

Impact of Motivation on Teachers' Job Performance: A Case Study of a Public Sector University

Javed Hassan Akhtar¹ & Irum Iqbal²

Abstract

Motivation is a critical variable in educational institutions as it upgrades staff performance and efficiency. The current study aimed to explore the impact of motivation on teachers' job performance. In order to investigate the impact of motivation on job performance of university teachers, a descriptive survey design was employed through close-ended questions. The target population of the present study was all the male and female teachers from Ghazi University D. G. Khan, Pakistan. The study sample size was 100 teachers making 60% of the population which was randomly selected from each department of the university. The researchers used the questionnaire as data collection instrument on 5-point Likert scale. The results validated the research questions and proved statistically significant impact of teachers' motivation on job performance.

Keywords: *Intrinsic Motivation, Extrinsic Motivation, Teachers' Job Performance, University Teachers.*

Introduction

Motivation is a critical variable in educational institutions as it upgrades staff performance and efficiency. In truth, it is essential in deciding the effect of education. This is on account of motivated teachers probably be focused on educational improvement of student and achievement of learning out comes. Therefore, the teachers should be motivated with a specific end goal to enhance their job performance. By and large, pay rates and wages are imperative stimulating components since they go far in fulfilling fundamental needs. In the event that a teacher is not motivated, job performance will weaken.

According to Latt (2008) motivation and performance are essential elements as far as association achievement and accomplishments. In the event that progressions happen in outside setting then it is essential for an association to embrace that alteration since it might persuades to pick up a focused improvement. In support of this, the primary concern they required is the gifted and capable workers.

According to Robbins et al., (2009) motivation plays a vital part in the institution since it expands the efficiency of workers and the objectives may be accomplished in an effective way. Workers' conduct can be transform through inspiration in any association. Motivation additionally joins in a vital part for teachers in light of the fact that it accomplishes the objective in a proficient way. While according to Mustafa and Othman (2010), teacher motivation is critical in light of the fact that it enhances the abilities and information of teachers since it specifically impacts the student's accomplishment. Motivation can be intrinsic or extrinsic. According to Wigfield et al., (2004) intrinsic motivation alludes to inspiration determined by a concern or pleasure in the job itself,

furthermore, subsists inside of the person instead of concentrating on outside force or a craving for prize. Intrinsically propelled employees are prone to perform their duties enthusiastically. They are likewise prone to investigate method for making strides their aptitudes and abilities. While extrinsic motivation alludes to exercises in environment which impact a person to take part in a sort of conduct. It originates from outside of the person. Rewards as cash or positions and threats of penalty as a consequence of awful conduct are samples of extrinsic motivation. Competition is likewise an outward help since it empowers the performer to succeed as well as to defeat others, not just to value the normal rewards of the movement. An encouraging crowd and the longing to win award are likewise extrinsic motivations. According to Bennell & Akyeampong, (2007) motivation might manipulate an employee's performance in the direction of achievement of organizational goal and objectives.

In university, the teachers don't have adequate motivation in that case they are less equipped which specifically impact the learners and the instructional framework. Not very many researches about had been led in Punjab through appreciation to teachers in a public sector university. Hence, this study was led in the setting of D.G. Khan that fundamentally stressed on teacher's performance through motivation in the region of the Punjab, Pakistan.

Research Objectives

The current study intends to discover the impact of motivation on teachers' job performance and relationship between motivation and teacher's job performance. Moreover the study wants to explore the impact of intrinsic and extrinsic motivation on teacher's job performance and discover if the teacher's motivation and performance varies

between male and female teachers. Objectives of the study are as under.

- To discover the impact of motivation on teachers' job performance.
- To explore the impact of teachers' intrinsic motivation on their performance of the job.
- To investigate the impact of teachers' extrinsic motivation on their job performance.
- To observe the relationship between motivation and teachers' job performance.
- To discover the differences of teacher's motivation and job performance between male and female teachers.

Research Questions

- Is there a significant impact of motivation on teachers' job performance?
- Is there a significant impact of teachers' intrinsic motivation on their job performance?
- Is there a significant impact of teachers' extrinsic motivation on their job performance?
- Whether there is a significant relationship between motivation and teachers' job performance?
- Whether there is difference between teacher's motivation and job performance of male and female teachers?

Significance of the Study

The study can be beneficial as it might assist to recognize the significance of motivation that has solid effect on the profitability and performance of teachers at university level. This study might enhance the teacher's performance by motivational elements to upgrade the instructive structure. The current study is pivotal in its nature. The current study model is less investigated in Asian context especially in Pakistani area/region D.G. Khan. The study revealed various

implications for theorists, practitioners and new research scholars. This, study looks to investigate conceivable methodologies for enhancing university management and organization. The study can be beneficial to the policy creators and administrators as it distinguishes significant methodologies to alter the conduct of teaching personnel on the way to their job performance. It has specifically distinguished systems that will move forward teacher assurance and working conditions, in the meantime check the components that bring down the teacher's motivation. This study might enhance the teacher's performance by motivational variables keeping in mind the end goal to improve the instructive frame work. The findings might be utilized by academicians and different researchers for further research on the most proficient method to enhance teachers' motivation. The Ministry of Education will utilize the findings to enhance different teachers' motivational systems. The discoveries of the study will be helpful to serving head of departments and principals in distinguishing components that provoke teachers and thus make conformities where essential.

The scheme of the paper contains on five parts where part one explains the introduction of the study, part two deals with past study literature, part three elaborates methodology of the study, part four clarifies study results and part five concludes the study findings, recommendations and practical implications.

Literature Review

Motivation

According to Webster's dictionary (2012) motivation as the act or procedure of affecting or force, or an spur. Okumbe (1998) defined motivation as a process that begins with a physiological scarcity or need that motivates conduct or a force that is designed at an objective or enticement.

According to Guay et al., (2010) underlying behavior” According to Gredler (2004) motivation is characterized as a main impetus that forces a person to take a few activities keeping in mind the end goal to accomplish certain objectives. The level of motivation of everybody is different like recognition, mentality of everybody is distinctive. For instance a man experience hunger and as a response that specific person consume consequently the sentiments of yearning get lessened.

Intrinsic motivation

According to (Adair, 2009) motivation covers every one of the motives which grounds a man to do something as well as the negative ones like apprehension alongside the more affirmative thought processes, for example, money, promotion or acknowledgment. The foundation of motivation is both intrinsic and extrinsic. Intrinsic motivation occurs when individuals take part in an action without outer impetuses. They get inspired when they can control the measure of exertion they put in an action since they know the outcomes they will get, won't be by good fortune. Intrinsic is motivation that is active by individual gratification, curiosity, or happiness.

Extrinsic motivation

Extrinsic motivation needs to do with incentives. Experts frequently balance intrinsic inspiration with extraneous inspiration, which is inspiration administered by support possibilities. Customarily, teachers regard intrinsic inspiration to be more attractive and to bring about preferable learning results over extrinsic inspiration (Deci et al., 1999). Adelabu (2005) stated that teacher's motivation is exceptionally poor and teacher is likewise disappointed with their executive situation and compensation setting. The purpose for reduced

motivation refers to “the reasons motivation of teachers is that they having short compensations.

Idea of Performance

According to Olaniyan (1999) performance of teachers might be depicted as the responsibilities executed by an instructor at a particular time in the educational structure in attaining administrative objectives. Performance is somewhat, a singular individual does. Execution of the instructors in educational institutions is exceedingly impacted by motivation. Instructors are when moved their execution thus come towards unusual state. In the same vein, a few researchers trust that performance is conduct shown or something done by the representative (Campbell, 1990).

Idea of Job Performance

Job Performance of employees remains an issue of incredible concern to numerous organizations counting the university. According to Doneely (2002) that job performance is concerned with the general adequacy and effectiveness of completing things. It gives an indication of how an organization is fairing. The idea job performance can be seen from numerous points of view like financial, industry and administration. According to Nwachukwu (2006) job performance is the output, resulting from a given resources input at a given time. Mali (2005) described job performance as achieving the top of performance with minimal use on assets. Job performance in this manner is a basic element in financial advancement as it legitimizes immense use by the association and has numerous other helpful impacts.. Since it can be concluded that job performance involve accomplishing more with less assets, making more from what you have preferably more smart than harder, it is basic to look at the different method for

empowering job performance in our prompt society.

Theoretical Framework

The well-known theories which set the basis of motivation and job satisfaction are described here. Herzberg's (1966) two-factor theory is comprehensively utilized to work environment motivation and worker's satisfaction. There are two areas that awaken a representative, the elements that make certifiable fulfillment and those 'hygiene' or 'maintenance' variables whose nonappearance will create disappointment. According to the theory, the insignificant nearness of 'hygiene' elements (e.g., compensation/compensation, working conditions/environment, status, and boss security) themselves won't make fulfillment. Herzberg fought that superfluous components in one's occupation, for instance, character of supervision, the working conditions, and remuneration don't, truth be told, goad delegates, while nonappearance of such outward variables may provoke negative perspective towards work. He pronounced that agents must be roused through emphasizing the inherent components associated with one's work. The center of Herzberg's two-factor theory is that employment satisfaction originates from natural elements, while, disappointment happens because of extraneous variables. There are some studies which deal with the concept of satisfaction and motivation and the most apparent motivation scholar is Maslow (1943). He arranged and positioned human needs in a progressive request starting with physiological needs as the premise and the requirement for self-actualization at the top. Physiological necessities allude to the most vital requirements for survival, for example food, clothing, shelter, rest and water. The requirement for security is opportunity from apprehension, torment, disappointment, discipline, and dangers.

The requirement for love includes both giving and accepting, and a feeling of belongingness among individuals. Self-regard is identified with mental self-portrait like fearlessness, autonomy, individual accomplishment, and appreciation. Self-realization, which dwells at the highest point of the need chain of importance, is one's craving for self-satisfaction and the expansion of one's potential.

Vroom's (1964) Valency Instrumental Expectancy Theory clarifies why individuals, for example, instructors work and act in the mode they perform as far as endeavors and heading they take. It additionally portrays what organizations do to empower individuals/educators to apply their endeavors and capacities to accomplish wanted objectives and in addition fulfilling singular wants.

According to Kopelman and Hompson (1976) Expectancy Theory forecasts of work inspiration and work performance are inspected. As conjectured, forecasts were physically reinforced by considering the impacts of five limit conditions, period and introductory level of the standard, level of prizes, undertaking particular capacity and authoritative responsiveness.

The Relationship of Motivation and Employee Performance

Motivation and performance are essential components as far as association achievement and accomplishments. Motivation assumes a vital part in the association since it expands the profitability of workers and the objectives can be accomplished in a productive means. The conduct of workers can be altered through inspiration and motivation in any association (Latt, 2008)

Motivation likewise joins in an imperative part for teachers since it accomplishes the objective in a proficient

way. According to Mustafa, and Othman (2010) teacher motivation is vital in light of the fact that it enhances the aptitudes and learning of teacher since it specifically impacts the student's accomplishment. In the event that in educational institutions, the educators don't have adequate motivation then they are less able which straight forwardly impact the students and the teaching learning procedure.

Urdziková & Kiss (2009) conducted a study based on worker motivation. They portray the significance and embodiment of motivation and focus out the human variable as the most profitable asset of associations and provide information about the application of motivation in Slovak associations.

Akanbi, (2011) conducted the study that examined the impact of intrinsic and extrinsic motivation on workers performance. The outcome gotten from the examination demonstrated that there existed relationship between extraneous inspiration and the performance of workers, while no relationship existed between inherent inspiration and workers execution.

Adeyemi, (2010) researched leadership styles of principals and job performance of teachers at high school level in Nigeria. It was suggested that school principals ought to assimilate a blend of imperious and majority rule styles of authority in their school organization keeping in mind the end goal to improve better occupation execution among educators.

According to Tumilaar (2015) discipline is one of the principle considers that could influence the employee performance, on the grounds that the nonappearance of discipline then all exercises to be done will align unsuitable results and not with desires. Tumilaar (2015) investigation result exhibits that discipline, administration, and motivation

at the same time influence towards worker performance, control and initiative somewhat influences worker execution. The organization is required to pay consideration on what the necessities and wishes of the representatives as far as supporting the accomplishment of good execution.

Mawoli, and Babandako (2011) conducted a study in which tried to find out scholastic personnel's motivation, disappointment and work performance. The research study uncovers that scholastic staffs are exceptionally energetic at work furthermore profoundly placated with the workplace. and personnel performance as it identifies with educating is high whereas their performance in the zones of research and different productions is moderate.

Abdulsalam and Mawoli (2012) explored the relationship in the middle of motivation and performance of teachers and research performance. It demonstrated that motivation applies critical impact on teaching execution yet does not apply any huge impact on research execution. The study also prescribed that institution of higher education must capture the matter of scholastic personnel motivation truly to encourage powerful instructing and conveyance of information.

According to Fasasi et al., (2015) managers spur and impel subordinates to act in attractive courses by doing things which could fulfill their requirements. This study analyzed the components impacting motivation of lecturers for most extreme employment performance in advanced instructional organizations in Nigeria. The study appeared that occupation satisfaction, acknowledgment, work condition, administration and association of staff in decision making were the most exceptional elements which could propel teachers. Moreover, age of lecturers and experience were found to impact their motivation

Davidson (2005) concentrated on part of educators in giving great class instruction in primary schools through motivation where it recommended a few activities to build the educator's level of inspiration that will enhance the training framework. His study established that the awful functioning and livelihood situations adversely affect the teachers' performance.

According to Mustafa and Othman (2010) inspected the impression of high school teachers about the impacts of motivation on their performance at work. They established that there is a positive connection in the middle of motivation and job performance of teachers.

While Alam and Farid (2011) found that for the most part teachers encountered that they were paid less compensation as indicated by their learning, aptitudes and abilities for doing their occupation. In this manner, regard should be given to educators, give them preparing to surpass their execution level and pay rates ought to be composed by their abilities, experience and aptitudes with respect to work.

Geofrey (2010) stated that motivational elements fundamentally influenced teachers educating and explore exercises at Makerere College. It likewise discovered that motivational variables did not have huge impact on teachers' group administration exercises. It was presumed that, motivational variables do significantly affect speakers' instructing what's more, research exercises.

The current study was supported by Vroom's (1964) Valency Instrumental Expectancy theory and Hertzberg's (1966) two factor theory. These theories were took on to direct an evaluation of the impacts of motivation on the performance of university teachers in D.G Khan Division.

Research hypothesis

Research hypothesis are as under:

H₁: There is significant impact of motivation on teachers' job performance.

H₂: There is significant impact of teachers' intrinsic motivation on their job performance.

H₃: There is significant impact of teachers' extrinsic motivation on their job performance.

H₄: There is significant relationship between motivation and teachers' job performance.

H₅: There is significant difference of motivation between male and female teachers.

H₆: There is significant difference of job performance between male and female teachers.

Conceptual Framework

The key factors, variables, concepts and the supposed relationships among them are considered in the conceptual frame work. These collections of variables are employed to examine the impact of motivation on job performance of teachers.

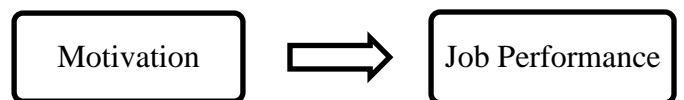


Figure 2.1 presents the conceptual framework

Conceptual framework showing the effect of motivation on teacher’s job performance

Independent variable

Dependent variable

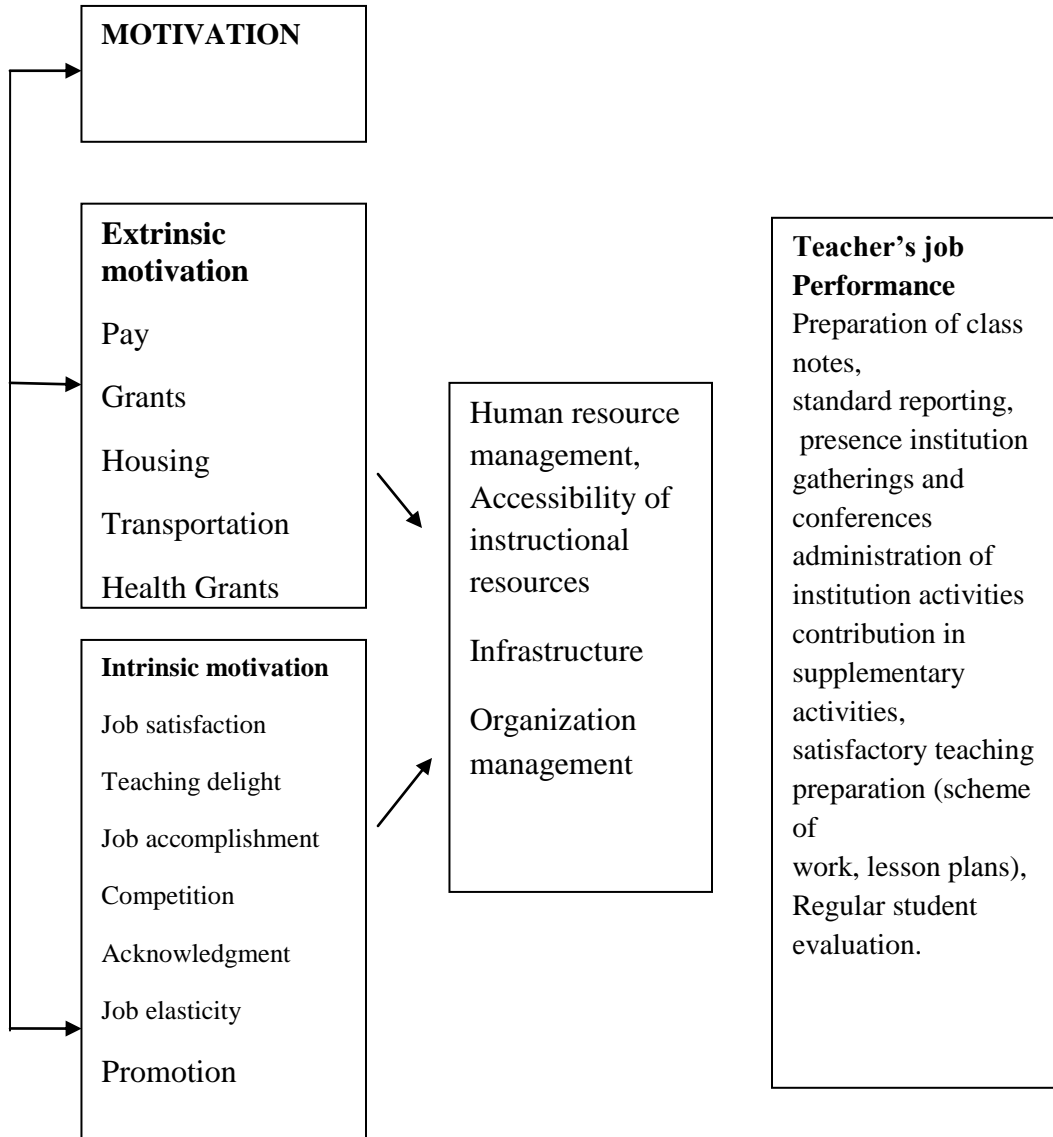


Fig 2.2 Source: Based on Herzberg’s (1966) two factor theory

Research Methodology

The current study was designed to explore impact of intrinsic motivation and extrinsic motivation on job performance of university in D.G. Khan. The study employed descriptive survey method by incorporating

quantitative approach through close-ended questions.

Population

The targeted population consisted of all the male and female teachers and head of

the departments from Ghazi University D. G. Khan.

Sample

The sample for the current study was comprised of 84 male and female teachers and their 16 head of departments from the total no of 21 departments and 160 teaching staff. Thus the study sample size was consisted of 100 teachers which represent approximate 60% of the population which were randomly chosen from every department of the university to shape the study sample. According to Peretomde (1996), a sample size that is at least 10% of the study population is a decent illustrative of the population. The sample was selected through simple random sampling technique.

Instrumentation

The researcher used the questionnaire as data collection tool. The questionnaire was divided into two parts according to variables. The demographic description of the respondents such as gender, age and academic qualification experience has been integrated in first part of the questionnaire. The second part of questionnaire consisted of three facets, i.e Intrinsic Motivation Questionnaire-IMQ Extrinsic Motivation Questionnaire-EMQ and Job Performance Questionnaire-JPQ. Intrinsic, extrinsic motivation and job performance scale consisted of 10 items. The questions were rated on five point likert scale which ranges from "Strongly Disagree to Strongly Agree". Pilot testing was conducted with the sample of 30 teachers from the university. The obtained scores from the Pilot test were used to estimate the reliability of the questionnaire. The

cronbach's alpha coefficient was used to determine the consistency of the questionnaire. The value of the alpha was (.877) and it was acceptable for instrument. The questionnaires were distributed among 84 sample teachers to fill intrinsic and extrinsic motivation scale and their 16 head of departments to fill teacher's job performance questionnaire. The questionnaires distribution and collection was completed within three weeks, the researcher received 86 questionnaires out of 100. Among these 100 questionnaires 14 were incomplete so these were discarded and data was analyzed on the response of 86 respondents.

Data was analyzed by computer programs SPSS (statistically package for social sciences, version 22). Data was examined by means of inferential statistics and descriptive statistics. Standard Deviation and mean were calculated. Independent sample t. test was applied to test the hypothesis and co-relation was used in order to see the relationship between intrinsic and extrinsic motivation. Leaner Regression analyses were used to find out the impact of motivation on teachers' job performance.

Findings

Respondent Characteristics

Descriptive Analysis of Demographic Variables

This part supplies analysis of demographic characteristics of the respondents (i.e. gender, age, education, marital status and experience of respondents). Proceeding table show the review of descriptive results of demographic variable

Table 1: Analysis of demographic characteristics of the respondents

Variables	Responses	Frequency	Percentage %
Gender	Male	60	69.8%
	Female	26	30.2%
Age	20 To 30 Years	26	30.2%
	31 To 40 Years	33	38.4%
	41 To 50 Years	22	25.6%
	51 To 60 Years	5	5.8%
Academic qualification	M.A/ M. Sc	35	40.7%
	M. Phil	33	38.4%
	Ph.D	18	20.9%
Marital status	Single	35	40.7%
	Married	49	57.0%
	Widowed/Orphaned	2	2.3%
Experience	Less Than 5 Years	29	33.7%
	6 To 10 Years	42	48.8%
	11 To 15 Years	9	10.5%
	More Than 15 Years	6	7.0%

Gender: 86 complete questionnaires were included in the study which is filled by respondents. Out of these 100 respondents, 60 (69.8%) respondents were males and remaining 26 (30.2%) were females. The mean and standard deviation for gender are 1.29 and 0.45 respectively.

Age: On the basis of age, respondents were categorized in 4 parts. Out of 86 respondents 26(30.2%) were 20-30 years, 33 (38.4%) were lies between 31-40 years category, 22 (25.6%) respondents were from 41-50 years, 5(5.8%) respondents were 51-60 years.

Academic qualification: Respondents were also inquired about their academic qualification. 35 (40.7%) respondents hold M.A/M.SC degree. 33 (38.4%) respondents hold M. Phil degree. 18 (20.9%) respondents were Ph. D degree holders. The mean and standard deviation for academic qualification are 1.80 and 0.76 respectively.

Marital status: Respondents were inquired about their marital status.35 (40.7%)

respondents were single 33 (38.4%) respondents were married.2 (2.3%) respondents were widowed / orphaned. The mean and standard deviation for marital status are 1.60 and .51respectively.

Teaching experience: On the basis of experience, respondents were categorized in 4 parts. Out of 86 respondents 29 (33.7%) were less than 5 years' experience ,42 (48.8%) were lying between 6 to 10 years category, 9 (10.5%) respondents were from 11 to 15 years , 6 (7%) respondents were more than 15 years. The mean and standard deviation for age are 1.90 and 0.87respectively.

Testing of Hypothesis
Correlation Analysis

Correlation analysis is employed to observe the relationships between all study variables. Correlation results are given in the following table.

Table 2: Comparison between Motivation and Job Performance

	Motivation	Performance
Motivation	1	.871**
Performance	.871**	1

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

There is a positive significant correlation between the motivation and teacher's job performance, $r(86) = .871$, $p < 0.01$. Hence the hypothesis stating that there

is significant relationship between motivation and job performance of teachers was accepted.

Table 3: Correlation between intrinsic motivation and extrinsic motivation and Job Performance

Correlations

	Intrinsic motivation	Extrinsic Motivation	Job Performance
Intrinsic motivation	1		
Extrinsic Motivation	.726	1	
Job Performance	.910**	.663**	1

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

In above table it is demonstrated that there is a correlation among intrinsic motivation and teachers' performance ($r = .910$). The connection is statistically significant ($p = 0.000$) at 0.05 level of significance. This means that increase in intrinsic motivation of teachers (like increasing their acknowledgment, work satisfaction, job enlargement) assists to enhance their performance at job. It is also shown in table that there is significant correlation between extrinsic motivation and teachers' performance ($r = 0.663$). The correlation is statistically significant ($p = 0.000$) at 0.05 level of significance. This also entails to increase in extrinsic motivation of teachers (like remuneration,

free of charge housing, additional teaching grants, advance payments in case of economic inconvenience and free of charge health care services) assists to enlarge their performance at job consequently. It is concluded that there is a positive correlation among intrinsic and extrinsic motivation and performance of teachers in Ghazi University Dera Ghazi Khan.

Regression Analysis

The current study has deployed the linear regression analysis regarding study variables i-e intrinsic motivation, extrinsic motivation and teachers' job performance. The linear regression is applied to test the hypothesis.

H₁: There is significant impact of motivation on teachers' job performance

Table 4: *Regression Analysis between Motivation and Job Performance*

Independent Variable	Dependent Variable	Job Performance
Motivation	R-Square	.759
	R	.871 ^a
	Adjusted R-Square	.756
	B	1.022
	Standardized Beta	.871
	F-Test	16.246
	P	.000

The above table explains the regression analysis of motivation and job performance. Thus, the value of R is 0.871^a and R- square is as .759 while the value of F=16.246 and p= 0.000 represents that motivation has positive correlation with job performance .Thus the model is found significant as per

standard criteria where p (<0.05). The hypothesis of the study is accepted that there is positive significant impact of motivation on teacher’s job performance. Therefore, it can be expected that if the motivation is augmented by 1 unit then teacher’s job performance would change by.871.

Testing of Hypotheses

H₂: There is significant impact of teachers’ intrinsic motivation on their job performance.

Table 5

Regression Analysis between intrinsic motivation and Job Performance

Independent Variable	Dependent Variable	Job Performance
Intrinsic motivation	R-Square	.829
	R	.910 ^a
	Adjusted R-Square	.827
	B	.827
	Standardized Beta	.910
	F-Test	20.164
	P	.000

The above table explains the coefficients of the study model that predicts the impact of intrinsic motivation on job performance. Thus, the standardized beta value of the intrinsic motivation is 0.910 with standardized error 0.41, and the level of significance of constant model is as per confidence level 0.095%. So, the intrinsic motivation is found significant because p

value is 0.000 (p<0.05). Table indicates that there is a positive correlation between intrinsic motivation and performance of teachers (R = .910^a). The relationship is statistically significant (p = 0.000) at 0.05 level of significance. However, the hypothesis of the study is accepted that there is positive significant impact of intrinsic motivation on job performance. It means

that job performance of teachers working in university of D.G. Khan increased under intrinsic motivation.

Testing of Hypotheses

H₃: There is significant impact of teachers' extrinsic motivation on teacher's job performance.

Table 6: *Regression Analysis between extrinsic motivation and Job Performance*

Independent Variable	Dependent Variable	Job Performance
extrinsic motivation	R-Square	.439
	R	.663 ^a
	Adjusted R-Square	.432
	B	.911
	Standardized Beta	.663
	F-Test	8.109
	P	.000

The above table explains the linear regression result of the extrinsic motivation and the job performance. Thus, the beta value of unstandardized beta of extrinsic motivation is .911 and the standardized beta is .633 and the significance matter is 0.000

Testing of Hypothesis

For testing forth hypothesis, the independent t-test of significance was tested to decide if significant distinctions exist in teacher motivation among male and female teachers. The subsequent table illustrated the differentiation of motivation in male and female teachers.

H₄: There is significant difference of motivation between male and female teachers.

(p<0.05). So, the extrinsic motivation is found statistically significant with job performance. Hence the hypothesis H₃ that there is positive significant impact of extrinsic motivation on teachers' job performance is accepted.

Motivation Based on male and female teachers

The mean scores difference of male and female teachers and motivation was assessed and subsequent null hypothesis was tested using independent t test.

Table 7: *Teachers' motivation on gender basis*

Gender	No	Mean	Std. Deviation	<u>t-test for Equality of Means</u>		
				<u>($\alpha = 0.05$)</u>		
				t	df	Sig.(2-tailed)
Total	86					
Male	60	2.5492	.63403	-.599	84	.551
Female	26	2.6365	.59086			

Table 7 indicates that significant difference was found between the male and female teacher's about motivation. Mean score of female teachers ($M=2.6365$, $SD=.59086$) was greater than male ($M=2.5492$, $SD=.63403$) and $t= (-.650)$ $DF=84$ and significant value ($p=.551$) was greater than ($\alpha = 0.05$). Thus, forth hypothesis is accepted that there is significant difference of motivation between male and female teachers. It supposed that there was a significant difference found in the mean

score of motivation between male teachers and female teaches. It was established that female teachers had high level of motivation.

Comparison of male and female teachers about job performance

The mean scores difference of gender regarding job performance was assessed and subsequent null hypothesis was tested using independent t-test.

H₅: There is significant difference of job performance between male and female teachers.

Table 8

Comparison of male and female teachers regarding teachers' job performance

Gender	N	Mean	Std. Deviation	<u>t-test for Equality of Means</u>		
				<u>($\alpha = 0.05$)</u>		
				t	DF	Sig.(2-tailed)
Total	86					
Male	60	2.4717	.76315	1.525	84	.601
Female	26	2.5615	.64379			

Table 8 shows that significant difference was found between the male and female teachers about their performance. Mean scores of male ($M=2.4717$, $SD =.76315$) and female ($M=2.5615$, $SD=.64379$) $t (1.525)$

$=84=.601$. Therefore, the hypothesis stating that there is significant difference in job performance between male and female teachers was accepted. Table indicates that significant difference was found between the

male and female teacher's about job performance.

Conclusion

The study was aimed on evaluating the impact of motivation on teacher's job performance in Ghazi University, D.G. Khan Pakistan. The conclusion of this research exposed 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 match up to male teachers in university and in the same way the performance of female teachers was superior to male teachers. Moreover it is concluded that the performance of female teachers are better than male teachers. The study found that there was a significant difference in motivation and performance with regard to gender. The study concluded that majority of the teachers were not contented with their remunerations and low earnings of the teachers have an effect on their performance. Yet, they are contented with other issues such as unwind job atmosphere, fewer pressure of job, positive reception from their superior.

It was concluded that the teachers' performance was fine in spite of the reality that their motivation was insufficient. Therefore, many teachers supported for enhancement in remuneration and other settlement of teachers. Despite of this fact, the most of the respondents executed their teaching and other extracurricular activities with elevated spirits. A significant positive relationship found between intrinsic motivation and job performance of teachers. The current study inferred that the most of the teachers had intrinsic motivation prove by expanded acknowledgment, vocation advancement, the aggressive nature of the educational occupation, job satisfaction and understood their objective in life. A

significant positive relationship between intrinsic motivation and performance of teachers was also found. Research conclusions uncovered that the extrinsic motivators accessible to teachers in university timely remuneration payments, extra teaching allowances to teachers advance installment from the institution and leave of absence. On the contrary, teachers exposed lack of the subsequent extrinsic motivators like satisfactory pay, monthly obligation recompenses to instructors, settlement and medical consideration. Remuneration was remarkably serious motivator that was accounted to be deficient. As a result, the most of the teachers showed that extrinsic motivators had a minute impact on teacher to perform. Regardless of this, a positive relationship existed between extrinsic motivation and performance of teachers. The results also revealed the statistically significant relationship between motivation and teacher's job performance. Findings of the current study concluded that there is positive significant impact of intrinsic motivation and extrinsic motivation on teacher's job performance in public sector university D. G. Khan. While, the current study established that there was a significant difference in motivation and performance with regard to gender female teachers were greatly motivated as measure up to male and performance was also better than male teachers. On the hand the results of the study showed that there was a strong correlation between motivation and teacher's job performance. The study findings are coherent with previous investigations.

Discussion

The study uncovered that there was a positive relationship between teacher's intrinsic motivation and extrinsic motivation and job performance. As motivation enhance, the level of performance too raises.

The results supported the past investigations that there is significant impact of motivation on teacher's job performance. Finding of the study discovered that there is a positive relationship between intrinsic motivation and teachers' performance in Ghazi University. According to Sansone, and Harackiewicz (2000) intrinsic motivation is said to exist when conduct is executed for its own purpose instead of to acquire material or social reinforcers it is the most excellent type of motivation that positively influence performance.

Study discoveries uncovered that the extrinsic helpers accessible to educators in Ghazi University brief compensation, installments, advance installment from the institution in the event that instructors had money related issues, additional instructing recompenses to educators. Respondents' uncovered the accompanying extraneous motivators like satisfactory pay, accommodation, medicinal consideration and convenience. This suggests not all extraneous motivators were accessible to educators in Ghazi University D. G. Khan. Subsequently, most of the respondents shown that outward inspirations minutely affected educator's confidence to perform; inferring that deficiency of extraneous helpers did not altogether influence the resolve of educators to perform. In spite of this, statistically significant and positive correlation found a mid extrinsic motivation and teachers' job.

The results of study supported the findings of Mustafa and Othman (2010), which discovered significant relationship between motivation and job performance. These findings correspond with the results of Geoffrey (2010) who examined that motivational characteristic have a significant influence on lecturers' teaching learning and research performances.

The results demonstrate that teachers are well motivated in university in D. G. Khan as the majority of the teachers have the same opinion that factors which effect motivation are offered in private universities as high-quality job atmosphere, work satisfaction, fine teachers, less stress of work gracious and compassionate personnel. It also discovered that most of the teachers concurred that they are motivated by remuneration and reimbursement which they obtain. It implied that remuneration and incentives are vital elements for developing the teacher's motivation that might build up their performance efficiently. These findings are supported by Ahiauzu, (2011) that inspiration through motivating force helps the teachers to recover their execution of job. Teachers in government universities are not very much persuaded that might impact their performance. There might be inadequacies of deficient motivation and great execution that would be awful atmosphere and job state of affairs, work disappointment, terrible administration of principals and so forth. The study watched that respondents are for the most part concurred that their head instructors perceive their endeavors. The present studies also concluded that fine leadership is very significant to motivate and increase the teacher's job performance. The results supported the past investigations that there is significant influence of leadership style on job satisfaction. The results of study supported the findings of (Bhatti et al., 2012; & Wang et al., 2015). The study of Enueme and Egwunyenga (2008) also established that principals can get better the outlook and behaviors of teachers by the aid of excellent leadership that reproduce their performance.

Recommendations

The study might be valuable for teachers, head instructors or principals and

their performance assumes a vital part in an instruction framework. It might help the principals to perceive what things persuade the teachers due which they could enhance their performance. Moreover, it is recommended that Government should provide facilities like attracting remuneration and salary packages. Accommodation requirements to be offered

to the teachers and awards could be instituted for better performance by the government. Higher education commission must provide training, refresher course, seminar and workshop to both principals and teachers so as to be well equipped with new skills and knowledge needed to increase motivation, performance and satisfaction level.

References

- Abdulsalam, D., & Mawoli, M. A. (2012). Motivation and job performance of academic staff of state universities in Nigeria: the case of Ibrahim Badamasi Babangida University, Lapai, Niger State. *International Journal of Business and Management*, 7(14), 14
- Adelabu, M.A. (2005). Teacher motivation and incentives in Nigeria.
- Adeyemi, T. (2010). Principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria. *Journal of Education Administration and Policy Studies*, 2(6), 83-91.
- Adair, J. (2009). *Leadership and Motivation*. New Delhi, Replika Press PUT
- Ahiauzu, L. U., & Osiah, P. C. (2011). Standardizing the Motivational Competencies of Academically Qualified Teachers and Professional Teachers in Nigerian Secondary Schools. *Journal of Educational and Social Research*, 49.
- Akanbi, P. A. (2011). Influence of extrinsic and intrinsic motivation on employees' performance. Retrieved October, 7, 2011.
- Alam, M., & Farid, S. (2011). Factors Affecting Teachers Motivation. *International Journal of Business and Social Science*, 2(1), 298-304.
- Bhatti, N., Maitlo, G. M., Shaikh, N., Hashmi, M. A., & Shaikh, F. M. (2012). The Impact of Autocratic and Democratic leadership style on Job Satisfaction. *International Business Research*, 5(2), 192
- Bennell, P. & Akyeampong, K. (2007). Teacher Motivation in Sub-Saharan Africa and South Asia. *DFID Department of international Development*, 71.
- Campbell, J. P. (1990). Modeling the Performance Prediction Problem in Industrial and Organizational Psychology.
- Davidson, E. (2005). The pivotal role of teacher motivation in Tanzania. *HakiElimu Working Papers*, 1-10.
- Dictionary, M. W. (2012). *The Merriam-Webster Dictionary*. Merriam-Webster, Incorporated
- Donnelly, J. H. (2002). *Fundamentals of Management* (8th Ed.). Boston: Irwin Press.

- Deci, E. L., Koestner, R., & Ryan, R. M. (1999). A Meta-Analytic Review of Experiments Examining: The Effects Of Extrinsic Rewards On Intrinsic Motivation. *Psychological Bulletin*, 125 (6), 627–668.
- Enueme, C., & Egwunyenga, E., (2008). Principals’ Instructional Leadership Roles And Effect On Teachers’ Job Performance: A Case Study Of Secondary Schools In Asaba Metropolis, Delta State, Nigeria. *Journal of Social Sciences*, 16(1), 13-17.
- Fasasi, Y. A., Etejere, P. A. O., & Oyeniran, S. (2015). Factors Influencing Lecturers’ motivation Toward Maximum Job Performance in Nigerian Higher Education Institutions. *Malaysian Online Journal of Educational Management*, 4 (1).
- Geoffrey, Y. (2010). Motivation and Academic Staff Performance In Public Universities In Uganda: The Case Of Makerere University. Retrieved from <http://dspace.mak.ac.ug/handle/123456789/1339>
- Gredler, M. E. (2004). *Learning and instruction: Theory into practice*. (4th ed.). Prentice Hall, Inc., Upper Saddle River, New Jersey.
- Guay, F., Chanal, J., Ratelle, C. F., Marsh, H. W., Larose, S., & Boivin, M. (2010). Intrinsic, identified, and controlled types of motivation for school subjects in young elementary school children. *British Journal of Educational Psychology*, 80 (4), 711–735.
- Hertzberg, F. (1966). *Work and the nature of man*. Cleveland: World Publishing.
- Kopelman, R. E., & Thompson, P. H. (1976). Boundary conditions for expectancy theory predictions of work motivation and job performance. *Academy of Management Journal*, 19 (2), 237-258
- Mawoli, M. A., & Babandako, A. Y. (2011). An evaluation of staff motivation, dissatisfaction and job performance in an academic setting. *Australian Journal of Business and Management Research*, 1 (9), 1.
- Latt, K. A. (2008). Motivating people on the way towards organizational performance. *Covalence Analyst Papers*, 1- 4
- Mustafa, M., & Othman, N. (2010). The effect of work motivation on teacher’s work performance in Pekanbaru senior high schools, Riau Province, Indonesia. *Sosiohumanika*, 3 (2), 259-272.
- Maslow, A.H. (1943). A Theory of Human Motivation. *Psychological Review* 50 (4): 370-96
- Mali, P. (2005). *Improving Total Productivity*. New York: John Wiley Press.
- Nwachukwu, C. C. (2006). *Management Theory and Practice*. Onitsha: Africana – Fep. Publishers.
- Okumbe, J.A. (1998). *Educational management theory and practice*. Nairobi University press, Nairobi, Kenya

Impact of Motivation on Teachers' Job Performance: A Case Study of a Public Sector University

- Okunola FA (1990). Motivation: *The Workforce in a Depressed Economy: A Chief Executives Perspective*; Nigerian J. Personnel., 4: 1
- Olaniyan AO (1999). *Principal Preparation, Selection and Leadership Roles* Teachers and Teaching in Nigeria. Festa Press Ltd, Benin. pp. 73-88.
- Peretemode V. F. (1996). *Education Administrations Applied Concepts and Theoretical Perspective*. Lagos, Joja. Edu. Res., pp. 36-50.
- Robbins, S., Judge, T., & Sanghi, S. (2009). *Organizational Behavior* (13th Ed.). New Delhi: Pearson Education.
- Sansone, C., & Harackiewicz, J. M. (2000). *Intrinsic and extrinsic motivation: The search for optimal motivation and performance*. San Diego: Academic Press
- Tumilaar, B. R. (2015). The effect of discipline, leadership, and motivation on employee performance at bpjsketenagakerjaansulut. *Jurnalrisete konomi, manajemen, bisnisdanakuntansi*, 3 (2).
- Urdziková, J., & Kiss, J. (2009). Motivation—a way to retain key employees. *Research papers. Faculty of Materials Science and Technology in Trnava*, 26.
- Vroom, V. H. (1964). *Work and motivation*. New York, NY: Wiley.
- Wigfield, A. Guthrie, J. T., Tonks, S., & Perencevich, K. C. (2004). Children's motivation for reading: Domain specificity and instructional influences. *Journal of Educational Research*, 97, 299-309.
- Wang, F. J., Chich-Jen, S., & Mei-Ling, T. (2010). Effect of leadership style on organizational performance as viewed from human resource management strategy. *African Journal of Business Management*, 4(18),

Received: September 14, 2016

Revised: November 20, 2016

Accepted: December 01, 2016