

Assessing the Role of Motivation in Enhancing Teachers' Performance

Mansoor Ahmed Soomro, Ghulam Ali Buriro, Aftab Ahmed Charan

Abstract

It is pertinent to accept the responsibility that teacher motivation can play a constructive role in imparting knowledge and cultivating communication skills among pupils in education setup. A well-motivated teacher can shoulder his responsibilities in an efficient manner and achieves his goals within the given time frame. This study has been conducted to investigate the role of motivation in enhancing teachers' performance in private schools of Khairpur city. Particularly the research is intended to identify motivation indicators; investigate factors that influence teachers' performance and evaluate the impact of motivation on teachers' performance as well. A quantitative approach was used to conduct the study, data was collected through a survey questionnaire consisted of four variables three were independent namely Remuneration, Working Behavior, Advancement, and one dependent variable was Teachers Performance. The findings reveal that teachers are performing their duties with high morale, apart from their duties, other activities are also being performed by them like different weekly and monthly tests, participation in other school activities. The research recommended increments in teachers' salaries to enhance their performance, to appreciate and recognize good work, to match higher living standards. Furthermore, research also recommends providing modern facilities and utilization of available facilities to teachers for accomplishing defined goals.

Keywords: Motivation, remuneration, work behavior, advancement, teachers' performance

Introduction

Motivation is a subjective force that drives one and determines one's achievement of objectives. Humans analyze, create, develop, and broaden our understanding of motivation. Work behavior, remuneration, and advancement are key elements or factors that boost up the employees' motivation toward goal-oriented performance better than previous performance enabling the employee to contribute more and work efficiently. Motivation or intrinsic force of motivation is associated with management, for the guidance, assistance, and encouragement of employees.



According to Herzberg's concept, motivation techniques must be used in colleges, institutions to motivate the workers, instructors and scholar's motivation is surely associated with morale, although in large organizations the excessive morale is difficult to accumulate.

Insufficient motivation impacts terribly on teachers' performance; motivation plays a pivotal role to counsel teachers in increasing their performance (Ibrahim & Brobbey, 2015). Teachers' overall performance can be easily measured by their contribution to extra-curricular activities such as sports, time punctuality, and lesson plans. Motivation always guides and directs human behaviors to translate dreams into tangible reality (Analoui, 2000).

According to a professor of psychology (Thorndike, 1911) motivation is divided into two categories, intrinsic and extrinsic motivation, both sorts lead employees towards a better orientation of their goals. Extrinsic motivation to teachers can be given in the form of external rewards by administration i.e. praise, rewards like promotions, free accommodation, free food, additional training allowance, and medical facilities and other financial incentives.

Motivation

Motivation always supports employees to handle or influence the outcomes efficiently. Motivation can also give employees inner or outer power to cope with specific situations. In other words, it can be said that intrinsic and extrinsic drive comes from inside and outside respectively (Rodgers & Loitz, 2009) Major benefits achieved by organizations from motivation are as under:

1. Need Pleasure	4. Discipline
2. Productivity	5. Learning
3. Job Delight	6. Dynamism

Need pleasure

The encouragement in the organization is very crucial for individuals and firms. Everyone wants to achieve personal needs but motivation can lead them towards success. This employee finds pleasure in his work and it culminates in better performance.

Productivity

An individual's productivity is the outcome of two factors that have competence and willingness. Similarly, the overall performance is measured with the formula like P stand for Performance, A for Ability and M for Motivation. Thus, $P=A \times M$. It is transparent that the total outcome of the sum is not always the same as that of one's ability, motivation, and performance. In the same way, the growth in productivity is because of constant motivation.

Job delight

Motivation provides the workers with delight. Because when a worker is delighted, he will put sincere and increased efforts in his job to get positive results.

Discipline

Motivation brings the steadiness in the work. The misinterpreted philosophy is the fear of a boss that says if an employee does not perform the work he may be punished. However, the theory of motivation explains that the improvement of work can be achieved without fear and with the spur of intrinsic motivation.

Learning

Motivation permits the consideration of the framework. Without motivation, learning does not take place. There should be inspiration or power before acquaintance with motivations.

Dynamism

There is a detail of dynamism in inspiration. At the point when the work position and the representatives are fully motivated, it generates a great energy which can provide workers the power and force to keep employee fully active at the workplace for the benefit of an organization.

Statement of the problem

The most critical and serious issue in private schools is lack of motivation. This serious concern badly affects the overall performance of the teachers, even teachers due to lack of motivation do not shoulder their responsibility in a good manner. These teachers also do not get their desired income for their contributions. The study aims to identify the very factors, which can affect the performance of all private teachers.

Research questions

- How to motivate teachers to enhance their performance?
- What are the common demotivating factors?
- What are the ways to enhance teachers' performance?

Literature review

Motivation is the willingness of a worker towards his or her work, adapted by using potential fulfillment of wants. Worker cheerfully makes a decent attempt to make commitments of his or her excellent performance toward achieving his or her objectives (Ngriwa, 2006)

Motivation is an incentive for a man to do something active that can contribute to the accomplishment of his or her outstanding performance in a particular field. Similarly, the motivation for an employee is his or her intrinsic urge that can enable him to be active

or inactive in particular situations. It can also be a drive that impels people to do something in return.

If the teachers are not provided with enough motivation in the institution, they are likely to be insufficient and this practice can affect students' performance and can weaken the learning process in schools (Mustafa & Othman 2010).

In any case, the technique for motivation normally begins with an individual feeling unsatisfied with wants, at that point set up a reason to be practiced and hence satisfying the need and achieving the aim (Maslow, 1970).

Okumbe (1998) advocates that motivation is an argument that begins with physiological lacking and it triggers the need for attractive incentives and goals. (Hornby & Witte, 2010) characterizes motivation as an energizing force to act or stem. Motivation is impacted on a greater scale in a social setting. Further, this setting includes customs, cultural values, and qualities of management, leadership, and association of workers. This behavior affects teacher training too. In this way, teachers switch to other jobs and do not come up to expectations in terms of providing quality education.

Motivation is entirely connected with performance not with work satisfaction and that is an attribute of an employee who is highly motivated by his job satisfaction. So almost private schools have a motivating workforce, what they need is to cultivate in an atmosphere with a big room for motivation (Herzberg 1968).

Motivation and performance

The author (Latt, 2008) demonstrated workers' motivation is an intricate force, need and drive in a worrying condition, which aims at achieving personal targets with the help of a voluntary activity. Thus motivation begun with human behavior and what way these forces are maintained along with the outcome brought about by them. In the same way, there is a relationship between motivation and performance; that is very essential for any organization. In the case of poor motivation on the part of the organization can enable the employee to work some extent which means the employee has satisfaction in the job. Researcher talks about motivation by saying that motivation can be recognized in the employees who focus on doing work actively and performing tasks with passion.

Theories of Motivation

According to renowned Author (Maslow, 1943) presented his celebrated theory of motivation, which is divided into five subcategories from physiological to actualization need. According to the author, these needs must be met by every organization for the successful completion of organizational goals. If an employee is fully motivated than he can work better, and if the employee has also been provided with all these five needs ranging from physiological, safety, belongingness, esteem and self-actualization, it can ensure that workers can perform better and to a greater degree. Most organizations do not focus on these needs, and then, as a result, they become unable to win their stated goals. Finally, teachers ought to motivate well for better results.

This theory is propounded by (McClelland, 1961) the theory advocates that most people long for three things in their life i.e. achievement, affiliation and power, but many people hanker after power. Finally, if the organization awards employees' achievement, affiliation, and power then an employee can work efficiently to win bright success to the organization.

This theory is given by (Vroom, 1964) in this theory the author said, that every individual chooses his behaviors according to expected outcomes, it means the outcome is the result of his behaviors. Furthermore, behaviors are mental processes about selecting specific goals. Finally, the organization reaps the best outcomes in exchange for motivated employees.

McGregor (1960) presented his identical theory of X, Y factors of motivation, one is positive, and other is negative in nature. The basic aspects of this theory are given below.

The theory Y, being positive encourages and enables employees to fulfill basic responsibilities. This theory advocates that employees are motivated, committed, and self-directed towards their job performance. It shows that employees are replete with passion, and love to work like sports and games. On the contrary, X theory foregrounds that employees are work shivers. They always loathe work and monotonous life. It elaborates that almost all employees are haunted by the security of a job, even employees lack vigor and will work smoothly. Finally, it explains that most employees are coerced to do work by dint of control or power (Ibid).

Equity theory was given by the Author (Adam, 1963) who defined that workers' jobs should be motivated by a fair balance of the output. According to him if the worker puts his sincere efforts, channelizes his energies, shows commitment and sacrifices personal gains then he must be awarded privileges, promotion, and reputation. The idea conveyed a pragmatic belief that motivated employees do work efficiently and contribute to accomplishing organizational goals.

Motivation Studies in the context of Pakistan

Comprehensive research was conducted on the theme of the impact of motivation on the performance of the employees by renowned scholars (Atiya & Palwasha). The key target of the study was to explore the impact of motivation on the job performance of teachers in Pakistan. It highlighted that there is a strong relationship between motivation and performance. The entire study was quantitatively carried out and the instrument was surveyed to analyze the responses of teachers. Mustafa & Othman (2010) justified that two factors motivation and performance play a pivotal role in accomplishing organizational goals. The study proved that in the absence of a proper motivation education system could be affected. For measuring the validity of the variables, a self-designed questionnaire was conducted to measure high scores relating to motivation to job performance. Findings proved that there was an intertwined relationship between motivation performances for the successful analysis of the study; regression analysis

technique was used to determine the impact of motivation on the performance among teachers at private schools. Finally, the study revealed that motivation and performance were interwoven. Further, the study justified that the increase in the former can lead to an increase in the later. The study has proved that the motivation of the teachers was significant in the education field. Thus, less motivated teachers cannot perform in a better manner and are not to be result-oriented.

Conceptual Framework:

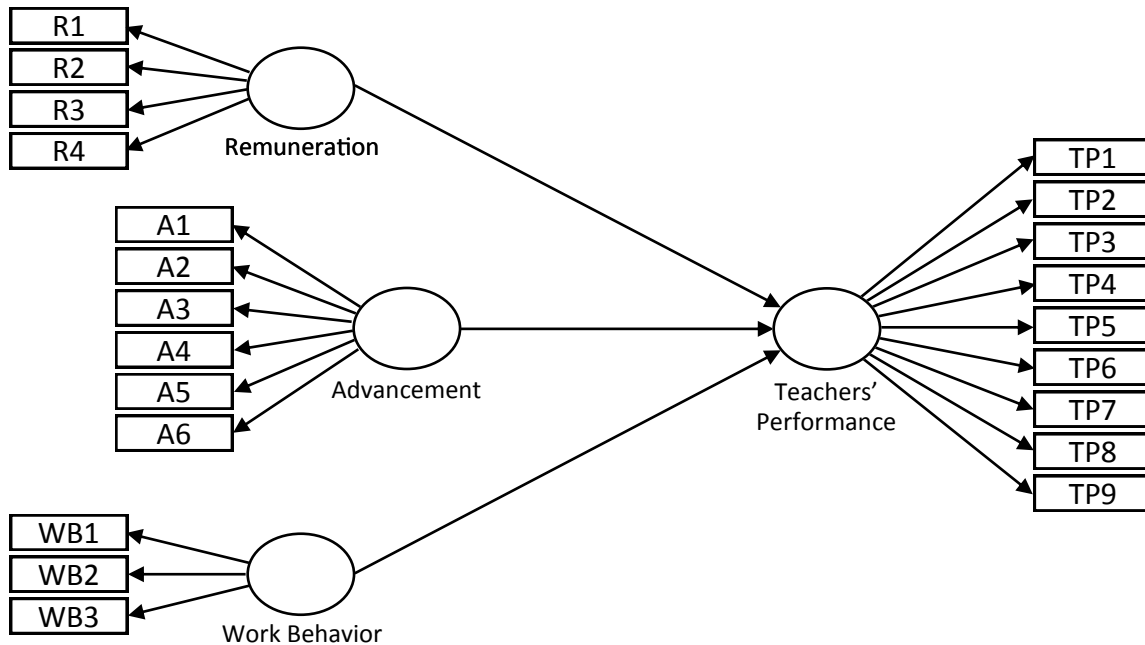


Fig. 1. Design for study

Research Methodology

To examine the impact of motivation in enhancing teachers' performance a survey questionnaire was used and scales for measurement were developed to test the proposed hypothesis, validity, and reliability of the scale. The questionnaire consisted of the items representing advancement, work behavior, remuneration, and teachers' performance. The researcher has followed a convenience sampling technique to ask questions and determine the outcomes. The sample of data has been extracted from the responses of teachers approached for the data collection. A five-point Likert scale was used through which responses were collected. A total number of 371 received through the distributed questionnaire, but not all questionnaires were useable because of missing data. Therefore, a number of 346 three hundred and forty-six responses were used. The respondents were requested to indicate their motivation level at the current position. All the responses were analyzed and interpreted by using two different software, for demographic portion statistical packages for social science (SPSS 26.0 version) used to know the gender, age,

qualification, experience, and marital status, whereas Smart PLS 3.8.2 version was used for further analysis like research model, measurement model, structural model, validity and reliability and SEM path analysis. Furthermore, the entire research was quantitative in nature, and all the results were measured through this quantitative approach.

Table: 1. Demographic Profile of Respondent's

Table Variable	Categories	Number of respondents	Percentage %
<i>Gender</i>	Male	176	50.9%
	Female	170	49.1%
<i>Age</i>	20-25	236	68.2%
	26-31	77	22.3%
	32 and above	33	9.5 %
<i>Qualification</i>	Intermediate	153	44.2%
	Bachelor	148	42.8%
	Master	37	10.7%
	MS/M.Phil	8	2.3%
<i>Experience</i>	0-5 years	146	42.2%
	6-10 years	147	42.5%
	11 and above	53	15.3%

This portion shows the demographic information of respondents that how many respondents contributed to the study and what were their gender, age, sex, qualification, etc. the total number of male respondents is 50.9% and 49.1% female respondents. The respondents were also requested to mention their age group, results show that 68.2% are in the range of 20-25, 22.3% are between 26-31. And the rest falls in the category of 32 and above. Furthermore, the respondents were also asked for their education level, the maximum percentage show that they are intermediate of bachelor pass and their percentage is 44.2 and 42.8 respectively, a very low percentage of those who hold master and M.Phil degree. The respondents were also requested to show their experience in years. There is a maximum percentage of those who have experienced up to five and five to ten years, on the other side those who have more than ten years experience are only 15.3%.

Data Analysis

To analyze the research model, the Partial Least Squares (PLS) analysis was incorporated using the Smart PLS 3.0 software (Ringle et al.,2015). The measurement model was tested (validity and reliability of the measures) in line with the suggested two-stage analytical procedures (Anderson & Gerbing, 1988). Subsequently, the structural model was examined (testing the hypothesized relationship). Moreover, the bootstrapping

method (5000 resamples) was utilized (Hair et al., 2014) to assess the loadings and path coefficients' significance.

Table: 2. Measurement Model

Construct	Items	Loadings	CR	AVE
Advancement	A1	0.798	0.896	0.590
	A2	0.765		
	A3	0.777		
	A4	0.809		
	A5	0.709		
	A6	0.764		
Remuneration	R1	0.816	0.899	0.690
	R2	0.881		
	R3	0.858		
	R4	0.762		
Work Behavior	WB1	0.877	0.899	0.748
	WB2	0.875		
	WB3	0.841		
Teachers' Performance	TP1	0.755	0.915	0.546
	TP2	0.701		
	TP3	0.721		
	TP4	0.779		
	TP5	0.729		
	TP6	0.713		
	TP7	0.740		
	TP8	0.751		
	TP9	0.796		

Initially, the convergent validity is assessed as suggested by (Hair et al., 2014) by observing the item loadings, composite reliability (CR), and average variance extracted (AVE). According to (Hair et al., 2014) the loading should be greater than .7, AVE should be greater than 0.5 and CR above .70 as displayed in table 3, AVE and CR are greater than required criteria and the item loading are also above the required value as suggested by (Gholami et al, 2013).

Table: 3. Discriminant Validity

	1	2	3	4
Advancement				
Remuneration	0.502			
Work Behavior	0.631	0.653		
Teachers' Performance	0.731	0.564	0.725	

The discriminant validity was also assessed by following the criteria of the Hetrotrait Monotrait Ratio and (Fornell & Larcker, 1891). Table 3 clearly shows that the AVE is less than .85 which means discriminant validity is sufficient and by using these numbers we can also conclude that this research sufficiently exhibits the reliability and validity for the measures used in this study.

Table:4. Hypotheses Testing

Hypotheses		Std Beta	Std Error	T-Value	P Values	BCI LL	BCI UL
H1	Advancement -> Teachers' Performance	0.585	0.045	13.004	0.000	0.504	0.669
H2	Remuneration -> Teachers' Performance	0.183	0.042	4.380	0.000	0.107	0.266
H3	Work Behavior -> Teachers' Performance	0.217	0.034	6.434	0.000	0.155	0.286

The bootstrapping process with 5000 of resample was carried out to test the developed hypotheses for the study as proposed by (Hair et al., 2014). Table 4 shows the result of hypotheses, the table clearly shows that the P-value for all three variables is 0.000 which means developed hypotheses are accepted as suggested by (Cohen, 1988).

The remuneration ($b=4.953$, $p<0.01$), advancement ($b=14.252$, $p<0.01$), and work behavior ($b=6.203$, $p<0.01$) were observed as strong predictors for the teachers' performance. There the hypotheses (H1, H2, and H3) created for this study were accepted. The results highlighted that the independent variables of the study interestingly, are the stronger predictors of the dependent variable that is teachers performance

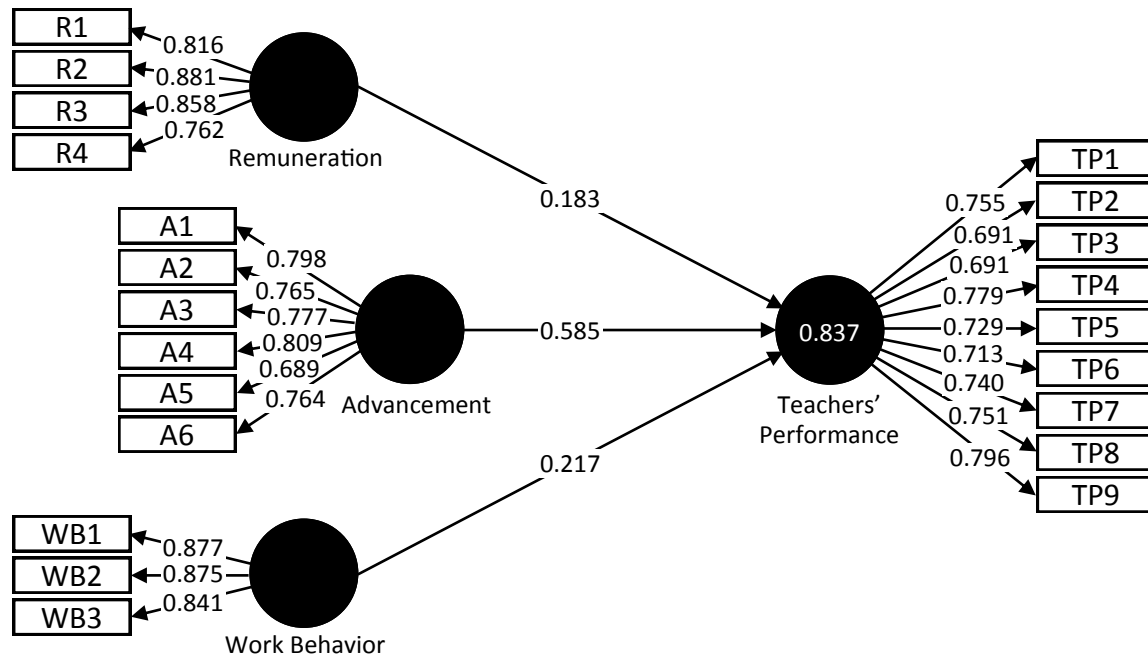


Fig. 2. SEM Path Analysis

The total number of four variables were used in this study as shown in fig-2, three independent variables named Remuneration, Advancement, and Work Behavior used as the independent variable and teachers' performance used as the dependent variable. The figure illustrates the smart PLS generated values, it shows that all three independent variables are 83.7% predicting dependent variable with the value of R² and all variables have also positive beta value at 4.593, 14.252, and 6.203 respectively. It also proves that the hypotheses developed for the study are also supported.

Table: 5. Endogenous Variable

Endogenous Variables	R Square	Adjusted R Square
Teachers' Performance	0.837	0.835

Table- shows the result of the endogenous variable that is teachers' performance. The result demonstrates that the independent variables are predicting 83.7% to teachers' performance that means the dependent variable is well predicted by independent variables.

Conclusion and Recommendations

Study results have shown that teachers are not only motivated by privileges but also non-financial benefits. For enhancing the performance of teachers, the working environment and motivation play a constructive role even students' discipline also contributes to

performing jobs easily at schools. The great concern for a teacher is inadequate salaries. Meager salaries also compel teachers to meet basic immunities of life. The key motivators that work wonder the life of a teacher is a handsome salary. In contrast that pay scale is average with low salaries, sometimes it is seen that the increase in salaries based on experience has no connection with the job performance of teachers. It is concluded from various researches that teachers' salaries are meager and average in almost underdeveloped countries, the great challenge for teachers and the reason for living hard life is a lack of motivation and a low salary. The study has found that working behavior in private schools is also a reason for recognition and an increase in salaries. The great issue in private schools beside low salaries is a delay in payment.

In case of delay in salaries in the environment of demotivation is created which can impede the performance of teachers in private schools. The key factor that influences the job performance of teachers in private schools has been demotivation. The study has also acquainted with two categories of teachers those who have been extrinsically motivated by promotion, security, and recognition. Yet some teachers resort to being intrinsically motivated like appreciation, self-satisfaction, and honesty in work. Finally, it is justified that a high degree of motivation ensures better performance.

Recommendations:

There were drastically changing individual work requirements due to changes in organizational processes, structures and technical innovations. Continuous learning and development in competency become important to all the time as a result. To achieve the tasks carefully, individuals' willingness and ability is must there to engage them in continuous learning processes. The study has drawn the following key recommendations in order to increase the teachers' performance through motivation;

- ◆ Motivation is a key factor in the success of any organization and institution. So the motivation of the teachers must be advocated for successful goals and result in oriented targets.
- ◆ To achieve fruitful targets and desired goals the motivation among teachers must be ensured.
- ◆ School management must design a framework for the motivation of teachers that enables them to perform their jobs in a conducive environment to give better results.
- ◆ Timely promotion and perks, privilege along with incentives to teachers to enhance their level of competency in their job performance.
- ◆ A healthy environment of motivation should be encouraged for the betterment of institutional growth.
- ◆ Teachers should be motivated in a way that they contribute to boost up students learning process.
- ◆ Teachers must be accredited by multiple rewards and incentives. All stakeholders from organizations, parents to communities must play an equal and active role in motivating teachers for the interest of quality education.

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