

MOTIVATION AND TEACHERS' PERFORMANCE: EMPIRICAL EVIDENCE FROM PRIMARY LEVEL

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Abstract

The current study investigated the relationship between motivation and teachers' performance at the primary school level in Punjab, Pakistan. The research was descriptive-correlational and quantitative in nature, with a positivistic perspective. Participants were chosen as samples using a multi-stage random sampling method. The sample included 414 male and female primary school teachers. For data collection, two closed-ended questionnaires were used. A pilot study was carried out to confirm the research instruments' validity and reliability. Inferential statistics such as Pearson r, independent sample t-test, linear regression, and one-way ANOVA were used to examine the data. The findings of the study demonstrated that motivation was positively correlated with teachers' performance. The study's findings revealed that teachers' motivation and performance differed based on their teaching experience. The findings also demonstrated that motivation had a positive significant influence on their primary teachers' performance. Teachers advised that a substantial paradigm shift in Pakistani education policy on factors such as school governance, remuneration, safety and security, as well as assessments and evaluations, be implemented in order to enhance performance. Additionally, school administrations should give enough resources such as incentives, prizes, excellent Communication, moral assistance, psychological encouragement, and compensation increases are all used to ensure that the instructional staff provides outstanding educational experiences and high performance in order to develop the relevant system of education.

Keywords:

Motivation, Teachers' Performance, Primary School Teachers

Introduction

A teacher's ability to work with passion and contribute to the achievement of organizational goals is facilitated by motivation, this is essential for success in academic settings. The organization should form instructors' inspirational arrangements and practices to address their issues. Teaching excellence centers have recently been established at some of the most prestigious educational establishments in the nation. To provide the most efficient teaching methodologies and practices, these institutions concentrate on assisting and improving instructional resources. High-quality instruction is therefore becoming an increasingly fundamental concern in the educational environment today. A school with great inspiration systems can guarantee concordance, flourishing, and expanded understudy enlistment. As a result, the teacher's level of understanding and interest rise as a result of their positive teaching behavior, which ultimately results in improved job performance. Hanus and Fox (2015) define motivation as a dialogue that inspires people to put in the effort necessary to achieve a goal. It empowers an instructor to work with a passion that helps reach hierarchical goals and is essential to the effectiveness of any institution of learning. They suggested rewarding teachers in order to inspire them to produce the best results. As indicated by Inayatullah and Jehangir (2012), head instructors' ominous workplace and deficient initiative capacities were at fault for the low inspiration of educators. According to Nawaz and Yasin (2015), secondary school teachers' motivation is influenced by factors such as an inadequate evaluation framework, low student enrollment, a lack of staff rooms, and insufficient instructional materials. Teachers' intrinsic motivation can also be affected by job security and opportunities for professional development (Sajid et al., 2018).

It should be noted that the school environment is largely determined by internal leadership and administration. As the Chief Executive, the school principal or education controller must recognize that individuals can achieve results. According to Onen and Maicibi (2004), understanding the motivation of employees is therefore essential to every organization. In order to motivate teachers of high quality, it is necessary to comprehend their factors. According to a number of studies, employees can be motivated internally and externally by a variety of distinct rewards. Inner inspiration drives oneself for vanity, otherwise called self-decided inspiration. Collie and Martin (2017) say that teacher motivation is the main reason teachers stay in the classroom, though teachers' levels of self-determination vary (Ryan and Deci, 2000). Persuading people in an association is fundamental since it can empower individuals' way of behaving and activities with respect to apparent objectives. #### The Impact of Teacher Motivation on Job Performance and Educational Development

According to Panda and Mohanty (2003), it is widely recognized that instructors' job performance plays a crucial role in students' educational growth and academic success. In the current highly competitive economic environment, employers increasingly acknowledge that teacher performance is a key factor in driving schools toward success. Furthermore, performance evaluations can be conducted at various organizational levels to inform employment-related decisions, such as job security and promotion (Tan-Mullins, 2020). Despite the critical role of motivation in achieving high-quality education, particularly in the shift toward a more learner-centered approach, empirical research on teachers' motivational aspects has received limited attention. However, studies have established a strong correlation between instructors' motivation and their job performance, highlighting the influence of motivation on teaching effectiveness (Akhtar et al., 2017). Additionally, research on Pakistan's educational system has explored the relationship between employee performance, training effectiveness, and intrinsic motivation. Findings from this study, which included staff from both public and private schools, indicated that employee behavior varied based on demographic factors and workplace location.

However, further research is needed (Shahzadi et al., 2014). Teachers in schools are unmotivated, which leads to a lack of preparation and has a direct influence on both pupils and the educational framework. In

Punjab, Pakistan, few examinations on educator recognition have been conducted in open area schools. Subsequently, the essential objective of this review was to explore the effect of educators' inspiration on instructors' work execution to aid the accomplishment of instructive greatness in tuition based schools. Studies have previously been conducted in various Pakistani regions and sectors. Nevertheless, there appears to be a gap in the educational sector research in Pakistan's Lahore division due to the lack of prior research and high levels of competition. Consequently, teachers become noticeable enough to draw attention, which could jeopardize their exhibition. This study will close this gap by identifying the elements that motivate teachers, influence their work output, and show how they may be used to improve teachers' work performance in Pakistan's Lahore division and broaden the scope of education.

Since teacher motivation has an effect on student motivation, de Jesus and Lens (2005) claim that educational managers and leaders must pay close attention to teacher motivation. If motivation is maintained, the teacher's performance in carrying out their responsibilities will be at its highest (Brandmiller et al., 2020). The basis of an individual is determined by how they respond to their workplace environment. Workplace motivation has a positive and considerable impact on instructors' efficacy, whether partially or simultaneously (Rofifah et al., 2021). It is accepted that inherently propelled instructors focus on the advantages of exercises straightforwardly connected with educating, stressing the inborn fulfillment they get from their work. On the other hand, teachers who are extrinsically motivated are more likely to look for other benefits associated with their profession, such as paid time off and income. Mary's (2010) research revealed that intrinsic motivation has an effect on job performance among teachers. The discoveries uncovered a huge positive relationship between characteristic inspiration and instructors' performance, suggesting that as inherent inspiration rises, so takes care of educators' business performance. While Shaikh and others (2019) found that all external factors have a positive and significant effect on employees. The importance of outside variables in shedding light on workers' performance at work is thoroughly discussed in this study. According to Obilade (1999), a teacher's job performance encompasses the tasks and responsibilities they fulfill at a given time to contribute to the achievement of educational system goals. Similarly, Aktar et al. (2012) examined how incentives influence employees' effectiveness in executing their job responsibilities in Bangladesh. The discoveries showed a huge relationship among motivations and worker execution as well as a critical positive connection between both extraneous and inherent motivators.

Furthermore, a study by Tasya and Gilang (2020) shown that employee productivity is significantly impacted by motivation. Furthermore, Nurun Nabi et al. (2017) discovered that when individuals are favorably motivated, their efficacy and efficiency in achieving organizational goals may be greatly increased. Robescu and Iancu (2016), Nurun Nabi et al. (2017), and Somsaard (2016) have all highlighted how employee performance affects job motivation. Since the requirements for meeting persuasion prerequisites have not been satisfied, the majority of instructors will typically feel less motivated by persuasive peculiarities (Rodrigo and Palacios, 2021). This is because the education administration system is inadequate, especially when it comes to giving human resources—teachers in particular—priority. Teachers still don't meet the standards needed to support efforts to improve education and performance (Kudasheva et al., 2015).

Literature Review

Responsibilities of students and teachers in Pakistan's educational system have been altered as a result of modern technological advances and economic policies. Theories, practices, techniques, and conceptions provide considerable challenges to educational institutions. Motivation is likely the most important factor that the educational industry addresses in order to improve learning. According to Ofojebe & Ezugoh (2010), teachers' needs must be properly taken into consideration in order for a nation to attain high standards. Instructors are in charge of our educational system's future because they are responsible for

learning about and evaluating the quality of students' instruction. A motivated teacher will consequently make every attempt to complete the tasks allocated to him by his superiors. A highly driven instructor will make an effort to reach his objectives while finishing the assignment in the meantime. Capability, inspiration, and the learning climate affect instructor execution and precursor relationship factors on the nature of training, either straightforwardly or by implication. Taking into account the kind of work that educators do and how that affects the kind of advice that is given (Mulang, 2021). The purpose of motivation, according to Maslow (Sutrisno and Sunarsi, 2019), is to produce inspiration for collaboration, productivity, and integration into one's efforts to attain occupational pleasure.

But according to Matsson and Dahlgvist (2013), motivation is a vital tool for enhancing organizational effectiveness and keeping staff members. As per Herzberg and others (1968), inspirational variables are connected with the limit of the gig, for example, work difficulties, obligations, accomplishments, recognition, advancement, obligation, and development. Personal satisfaction, performance, and motivation are all affected by these factors (Ott, 1989). Aworemi et al. claim that (2011), employees are motivated and perform well when they are engaged and content at work. In 1985, the well-known psychologists Richard Ryan and Edward Deci put forth the theory of self-determination. They reformed an inspiration hypothesis that places that people will quite often become impacted by accomplishment and development needs. Individual motivation, personality, and optimal function are linked by SDT (Ryan and Deci, 2000b).

According to a study, teachers' motivation is one factor in high performance in the classroom (Petronolla, & Jeremiah, 2018). According to Certo (2010), teachers should be viewed as professional workers and efforts should be made to address their shortcomings. Motivation cannot be directly observed. As verified by Kwon (2016), "inspiration lives inside an individual and it empowers them to act in a specific way to accomplish explicit objectives and goals". Extrinsic motivation, for example, is one reason someone gets money, but Kwon said that the main reason is the drive within the person to meet intrinsic needs like food, shelter, social status, and respect. Motivation and contentment are distinct concepts. According to Agarwal, & Gupta (2015), motivation comes from looking to the future, whereas satisfaction comes from looking back on the past.

According to Hayes (2014), research has shown that although an employee may be content with the financial reward associated with their job, this does not necessarily mean that the worker is completely motivated to consistently accomplish set goals. According to Heathfield (2017), psychologists discovered through a literature search that motivation is an "internal state" or condition that consists of wish, needs, or want that enables or elevates a person's or entity's behavior and provides direction. Ghazanfar et al. (2011) have noticed that there is affirmation in scholarly world, which have demonstrated that the elements answerable for conduct are clearly logical not to be equivalent to those that accommodate it persistence. It has been found that hypotheses on inspiration assume that inspiration is worried about the presentation of all informed reaction. That is, scholastic exercises won't occur except if such ways of behaving are invigorated (Agarwal, & Gupta, 2015). It has been noted that the primary point of contention among psychologists is whether motivation has a primary or secondary effect on behavior.

In South Asia and Africa, teacher motivation has become one of the most controversial topics in recent years (Heathfield, 2017; Linda & Olumide-Aluko, 2013). But according to a prior study (Cheptoe, 2000), a large portion of instructors in government schools in developing nations lack motivation, which lowers morale and leads to job discontent. Agarwal and Gupta (2015) maintained this view on his investigation of the EFA Country Evaluation for Pakistan. He made the observation that teacher motivation is a major issue, which is made even more difficult by political interference.

According to the literature, there is not much solid data to back up these opinions and claims on teacher motivation in developing nations. Since there isn't much data, it has been suggested that the prevalence of low teacher motivation and work satisfaction may be grossly overstated, mostly as a result of the media's prevalent unfavorable stereotypes of teachers in many nations (Olumide-Aluko & Linda, 2013). According to a research by Mustapha and Ghee (2013), students' motivation levels might be adversely affected by the individual teachers' traits. The age profile of teaching staff has gotten younger in many nations as a result of the rapid increase in the number of students enrolled in elementary schools, as well as greater rates of teacher turnover, it was further stated. As a result, the situation is not as bad as some believed it to be since there are a sizable number of experienced instructors who can act as mentors and offer professional guidance and leadership.

In sub-Saharan Africa, Akyeampong (2011) saw that secondary teachers are more seasoned than grade teachers as per the review. One more examination review uncovers that educators in government schools in numerous nations are prevalently from higher financial foundations and have been raised in metropolitan regions (Tayfun and Catir, 2014; Pawar, 2013). It was likewise seen that persuasive examples are not something similar among people in the non-industrial nations (Arshadi and Damiri, 2013). They thought that men are for the most part worried of monetary impetus (extraneous) while ladies are generally worried of non-monetary motivation (inborn). According to Nadeem et al., (2011), social and financial factors have a significant impact on female educators' performance, such as low pay, a lack of office space, instructors' public image, their emotional well-being and confidence, workplace stress, relationships with staff and head teachers, and the working environment. There is a decline in educator performance without any indication of these financial circumstances, particularly in the location of the school. According to the review, there is a significant correlation between these inspiration variables and female educators' productivity.

Dessler (2005) found that job performance and motivation differ, especially when viewed from the perspective of school teachers. Work performance is a result of motivation, which is an input to work. It might be hard for a teacher to tell the difference between motivation and job performance. The chance of high inspiration and low result or low inspiration and high result can be gathered from the result created (Mustapha and Ghee, 2013). Olumide-Aluko & Linda (2013) say that the empirically observed relationship between job performance and motivation can have big effects if motivation is ignored or thought to be part of job performance.

The majority of the published works and studies (Karan, 2009; Kardam & Rangnekar, 2012; Torrington et al., 2013) established that there are a number of questions regarding perception, ability, and stress regarding motivation. Even though studies have shown that motivated people may perform better, it is important to carefully manage their motivation so that they don't spend most of their time and energy on things at work that they find interesting but may not be beneficial to the company. Employees who are motivated may be more productive at their jobs if they have the necessary skills and the opportunity to learn them. A few creators (Mustafa and Othman 2010; Alam & Farid (2011) have looked into how high school teachers feel about how motivation affects their work performance. It has been discovered that there is a positive association between instructors' motivation and work performance, and that the more the degree of inspiration, the greater the instructor's demonstration. As a result, providing a higher degree of motivation to teachers will improve their work performance.

Studies on motivation and performance (Coetzee & Stoltz, 2015) have shown that teachers perform better when educational institutions include training and research activities. They thought that the genuine driver of performance is inspiration of showing staff and that the inspiration of showing staff is emphatically social to performance. Another study, such as Afull-Broni's (2012:309), found that teachers' performance and outcomes rise when their motivation is raised. Different examinations in the created nations, for

instance, Uzonna (2013) agree with the past finding. It has been noticed for example that in the tertiary degree of schooling, preparing, level of training and exploration experience moderates between the positive relationship of inspiration and execution (Rasheed et al., 2010; Shah & others, 2012).

Research Objectives

The study's research objectives were as follows to:

1. Determine the relationship between motivation and teachers' performance.
2. Examine the effect of motivation on teachers' performance.
3. Compare difference in motivation and teachers' performance in terms of teachers' gender, academic qualifications, and experience in years.

Research Questions

The study's research questions were as follows:

What is the relationship between motivation and teachers' performance?

What is the effect of motivation on teachers' performance?

What is difference in motivation and teachers' performance in terms of teachers' gender, academic qualifications, experience in years and age ranges?

METHODOLOGY

Research Design

The researcher adopted a positivist paradigm for the study, utilizing a quantitative, descriptive, and correlational research approach.

Population and Sampling Procedure

The population was used to pick the study's sample at random (Siddique et al., 2021; Siddique et al., 2023). The study population included all grade teachers from the Lahore division. A multi-stage random sampling technique was used to select the sample. The Lahore division consists of four districts. In the first stage, one sector was randomly chosen from each of these districts. In the second stage, sixty boys' primary schools and sixty girls' primary schools were randomly selected from a specific district within the Lahore division. In the third stage, respondents for the study were chosen using the census approach. The final sample comprised 414 primary-level teachers from the Lahore division.

Research Instruments and Data Analysis

The data from the selected sample was gathered using two closed-ended tools. Several researchers employed the teachers' performance scale in Pakistan (Bibi, 2021; Siddique, 2020a; Siddique, 2020b; Siddique, 2022; Taseer & Siddique, 2021). First, Sajid (2020) created a 5-point Likert scale to evaluate primary school teachers' motivation. Second, a 5-point Likert scale designed by Amin et al. (2013) was utilized to evaluate instructors' performance at work. Six sub-scales make up the self-report measure: "student-teacher relationship, facilitative classroom environment, content, pedagogical knowledge, classroom management, punctuality and regularity, and teaching assessment skills" (pp. 102–103). This instrument's reliability score was 0.90. Data were gathered by direct postal correspondence and on-site visits to the schools. To investigate the connection between motivation and instructors' performance, Pearson r was used. To investigate the impact of motivation on teachers' performance, regression analysis

was used. In order to examine the differences in instructors' gender, academic backgrounds, and years of experience, independent t-test and one-way ANOVA were used.

Data Analysis and Interpretation

Table 1:Correlation between Motivation and Teachers’ Performance

Variables	<i>n</i>	<i>R</i> -value	<i>Sig.</i>
Motivation and Teachers’ Performance	405	.880**	.000

** *p* < .001 (2-tailed)

The relationship between teachers’ performance and motivation was significant (*r* =.880**, *n* = 405, *p*.001), as shown in Table 1. It was demonstrated that there was a positive and statistically significant connection between teachers’ performance and motivation.

Table 2: Effect of Motivation on Teachers’ Performance

Variables	<i>B</i>	<i>t</i> -value	<i>Sig.</i>	Model <i>R</i> Square
Emotional Intelligence & Work Engagement	.880	37.213	.001	.774

The linear regression results indicated an *R*² value of 0.774, demonstrating the impact of the independent variable in Table 2 on the dependent variable. This suggests that 77.4% of the variation in teachers' performance can be attributed to motivation. The beta coefficient ($\beta = 0.880$) was statistically significant, with a *p*-value of 0.001. These findings indicate that primary teachers' motivation has a substantial influence on their instructional effectiveness.

Table 3:Gender Wise Comparison in Motivation and Teachers’ Performance

Variables	Gender	<i>N</i>	Mean	<i>SD</i>	<i>t</i>	<i>Df</i>	<i>P</i>
Motivation	Male	217	138.65	18.29	3.08	403	.061
	Female	188	132.80	19.92			
Teachers’ Performance	Male	217	131.07	17.98	2.00	368.25	.000
	Female	188	127.11	21.25			

An independent sample t-test was conducted to compare the gender-based mean ratings of teachers’ motivation and performance, as presented in Table 3. The results revealed a significant difference in teachers' performance at *p* = 0.05.

Table 4: One-way ANOVA on Motivation and Teachers’ Performance based on Academic Qualification

Variables	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	<i>Sig.</i>
Motivation Error	1079.95	3	359.98	.969	.407
	148922.62	401	371.37		
	150002.57	404			
Teachers’ Performance Error	1034.446	3	344.81	.893	.445
	154882.27	401	386.24		
	155916.71	404			

Table 4 presents the findings of a one-way analysis of variance (ANOVA) on academic qualifications. The results indicated no significant difference in academic qualifications concerning variables such as teachers' performance and motivation.

Table 5: One-way ANOVA on Motivation and Teachers’ Performance based on Teaching Experience

Variables	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	<i>Sig.</i>
Motivation	4883.55	5	976.71	2.68	.021
Error	145119.02	399	363.70		
	150002.57	404			
Teachers’ Performance	4806.53	5	961.30	2.53	.028
Error	151110.17	399	378.72		
	155916.71	404			

The results of a one-way analysis of variance for years of teaching experience were shown in Table 5. The findings showed that both factors, such as instructor performance and motivation, significantly affected the teaching experience.

Discussion

The primary objective of this study was to examine the relationship between motivation and teacher job performance in public schools. The current study collected data from a public school in Lahore division, Pakistan, utilizing a survey questionnaire and a random sample approach. The present research is one of the few in this field that takes a comprehensive approach to motivation. The findings demonstrated that motivation has a major influence on instructors' work performance. It indicates that instructors work effectively when they are satisfied and enjoy themselves. The importance of motivation in teachers' everyday performance cannot be overstated, especially when one is recognized for receiving incentives for work accomplished and feeling pleased on the job.

It is common knowledge that increasing motivation will benefit any individual. It is helpful to keep in mind that teachers' daily performance in public schools is largely influenced by motivation. According to the research, teachers’ job performance is significantly influenced by their level of motivation. It demonstrates that teachers receive high rewards and compensation for their work once they are externally motivated by job security. The findings are pertinent to the earlier study by Khwaja et al. 2018) found that employees are significantly and positively influenced by all external factors. As a result, it stands to reason that any performance is a direct result of receiving encouragement from the organization, which ultimately results in improved performance and productivity. The consequences of exploration speculation three unveiled that variables affecting instructors' inspiration fundamentally influence work execution. It

showed that variables that inspire instructors include a fair promotion system, ample resources, a positive work atmosphere, rewards, high employee pay, supervisory techniques, educational opportunities, good rules for the organization, and academic evaluations. Here, the study's results were in line with those of Forson et al. (2021), who presumed that inspirational factors, for example, Worker remuneration, work plan, execution the executives and air are critical indicators of educators' work execution at schools. In addition, the study found that teachers' job performance is significantly influenced by training and development; these discoveries are like the outcomes introduced by Asim (2013), which showed that preparing contributes fundamentally to expanding teachers' performance.

The study found that teachers perform more effectively when they are satisfied in their roles. These results align with Bishay (1996), who concluded that instructors experience greater job satisfaction when their higher-level needs, such as self-esteem and recognition, are fulfilled. Uche and colleagues (2011) explored the relationship between teacher performance and motivational factors, finding a strong correlation between the two. Their research concluded that motivated teachers tend to perform better. Consistent with these findings, the present study demonstrates that motivational factors significantly influence teachers' job performance. As a result, the organization should give the general staff the ability to think about issues that affect the school and come up with very long-term solutions. It's possible that people will be motivated to actively participate in the process of coming up with solutions to problems like these when everyone is a part of the process. Teamwork will be encouraged and output will rise as a result.

Conclusion and recommendation

The relationship of instructors' job performance and motivation is the main subject of the present research. It looks at the major factors that affect teachers' motivation. When employees' values are integrated with the goals of the organization, they can be motivated to participate and accomplish goals (Lau & Roop Narain, 2014). The discoveries demonstrate that the elements that rouse instructors are a fair advancement framework, sufficient assets, a phenomenal work space, motivations, pay, employer stability, delight at work, preparing, and improvement, great hierarchical rules, and execution examination. There are also some limitations to this study. This study was restricted to the Lahore division of Pakistan; thus, the analyst recommended that a similar examination ought to be completed in various locales of Pakistan or abroad to explore the effect of inspiration on educators' work execution. The only private schools included in the study were As a result, public schools will be included in future research to better compare the two sectors and obtain better results. The study will assist school administrators in determining whether or not existing factors support teachers' motivation and the factors that can undermine it. With regards to offering instructive materials, limiting authoritative obligations, and offering everyday reassurance, this study will help directors in aiding educators in different ways. They can provide educators with options for how to arrange their work in order to reduce accountability. Providing instructors a mechanism for tracking their professional development and detailed instructions on how to structure and interact with the material. Give them encouraging comments on both their instructional strategies and ways they could foster student autonomy. Since our study used sampling at random, which enables further research to integrate the various sample approaches, we encourage future researchers to investigate into additional factors that impact teachers' work effectiveness. Gender could potentially be utilized as a mediator to examine how instructors' motivation affects their work performance. Consolidating the persuasion-related preparations will help leaders take an informed approach and accomplish their goals.

Policy implications

The findings of the research will be used by those seeking for an appropriate framework to boost positive factors while resolving shortcomings, including public-sector school management and educational policymakers. The study would also be useful to respondents who may use the motivating elements and their impact on their job performance in Pakistan. In addition, management decisions will be influenced by the factors that contribute to high performance as well as the reasons for low performance. The findings of this study will make it easier to develop efficient administration policies and strategies that will help

the institution achieve its goals and strengthen the education system as a whole. The results of this research may boost instructors' effectiveness by suggesting elements to improve the educational framework. The study's findings may help to improve understanding of the importance of motivation as well as how it influences public school instructors' efficiency and efficacy. The motivational components of the study may enhance teacher performance and instructional structure. It is required because of the nature of the present study. The findings may be used by academics and other researchers to further investigate the most effective method for increasing teachers' motivation. The findings will be used to enhance teacher incentive strategies by the Ministry of Education. The study's findings will also assist department administrators in identifying elements that annoy teachers and maintaining commonality where it matters.

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