

# Impact of Motivation on Educator's Performance in the Education Industry

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## ABSTRACT

Motivation is a critical variable in educational institutions as it enhances staff performance and operational efficiency. This study investigates the impact of motivation—both intrinsic and extrinsic—on teachers' job performance in the education sector, particularly among school, college, and university educators in the Delhi NCR region of India. Employing a descriptive survey research design, the study gathered data from 120 educators through a structured, close-ended questionnaire using a 5-point Likert scale. The findings reveal a statistically significant and positive correlation between teacher motivation and job performance. Both intrinsic factors (like job satisfaction, career development, and recognition) and extrinsic factors (such as salary, incentives, and working conditions) were found to contribute meaningfully to teachers' effectiveness in their roles. The study emphasizes the need for educational institutions to foster motivating environments to enhance educator performance and, by extension, student learning outcomes.

## INTRODUCTION

In the rapidly evolving educational landscape, the role of educators has become increasingly complex and demanding. Beyond their primary responsibility of delivering instruction, teachers today must address a myriad of challenges including managing diverse student needs, behavioural issues, academic pressures, and administrative expectations. Amid these growing demands, motivation has emerged as a pivotal factor influencing the performance, effectiveness, and job satisfaction of educators. Motivation in the educational context is defined as the internal and external forces that stimulate teachers to perform their duties with commitment and enthusiasm. It directly impacts not only individual job satisfaction but also the overall learning environment and student achievement. A motivated teacher is more likely to engage actively with students, invest in professional development, and contribute positively to institutional goals.

This study is rooted in Self-Determination Theory (SDT) by Deci C Ryan (2000), which distinguishes between two types of motivation: intrinsic and extrinsic. Intrinsic motivation refers to the internal satisfaction and joy derived from teaching itself, such as the sense of achievement, recognition, and personal fulfilment. In contrast, extrinsic motivation is driven by external rewards or pressures, including salary, promotions, bonuses, and job security.

A lack of motivation—especially when teachers feel underpaid, unrecognized, or unsupported—can lead to decreased performance, low morale, and even attrition. Conversely, well-motivated educators are more engaged, innovative, and resilient. Numerous studies (e.g., Latt, 2008; Mustafa C Othman, 2010; Robbins et al., 2009) have supported the notion that teacher motivation is a critical determinant of institutional success and student outcomes.

This report aims to systematically examine the relationship between motivation and educator performance across schools, colleges, and universities in the Delhi NCR region. By identifying the key motivators and understanding their influence on job performance, the study seeks to offer actionable insights for educational administrators and policymakers.

## RESEARCH METHODOLOGY

The research methodology is the backbone of any empirical study as it defines the framework through which the data is collected, analysed, and interpreted. This study employed a descriptive research design to investigate the impact of motivation (both intrinsic and extrinsic) on the job performance of educators in the education industry, specifically in the Delhi NCR region. The methodology incorporated both qualitative and quantitative methods, allowing for a more comprehensive analysis of the research problem.

## Research Design

The study adopted a **Convenience Sampling research design**, which is a non-probability sampling method. This design involved examining and analysing the role of motivation on teacher's job performance in schools, colleges, and universities within Delhi NCR. As such, a **mixed-method approach** was employed, integrating questionnaires and observation for data collection.

## Sampling Design and Plan

- **Universe:** The study's target population comprised all male and female teachers/professors from various schools, colleges, and universities in Delhi NCR, India.
- **Targeted Sample Size:** The study aimed for a sample size of 120 teachers/professors.
- **Sampling Industry:** The research was conducted within the Education Industry.
- **Sampling Method: Convenience Sampling** was used as the non-probability sampling method. This method involves collecting data from a readily available pool of respondents based on proximity, without necessarily ensuring they represent the entire population. It is chosen for its promptness, simplicity, and cost-effectiveness.

## Sources of Data

Both primary and secondary data sources were utilized for this study.

- **Primary Data:** This type of data is collected directly from main sources by researchers through methods such as interviews, surveys, and experiments. For this study, the primary source of data was a **questionnaire**.
- **Secondary Data:** This refers to data that has already been collected through primary sources and is available for researchers to use. The secondary data sources used in this study included **online articles, journals, books, company manuals, and publications**.

## Tools for Data Collection

The most important tool for data collection was a **survey through a questionnaire**.

- **Questionnaire Design:** The questionnaire was prepared according to the study's objectives and contained multiple-choice questions. It was designed with a **5-point Likert Scale** to measure attitudes or opinions, where respondents rated items on a level of agreement. The scale included: "Strongly Agree," "Agree," "Neutral," "Disagree," and "Strongly Disagree."
- **Distribution:** The questionnaire was distributed digitally through emails, messenger applications, and in the form of Google Forms.

## Data Analysis and Interpretation

Data analysis involved collecting, transforming, cleaning, and modelling data to discover required information, communicate results, suggest conclusions, and support decision-making.

- **Analytical Methods:** The methods used for data analysis were **Independent Sample T-Test and Regression Analysis**.
- **Software:** The SPSS (Statistical Package for the Social Sciences) software was utilized to facilitate this analysis.
- **Hypotheses Tested:** The study tested three main hypotheses:

- **H1:** There is a significant impact of motivation on teacher's job performance.
- **H2:** There is a significant impact of teacher's intrinsic motivation on their job performance.
- **H3:** There is a significant impact of teacher's extrinsic motivation on teacher's job performance.

### Characteristics of Respondents

The study included 30 teachers from various schools, colleges, and universities in Delhi NCR.

- **Gender:** 53% of participants were male, and 47% were female.
- **Age:** The largest age group was 27-31 years (34.2%), followed by 32-36 years (22.5%) and 21- 26 years (16.7%).
- **Marital Status:** 45.8% of respondents were married, 43.3% were single, and 10.8% were widowed/orphaned.
- **Education Level:** Most respondents were PHD holders (50.8%), followed by postgraduates (45%) and undergraduates (4.2%).
- **Years of Employment:** 33.3% had teaching experience of above six years, while 22.5% worked 1 to 3 years. Only 11.7% had less than a year of experience.

### FINDINGS

The analysis of the collected data revealed several key findings regarding HRIS at Reliance Communication Ltd.:

#### Data Presentation with Theoretical Context

##### 1. Respondent Demographics and Contextual Factors

The demographic profile of the 120 teachers/professors in Delhi NCR provides a critical context for understanding the motivational dynamics within the education industry.

- **Gender:** Male (53%), Female (47%).
- **Age:** Predominantly 27-31 years (34.2%), indicating a significant portion of young to middle- aged educators. The report highlights that "most of the teachers were adult and having the family responsibilities." This demographic characteristic implies that factors related to stability, compensation, and work-life balance (often addressed by extrinsic motivators) are likely significant concerns for the majority of the teaching staff.
- **Marital Status:** Married (45.8%), Single (43.3%), Widowed (10.8%). The high percentage of married or widowed individuals further reinforces the importance of support systems and financial stability, making extrinsic motivators particularly relevant.
- **Education Level:** Over half (50.8%) held PhDs, and 45% were postgraduates. This highly educated workforce suggests that factors related to intellectual challenge, autonomy, recognition, and professional growth (often associated with intrinsic motivation) would be highly valued.
- **Years of Employment:** A significant portion (33.3%) had over six years of experience, indicating a mature and experienced workforce that might seek opportunities for mastery and recognition beyond basic needs.

##### 2. Impact of Overall Motivation on Teacher Performance

**Finding:** A strong positive and highly significant correlation was found between overall motivation and teacher's job performance. Regression analysis showed that motivation significantly impacts job performance ), with a 1-unit increase in motivation leading to an estimated .871-unit increase in performance.

**Theoretical Implications:** This finding strongly supports various motivation theories that posit a direct link between an individual's motivational state and their work output.

- **Expectancy Theory (Vroom, 1964):** This theory suggests that individuals are motivated to perform if they believe their effort will lead to performance (expectancy), that performance will lead to desired outcomes (instrumentality), and that these outcomes are valuable (valence). The high R-square value implies that teachers likely perceive a clear path from their motivated efforts to improved performance and subsequently to valued outcomes, whether intrinsic or extrinsic.
- **Goal-Setting Theory (Locke & Latham, 1990):** If teachers are motivated, they are likely setting and committing to higher performance goals, which in turn drives their actual performance. The strong correlation suggests that motivated teachers are more likely to pursue challenging goals and exert the effort needed to achieve them.

### 3. *Impact of Intrinsic Motivation on Teacher Performance*

**Finding:** A very strong positive and highly significant correlation was observed between intrinsic motivation and teacher's job performance. Regression analysis further confirmed a powerful positive impact.

**Theoretical Implications:** This finding aligns closely with theories emphasizing internal drivers and psychological needs.

- **Herzberg's Two-Factor Theory (1959):** Herzberg distinguished between "motivators" (intrinsic factors like achievement, recognition, challenging work, responsibility, and advancement) that lead to job satisfaction and performance, and "hygiene factors" (extrinsic factors) that only prevent dissatisfaction. The strong impact of intrinsic motivation in this study supports Herzberg's idea that these factors directly enhance performance by fostering satisfaction and a sense of accomplishment.
- **Self-Determination Theory (Deci & Ryan, 1985):** This theory proposes that individuals are intrinsically motivated when their needs for autonomy, competence, and relatedness are met. For educators, a strong impact of intrinsic motivation suggests that when they feel a sense of control over their teaching methods (autonomy), confident in their abilities (competence), and connected to their students/colleagues (relatedness), their performance significantly improves.
- **Job Characteristics Model (Hackman & Oldham, 1976):** This model suggests that jobs designed to provide variety, identity, significance, autonomy, and feedback lead to higher internal work motivation and better performance. The strong influence of intrinsic motivation indicates that teachers find their work inherently meaningful and engaging, which drives their performance.

### 4. *Impact of Extrinsic Motivation on Teacher Performance*

**Finding:** A significant positive correlation was found between extrinsic motivation and teacher's job performance. Regression analysis confirmed a statistically significant positive impact.

**Theoretical Implications:** While the impact is slightly less pronounced than intrinsic motivation, the significance of extrinsic factors is still clear.

- **Herzberg's Two-Factor Theory (1959):** While Herzberg considered extrinsic factors like salary, job security, working conditions, and company policy as "hygiene factors" that primarily prevent dissatisfaction rather than directly motivate, this study indicates they do have a positive impact on performance. This might suggest that while intrinsic factors are powerful motivators, a satisfactory level of extrinsic motivators is crucial for creating an environment where high performance can flourish. In essence, while they might not be the primary drivers of passion, their presence removes barriers and provides a stable foundation for effort.
- **Equity Theory (Adams, 1965):** Teachers compare their inputs (effort, skills) and outcomes (remuneration, benefits) to those of others. If they perceive equitable treatment regarding extrinsic rewards, their motivation and

performance are likely to be sustained or improved. The positive correlation suggests that the provided extrinsic motivators contribute to a perception of fair exchange, encouraging performance.

- **Reinforcement Theory (Skinner, 1953):** This theory suggests that behaviour is a function of its consequences. Positive reinforcement (e.g., higher remuneration, additional grants) for good performance would increase the likelihood of that performance being repeated.

**Overall Implication:** The findings collectively suggest that a combination of both intrinsic and extrinsic motivators is crucial for optimizing teacher performance in the education industry in Delhi NCR. While intrinsic factors appear to be more potent drivers of performance excellence, extrinsic factors play a vital supporting role in providing a secure and equitable work environment, without which intrinsic motivation might be hampered. This highlights the need for a balanced approach to motivational strategies in educational institutions.

## RECOMMENDATIONS

The report puts forth several recommendations to enhance the effectiveness of HRIS at Reliance Communication:

- **Introduce a Comprehensive Motivation System:** Schools, colleges, and universities should implement a well-structured motivation system that incorporates both intrinsic and extrinsic motivators. This system should be designed to cater to the diverse needs of the teaching staff.
- **Focus on Intrinsic Motivators:** Given the strong impact of intrinsic motivation on performance, educational institutions should prioritize fostering factors such as:
  - **Recognition:** Regularly acknowledge and appreciate teachers' achievements and contributions.
  - **Job Satisfaction:** Ensure that teachers find their work meaningful and fulfilling, providing opportunities for professional growth and autonomy in their teaching methods.
  - **Job Enlargement/Enrichment:** Offer opportunities for teachers to take on new challenges, responsibilities, and to utilize their skills more broadly.
- **Optimize Extrinsic Motivators:** While intrinsic motivators are highly effective, extrinsic factors also play a significant role. Institutions should ensure competitive and fair extrinsic rewards, including:
  - **Remuneration:** Provide competitive salaries and timely payments.
  - **Benefits:** Offer comprehensive benefits such as free housing, additional teaching grants, advance payments, and free healthcare services, where feasible. These help create a stable and supportive environment.
- **Regular Performance Feedback and Development:** Implement a robust performance feedback system that provides constructive criticism and identifies areas for professional development, which can boost both intrinsic motivation (competence) and overall performance.
- **Create a Supportive Work Environment:** Foster a positive and supportive organizational culture where teachers feel valued, respected, and have opportunities for collaboration and collegial support.
- **Address Individual Needs:** Recognize that motivation is a complex and individualized construct. Institutions should strive to understand the specific motivational needs of their diverse teaching staff and tailor strategies where possible.

## CONCLUSION

- **Significant Impact of Motivation:** The study conclusively found a positive and highly significant impact of overall motivation on the job performance of teachers/professors. This indicates that a motivated teaching staff is crucial for enhancing educational outcomes and institutional effectiveness.
- **Intrinsic Motivation as a Key Driver:** Intrinsic motivation emerged as a particularly strong predictor of performance. This suggests that factors such as job satisfaction, recognition, opportunities for professional growth,



and a sense of accomplishment are highly effective in driving educators to perform at their best. When teachers find their work inherently fulfilling and challenging, their performance significantly improves.

- **Extrinsic Motivation's Important Role:** While intrinsic motivation showed a stronger correlation, extrinsic motivation also demonstrated a significant positive impact on performance. This implies that external rewards and benefits, such as fair remuneration, housing allowances, and healthcare services, contribute positively to performance by creating a stable and supportive environment that allows educators to focus on their core tasks without undue financial or logistical burdens.
- **Complementary Nature of Motivators:** The findings highlight that both intrinsic and extrinsic factors are essential and work in conjunction to influence performance. Neither type of motivation alone is sufficient; a balanced approach that addresses both internal desires for growth and external needs for security and reward is necessary for optimal performance.
- **Practical Implications for Educational Institutions:** The results underscore the importance for educational institutions to invest in comprehensive motivational strategies. This includes not only competitive compensation and benefits but also initiatives that foster a sense of purpose, recognition, and professional development among their teaching staff. By understanding and addressing both intrinsic and extrinsic motivators, institutions can create an environment conducive to higher educator performance and, consequently, improved educational quality.

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