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Integrative Model of Performance Improvement



Luh Komang Candra Dewi^a, I Gede Putu Kawiana^b, Luh Kadek Budi Martini^c

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Correspondence Author **Abstract**



The study was intended to prove, develop and find the relationship between motivation, performance, job satisfaction and equity of rewards. The population in this study were 7629 teachers in Badung regency. The research respondents were 99 as random sampling. Data analysis technique was used PLS-vers3 with quantitative approach. The intrinsic motivation has a stronger influence compared to extrinsic motivation in influencing performance and job satisfaction. The performance has a positive and significant impact on job satisfaction, in accordance with the meaning of *Sloka Bhagavadgita* (BG) III: 19, which stated the recommended way of working was to perform work as a liability and without attachment to results. The performance mediated the effect of motivation on job satisfaction partially. The reward equity was as a moderator/strengthening the effect of performance on job satisfaction

Keywords
Job satisfaction;
Motivation;
Performance effect;
Performance;
Reward equity;

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Integrative Model of Performance Improvement

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1. Introduction

World Economic Forum (WEF) released Global Competitiveness Index (GCI), and Indonesia's global competitiveness index decreased rank, from 2014-2015 GCI Indonesia ranked 34th position out of 144 countries with score 4.6, 2015-2016 GCI Indonesia ranked 37th from 140 countries with a score is 4.5. In 2016-2017 the rank of GCI Indonesia is decreased from rank 37 to rank 41 of 138 countries with a score of 4.5.

Particularly, in the region among the ASEAN countries, Indonesia is still ranked 4th place under Singapore which is in the 2nd position, Malaysia at position 18 and Thailand in position 32. During the last three years, Indonesia score always lags behind compared to closest competitors that are Thailand and Malaysia, as Indonesia's basic infrastructure health and basic education are still below them, only the better aspects of Indonesian institutions from Thailand and Indonesia's macroeconomic environment are higher than Malaysia (Farhan, 2015).

The quality of human resources and the competitiveness of the nation is closely related to the quality of national education, while the national education is greatly influenced by the development of education in each region (provincial and district/city), so to improve the condition must be answered by improving the quality of education and professional managers education (teachers, especially teachers) as well as the professionalism of LPTK that gave birth to educators and education (Sauri, 2010).

The efforts have been conducted by the government to improve the quality of education, such as the issuance of Law No. 20 in 2003 on National Education System, Law No. 14 in 2005 on Teachers and Lecturers, Government Regulation No. 74 in 2008 on Teachers, Competency-Based Curriculum (KBK in Indonesian), the 9-year Compulsory Education Program, but these efforts do not seem to be running optimally in improving the condition of national education, it is evident that the phenomenon that still shows the performance and professionalism of teachers is still quite low. This is not much different from the condition of teachers in Badung regency which is the district with the biggest regional income (PAD) in Bali.

The results of teacher competence test conducted by Bali Quality Assurance Institution (LPMP) in two locations, SMK PGRI 2 Badung and SMK Widya Mandala Mambal in 2015, followed by 1472 teachers indicate that only 337 teachers (22,9%) who scored above 60, while others were 1135 persons or (87.1%) the value was still below 60. The result of UKG indicated that there were still obstacles to teacher competence in Badung regency either pedagogic or professional competence. A factor that many highlighted that the condition and quality of education are influenced by the professionalism of teachers in carrying out the task. The quality of education depends on the quality of the teacher, and the quality of the teacher is determined by the motivation of the teachers themselves in improving the quality and performance.

Research on performance has indeed been done a lot, but because performance is something very complex, it is still found contradictory to variables that are suspected to be antecedents or consequences of performance (Judge, et al. 2001; Mohr and Puck, 2007; Gu and Siu, 2009; Biswas and Varma, 2012). While The Wagner and Hollenbeck model of motivation and performance (Khan and Sheikh, 2012) stated that indirect performance leads to the emergence of satisfaction, but a good performance in the presence of equity of rewards will lead to satisfaction. Furthermore, the results of research conducted by Mehta et al, (2003); Akbar et al, (2012); Chintallo and Mahadeo, (2013); Asim, (2013) showed that motivation affects performance. While the research was conducted by Ayub and Rafif, (2011); Singh and Tiwari, (2011) stated that empirically motivation affects job satisfaction.

Based on the theoretical and empirical descriptions that have been described and the inconsistency of the results of research that has been done, then this research will reconstruct the model and the results of some research to form an integrative new model (integrated) in order to improve performance by analyzing relationship of motivation, performance, job satisfaction and equity of reward and its relation to the values contained in *Sloka* BG III: 19.

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The originality or uniqueness of this research is first, the combination of both intrinsic and extrinsic motivation variable with the development of dimension and indicator on motivation variable, affecting performance and job satisfaction, and moderation of equality of reward on performance relation with job satisfaction. Second, the motivation used in this research is intrinsic and extrinsic motivation. The three major groups of motivational theories (Schermerhorn, 1996 in Sule 2010) will be used (1) Content theory, which expresses that motivation is closely related to the fulfillment of needs. So in this study questionnaire prepared based on Maslow's hierarchy of needs, especially the needs of life or physiological needs. (2) Process theory, which emphasizes that the level of motivation depends on the process of interaction created between superiors and subordinates and influenced by several factors such as; expectations, preferences, rewards, and justice are created, so in this study, the motivation of work used is motivation based on Vroom expectation theory. (3) Reinforcement Theory, emphasizing that motivation is influenced by the learning process and there will be a process of reinforcement when giving a feeling of fun (pleasure). Conversely, motivation will decrease when it is felt that something is not desirable (unpleasure). Further, this theory explains the need to manage the consequences to gain more reinforcement. Thus in this study will also be used aspects that affect motivation are: positive or negative reinforcement, punishment, and extinction. Third, in this study the performance measurement by using the 360-degree scoring system. Performance appraisal will be conducted by four parties namely: superiors (principals), peers, self (teachers), and students.

Literature Review

Motivation

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The best performance according to Gibson, (1997) is determined by three factors : (1) motivation, related to the desire to do the job, (2) ability, ie the capability of the workforce or human resources to do the work, (3) work, ie the resources and situations required to do the job. Motivation is the process of willingness to undertake high-level effort to achieve organizational goals, conditioned by the ability of the business to satisfy the needs of a number of individuals (Robbins and Coulter, 2007). This definition refers to organizational goals, with a focus on work-related behavior. There are three keys to the definitions put forward by Robbins and Coulter: efforts, organizational goals, and needs.

Rivai and Sagala, (2009) conclude that motivation is a condition that moves people, an expertise in directing, initiating and directing behavior and as an influential condition of generating, directing and maintaining work-related behaviors.

Intrinsic Motivation and Extrinsic Motivation

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Sansone and Harackiewicz (Manolopoulos, 2008) mention basically in the field of human resource management and organizational behavior, motivation is often described as intrinsic and extrinsic motivation. Extrinsic motivation occurs when a person gets his satisfaction through money-related compensation, on the other hand, intrinsic motivation is measured by an individual's behavior that is oriented towards satisfaction and psychological needs. Motivation is one of the roles that must be executed by the leadership against his subordinates. Leaders motivate subordinates to produce a defined performance.

Motivational instruments such as those disclosed by (Eskildsen and Kristensen, 2003; Herzberg in Manolopoulos, 2008) include: provision of fair wage, provision of pay incentives, communication and cooperation in working environments, opportunities for hierarchical advancement, security in the workplace, working conditions, the need for competence, the opportunity to take responsibilities, the image organization, and leadership. These motivational instruments can be grouped into intrinsic motivational instruments and extrinsic motivations.

1

Job satisfaction

In accordance with its nature, human needs are very diverse, both types and levels, even humans have a need that tends to infinity. Job satisfaction is basically something that is individual. Each individual has a different level of satisfaction in accordance with the value system applicable to himself (Rivai and Sagala, 2009). The higher the assessment of the activities perceived in accordance with the wishes of the

individual, the higher his satisfaction with the activity. Thus, satisfaction is an evaluation that describes a person for feeling his attitude happy or not happy, satisfied or not satisfied with work.

Theoretically, factors that can influence job satisfaction according to Rivai and Sagala (2009) are leadership style, work productivity, behavior, the locus of control, fulfillment of payroll expectation and work effectiveness. According to Job Descriptive Index (JDI), the factors that cause job satisfaction are: working in the right place, appropriate payment, organization and management, supervision on the right job and people who are in the right job.

Performance

The essence of performance management is the idea that one's effort should have clear objectives. There are two related aspects to this. First, the leader must assess the performance of subordinates based on how the person performs his tasks in accordance with the achievement of certain desired standards. Second, and performance standards must be in line with the company's strategic objectives (Dessles, 2010). In essence, performance is the result of work achieved by a person in performing his duties in accordance with the standards and criteria established for the job. Performance is one of the total aggregates of labor available to the worker on the given task. Performance is a function of motivation and ability. Performance as an interaction function between ability (A), motivation (M) and opportunity (O), i.e., performance $f = (A \times M \times O)$. This means that performance is a function of ability, motivation, and opportunity (Robbins, 1998). Ivancevich, Denelly, and Gibson (1998) say that performance is a series of management activities that provide the extent to which results have been achieved in doing tasks and responsibilities in the form of accountability public both in the form of successes and deficiencies that occur.

According to the Regulation of the State Minister of Administrative and Bureaucratic Reform No. 16 in 2009, the assessment of teacher performance is the assessment conducted on every item of the main task of the teacher in the framework of career development, rank and position. Teachers as professional educators have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating learners in early childhood education formal on basic education, and secondary education.

Implementation of the main tasks of teachers can not be separated from the ability of a teacher in the mastery and application of competence, as mandated in the Regulation of the Minister of National Education No. 16 in 2007 on Academic Qualification Standards and Teacher Competencies, especially on mastery of pedagogic competence and professional competence. The mastery and application of these competencies will determine the achievement of the quality of the learning process, the guidance of the students, and the implementation of additional relevant tasks that are in accordance with the function of the school/madrasah. To ensure that teachers perform their duties professionally, it is necessary to develop a teacher performance appraisal system. The teacher's performance appraisal system is an evidence-based appraisal scoring system designed to evaluate individual teacher performance levels in performing its main duties as a professional teacher.

Reward

The reward is the process of rewarding services to enhance motivation and productivity. In general, the form of rewards is divided into three namely compensation (financial and nonfinancial), benefits and welfare. Variable rewards in this study measured by indicators: payroll systems and benefits, supervision, promotion and personal relevance.

2. Research Method

The approach used in this research is quantitative. This research is conducted at SD, SMP, SMK/SMA (primary, junior, senior, high/vocational school) in Badung Regency with the amount of sample is 99 teachers. Data collected using questioners distributed to respondents by the 360-degree method where the questionnaire is answered by the teacher himself, principal, peers of teachers and students. To test the hypothesis and produce a fit model, this research uses a variance based or component-based approach with Partial Least Square (PLS).

Hypothesis

In achieving the goal, one can motivate both intrinsic and/or extrinsic motivation. This means that motivation can affect performance as well as job satisfaction. Both intrinsic and extrinsic motivational relationships with job satisfaction and performance. Empirically have been proven by research: Eskildsen and Kristensen (2003); Manolopoulos (2008); Ayub and Rafif (2011); Gungor (2011); Stringer et al (2011), Eskildsen and Kristensen Research (2003) conducted a study entitled Work Motivation and Job Satisfaction in the Nordic Countries. The purpose of this study is to examine the literature and examine assumptions related to differences in intrinsic work motivation and job satisfaction among employees with different characteristics. The Nordic Employee Index is used to measure job satisfaction consisting of organization image, corporation leadership, immediate manager, cooperation and condition of work. The statistical method used is *Partial Least Square (PLS)*. The results showed that all components of intrinsic work motivation are organization image, corporation leadership, immediate manager, cooperation and condition of work, positive influence employee job satisfaction. The relevance of Eskildsen and Kristensen research, with this research, is the correlation of intrinsic work motivation variables that influence job satisfaction so that this research can be used as a comparison.

Ayub and Rafif (2011) research entitled; The Relationship between Work Motivation and Job Satisfaction. The purpose of this study to explore the relationship between work motivation and job satisfaction. By using Relation Coefficient A Pearson Product Moment obtained that there is a positive relationship between work motivation and job satisfaction. There are significant differences in gender in work motivation and job satisfaction.

Gungor (2011) research entitled; The Relationship between Reward Management System and Employee Performance with the Mediating Role of Motivation: A Quantitative Study on Global Banks. The main objective of this study was to investigate the relationship between the implementation of the management system and the performance of global bank employees in Istanbul. This study focused on the role of motivation as an intervening variable. The results showed that financial rewards have a positive effect on employee performance. As a mediation variable, it is found that both extrinsic and intrinsic motivations have a positive effect on employee performance.

Stringer et al (2011) research entitled; Motivation, Pay satisfaction and Job Satisfaction of Frontline Employee. This study aims to examine the implications of wage payments in performance systems on intrinsic and extrinsic motivation and job satisfaction. This study found a positive relationship between wages and intrinsic motivation and intrinsic motivation with job satisfaction, as well as a negative relationship between extrinsic motivation and job satisfaction. Payroll satisfaction is strongest in relation to job satisfaction. Based on theoretical and empirical evidence some hypotheses can be arranged as follows:

- H1: Motivation has a positive and significant effect on performance
- H2: Motivation has a positive and significant effect on job satisfaction
- H3: Performance mediates the influence of motivation on job satisfaction.

The relationship is also mediated by behavioral intention, low performance as withdrawal and positive mood. So vice versa job satisfaction is a variable influenced by job performance variables, where the relationship is moderated by performance-rewards contingency, job characteristics, need for achievement, work centrality, and aggregation. In addition, this relationship is mediated also by success and achievement, task-specific self-efficacy, goal progress and positive mood. The Wagner and Hollenbeck model of motivation and performance in Khan and Sheikh (2012) mentions indirect performance leads to the emergence of satisfaction, but the performance either in the presence of equity of reward will lead to satisfaction. Satisfaction will be obtained through the assessment of a person on the rewards obtained if someone feels the reward obtained in accordance with what has been done, then the reward will affect job satisfaction. Based on this theoretical and empirical evidence can be arranged hypothesis as follows:

- H4: Performance has a positive and significant effect on job satisfaction
- H5: Equity of reward moderates the effect of performance on job satisfaction

3. Results and Analysis

The results of the analysis are shown as follows:

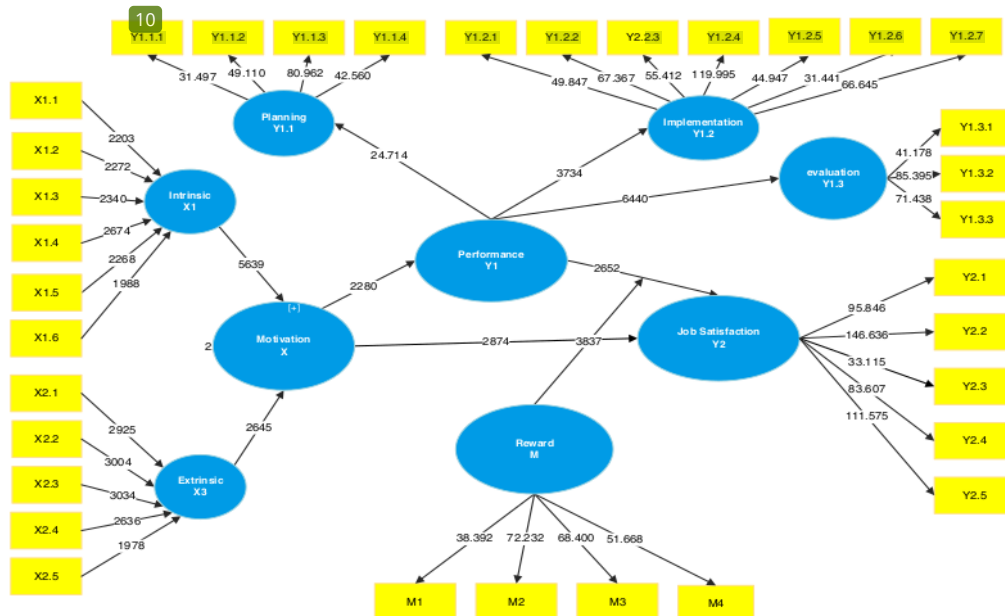


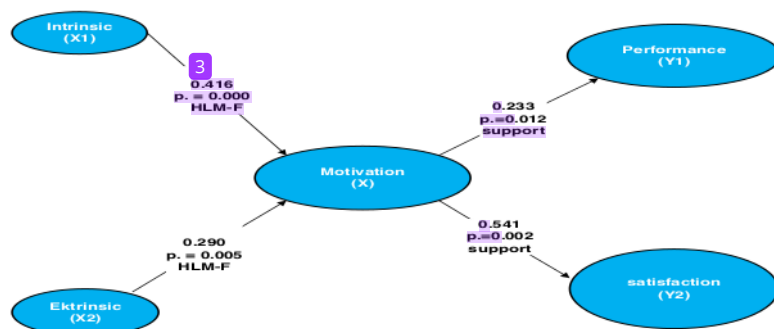
Figure 1. Bootstrapping analysis result of the research model

Analysis

Influence Motivation on Performance and Satisfaction

Data processing resulted that motivation variable proved to have the positive and significant effect on performance. This is shown by t-statistic = 2.280 (t-statistic > 1.96), therefore, the hypothesis that motivation has a positive effect on performance is proven empirically. Similarly, the motivation proved to have a positive and significant impact on satisfaction, which shown t-statistic = 2.874 (t-statistic > 1.96). This result can be interpreted that the higher the motivation of teachers, the performance and job satisfaction are also higher.

The result of the analysis related to the dimension of motivation and its relation to performance construct and job satisfaction is a meaningful dimension as presented in Figure 2. Based on Figure 2 it is found empirical fact that formative model is very representative to explain the construct of motivation as a construct influenced by intrinsic motivation dimension (0.416) and the dimensions of extrinsic motivation (0.290). It turns out that the intrinsic dimension of motivation has a higher dimension than the dimension of extrinsic motivation.



3 Figure 2. Construct motivation and its relation to performance and job satisfaction
HLM-F = Hierarchies Latent Model - Formative; MLM-R = Hierarchies Latent Model Reflective

The empirical facts in Figure 2 illustrate that intrinsic motivation is the most important dimension found in this study as the constructor of teacher motivation in Badung regency. The result of the research proves that the formative construct of Motivation is significantly based on the statistical test, so the government and school leadership should pay more attention to the intrinsic motivation dimension which is the component of motivation variable formation because the extrinsic motivation is not the most important perception that forms the motivation construct. When the motivational construct mapped to its relation to a number of other constructs, motivation has a significant role in affecting performance (Y1) and satisfaction (Y2). The results of this study found that teacher motivation affects his work, affecting his performance, in line with the results of research Abrar and Haider (2012); Chintallo and Mahadeo (2013); Asim (2013). The relationship between work motivation and job satisfaction in this study is positive. These results are consistent with those found by Ayub and Rafif (2011); Singh and Tiwari (2011); Roos and Eeden (2013).

Effect of Performance and Reward on Job Satisfaction

Data processing results that the performance variable proved to have a positive and significant impact on satisfaction. This is indicated by t-statistic = 2.874 (t-statistic > 1.96), so the hypothesis that the performance has a positive effect on satisfaction is proven empirically. Similarly, the reward proved to have a positive and significant impact on satisfaction, as shown t-statistic = 3.827 (t-statistic > 1.96). This result can be interpreted that the higher the performance and both rewards obtained by teachers, the teacher's satisfaction will be higher. The results of this analysis prove that the reward as a moderator or strengthen the effect of performance on teacher satisfaction. The results of this study are in accordance with Judge et al (2001) research, which states that the relationship between job satisfaction and performance can be formulated into seven models: (1) job satisfaction affect work performance (2) job satisfaction, (3) job satisfaction and performance have a reciprocal relationship, (4) the relationship between job satisfaction and performance is spurious. (5) the relationship between job satisfaction and performance is moderated by other variables. (6) there is no relationship between job satisfaction and performance. (7) alternative concepts of job satisfaction and performance.

The results of this study also reinforce The Wagner and Hollenbeck model of motivation and performance in Khan and Sheikh (2012), that indirect performance leads to satisfaction, but a good performance with equity of rewards will lead to satisfaction. Satisfaction will be felt through the teacher's assessment of the rewards obtained, if the teacher felt the reward obtained in accordance with what has been expected, then the reward will affect and improve teacher work satisfaction.

The results of this study are in line with the meaning or value contained in Bhagavadgita Sloka, III: 19, which states the recommended way of working is to carry out the work as a liability and without attachment to the results. The complete sloka is as follows:

*Tasmad asaktah satatam
Karyam karma samacara
Asakto hi acaram karma
Param apnotipurusah*

Means: therefore, carry out all work as a liability without being tied to the consequences, because by doing unrestricted work activities people will achieve the ultimate goal. The purpose of work to achieve satisfaction and happiness. Working unattached to the work will achieve lasting peace.

*Na karmanam anarambham naiskarmyam puruso snute,
Na ca samnyasanad ewa siddhim samadhigacchati* (BG.III: 4)

Meaning: Without work, people will not achieve happiness, likewise to avoid work people are unlikely to achieve perfection.

Based on the respondent's perception, learning planning dimension reflects the highest dimension of the respondent representing the performance construct. A unidirectional pattern is derived from the estimation which also finds learning planning as the highest dimension that perceives teacher performance construct. Thus, this study finds that respondents' perceptions in the field are in line with the estimates obtained from this study. Thus learning planning is the most important dimension that reflects teacher performance. Thus it becomes very important to note that the planning of learning should be something that must be done by teachers such as preparing the Learning Plan complete with literature and learning tools needed. It is no exaggeration to say that good results come from good planning as well.

The Role of Performance Mediation on the Influence of Motivation on Satisfaction

This research succeeded in revealing the empirical fact that performance strengthening can serve as a mediator that is motivation construct in order to increase job satisfaction through performance, significantly based on interaction effect test with 5% confidence level. (Figure 3).

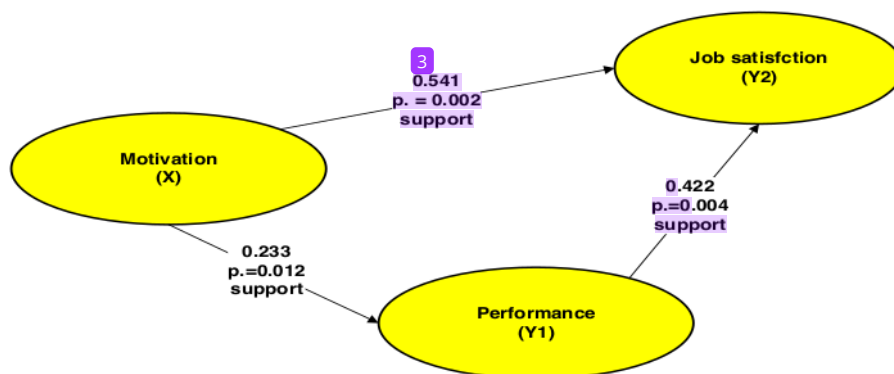


Figure 3. Commitment mediating motivation to the satisfaction

Based on Figure 3, there is partial mediation, where motivation has a significant influence directly on satisfaction, so mediation effect is not the only strength that affects satisfaction. Based on the prediction results obtained an estimation of the interaction effect is 0.267 is positive but still smaller than the prediction results in a direct relationship of motivation to satisfaction of 0.541. Since the impact on performance as a mediator of constructive motivation is positive, this study may prove that motivational constructs reinforce performance positions as mediators for increased satisfaction. That motivation can choose two paths in enhancing the performance of satisfaction because the path through mediation is

positive, thus, the two paths through which the construct of motivation has a strategic value in order to increase satisfaction.

The Reward Moderation Role on the Influence of Performance on Satisfaction

The role of the reward variable (M) as a moderator of the relationship between performance (Y1) and satisfaction (Y2) is evident in the relationship of performance (Y1) with satisfaction (Y2) is significant of 2.652 as well as reward (M) relationship with satisfaction (Y2) is significant 3.827. Thus it can be stated that rewards reinforce the effect of performance with satisfaction. Good performance in the presence of equity of rewards will lead to satisfaction. Satisfaction will be obtained through the teacher's assessment of rewards obtained, if the teacher felt the reward obtained in accordance with what has been done, then the reward will affect and improve the teacher work satisfaction described in Figure 4

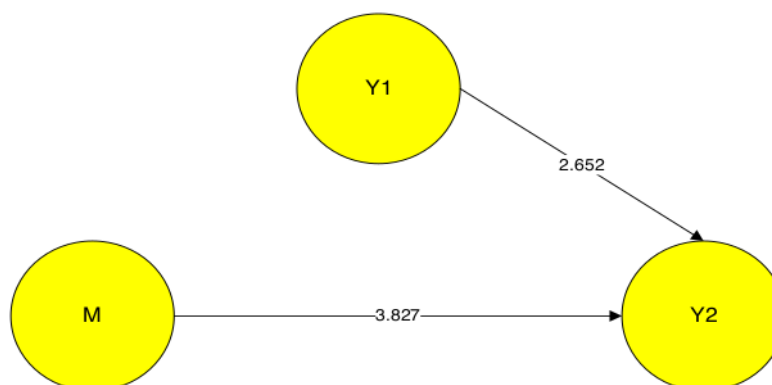


Figure 4. The direct effect of performance variable (Y1) and reward (M) with satisfaction variable (Y2)

4. Conclusion

Based on the discussion of the results of this study, obtained a number of conclusions to answer briefly the problems and objectives of this study. The conclusions are as follows: Motivation has a positive and significant effect on teacher performance. These results indicate that motivation formed through intrinsic and extrinsic motivation can improve performance significantly. For the intrinsic motivation dimension based on the respondent's perception shows that the indicator of opportunity to advance in the field has the highest average, while in the performance variable, the indicator with the highest average is the formulation of learning objectives in RPP, so it can be interpreted that the more opportunities to advance for teachers in the field, and the better the teacher is in formulating the learning objectives.

Motivation has a positive and significant effect on teacher satisfaction. These results suggest that motivation formed through intrinsic and extrinsic motivation can increase satisfaction significantly. For intrinsic motivation dimension based on respondent's perception indicates that the indicator of opportunity to progress in the field has the highest average, whereas in the variable of satisfaction, the indicator with the highest mean is teaching, so it can be interpreted that the more opportunities to advance for teachers in the field, well the teacher in implementing teaching and education in accordance with his expertise.

Performance proved to have a positive and significant impact on satisfaction. For performance variable of respondent perception give indicate that indicator formulate learning goal in RPP according to the curriculum is having highest average value, while variable of satisfaction produces an indicator of teaching which has highest mean value, hence can be interpreted by formulating learning in RPP as according to curriculum then the teaching will be done better also. The relationship between performance and satisfaction is in line with the meaning or value of Bhagavadgita Sloka, III: 19, which states the recommended way of working is to perform work as a liability and without attachment to results.

Performance mediates the influence of motivation on teacher work satisfaction partially. Thus, to improve work satisfaction can be directly between motivation to satisfaction, or through performance as a mediator. ²³

The reward has a positive and significant effect on teacher satisfaction. These results indicate that the better the rewards received and perceived by the teacher can greatly increase their satisfaction. For the reward dimension based on respondent's perception shows that salary and payroll system indicator has the highest average, whereas, in the ³⁴ variable of satisfaction, the indicator with the highest mean is teaching, so it can be interpreted that the better the payroll system and the better the teacher implementing teaching and education.

This study also found that reward as a moderator/strengthen the influence of performance with satisfaction. Satisfaction will be felt through the teacher's assessment of rewards obtained if the teacher felt the reward obtained in accordance with what has been done then the higher satisfaction.

Suggestion

Based on the results and discussion of research can be formulated a number of recommendations for teachers to improve its performance. There are several important factors that need to be managed to drive performance improvement, sorted from intrinsic and extrinsic motivational dimensions as motivation and reward-makers. Efforts to manage these factors are explained in the following points:

Distribution of respondents' answers indicates that intrinsic motivation is a stronger dimension in shaping motivation. More than 50 percent of respondents stated that opportunities for progress, self-esteem, and reputation, job recognition encourage teachers to perform at their best. Thus teachers are expected to be more motivated in finding opportunities to improve their skills in accordance with their fields. While to increase the extrinsic motivation, the leader (headmaster) and the government are expected to meet the appropriate payroll and allowance system, create communication and cooperation, the opportunity to advance hierarchically and create security or comfort in work.

Running a fair reward system in accordance with the performance, because it is proven as a strengthening performance relationship with teacher satisfaction. Based on the results of the research, the performance is significantly reflected by three dimensions, including performance planning, process, and assessment, so it is advisable in the future to measure the performance should use these three dimensions.

For academics, there are a number of recommendations to develop the next study, among others: (1) Further research can use experimental research design in analyzing behavior. This research is descriptive, so it can not manipulate or control the antecedents of performance and satisfaction, as is done in a study with experimental design. Thus the results of further research are expected to confirm the conclusion of the relationship between constructs in this study. (2) To get a more accurate estimation opportunity can be used and done by using larger samples. (3) This study also relies heavily on the study of behavior with a time span of one period, so that in the future still need to continue research study which is more longitudinal, so that the observation aspect of the studied object can be followed its development more dynamically.

Conflict of interest statement and funding sources

The authors declared that they have no competing interest. The study was financed by own funding.

Statement of authorship

The authors have a responsibility for the conception and design of the study. The authors have approved the final article.

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