

# Motivation's Effect on Teacher's Performance in the Educational Sector

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## ABSTRACT

Increasing labor productivity and bolstering educational institutions' overall efficacy are two major benefits of employee involvement. This study looks at how motivating factors related to the workplace and personal life affect teachers' job performance in schools, colleges, and institutions throughout the Delhi NCR region of India. Using a structured questionnaire with closed-ended questions on a five-point Likert scale, the study used a descriptive survey method to gather data from thirty instructors. The analysis's findings showed a significant and robust correlation between teacher motivation and productivity. The results also showed that improving teachers' efficiency, commitment, and effectiveness in their professional responsibilities is largely dependent on internal factors like career growth, appreciation, and job fulfilment as well as external factors like salary, rewards, incentives, and working conditions.

## INTRODUCTION

Teachers now have increasingly complicated and demanding duties in the quickly changing education system. Teachers are required to manage a variety of tasks in addition to their primary responsibility of imparting knowledge, including attending to students' various learning needs, maintaining classroom order, managing academic pressure, and meeting organizational expectations. Motivation has become a significant factor affecting teachers' effectiveness, productivity, and general job satisfaction as these duties continue to grow. Motivation in the context of education can be defined as the internal and external factors that inspire teachers to carry out their responsibilities with dedication, vigor, and excitement. It directly affects student performance, the general learning environment, and teachers' job happiness.

The Self-Determination Theory (SDT), which distinguishes between intrinsic and extrinsic motivation, was created by Edward L. Deci and Richard M. Ryan in 2000 and serves as the foundation for this investigation. The personal happiness and pleasure people derive from teaching themselves, including sentiments of accomplishment, acknowledgement, and self-fulfillment, is referred to as intrinsic motivation. Extrinsic motivation, on the other hand, is impacted by outside demands or rewards like pay, incentives, job stability, and promotions.

A lack of motivation, particularly when teachers feel underappreciated, unsupported, or underpaid for their profession, can result in lower productivity, low morale at work, and even higher staff turnover. Motivated instructors, on the other hand, are typically more involved, flexible, and creative in their work. Latt (2008), Mustafa C. Othman (2010), and Stephen P. Robbins et al. (2009) are just a few of the research that have shown how important teacher motivation is to raise student accomplishment and institutional performance. This study aims to methodically investigate the relationship between job performance and teacher motivation among educators employed in schools, colleges, and institutions throughout the Delhi NCR region. The study aims to uncover the primary motivational factors and analyze how they affect professional performance; the study intends to offer valuable recommendations for educational administrators and policymakers.

## RESEARCH METHDOLOGY

The foundation of each empirical study is the research technique, which offers the framework for gathering, analyzing, and interpreting data. With particular reference to the Delhi NCR area, this study used a descriptive research approach to investigate the impact of internal and external motivational factors on the work performance of educators employed in the education sector. The study combines quantitative and qualitative methods to gain a more comprehensive grasp of the research issue, allowing for a more thorough and impartial analysis of the topic.

### Research Design

Convenience sampling, a kind of non-probability sampling technique, was used in the study. This method looked at how well teachers performed their jobs in schools, colleges, and institutions throughout the Delhi NCR region in relation to several motivating factors. To better comprehend the research problem, a mixed-method approach was used for data gathering, combining observational techniques, and questionnaires.

### Sampling Design and Plan

- **Universe:** Male and female instructors and professors employed in various schools, colleges, and universities in the Delhi NCR region of India made up the study's target demographic.
- **Targeted Sample Size:** Thirty educators were the target sample size for this study.
- **Sampling Industry:** The study was conducted in the field of education.
- **Sampling Method:** Respondents were chosen using convenience sampling, a non-probability sampling technique. Without guaranteeing full representation of the entire population, this method entails gathering data from people who are easily accessible and approachable. The approach was selected because it is affordable, easy to use, and enables data collection in a shorter amount of time.

### Sources of Data

This study was conducted using data from both primary and secondary sources.

- **Primary Data:** Through techniques like surveys, interviews, and direct investigations, researchers gather this kind of data directly from the source. A structured questionnaire served as the major data gathering tool for the current investigation.
- **Secondary Data:** Information that has previously been gathered and recorded by other sources for reference and research purposes is referred to as secondary data. Books, scholarly journals, internet resources, organizational manuals, and published articles were the sources of secondary data used in this investigation.

## Tools for Data Collection

In this study, a questionnaire-based survey served as the main data collection tool.

**Questionnaire Structure:** Multiple-choice questions made up the questionnaire, which was created in accordance with the study's goals. A 5-point Likert scale was used to gauge respondents' thoughts and attitudes by gauging at how much they agreed with certain statements. "Strongly Agree," "Agree," "Neutral," "Disagree," and "Strongly Disagree" were the response categories.

**Distribution Method:** For easy response gathering, the survey was distributed online via Google Forms, email correspondence, and messaging apps.

## Data Analysis and Interpretation

In order to get significant insights, convey findings, produce suggestions, and facilitate efficient decision-making, data analysis entailed the methodical gathering, organization, processing, and interpretation of data.

**Analytical Techniques:** To analyse the gathered data and assess the correlations between variables, the study used statistical methods such regression analysis and the independent sample T-test.

**Software Used:** To carry out and streamline the statistical analysis procedure, SPSS (Statistical Package for the Social Sciences) software was used.

**Examined Hypotheses:** Three hypotheses were the main focus of the study:

- H1: Job performance is significantly impacted by teacher motivation.
- H2: Teachers' job performance is greatly influenced by intrinsic motivation.
- H3: Teachers' work performance is significantly impacted by extrinsic motivation.

## Characteristics of Respondents

Teachers and professors from various schools, colleges, and universities spread around the Delhi NCR region participated in the study.

- **Gender Distribution:** Of the participants, 53% were men and 47% were women.
- **Age Group:** 34.2% of respondents were between the ages of 27 and 31, followed by those between the ages of 32 and 36 (22.5%) and 21 and 26 (16.7%).
- **Marital Status:** Of the participants, approximately 45.8% were married, 43.3% were single, and 10.8% were widowed or orphaned.
- **Educational Background:** The majority of responders (50.8%) had a PhD, followed by postgraduate degrees (45%), while 4.2% were undergraduates.
- **Work Experience:** Of the educators, 22.5% had taught for one to three years, and 33.3% had taught for more than six years. Of these, just 11.7% had been instructors for less than a year.

## FINDINGS

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

The demographics of the thirty instructors and professors from the Delhi NCR area provide valuable information on the atmosphere that inspires motivation in the education sector.

- **Gender Distribution:** Of the educators that participated, 53% were men and 47% were women.
- **Age Profile:** Approximately 34.2% of respondents were between the ages of 27 and 31, which represents a sizable percentage of young and middle-aged educators. The results show that a large number of educators were adults juggling personal and family obligations. This demographic pattern draws attention to issues with work-life balance, income security, and job stability, all of which are frequently impacted by outside motivators.
- **Marital Status:** Of the respondents, 10.8% were widowed, 45.8% were married, and 43.3% were single. Extrinsic motivation is especially pertinent because a sizable portion of participants were married or widowed, highlighting the significance of secure employment, institutional support, and financial security.
- **Educational Background:** Of the participants, 50.8% held a PhD, and 45% were postgraduates. Such a highly skilled workforce suggests that educators prioritise possibilities for career advancement, independence, intellectual stimulation, and appreciation—all of which are typically associated with intrinsic motivation.
- **Teaching Experience:** The presence of an experienced and mature teaching workforce is shown by the significant percentage of respondents (33.3%) who had more than six years of professional experience. Teachers who have been in the field for longer tend to be more inclined toward professional competency, recognition, and prospects for ongoing success outside the necessities of their jobs.

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

**Finding:** The analysis showed a strong and significant positive correlation between instructors' motivation and their productivity at work. According to the regression results, instructors' overall work performance improved by an estimated 0.871 units for every unit increase in motivation, suggesting that motivation has a significant impact on performance.

**Theoretical Interpretation:** These results firmly support a number of motivational theories that contend that an individual's zeal and desire have a direct impact on their productivity and efficiency at work.

- **The Expectancy Theory, which was first presented by Victor Vroom in 1964**, states that people are more likely to work hard when they think that their efforts will enhance performance, that doing well will result in rewards, and that those rewards will have personal significance. The study's high explanatory value indicates that teachers are aware of a significant link between their efforts, better instruction, and the material or psychological rewards or satisfaction they anticipate.

- According to Edwin Locke and Gary Latham's Goal-Setting Theory (1990), teachers who are more motivated are more likely to set meaningful goals, stay committed to completing them, and show greater dedication to their work, all of which eventually improve their performance.

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

**Finding:** The study found a very substantial and favourable correlation between instructors' job effectiveness and intrinsic motivation. Additionally, the regression results showed that educators' overall performance in their professional positions is positively impacted by internal motivating factors.

**Theoretical Interpretation:** These results are consistent with motivational theories that highlight the significance of psychological fulfilment and internally motivated behaviour in enhancing worker performance.

- **Frederick Herzberg's Two-Factor Theory (1959):** States that workplace elements fall into two categories: motivational factors, which actually inspire employees to perform better, and hygienic considerations, which mostly avoid unhappiness. Achievement, gratitude, accountability, growth prospects, and meaningful work are examples of motivating factors that foster contentment and increase a person's dedication to their profession. According to Herzberg, these internal incentives boost zeal and productivity at work by
- The findings are also consistent with the Self-Determination Theory developed by **Edward L. Deci and Richard M. Ryan (1985)**. This theory describes how people become naturally driven when their psychological demands for autonomy, competence, and social connection are met. Teachers perform better in the classroom when they are secure in their talents, have the freedom to choose their teaching methods, and maintain healthy connections with students and colleagues.
- Furthermore, **J. Richard Hackman and Greg R. Oldham's (1980)** Job Characteristics Model lends credence to the results. This concept proposes that employment with significant responsibilities, independence, skill diversity, task significance, and regular feedback increase internal motivation and improve work outcomes. The substantial influence of intrinsic motivation in this study suggests that many instructors see their work as personally meaningful and intellectually satisfying, which helps them to perform their tasks more efficiently.

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

**Findings:** The study found a robust and statistically significant positive association between extrinsic motivation and teacher job performance. The regression study indicated that external motivational factors improve educators' effectiveness and output.

**Theoretical Interpretation:** While intrinsic motivation had a little higher influence, the data clearly reveal that external motivators continue to play an important role in increasing teachers' professional performance.

- The findings can be linked to **Frederick Herzberg's Two-Factor Theory (1959)**, which states that external workplace characteristics such as remuneration, job stability, organizational policies, and working conditions primarily serve as hygiene factors. While these elements may not always result in strong personal motivation, they do help to reduce unhappiness and foster a positive work atmosphere. The current findings indicate that proper external rewards and favourable workplace conditions offer instructors with the stability

and support they require to perform efficiently. In other words, while intrinsic qualities might drive brilliance, external conditions provide the framework for teachers to operate efficiently and confidently.

- **Equity Theory (Adams, 1963):** The findings also confirm John Stacey Adams' (1963) Equity Theory, which holds that employees assess fairness by comparing their efforts, talents, and contributions to the incentives they receive in return. Teachers who believe they are treated fairly in terms of income, incentives, and perks are more likely to stay dedicated and effective in their positions. The positive link found in this study suggests that fair and pleasant external rewards improve work performance by instilling a sense of balance and justice in educators.
- **Similarly, the findings are consistent with B. F. Skinner's (1953) Reinforcement Theory,** which holds that behavior is changed by its consequences. When teachers receive positive feedback, such as recognition, incentives, or cash benefits for good performance, they are more likely to repeat productive behaviors and put forth high amounts of effort into their professional roles.
- **Overall,** the findings highlight the need of striking a balance between intrinsic and extrinsic motivational elements in order to maximise teacher performance in the Delhi-NCR region's education sector. Although internal motivation tends to have a greater impact on performance quality, external elements are still necessary for maintaining a secure, supportive, and equitable working environment. Without adequate external support, the impact of intrinsic motivation may wane. As a result, educational institutions should use balanced incentive tactics that serve both the psychological and practical demands of educators.

## RECOMMENDATIONS

The study makes various recommendations for enhancing motivation and performance among teachers in educational institutions.

- **Create a Balanced Motivation Framework:** Schools, colleges, and universities should use a structured motivational strategy that incorporates both internal and external incentive aspects while taking into account educators' individual needs.
- **Strengthen Intrinsic Motivation:** Because intrinsic motivation has a significant impact on performance, institutions should priorities generating chances that promote personal pleasure and professional fulfilment.
- **Recognition and Appreciation:** Teachers' efforts and accomplishments should be acknowledged on a frequent basis in order to foster confidence and commitment to their work.
- **Professional Growth and Satisfaction:** Institutions should offer career development opportunities and give teachers more flexibility in their teaching approaches so that they feel more satisfied and respected in their jobs.
- **Job enrichment:** Educators should be encouraged to take on additional tasks and apply their abilities in more diverse and relevant ways.
- **Improve Extrinsic Rewards:** To keep instructors motivated and stable, educational institutions should provide fair and attractive external rewards.
- **Compensation and Benefits:** Competitive salaries, timely payments, housing assistance, educational allowances, medical facilities, and other employee benefits should be offered whenever possible to foster a safe working environment.

- **Performance Feedback and Development:** Institutions should construct effective feedback systems to help teachers improve and grow professionally.
- **Positive Work Environment:** Teachers should work in a courteous and helpful environment where they feel respected, encouraged, and able to collaborate with colleagues.
- **Consider Individual Differences:** Because motivation varies from person to person, institutions should recognise the various demands of their teachers and use flexible motivational tactics whenever possible.