a rewarding profession by providing resources to those who teach in this setting (Gurleen & Navreet, 2020). The suggestion then is that:

Hypothesis 4 (H<sub>4</sub>): Work from home mediates between teachers' work motivation and job performance.

Hypothesis 5 (H<sub>5</sub>): Work from home mediates between teachers' entrepreneurial orientation and job performance.

## **Theoretical Background**

### **Herzberg's Two-Factor Motivation Theory**

Frederick Herzberg's Two-Factor Motivation Theory serves as the theoretical foundation for this study. When it comes to management and inspiration, none are as brilliant as Herzberg (1959). (Alia Yashak et al., 2020). This theory combines the motivation factor (termed an intrinsic component) and the hygiene factor (termed an extrinsic element) to determine the level of job satisfaction based on the characteristics of the working environment.

This research makes use of Herzberg's Two-Factor Motivation Theory since it is more concerned with the degree to which teachers are motivated and their entrepreneurial orientation inside the school. In addition, the effects of the mediation role of work from home and motivation on teachers' performance are investigated. Teachers are driven by intrinsic factors such as motivation and entrepreneurial orientation that are internal to them. The factors (Herzberg, 1968) listed under "hygiene" won't make workers more motivated, but they can help keep them from getting too burned out on the job. Therefore, the school must place greater attention on topics linked to the motivation dimension in order to boost the teacher's motivation.

The research model of this research can be seen in Figure 1.

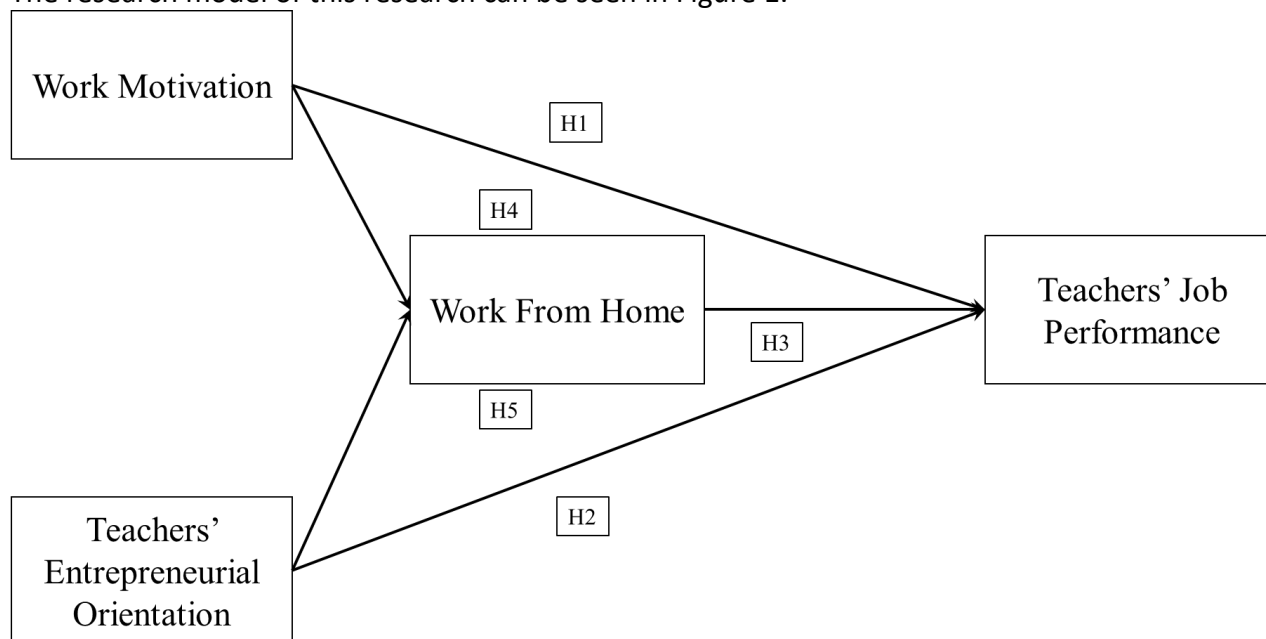


Figure 1 Research Model

### Methodology

This study uses empirical analysis. As suggested by Saunders and Lewis (2017), a quantitative approach was used to comprehend the relationship between the deliberate variables (entrepreneurial orientation, work motivation, work from home, and job performance) through an online questionnaire instrument in the third movement control order of the COVID-19 pandemic in Malaysia (Sekaran & Bougie, 2019).

### Research Instrument

A questionnaire consisted of two main sections. The first section represented the demographic questions. In contrast, the second section contained 16 items representing the variables: job performance (2 items), entrepreneurial orientation (10 items), work motivation (7 items), and work from home (5 items). All these items were adopted from previous studies (Table 1). The questionnaire used a 5-point Likert scale ranging from 1-strongly disagree to 5-strongly agree (Joshi et al., 2015).

Table 1

#### Research instrument

Constructs	Number of items	Source
Teachers' Job Performance	2	Susilo (2020).
Work From Home	5	Susilo (2020).
Teachers' Work Motivation	7	Susilo (2020).
Teachers' Entrepreneurial Orientation	10	Bolton & Lane (2012).

### Population

The demographics of the study establish the Malaysian teachers who were working from home during the COVID-19 outbreak in Malaysia. The teachers working in preschools, primary schools, secondary schools, and secondary schools in both urban and rural locations were

chosen to participate as the population in this study. As a result, 417 271 teachers were included in the population of this study (MOE, 2020).

### Sample

Because the researcher must rely on his or her discretion when selecting members of the population to take part in the study, the responses of the respondents in this investigation were collected using a method known as purposive sampling, which differs from the more commonly used simple random sampling approach (Sekaran & Bougie, 2019). In addition, experts believe that this method of sampling is appropriate for the COVID-19 epidemic, which is currently confronting the nation with its third movement control order. So, teachers were chosen to take part in the study because they could be reached easily and were willing to talk to each other.

### Procedure

The study's questionnaire survey was designed to collect information from Malaysian work-from-home school teachers. Targets were selected using questionnaires that had been adopted. Person-to-person contact and explanations of the study's importance and goals were used to boost the response rate among those who had not been reassured. The result was a significantly higher response rate, with a final tally of 424 completed questionnaires. Each statement in the survey was accompanied by a 5-point Likert scale for respondents to indicate how much they agreed or disagreed with each statement. On a scale from 1 to 5, where 1 represents significant disagreement and 5 represents a strong agreement, In addition, SPSS 26 was used to check for missing values and data outliers before 424 questionnaires were processed using SmartPLS 4.

### Respondents Profile

Various respondents' demographic profiles are shown in Table 2. This demographic information includes the sex, age, working period, region, and academic qualifications of the teachers in Malaysia.

Table 2

#### *Respondents' Profile*

Particular	Variables	Frequency	Percentage
<b>Sex</b>	Male	99	23.3
	Female	325	76.7
	<b>Total</b>	<b>424</b>	<b>100</b>
<b>Age</b>	25 - 35	67	15.8
	36 -44	159	37.5
	45 - 55	157	37.0
	> 56	41	9.7
	<b>Total</b>	<b>424</b>	<b>100</b>
<b>Work period</b>	0-5 Years	29	6.8
	6-10 Years	44	10.4
	11-15 Years	91	21.5
	16-20 Years	88	20.8
	21-25 Years	82	19.3
	>25 Years	90	21.2



	<b>Total</b>	<b>424</b>	<b>100</b>
<b>Region</b>	Northern	105	24.8
	Central	170	40.1
	Southern	55	12.9
	East Coast	44	10.4
	East Malaysia	50	11.8
	<b>Total</b>	<b>424</b>	<b>100</b>
<b>Academic</b>	PhD	5	1.2
	Master	131	30.9
	Degree	270	63.7
	Diploma	17	4.0
	Teaching Cert.	1	0.2
	<b>Total</b>	<b>424</b>	<b>100</b>

According to Table 2, approximately 76.7% of the faculty was female and 2.3% was male. This showed that the majority of the participants were female teachers. Furthermore, the distribution of teachers by age shows that at least half of the teachers are between the ages of 36 and 55, with the remainder of teachers falling somewhere between the ages of 18 and 35 and 56 and up. This demonstrates that both groups of teachers were involved in the research. In addition, 6.8% of teachers had been in the profession for less than 5 years, 10.4% for 6–10 years, 21.5% for 11–15 years, 20.8% for 20–25 years, and 19.3% for more than 25 years (21.2%). Next, in terms of geographic distribution, teachers in Malaysia's several school regions tend to be dispersed over the country's northern, central, southern, east coast, and eastern regions. The central region accounts for at least 30.9% of all teachers, with the remaining teachers coming from the northern, southern, East Malaysia, and eastern coastal regions. The majority of the faculty held advanced degrees in their respective fields. Next, around 31.1% of all teachers have a master's degree or higher. This demonstrates that highly educated teachers in Malaysia may be a driving force in the country's classrooms.

### Results and Discussion

Since the assumption of normality is usually not necessary in survey research, partial least squares (PLS) modeling with the SmartPLS 4 (Ringle et al., 2015) version was used to investigate the measurement and structural model (Chin et al., 2003).

Common method bias was first tested for comprehensive collinearity testing (Kock & Lynn, 2012; Kock, 2015). One strategy uses a single variable to perform a regression analysis on all the others. To ensure data integrity, the VIF must be less than 3.3. A VIF rating of less than 3.3 indicates that single-source bias in the data is not an issue. The results of VIF can refer to table 3 as all results show less than 3.3.

Table 3  
Full Collinearity Testing

TEO	TJP	TWM	WFH
1.299	1.374	1.365	1.369

Note: TEO = Teachers' Entrepreneurial Orientation, TJP = Teachers' Job Performance, TWM = Teachers' Work Motivation, WFH = Work from Home

### Measurement Model

Anderson and Gerbing (1988) served as guides for the two-stage analysis. Using Hair et al (2021); Ramayah et al (2001), we conduct a validity and reliability test of the measurement model to ensure that the instruments used in the study meet the criteria, and we utilize a structural model to test the hypotheses we've constructed 2018. In addition, the Hair et al (2019) style is used for data analysis and reporting in this work.

For the standard technique, we used loadings, composite reliability (CR), and average variance extracted (AVE). At a bare minimum, you need an AVE of 0.5, a CR of 0.7, and an outside loading of 0.4. Every AVE and CR is greater than 0.5, and every CR is greater than 0.7. At least a 0.5 AVE was achieved for all loadings above 0.4. (Baskaran et al., 2021; Hair et al., 2021). Table 4 displays the results of an examination of the validity and reliability of five constructs, including work motivation, entrepreneurial orientation, and work from home, concerning teachers' job performance.

Henseler et al (2015) proposed the HTMT criterion, which was then revised by Franke and Sarstedt (2019) and used in our second round of research. HTMT mode values are 0.90; however, a stricter requirement would be 0.85. Table 5 shows that respondents can distinguish between the two notions, as all HTMT values are less than the strict threshold of 0.85. Together, these metrics represent meaningful and reliable measures.

Table 4

#### *Measurement Model for the Constructs*

Constructs	Items	Loadings	AVE	CR
Teachers' Job Performance	JP1	0.916	0.812	0.896
	JP2	0.886		
Work From Home	WRH1	0.641	0.519	0.809
	WRH5	0.826		
	WRH6	0.811		
	WRH7	0.568		
Teachers' Work Motivation	TWM1	0.608	0.518	0.810
	TWM5	0.736		
	TWM6	0.737		
	TWM7	0.784		
Teachers' Entrepreneurial Orientation	TEO1	0.650	0.504	0.910
	TEO2	0.624		
	TEO3	0.627		
	TEO4	0.705		
	TEO5	0.754		
	TEO6	0.798		
	TEO7	0.710		
	TEO8	0.735		
	TEO9	0.748		
	TEO10	0.730		

Table 5  
Discriminant Validity (HTMT)

	1	2	3	4
Teachers' Entrepreneurial Orientation				
Teachers' Job Performance	0.376			
Teachers' Work Motivation	0.482	0.542		
Work From Home	0.419	0.574	0.549	

### Structural Model

The multivariate skewness and kurtosis should be analyzed, as suggested by (Hair et al., 2021; Cain et al., 2017). The results demonstrated that the data collected followed a normal distribution, with Mardia's multivariate skewness ( $\beta=4.401$ ,  $p<0.01$ ) and multivariate kurtosis ( $\beta=32.474$ ,  $p<0.01$ ) both being significantly low. In addition, we gave the structural model's path coefficients, standard errors, t-values, and p-values based on a bootstrapping approach using 5,000 samples (Ramayah et al., 2018). Given the criticisms leveled against p-values by Hahn and Ang (2017), it is advised to employ a combination of criteria, including p-values, confidence intervals, and effect sizes, when evaluating the significance of a hypothesis. Table 6 shows how the parameters used to evaluate the hypothesis are reflected in the summarised data.

Teacher job performance as a function of these two criteria was investigated. The three factors—work motivation, entrepreneurial orientation, and work from home—were examined to see how they influenced teachers' performance. With an  $R^2$  of 0.272, we may deduce that these three factors together accounted for 27.2% of the variation in productivity on the job. Consistent with hypotheses 1, 2, and 3, we find that teachers with work motivation, entrepreneurial orientation, and work from home are positively associated with their job performance. All findings demonstrate statistically significant and positive associations between the posited connections.

Impact sizes of 0.26, 0.13, and 0.02 indicate a significant, moderate, and slight influence of the exogenous latent variable on the dependent latent variable, respectively (Cohen, 1988). As a model grows more sophisticated, its value becomes less stable. Work motivation, on the other hand, was a far more reliable determinant of success than remote working skills. Working remotely and being intrinsically motivated both contribute 27.2% to instructor job satisfaction as measured by  $R^2$ .

The researchers employed the Stone-Geisser  $Q^2$ , which is created by covering the endogenous construct with a reflective measurement model specification, to foretell the structural model (Hair et al., 2016). A total of 424 participants with a standard deviation of 7 were tested while wearing blindfolds. An N of 5–10 is adequate when D is not rounded uniformly (Chin, 2010). Hair et al (2016) state that the cross-validated redundancy approach is the most accurate way to measure a model's predictive ability. The  $Q^2$  value of 0.217 found by the researchers was higher than zero, providing more evidence of the model's predictive power.

We followed the advice of Preacher and Hayes (2004; 2008) and bootstrapped the indirect impact to investigate potential mediation. If the CI does not contain 0, we know that mediation is quite likely to be at play here. Table 7 shows that the comparison of TWM to

WFH to TJP ( $\beta = 0.076$ ,  $p < 0.05$ ) and TEO to WFH to TJP ( $\beta = 0.080$ ,  $p < 0.05$ ) was statistically significant. Our results were confirmed by the fact that no intervals spanned 0 in the 95% confidence intervals after bias correction. This also lent credence to hypotheses 4 and 5.

Table 7

*Hypothesis testing (Direct effects)*

Hypothesis	Relationship	Std. Beta	Std. Error	t-value	p-value	f <sup>2</sup>	BCI LL	BCI UL	VIF	Decision
H1	TWM → TJP	0.246	0.055	5.226	p < 0.05	0.065	0.435	0.583	1.282	Supported
H2	TEO → TJP	0.136	0.049	2.772	p < 0.05	0.020	0.207	0.380	1.274	Supported
H3	WFH → TJP	0.289	0.053	5.438	p < 0.05	0.092	0.148	0.331	1.254	Supported

\*p < 0.05 (t = 1.645).

Table 6

*Hypothesis testing (Indirect effects)*

Hypothesis	Relationship	Std. Beta	Std. Error	t-value	p-value	BCI LL	BCI UL	Decision
H4	TWM → WFH → TJP	0.076	0.021	3.654	p < 0.05	0.044	0.113	Supported
H5	TEO → WFH → TJP	0.080	0.024	3.260	p < 0.05	0.045	0.123	Supported

\*p < 0.05 (t = 1.645).

Therefore, Shmueli et al (2019) created PLS-Predict, which employs a 10-fold method to evaluate predictive significance at the item and concept levels. Strong predictive power was found if all item differences were eliminated (PLS-LM). However, the results did not demonstrate predictive importance because of the large discrepancies among the components. The predictive power would be moderate if most differences between items were not particularly large, and it would be low if most differences were quite minor. Based on Table 7, it appears that the PLS model is more accurate than the LM model. Therefore, it is reasonable to place our model in the middle of the pack in terms of predictive accuracy.

Table 7

## PLS-Predict

	PLS	LM		
Item	RMSE	RMSE	PLS-LM	Q <sup>2</sup> _predict
JP1	0.629	0.622	-0.006	0.165
JP2	0.760	0.760	0.000	0.145

**Discussion**

The research aimed to understand how elements like entrepreneurial orientation and work motivation affect teachers' productivity while they are working from home. We drew on the existing literature to create a conceptual framework that would allow us to accomplish this. To further understand this phenomenon, a model and some assumptions were developed.

The research used a deductive method based on cross-sectional information. The data were gathered through a questionnaire. We did everything right to protect the anonymity and confidentiality of our survey participants. PLS-SEM findings support the hypothesis that teachers' enthusiasm for their work is directly linked to their effectiveness in the classroom. Several researchers have discovered a moderate correlation between these variables, lending credence to these striking findings: (Hajiali et al., 2022; Setyowati and Sofingi, 2022; Nasution and Priangkatara, 2022).

On the other hand, the study found a significant impact of teachers' entrepreneurial orientation on their job performance ( $H_2$  supported), as well as entrepreneurship research that recommended that the entrepreneurship orientation factor is positively and significantly associated with the performance of the firm (Lumpkin & Dess, 1996; Rauch et al., 2009). In our perception, teachers become proactive in preparing and delivering educational matters to students, even work from home. In addition, they are also taking the risk of moving out with permission to send and collect educational tasks from school students who were poor and did not have internet facilities at home. Furthermore, they are also innovative in delivering lessons to students. In developing positive linkages, factors may exist among the respondents because such factors have a good reputation and positively affect the relationship between entrepreneurial orientation and firm performance. Therefore, this finding is also in line with a previously conducted study by (Carragher et al., 2006). Soomro and Shah (2019) discovered the opposite results.

The study also concluded that telecommuting has a positive effect on productivity ( $H_3$  supported). These results also agree with those of many prior investigations, such as those of (Ekasari et al., 2022; Vundi, 2022). Our results may shed light on the fact that responders are dedicated to their profession and have managed to solve the school issue, going so far as to teach from the comfort of their own homes or come up with novel approaches to education while taking no chances.

Moreover, the findings revealed that working from home has a favorable and significant mediating impact on both intrinsic motivation and output in the workplace ( $H_4$ ). This research is consistent with and even supports (Bhattara, 2020). These results demonstrate the commitment of educators to the success of their school organizations, and the high work motivation even among those who work from home demonstrates how innovation and consistency may lead to financial success and improved productivity. Workers whose needs are met at work and by the company as a whole grow in both respects. There is less likely to be a large turnover rate among these workers. Role ambiguity and role conflict are two variables that might not be present because they are detrimental to teamwork and employee happiness (Rodriguez-Escudero et al., 2010). Perhaps there is no correlation between performance expectations and contentment in one's work environment. Finally, the positive correlation between company culture and employee output highlights the ways in which company culture promotes uniformity of action throughout an organization. Indeed, it has the potential to improve teamwork, employee dedication, and output. Both the organization's culture and a culture focused on sustainability play a crucial role in the organization's resilience and adaptability in the face of cultural shifts (Linnenluecke & Griffiths, 2010). Workplace performance is boosted by the combination of high task complexity and gender diversity. Such factors have no effect on productivity when they are absent from the workplace (Hsu & Lawler, 2019).



## Conclusion

In conclusion, the study's overall findings show that teachers' work motivation, entrepreneurial orientation, and work from home have a good and substantial influence on job performance. The study also found that entrepreneurial orientation has a favorable and substantial influence. Furthermore, work motivation predicts job success considerably, whereas working from home has a good relationship with job performance as well. The data, on the other hand, imply that work from home has a considerable influence on job motivation and entrepreneurial orientation.

This study aimed to contribute to our understanding of teachers' job performance in Malaysian schools by focusing on the teachers' implementation of work motivation and their entrepreneurial orientation schedule, and by applying the Two-Factor Motivation Theory and Herzberg's effort to build knowledge of the causes of teachers' job performance. Researchers have determined, on the basis of the data, a set of composite characteristics that impact teachers' work performance and their inclination to meditate from home. These characteristics include: This research is important for school administrators in establishing incentives to boost teacher motivation and entrepreneurial orientation, according to Herzberg's Two-Factor Motivation Theory, which is supported by the findings of this study. The findings of the study indicate that school administrators can boost the motivation of teachers by presenting them with certificates as salary recommendations, praising teachers who successfully involve the majority of their students in online learning, and hosting informal discussion sessions about online learning. As a result, elevating teachers' levels of excitement and performance on the job will bring the standard of education in Malaysia up to an acceptable level.

## Limitation and Recommendation

This study has the following limitations: (1) Due to the difficulty of characterizing the spread population, a social media network was used to distribute surveys to school teachers. (2) There was a risk that respondents reacted dishonestly by replying logically rather than honestly, and (3) it was difficult to reach certain teachers who did not have internet access. It is still possible to reduce it by looking for the answer to the methods behind the statement. Because this is a more in-depth study, it is possible that greater findings can be anticipated through the distribution of questionnaires in a manner that is both unique and distinctive within the organization. This will allow for the collection of more diverse responses, which will lead to a more comprehensive result. An evaluation that uses working from home as a mediation effect found that there was an interaction link between work motivation, entrepreneurial orientation, and job performance with teachers. Therefore, one of the independent characteristics that researchers might consider is the teacher's job performance concerning work from home. Moreover, in future research, researchers can consider organization size in their study because work motivation and work from home might be impacted by organization size in terms of job performance. Moreover, we can consider innovativeness among teachers in relation to their job satisfaction (Nallaluthan et al., 2021).

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