

## Teacher's Job Performance: The Role of Motivation

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### Abstract

*The objective of this study was to examine the effect of motivation on job performance in public and private schools of Peshawar city in the Province of Khyber Pakhtunkhwa. The collected data was analyzed through SPSS software. The findings of the study revealed that there is a significant and positive relationship between teacher's motivation and their job performance. There have been studies on the influence of motivation on performance; however there is a lack of research on the relationship in public and private school teachers in KPK. The study seems to fill the gap. The study would help organizations (schools, colleges) to improve the motivation level of teachers that would lead to better job performance.*

Key words: Motivation, Job performance, Teachers, public and private schools, Peshawar city, Khyber Pakhtunkhwa.

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Motivation and performance are very important factors in terms of organization success and achievements. If changes occur in external environment then it is necessary for an organization to adopt that change because it may motivates to gain a competitive

advantage. For this, the main thing they required is the skilled and competent employees (Latt, 2008). Motivation plays an important role in the organization because it increases the productivity of employees and the goals can be achieved in an efficient way. The behavior of employees can be change through motivation in any organization. From situation to situation, the level of motivation differs with in an individual (Robbins, Judge, and Sanghi, 2005). Motivation also takes part in an important role for teachers because it helps to achieve the target in an efficient way. Teacher motivation is very important because it improves the skills and knowledge of teachers because it directly influences the student's achievement (Mustafa, and Othman, 2010). If in schools, the teachers do not have sufficient motivation then they are less competent which directly influence the students and the education system.

Very few researches had been conducted in Peshawar with respect to school teachers in both public and private school. Therefore, this research was conducted in the context of Peshawar that basically emphasized on performance of teachers through motivation in the province of Khyber Pukhtun khwa.

### **Research Problem**

To evaluate the effectiveness of teacher's job performance through motivation in public and private sectors.

### **Research Objectives**

- To identify the relationship between motivation and teacher's job performance in public and private schools.
- To identify the factors of motivation that affects teacher's job performance in both sectors.
- To identify if the teacher's motivation and job performance differs in public and private sectors.

## **Significance of Research**

The significance of this research is that it may help to identify the importance of motivation that has strong impact on the productivity and performance of teachers in both public and private schools. This study may help to improve the teacher's performance by motivational factors in order to enhance the educational system.

## **Literature Review**

### **Motivation**

Motivation is defined as a driving force that compels an individual to take some actions in order to achieve certain goals. Motivational level of everyone is different like perception, attitude of everyone is different. For example a person feels hungry, and as a response that particular person eats so the feelings of hunger get diminished. Adelabu (2005) found in Nigeria that teacher's motivation is very poor and teachers are also dissatisfied with their working environment and salary conditions. The reason behind the poor motivation of teachers is that they having low salaries as compared to other professionals, poor work environment, no decision making authority, and also not giving them opportunity of develop their career.

### **Concept of Performance**

Performance is something, a single person does. Performance of the teachers in schools is highly affected by motivation. Teachers are when motivated their performance automatically reached towards high level. In schools teacher's performance can be mapped well through arranging training programs for the teachers and they will get motivated and their confidences will also increases. Motivation has a direct and positive effect on job performance when we properly account for effort. Effort has a

positive effect on job performance. The idea that motivated employees are more productive held through the 1970s. However, it was difficult to obtain support for the view that motivation has a significant effect on job performance.

## **Employee Performance**

Griffin (2005) explored that the performance of an individual is determined by three factors i.e. motivation, work environment and ability to do work. Chandrasekar (2011) examined that the workplace environment impacts on employee morale, productivity and job performance both positively and negatively. If the work place environment is not liked by the employees so they get de-motivated and their performance also affected. Poorly designed work timings, unsuitable authorities or duties, lack of appreciation, and lack of personal decision making opportunity. People working in such environment are not satisfied they feel stress on themselves and it impacts on employee's job performance.

In another research, Adeyemi (2010) investigated the relationship between the leadership styles of principals and teacher's job performance in secondary schools. He found that the principals mostly used democratic leadership style in schools as compared to autocratic style. It was the most commonly used leadership style by principals in the schools. His study also determined that there is a direct relationship between leadership styles used by Principals and teachers job performance. His study concluded that the performance of teachers is better in those schools where principals are having autocratic leadership styles as compared to those schools where Principals are having democratic style of leadership. Thus the autocratic style is the best style of leadership that can improve the productivity and performance of teachers in schools. He also recommended that the principals should use both autocratic and democratic leadership styles in their schools from situation to situation in order to improve teacher's job

performance. Like, in certain situations they could apply autocratic style where it is applicable while in some situations they could use the democratic style.

Organization success can only be achieved by the satisfied and motivated employees and good leadership (Malik, Danish, & Usman, 2010) Therefore, a good leadership style is required to lead the teachers and to enhance their efficiency in schools.

### **Motivation and Employee Performance**

Dessler (2005) examined that from the perspective of teachers in schools, job performance and motivation are different. Motivation is an input to work, and job performance is an output from this motivation. From a teacher's perspective motivation and job performance may be difficult to distinguish and motivation is often inferred from the output produced, the possibility of high motivation and low output or low motivation and high output is often not considered. The implications of either neglecting motivation or considering it a part of job performance for the empirically observed relationship between job performance and motivation can be significant. If effort is costly for an employee, ignoring effort can bias the estimated effect of job performance, because effort should increase job performance. As satisfaction is another very important thing in terms of motivation so employees are when satisfied with their job, organization environment, salaries, rewards, then automatically get motivated and show their best efforts towards their job performance.

Davidson (2005) focused on role of teachers in providing good quality education in primary schools through motivation where it suggested some initiatives to increase the teacher's level of motivation that will improve the education system. The organizational culture affects the performance of the employees positively or negatively. As in organization different employees from different culture and background and with different languages

so there thinking level is also different. When organization do not make a proper culture in organization so definitely employees will feel stress because of bad communication in between employees and their superiors and their performance towards their job will not meet the set standards. His study found that the bad working and living conditions have an adverse effect on the teacher's performance. It is essential to consider the terms and conditions of service for the purpose of motivating and retaining teachers (Kadzamira, 2006).

According to Nadeem, et.al (2011) social and economic conditions of teachers have an effect on their performance i.e. low salary., lack of facilities, status of teachers in society, teachers mental health and morale, stress of work, relation with staff and head teachers, working environment are all those factors that have an strong impact on females teachers performance. The level of motivation of teachers reduced, when there is a poor social and economic condition in the place where the school is located. It was concluded that there is a significant relationship between these factors of motivation and the efficiency of female teachers. Mustafa and Othman (2010) examined the perceptions of high school teachers about the effects of motivation on their performance at work. They found that there is a positive relation between motivation and working performance of teachers, i.e., the greater the level of motivation the higher will be the teacher's job performance or if provide a high level of motivation to a teachers then their job performance will be increase. The main benefits of motivation are that the organization can use the human resources in an appropriate way, for this the employee are willing to work itself. It brings employees satisfaction and the goals can be achieved on time in organization. In this way, the efficiency increases and its cost become reduced.

Bishay (1996) determined the feeling of teachers while doing different activities every day and which are those activities

related to their work that will increase their level of motivation. While Alam, and Farid, (2011) found that mostly teachers experienced that they were paid less salary according to their knowledge, skills and capabilities for doing their job. Thus, respect should be given to teachers, provide them training to exceed their performance level and salaries should be designed according to their capabilities, experience and skills regarding job.

### Conceptual framework



Figure 1. Conceptual Framework

### Research Hypotheses

H<sub>1</sub>: There is a significant relationship between teacher's motivation and their job performance.

H<sub>2</sub>: There is a significant difference between public and private school teacher's performance.

H<sub>3</sub>: There is a significant difference in motivation in both public and private school teachers

H<sub>4</sub>: There are differences in motivation and performance across individual demographics.

### Research Methodology

#### Data collection

The main objective of this study was to examine the influence of teacher's motivation on their job performance pertinent to school teachers. For this, the study is used to do comparison of both public and private schools in order to distinguish the level of motivation and its impact on the performance of teachers in Peshawar, Pakistan. The study is

quantitative in nature and to carry out the research, a survey was conducted to acquire the views of the respondents (teachers).

## Sample

For research purposes, a sample of ten schools were selected that included five private schools and five public schools in Peshawar and the sample size of 120 teachers were randomly selected from both public and private sectors i.e. 60 from each. The table 1 shows the frequency distribution of sample schools.

Table 1

### *Frequency Distribution of Sample Schools*

S.#	School Name	Frequency	Percentage
1.	Khyber Grammar School	11	9.2
2.	Peshawar Model School	13	10.8
3.	Muslim Public School	9	7.5
4.	Frontier Model School	10	8.3
5.	Iqra Public School	17	14.2
6.	Army Public School	12	10.0
7.	Government High Secondary School No:1	12	10.0
8.	Federal Government Public High School	12	10.0
9.	Government High School No:2	12	10.0
10.	Government High School No:3	12	10.0
	Total	120	100.0

## Instrumentation

The instrument was designed to measure the two variables i.e. motivation and job performance of teachers and it contained 20 items. For motivation Bennell & Akyeampong (2007) research instrument is used to measure motivation of teachers. It contains 12 question items and 5-point Likert scale (1-Strongly Disagree to 5-Strongly Agree) was employed to record the responses i-e 1. Strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly agree. High scores indicated the high level of teachers' motivation towards job. Teacher's job performance is measured by using a self-developed questionnaire that contains 8 question items which

are developed to assess the job performance of respondents. A 5-point Likert scale (1-Strongly Disagree to 5-Strongly Agree) was exploited to record the responses. High scores represent the high level of teachers' job performance.

### Scale Reliability

In this study, Cronbach's alpha is used for checking the reliability of the research instruments. The scale reliability for scale of motivation was 0.630 that signifies it is reasonably reliable. Performance was measured by 8 items and the Cronbach's alpha reliability of performance was 0.651 which implies acceptable reliability because the alpha is greater than 0.60.

## Findings

### Respondent Characteristics

The Demographic variables used in this study are described in the following table:

Table 2

#### *Respondent Characteristics*

Individual Characteristics	Organizational Characteristics
Age	School Name
Gender	School Type
Qualification	
Income	
Teaching Experience	

**School type:** From the sample of 120 teachers, 60 teachers were from the public school and the remaining 60 were from the private schools which are the 50% of total population.

**Gender:** Results as regard to gender shows in that among the entire sample of 120 school teachers, 58 are of male teachers

having 48.3% and 62 are of female teachers who are the 51.7% of total population.

**Age:** From the sample of 120, 44 respondents were from the age of 20-30 which are 36.7% of total population, 53 respondents age were from the range of 31-40 who are the 44.2% of the total population, 20 respondents age were from the range of 41-50 and their percentage is 16.7%, and 3 respondents were from the age more than 50 and their percentage is 2.5 which is very low as compare to others. The mean age of the teachers in public and private schools is ( $M= 1.85$ ) year with a standard deviation of ( $SD=.785$ ).

**Income:** From the sample of 120, 24 teachers were those whose income is less than 10000 and their percentage is 20.0, 34 teachers income were lie from the range of 10000-20000 which are the 28.3% of total population, 47 teachers were those whose income is from the range of 20000-30000 which are the 39.2% of total population and 15 teachers were those whose income is more than 30000 and their percentage is 12.5%.The mean income of school teachers is ( $M=2.44$ ) per month with a standard deviation of ( $SD=.951$ ).

**Qualification:** The qualification was categorized into 3 different levels i.e. Postgraduate, Graduate, and Undergraduate where 88 teachers were those who are postgraduate that represents 73.3% of total population. On the other side, 32 teachers are Graduate along with the percentage of 26.7% and there were no undergraduate teacher. The mean of the teachers in accordance of qualification is ( $M=1.5250$ ) with the standard deviation of ( $SD=.50147$ ).

**Teaching experience:** The results regarding teaching experience in public and private schools. From the sample of 120 school teachers, the teaching experience of 37 teachers were less than 5 years who represents 30.8% of total population, teaching

experience of 46 teachers were from the range of 5 years-10 years which are 38.8%, teaching experience of 25 teachers were from the range of 11 years-15 years and their percentage is 20.8% and teaching experience of 12 teachers were more than 15 years which are 10% of total population. The mean of the teachers is ( $M=2.10$ ) with the standard deviation of ( $SD=.956$ ).

### Testing Hypothesis 1

Correlation and regression analysis was conducted to test the relation and effect of motivation on teacher's job performance.

Table 3

#### *Correlation between Motivation and Job Performance*

	Performance
Motivation	.623**

*Note.* \*\*. Correlation is significant at the 0.01 level (2-tailed).

The Correlation proved that there is a moderate positive correlation between motivation and job performance of teachers. Regression analysis is also used to examine the influence of motivation on teacher's job performance.

Table 4

#### *Regression Analysis, Motivation and Job Performance*

Independent Variable	Dependent Variable	Job Performance
Motivation	R-Square	0.388
	Adjusted R-Square	0.383
	B	0.677
	Standardized Beta	0.623
	F-Test	74.738
	P	0.000

The results show that there was a significant Variance of teacher's motivation to assess the job performance which was  $F=$

74.738 and  $p= 0.000$ . On the basis of analysis, it was found that 38.8% variance in performance is being accounted by motivation ( $\beta=0.623$ ,  $p=0.000$ , and  $r^2 =0.388$ ). In this situation, there was a possibility of other percentage residual which was about 61.2% contributed by other factors that were not measured in this study. Based on the results of regression analysis, it can be said that if the motivation is increased by 1 unit then teacher's job performance would change by 0.623.

## Testing Hypothesis 2

For testing second hypothesis, the independent t-test of significance was assessed to determine if significant differences exist in teacher's job performance between public and private school. The following table described the differences of job performance in public and private school teachers.

Table 5

*Teachers Job Performance Based on Public and Private Schools*

Teachers Performance	N	Mean	Standard Deviation	F	T-score	Significance (p)
Public	60	3.6792	.37632			
Private	60	4.0229	.60694	4.434	-3.729	.000

The result indicate that significant differences of teacher's job performance in public and private schools with  $F=4.434$ ,  $t= -3.729$  and  $p= 0.000$ ,  $p<0.05$ . Thus, second null hypothesis is rejected. It meant that there was a significant difference from the mean score of job performance between public school teachers and private school teaches. It was found that private school teachers had high level of performance with Mean= 4.0229 and standard deviation= .60694 as compared to public school teachers with Mean = 3.6792 and Standard deviation = .37632.

### Testing Hypothesis 3

For testing third hypothesis, the independent t-test of significance was assessed to determine if significant differences exist in motivation between public and private school teachers. The following table described the differences of teacher's motivation in public and private schools.

Table 6

#### *Teachers Motivation Based on Public and Private Schools*

Motivation	N	Mean	Standard Deviation	F	T- score	Sig.
Public	60	3.753	-.3123	17.48	-2.461	.016
Private	60	3.968	-.6015			

The result indicate that significant differences of teacher's motivation in public and private schools with  $F=17.48$ ,  $t= -2.461$  and  $p= 0.016$ ,  $p<0.05$ . Thus, third null hypothesis is rejected. It meant that there was a significant difference from the mean score of motivation between public school teachers and private school teaches. It was found that private school teachers had high level of motivation with Mean= 3.968 and standard deviation= -.6015 as compared to public school teachers with Mean = 3.753 and Standard deviation = -.3123.

### Testing hypothesis 4

For testing hypothesis 4, to determine the link of individual demographics with regard to motivation and performance; Independent sample t-test of significance is used to assess the differences in teacher's motivation and job performance across gender and One-Way ANOVA test is used to analyze the differences in teacher's motivation and job performance with respect to other individual demographic variables i.e. age, income, qualification and teaching experience.

Table 7  
*Teachers Motivation Based on Gender*

Motivation	N	Mean	Standard Deviation	F	T- score	Sig.
Male	57	3.763	.4737	.756	-2.101	.038
Female	63	3.948	.4901			

The result indicate that motivation was found to be significantly different across gender with  $F= .765$ ,  $t= -2.101$ ,  $p= .038$ . It means that motivation of female teachers are high with Mean = 3.948 as compared to male teachers with Mean= 3.763

Table 8  
*Teachers Performance Based on Gender*

Performance	N	Mean	Standard Deviation	F	T-score	Sig.
Male	57	3.719	.5651	.543	-2.646	.009
Female	63	3.970	.4729			

The result indicate that significant difference was found in performance across gender with  $F= .543$ ,  $t= -2.646$ ,  $p= .009$  ( $p<.05$ ). The job performance of female teachers are greater with Mean= 3.970 and Standard deviation= .4729 as compared to male teachers with Mean= 3.719 and Standard deviation= .5651.

Table 9  
*Motivation and Job Performance Difference Based on Age*

		Sum of Squares	df	Mean Square	F	Sig.
Performance	Between Groups	2.589	3	.863	3.224	.025
	Within Groups	31.046	116	.268		
	Total	33.634	119			
Motivation	Between Groups	1.449	3	.483	2.072	.108
	Within Groups	27.040	116	.233		
	Total	28.488	119			

The results show that there was no significant difference found in motivation among the ages of the teachers with  $F= 2.072$ ,  $p= .108$ . On the other hand, the analysis of performance with regard to age revealed that there were differences in teacher's performance in the ages of the respondents with  $F= 3.224$ ,  $p= .108$ . Therefore, the study observed that motivation was not associated with age while performance was found to be associated with age.

Table 10

*ANOVA Analysis of Motivation and Job Performance Difference Based on Income*

		Sum of Squares	df	Mean Square	F	Sig.
Motivation	Between Groups	2.275	3	.758	3.355	.021
	Within Groups	26.214	116	.226		
	Total	28.488	119			
Performance	Between Groups	3.057	3	1.019	3.866	.011
	Within Groups	30.577	116	.264		
	Total	33.634	119			

The results show a significant differences in motivation across different income levels of the respondents with  $F= 3.355$ ,  $p= .021$ . Whereas, the result of performance regarding income shows that there was a significant difference in performance across income level of the respondents with  $F= 3.866$ ,  $p= .011$  ( $p<.05$ ).

Table 11

*Motivation and Job Performance Based on Qualification*

		Sum of Squares	df	Mean Square	F	Sig.
Performance	Between Groups	.195	1	.195	.690	.408
	Within Groups	33.439	118	.283		
	Total	33.634	119			
Motivation	Between Groups	.061	1	.061	.255	.615
	Within Groups	28.427	118	.241		
	Total	28.488	119			

The analysis of motivation and performance with regard to the respondents qualification revealed that motivation was not found to be significantly different in terms of qualification with  $F = .255$ ,  $p = .615$ . Whereas, the results of performance regarding teacher's qualification also showed no significant differences with  $F = .690$ ,  $p = .408$ . Thus, it was found that both motivation and performance was not associated with respondent's qualification.

Table 12

*Motivation And Job Performance by Teaching Experience*

		Sum of	df	Mean	F	Sig.
		Squares		Square		
Motivation	Between Groups	.701	3	.234	.976	.407
	Within Groups	27.787	116	.240		
	Total	28.488	119			
Performance	Between Groups	1.840	3	.613	2.237	.088
	Within Groups	31.794	116	.274		
	Total	33.634	119			

The results regarding motivation and performance with respect to teaching experience of the respondents revealed that motivation was not significantly different in teaching experience of teachers with  $F = .976$ ,  $p = .407$  while the results regarding performance also shows no differences with respect to the teaching experience. Thus, motivation and performance was not found to be associated with teaching experience of school teachers. Out of five individual demographics, two of them were found to be significantly different with motivation and teacher's job performance. Thus, the fourth hypothesis was slightly supported by the study.

The study summarized the results of all hypotheses about the acceptance and rejection of these hypotheses. The findings of the study showed that first three alternate hypotheses are supported in this study and the fourth alternate hypothesis is partially

supported in this study. The summary of results of the hypotheses is described in table below:

Table 13

*Summary of Hypothesis Results*

Alternate Hypothesis	Hypothesis supported
There is a significant relationship between teacher's motivation and their job performance.	Yes
There is a significant difference between public and private school teacher's performance.	Yes
There is a significant difference in motivation in both public and private school teachers.	Yes
There are differences in motivation and performance across individual demographics.	Partially

### Discussion

The analysis revealed that there was a positive relationship between teacher's motivation and job performance. As motivation increases, the level of performance also increases. Here, the findings of the study agreed with the findings of Mustafa and Othman (2010), who also found significant relationship among motivation and performance. The present study examined motivation and job performance contingent to the differences in teaching experience and qualification. The findings revealed that both variables teaching experience and qualification were not found to be significantly different with regard to motivation and performance. Here, the findings of the research disagrees with the findings of Mustafa and Othman (2010), who found that there were differences in motivation and performance with respect to teaching experience.

The finding shows that teachers are well motivated in schools in Peshawar because most of the respondents agreed that factors which influence motivation are reasonably provided in schools especially in private schools like good working environment, friendly and supportive staff, job satisfaction, good

leadership of principals or head teachers, and less stress of work. It also found that majority of the respondents agreed with the statement that they are motivated by salaries and benefits which they receive and disagreed with the statement that their pay as a teacher is good. It meant that salary and rewards are very important factors for increasing the teacher's motivation that could improve their performance effectively. Ahiauzu, et al. (2011) also examined that motivation through rewards and incentives help the teachers to improve their job performance.

Teachers in public schools are not well motivated that could affect their performance. There may be deficiencies of lacking motivation and good performance that would be bad environment and working conditions job dissatisfaction, bad leadership of principals or head teachers, etc. Davidson (2005) found that bad working conditions have adverse affects in teacher's performance. It could be improve by providing benefits to them. Therefore, job performance is that function which is based on motivation. There should be motivation in schools to have a better teacher's job performance.

The study surveyed that most of the respondents agreed that their level of job satisfaction is increasing in schools where they work. Two factor theories stated that satisfied employees are better motivated and achieve their targets efficiently as compared to dis-satisfied employees. Bishay (1996) findings examined that level of satisfaction increases with the greater level of responsibility and found that teachers are highly satisfied during job when their higher order needs are accomplished i.e. self-esteem, recognition.

The study also observed that respondents are mostly agreed that their head teachers recognize their efforts. It meant that good leadership is also very important to motivate and enhance the teacher's performance. The research of Enueme and Egwunyenga (2008) found that principals can improve the attitudes and

behaviors of teachers with the help of good leadership that further reflect their performance.

### **Conclusion**

The purpose of this study was to examine the influence of teacher's motivation on job performance in public and private sector schools. The study is quantitative in nature and the data collected and analyzed through SPSS by using statistical tools such as correlation and regression, independent sample t-test and One-Way ANOVA test. The findings of this study revealed that there is a positive relationship between teacher's motivation and job performance. On the bases of gender, the motivation in female teachers was high as compared to male teachers in schools and similarly the performance of female teachers was better than male teachers. It was also found that there were significant differences in motivation and performance among public and private schools. Private school teachers are highly motivated than public school teachers. It is also concluded that the performance of private school teachers are better than public school teachers.

The study found that there was a significant difference in motivation and performance with regard to gender and income whereas qualification and teaching experience was not found to be associated with motivation and job performance. Thus, the research concluded that most of the teachers were not satisfied with their salaries and low salaries of the teachers affected their performance. However, they are satisfied with other factors such as relax working environment, less stress of work, appreciation from their superiors. The potential number of teachers felt that educated and experienced teachers had more capabilities and confidence than others and also give best efforts towards their job regarding performance.

## Practical Implications

The practical implications of this study may help organizations (schools, colleges) to improve the motivation level of teachers to have a good performance in order to enhance the educational system. The research shows great importance to motivation of teachers in the field of education. The study may be beneficial for teachers, head teachers or principals, and their performance plays an important role in an education system. If teachers are not motivated and having low performance then they cannot give their best efforts. It may help the head teachers or principals to recognize that which things motivate the teachers due which they could improve their performance.

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