

## **Impacts of Motivational Factors on Teacher's Performance at Secondary School Level in Quetta**

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### **Abstract**

*Secondary school is essential for Pakistan to improve its human, sociopolitical and economic resources. Despite its importance, this idea is insufficiently discussed at secondary school level in Balochistan. This thesis examines the impact of motivational factors and teachers' performance in a specific context of secondary school teachers. A quantitative research design was used in this thesis. Data was collected from 6213 secondary school teachers through simple random sampling technique. Data was collected by using standardized questionnaire through survey method. SPSS was administered to analyze data. Results show a moderate level of teachers' performance. Findings reveal that motivational factors have positive and significant impact on teachers' performance. Moreover, extrinsic motivation has more impact on teachers' performance than intrinsic motivation. The study is beneficial for the policy makers for the adaptation of new techniques and strategies for the development of secondary school education.*

**Keywords:** Motivational Factors, Teachers' Performance, Secondary School Teachers.

### **Introduction**

Among a variety of motivational theories, Herzberg, (1959) have residential a hypothesis in relation to the feature connecting toward job attitude as well as the consequence of these thoughts on job performance. Inside his volume,

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states “within malevolence of educational differentiation, staff about the earth be liable to make obvious an inclination toward contentment among job extrinsic, and disappointment with intrinsic. This proposal has been functional into much business these days. For example, a learning through (Gleeson, 2016) renowned to in organize to inspire workers in a corresponding as well as aim leaning means director have to appraise the remuneration with expenses by admiration to inherent with extrinsic motivation. These confirmations demonstrate that intrinsic and extrinsic motivation has the most contact to job satisfaction. Extrinsic and Intrinsic inspiration determination, so, be converse within the subsequent part (Richardson, 2014). Researchers describe inherent inspiration in a lot of way. Intrinsic motivation is appreciated intended for its own sake and come into view to be self-sustained (Farooq&Hanif, 2013). Motivation is intrinsic if a movement is commencing used for one's direct require satisfaction (Rheinberg&Engeser, 2018; Ahmed et al., 2010). Intrinsic motivation derives from interior feature and speaks to specially person's requirements such because development community supports, safety, et cetera. Therefore, essentially forced public complete an exacting job, as it be essentially attractive before pleasant (Güntert, 2015). According to Farooq and Hanif (2013) distinct as external and internal external motivation factors that improve want and power community toward stay behind reliable on the way to a work, job with stay dedicated to a work, job with to put forth an unrelenting plane of labors into accomplish a aim. According to Naseem (2018) learning the effective conditions, pay with institute impression contribute within satisfaction; it can live helpful or unhelpful with but these effects be definitely contributive after that work contentment be reflecting into a helpful method through the organizational work and staff. According to (Skaalvik&Skaalvik, 2017), encouragement is the act of moving a member of staff awake the administrative ladder, as a rule most important to add to in accountability and position with enhanced compensation wrap up (Khalid &Irshad, 2015). Essentially motivated workers desire to act upon difficult odd jobs, during the intelligence of how the job are toward be explaining as an alternative of within the intellect of individual compensated used for presentation. These workers is further practical into perform various responsibilities. The collision of basic incentive is an unquestionable secretarial benefit as it lowers contract expenses, raise belief, and public

assets (Khan et al., 2017). On the further give, motivation extrinsic refers toward an exterior establishment to be liable to be in charge of the performance of the job (Morisano, 2013).

A motivated member of staff achieves a meticulous task because it leads to a distinguishable conclusion. An association often regards motivation extrinsic as manipulations, which include admire, announcement, advantage or money (Dysvik&Kuvaas, 2010; Samuel &Chipunza, 2009). Extrinsically motivated management within institute is attaining in connecting staff financial motivation to the aim of the institute (Boundless, 2017). The most ordinary extrinsic motivation is money. Money is a goal that gives satisfaction self-determining of the actual movement itself (Healthfield, 2017). Nevertheless, workers could also be motivated through non-monetary reward, such as criticism (Silberstein, 2017). Employee's performance can be motivated by achieving value goals. Administrator in many organizations is confident to provide opinion to their assistant (Shah et al., 2012). Many organizations enhance salaries or bonus to push up the performance, while others develop non-monetary compensation at the majority essential level, leadership theories proposition that leaders can have an influential contact on personality, assemblage, and organizational result. Additional, devotee motivation is consideration to be a main instrument from side to side which influential put forth their authority. Thus, it goes behind that if leader desire to get better result, they must improve the motivation of their group peers (Emeka et al., 2015). Work motivation is a manifestation of individual approach and attitude towards collection work and association. Such as attitude to each member of staff, motivation is also to some extent inclined by the factors of the leader's part, particularly by the leaders understanding (Rawung, 2012).

Performance is considered to be very important and core issue which can be deliberately debated in an organization. Success and failure of any organizations depend upon performance of their employees. The performance of employees is essential indicator which determines the extent how employees are dedicated, proficient, capable and characterized. Additionally, vision and mission of an organization can be achieved through excellent performance of their employees. Performance has constantly been the obsessive focus of various studies because performance has been found and significant factor to influence organization and well-being of employee

(Dinantara, 2019; Zafar, Karim, & Abbas, 2017; Shafiq, & Hamza, 2017). The performance is a vital variable in any organization. Likewise, excellence of secondary schools usually depends on the performance of their teachers (Hashim & Shawkataly, 2017). Nevertheless, job performance of teachers is a major factor that plays a substantial part in the betterment of individuals and also for entire organization (Bhat & Bashir, 2016). Further explained that academic staff is integral part of organizational performance, as teachers are the source of main support for educational institution to fulfill its roles. That is why, the performance of teachers in education system is remained a concern because it determines performance of the institution.

### **Literature Review**

Motivational factors divided into following types i.e. positive and negative, intrinsic, and extrinsic or financial and non-financial motivation. Teacher can be motivated by different means at work place. According to Sarkar (2000) motivation divided in to intrinsic motivation, financial and non-financial motivation, positive and negative motivation.

Extrinsic motivation is associated with external motivation where teachers enjoy salary exalting in rank, positions, prosperity promoting elements etc. Moreover, extrinsic motivation is applied where tasks are accomplished or jobs are don only increases in remuneration daily allowances are an example of this type of motivation (Fleet, 2001).

Extrinsic motivation, in difference, is observed because motivation to involve in an action mainly on behalf of the achievement of outside objectives such as admiration, appreciation, recompense, pay augment in addition to development in employed environments (Hugo, 2000). Extrinsic factors contain may not be created to intrinsic motivation and involve in a movement mainly on behalf of its individual sake, since the movement is apparent to be motivating, including, pleasing with inspiring, keep to essential move for satisfaction and success similar degree as fundamental influences. Whawo (2006) suggests extrinsic issue change as of the working situation as the real satisfier be intrinsic and encourage a better success through rising teacher advanced point requirements, i.e. charitable teacher better chance, responsibility, ability with independence.

Intrinsic motivation is where a person performs his/her duties at work place. The task is accomplished for inner satisfaction. Appreciation, power,

delegation of authority and responsibility, opportunities the process of decision making, thanking words are few of the example of intrinsic motivation. Intrinsic rewards leave their deep signs and impacts on motivation (Sarkar, 2000). Davids (2007) describe intrinsic motivation is interior, individual decisions to happen inside persons when they completely job connected everyday works. The believed writer claim to intrinsic motivation includes four features, i.e. competence, impact, meaning, as well as select. Collision mentions to the grade to which an individual's performance is apparent since creating the planned properties in the job environments. Skill is the point to which public's trust they be able to complete a job competently if they attempt Importance suggests the morals of the job objective since arbitrated through the person's own values. When persons knowledge near to the ground quantity of importance, they experience worried in addition to separate. On the other hand, the skill of elevated quantity of importance will construct persons extra dedicated and complicated in commission achievement and globally, assortment of activities to will main to preferred results. Additional select consequences in better litheness, inventiveness, and originality in addition to flexibility at the same time as small select guide to moods of worry unenthusiastic feelings as well as reduced self-worth. Motivation at the workstation is improved through emotional reward that comprise expressive in addition to different employment, job independence, participating policymaking, optimistic criticism, teamwork, organizational hold up, practical workload, acceptable possessions as well as disburse, as well as education openings as long as task in addition to achievement. The appreciation might comprise the pecuniary prize however these events could appreciation unaccompanied might not employment alone. Even though the power of gratitude might provide an increase to the worker in civilization, yet its influence are not measureable unaccompanied with no paying amazing (Fisher, & Ackerman, 1998). Intrinsic reward and extrinsic reward are more often than not connected (Hafiza et al., 2011).

Performance is considered to be very important and core issue which can be deliberately debated in an organization. Success and failure of any organizations depend upon performance of their employees. The performance of employees is essential indicator which determines the extent how employees are dedicated, proficient, capable and characterized. Additionally,

vision and mission of an organization can be achieved through excellent performance of their employees. Performance has constantly been the obsessive focus of various studies because performance has been found and significant factor to influence organization and well-being of employee (Dinantara, 2019; Zafar, Karim, & Abbas, 2017; Shafiq, & Hamza, 2017). The performance is a vital variable in any organization. Likewise, excellence of secondary schools usually depends on the performance of their teachers (Hashim & Shawkataly, 2017). Nevertheless, job performance of teachers is a major factor that plays a substantial part in the betterment of individuals and also for entire organization (Bhat & Bashir, 2016). According to Murphy (1989) and Ackerman (1987), every job has different nature and complexity which affects job performance differently, which means job performance can be defined in different ways. Porter and Lawler (1974) mentioned that based on particular situation performance can be defined as a function of individuals' skills and ability. Motowidlo and Schmit (1999) and Murphy and Shiarella (1997) mentioned that Job performance nature is derived from job demand differently in different organizations, it also depends on mission, goals and beliefs of the organizations which are more valued in different organizations.

Teachers' performance is substantial factor influencing organizational performance. In an educational context, teacher performance has deliberated role and is the key factor to the development of education institutional performance (Sukirno, & Siengthai, 2011). *Academic staff is needed to act well and frequently, thus perplexing institutional leaders to achieve the performance of their subordinate more efficiently with interpretation for achieving advanced levels of their output and get the ever-increasing social needs and the amount and variety of organizational objectives and goals (Parsons & Slabbert, 2001).*

Many of the researchers such as Bormn et al (1997); Murphy (1997); Schmitt and Chan (1998); Campbell et al (1993; 1999); Hough and Oswald (2000) mutually agreed in field of psychology that job performance is multidimensional construct. Beside this, other researchers such as Eysenck (1998); Bohlaander, Snell and Sherman, (2001) narrated regarding job performance as individual capacity of work force which strive to achieve their goals realize and meet the standards and job goals formulated by the organizations. Along with this, Van Dyne and Lepine (1998) mentioned job

performance as bi-dimensional as combination of employee behavior and work needs set by the organizations. Non-task performance which can be narrated as contextual performance supports this bi-dimensional model (Borman&Motowidlo, 1993; 1997; Motowidlo, Borman&Schmit, 1997; Motowidlo& Van Scotter, 1994).

A mentioned scholar acknowledged about contextual job performance is combination of many things such as loyalty and will power. As mentioned earlier that performance is multidimensional construct. Based on the theory of performance, performance can be defined as synonymous of behavior which can be elaborated as activities done by people which can be witnessed (Campbell et al., 1993). Task performance and contextual performance are two main dimensions of job performance mentioned by (Motowidlo& Van Scotter, 1994). Beside this, Borman (1993) and Motowidlo (1997) mentioned that contextual and task performance is recognized as two-factor theory of job performance.

Generally, Contextual performance and task performance are treated as two different set of behavior those contribute separately for better results at work place in organization. Motowidlo and Schmit (1999) said that that task performance is set of core activities and behavior of organization mentioned in job. Beside this Borman and Motowidlo (1993) defined task performance with the help of inputs which support output transformation. Finished products, supervising the employees, strategic planning and other functions are the examples of task performance. The behavior which involves helping in production of goods and services directly, or supporting indirectly in the activities of the organization to perform core processes. While contextual performance refers to set of behavior by employees, skills, knowledge which helps in social engagement where core activities are performed. Contextual performance talks about behaviors which contribute organizational climate and commitment. Motowidlo and Schmit (1999) mentioned that it is “persisting with enthusiasm, volunteering for tasks, helping and cooperating with co-worker and supporting or defending the organization is the performance of employees”. Motowidlo et al. Al (1997) mentioned that organizational success depends on contextual performance through effective and efficient core of organization such as psychological and social factors. Along with this: Motowidlo (1997); Kate and Kahn (1966); and Bateman and Organ (2006) mention that contextual performance based on research of the

different sectors where extra role behaviors and citizenship behaviors. Borman and Motowidlo (1993) stated that different behaviors such as volunteering for tasks, helping team members and defending and supporting organization are among the examples of contextual performance.

### **Methodology**

This study is quantitative in its nature where motivational factors was treated as independent variable and teachers' performance as dependent variable. The population of this research was secondary school teachers from Quetta, Balochistan. For the delimitation of the population 213 participants were selected as sample for this study.

Data was collected through structured questionnaires through survey method. The motivational factors questionnaire was adopted from Herzberg (1995) whereas; teachers' performance questionnaire was adopted from (Goodman & Svyantek, 1999). The five points 1. SDA to 5. SA format was selected to collect the data from the respondents. The reliability of the scale was checked by using Cronbach'S Alpha which was accepted according to reommedened value  $> .07$  (Chin, 2010), and it was also ensured the validity of the scale from some experts. Staistical Package for Social Science (SPSS) was applied to test the hypothesis of the study through descriptive and inferential statistics.

### **Research Hypothesis**

H1. There is significance impact of motivational factors on teachers' performance.

H2. Extrinsic motivation has more significance impacts on teacher's performance rather than intrinsic motivation.

### **Results**

Table 1. *Descriptive analysis*

<b>Statements</b>	<b>M</b>	<b>SD</b>
Extrinsic Motivation	3.48	1.23
Intrinsic Motivation	3.52	1.27
<b><i>Motivational Factors</i></b>	<b><i>3.50</i></b>	<b><i>1.25</i></b>
Contextual Performance	3.87	1.13
Task Performance	3.41	1.19
<b><i>Teachers' Performance</i></b>	<b><i>3.64</i></b>	<b><i>1.16</i></b>



The descriptive analysis was determined in order to analyse the existing level of the secondary school teachers about motivational factors and teachers' performance. It was shown that the overall mean value of the motivational factors was (M= 3.50, SD= 1.25) and the overall mean value of teachers' performance was (M= 3.64, SD= 1.16). Therefore, it found that the respondents were agreed regarding motivational factors and teachers' performance.

Table 2. *Pearson Correlation between extrinsic motivation and teachers' performance*

<b>Variables</b>		<b>Extrinsic Motivation</b>	<b>Teachers' Performance</b>
Extrinsic Motivation	Pearson Correlation	1	.598(**)
	Sig. (2-tailed)		.000
	N	213	213
Teachers' Performance	Pearson Correlation	.598(**)	1
	Sig. (2-tailed)	.000	
	N	213	213

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

In order to examine the correlation between extrinsic motivation factor and teachers' job performance Pearson Correlation was conducted. It was found that there was a positive and significance correlation between these variables with r value of (r= .598).

Table 3. *Pearson Correlation between intrinsic motivation and teachers' performance*

<b>Variables</b>		<b>Intrinsic Motivation</b>	<b>Teachers' Performance</b>
Intrinsic Motivation	Pearson Correlation	1	.437(**)
	Sig. (2-tailed)		.000
	N	213	213
Teachers' Performance	Pearson Correlation	.437(**)	1
	Sig. (2-tailed)	.000	
	N	213	213

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

In order to examine the correlation between intrinsic motivation factor and teachers' job performance Pearson Correlation was conducted. It was found that there was a positive and significance correlation between these variables with r value of (r= .437).

Table 4. *Pearson Correlation between motivational factors and teachers' performance*

Variables		Motivational Factors	Teachers' Performance
Motivational Factors	Pearson Correlation	1	.523(**)
	Sig. (2-tailed)		.000
	N	213	213
Teachers' Performance	Pearson Correlation	.523(**)	1
	Sig. (2-tailed)	.000	
	N	213	213

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

In order to examine the correlation between motivational factors and teachers' job performance Pearson Correlation was conducted. It was found that there was a positive and significance correlation between these variables with r value of (r= .523).

Table 4.15. *Multiple Regression Analysis between motivational factors and teachers' performance*

Independent	Dependent	Std. Error	Beta	T	Sig
Teachers' Performance	(Constant)				
	Extrinsic Motivation	.083	.526	6.29	.00*
	Intrinsic Motivation	.073	.347	4.76	.00*
	Motivational Factors	.074	.439	5.89	.00*

*Dependent Variable: TP*

In order to investigate the impact of motivational factors on teachers' performance Multiple Regression Analysis was conducted. It found that there was positive and significance effect of motivational factors on teachers' job performance with beta value of .439. Moreover, it found that extrinsic motivation has more impact on teachers' performance with beta value .526 than the intrinsic motivation with beta value .073.

### **Conclusion and Discussion**

It was concluded that the secondary school teachers were agree about the motivational factors and teachers' performance. Moreover, there was a positive and significant impact of motivational factors on teachers' performance. Furthermore, the extrinsic motivational factor has more impact on teachers' performance as compare to intrinsic motivation.

Motivational factors as the readiness force or wish to connect in good teaching. The word “motivation” can be distinct as the intrinsic and extrinsic constrain or services that decide center, and straight behavior of the learner towards a detailed aim or objective. Further, motivational factors and teachers’ performance are not only critical to the continuing enlargement of any educational organization but also very necessary in the lives of teacher as they appearance the primary reason for working.

Research results on the relationship between intrinsic and extrinsic influences in performance a facilitating position in employee motivation are assorted when a specified duty is essentially attractive; it is likely that the positive belongings can be destabilized in a situation where the extrinsic rewards are also related to the specified task. In other expressions, the incidence of a relation among intrinsic and extrinsic motivation might outcome into a crowding out effect. As stated that salary as one of the moving influences that has the possible to corrode necessary motivation as an importance, the worker’s performance. Moreover, it endorsed that motivated workers do well and make their enthusiastic efforts for the good will of the organizational image as well. Asserted that the motivational factors and performance are not only have significant association but also a crucial edge between each other. Furthermore, stated that these construct have crucial contribution to make the successful process of teaching learning. Additionally, stated that motivational factors have more significant role for the development of the education institutions. Whereas, performance of the teachers is mainly depends on the internal and external factors of motivation. It also explained that the social needs of the employees relate to the motivation that is the best source for the enhancement of performance. This study is beneficial for the new researchers in order to conduct the further studies in same area. This research is also helpful for the higher authorities for adopting the new techniques for the development of educational institutions through teachers’ performance. It is recommended that the further studies should be conducted in other areas of the country and other levels. Additionally, more researchers must be evaluated in order to investigate the indicators that enhance the teachers’ performance.

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