

## An Epistemic Exploration of The Motivation and Its Impact on Performance

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### **Abstract**

Education is a widely accepted way for learning the facts, abilities, attitudes, and values required to make a person valuable to the society. The expectations of the innovative, technical, and modern era appear to be distinct from those of the past, and meeting these demands looks to be a daunting pledge. It seems as though the modern world has a dire need for skilled educationalists. It is the teachers' duty to carry out their job description and to continue the teaching and learning process. Encouragement, rewards, and support all boost performance. In order to effectively convey knowledge, skills, attitudes, and values, teachers' motivation is crucial. (Brown & Owusu, 2014). A Positivist philosophical stance was undertaken as per the nature of the study. This study was descriptive in nature, employing a quantitative methodology and the Simple Random Sampling method. The data was gathered using the Likert Scale Five Point questionnaire. The Statistical Package for Social Sciences (SPSS) 26 version was used to analyze the data. The results of this study's inquiry showed that when an organization uses a motivating strategy, employee satisfaction and efficiency rise. There is a substantial link between the variables, indicating that the motivation of head teachers has a favorable impact on teachers' performance. Additionally, a substantial difference between the variables was discovered.

**Keywords:** Head Teachers, Teachers, Communication, Motivation, and Performance.

### **INTRODUCTION:**

Education appears to be more important than ever as it has always been a widely accepted means of learning the knowledge, skills, attitudes, and values necessary to make a person valuable to society. The needs of the scientific, technological, and resource-savvy era appear to be different from those of the past, and meeting these demands appears to be a difficult undertaking. It appears that there is a pressing demand for both education and competent

education these days. It is the teachers' duty to carry out their job description and to continue the teaching and learning process with soul, heart, and ownership that helps to overcome different situations on the spot (Iqbal et al, 2021).

Accepting accountability requires acknowledging that enhances teachers' motivation which plays a critical role in teaching to advance knowledge, skills, and attitude. In educational contexts, it is also a central factor in determining improved communication between head teachers, teachers, and pupils. A teacher who is highly motivated will make every effort to carry out his duties in an effective manner and meet the objectives within the allotted time frame (Brown & Owusu, 2014).

Being in charge of an organization is how a manager chooses to interact with staff members, handles opportunities and incentives, encourages and facilitates team members to work together towards common objectives, and plays a decisive part in the processes of developing, disseminating, and enhancing organizational culture..

An important factor making motivational approach is opening the doors for all subordinates to communicate frequently that enhances collaboration between heads and employees. The leaders who are applying motivational approach, realize that the final decision makers are team workers rather than imposing the decisions (Tibagwa et al, 2016). Hence this study was conducted to have an epistemic exploration of the motivation and its impact on teachers' performance at public secondary schools.

**OBJECTIVES:**

This research study aims to achieve the described objectives. 1) To investigate the impact of Head teachers' motivation on teachers' 2) To examine the difference between Head teachers' motivation and teachers' performance. To share the recommendations better to increase the teachers' performance

**HYPOTHESES:**

H01. 1) There is no significant impact of Head teachers' motivation on teachers' performance. 2) H02 There is no significant difference between Head teachers' motivation and teachers' performance.

*An Epistemic Exploration of The Motivation and Its Impact on Performance*



Figure 1. Conceptual Framework (Herzberg,1957)

This study will be helpful for the heads of the institutions to understand and role of motivation at public secondary schools.

This study will also be helpful for the teachers to understand the motivational support increasing intrinsic spirit to do some this more.

This study will be helpful for the students to avail the better opportunities of learning under motivated teachers.

This study will be helpful for policy makers to provide the training opportunities for head teachers to motivate the teachers in true spirit.

The research was restricted to one District Badin in the province of Sindh. The research was restricted to all public secondary schools. Head teachers and teachers from District Badin participated in the study.

Skilled leadership, appropriate instructions, and quality education are intertwined which is a basic reasons behind accomplishing the desired goals, It is a veracity that learners' performance is significantly impacted by effective leadership that prioritizes in facilitating the teaching and learning process by offering capacity building and other supplementary resources (Yousaf, 2019).

Motivation is actually a universally identified way of giving someone a reason to do something. It helps in achieving the targets timely (Yasmeen, 2020). The heads of the institutions can prove to be playing an effective role in developing a role of ownership among the subordinates (Lone, 2009). It is an established fact that no target can be achieved effectively until it is done with keen interest. Hence, it is a compulsory to grasp the occasion by dealing with all the internal matter jointly by a skilled team. In this regard it is pertinent that the head of the institution can better develop an environment suitable to achieve the targets with the support of skilled and motivated team (Dolly & Nonyelum, 2018).

Motivating and mentoring is like best friend who always pushes to do more that helps in professional development (Aguinis & Kraiger, 2009). Someone who is constantly there to mentor through tough times is a motivator. It is not an event, but a process. Performance is therefore greatly impacted by motivation (son, 2018). Being a teacher is not a simple job. Many educators have to deal with anxiety when they first start their careers, which can wear them out and cause other problems (Zařková, & Poláček, 2015).

*An Epistemic Exploration of The Motivation and Its Impact on Performance*

Since Pakistan is a developing country, it will take time to develop a higher quality of education. More work needs to be done to bring Pakistan's education system up to the level of developed nations worldwide, but even so, there is a need to improve the standard of teachers by providing them with the bare minimum of infrastructure and facilities. Additionally, since professional development is a key component of quality teaching, it can be enhanced by updating courses and training programs (Zikanga, Anumaka, Tamale & Mugizi, 2021).

It is mandatory to maintain strict requirements for admission to teacher training programs, as well as strict guidelines for evaluation and learning activities. In this sense, NPSTs are essential to Pakistan's educational system and to the professional growth of teachers (UNESCO, 2010).

A survey method of research study was conducted. A survey approach is more appropriate for the collection of the data from the large population or the sample (Cresswell, 2008).

A Positivist philosophical stance was undertaken as per the nature of the study. The positivist paradigm advocates the quantitative approach which allows to analyze the relationship, difference and impact of one or more variables on other variable/variables (Shukla, 2017). A cross sectional design and descriptive type of the study was used to conduct this research study.

Group of interest of the study was consisting of all the public secondary schools of District Badin. All the head teachers and teachers were the respondents consisting of 60 head teachers and 2907 teachers.

Sr #	District	Schools	Head Teachers	Teachers
1	Badin	60	60	2907

(Source: District Education Officer ES&HS Badin 2022)

This study applied census survey and simple random sampling technique to collect the data from the target population. The simple random sampling technique is more convenient to reduce the errors of sampling (Gay, 2012). Rule of thumb by John Curry a professor of Education was practiced for selection of the sample (Curry 2006). According rule of thumb if the number of respondents is less than 100, overall population will be selected as sample therefore all the schools and head teachers were selected as sample whereas the no of teachers was more than 1000 hence 5% of the population from teachers was selected as sample.

Sr #	District	Schools	Head Teachers	Teachers
1	Badin	60	60	153

**SAMPLE ADEQUACY**

**SAMPLE ADEQUACY OF HTM**

KMO and Bartlett's Test	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.841
Bartlett's Test of Sphericity	Approx. Chi-Square 815.892
	df 1
	Sig. .000

*An Epistemic Exploration of The Motivation and Its Impact on Performance*

**SAMPLE ADEQUACY OF TP**

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy. .868		
Bartlett's Test of Sphericity	Approx. Chi-Square	566.321
	df	1
	Sig.	.000

Kaiser-Meyer-Olkins (KMOs) the test measure sampling adequacy was applied KMO returns values between 0 and 1 A Rule of Thumb  
 KMO Value between, 0.8 to 1 indicates that sampling is adequate  
 KMO Value between, 0.7 to 1 indicates that sampling is acceptable  
 KMO Value between 0.6 to 1 indicates that sampling is not adequate that the remedial action should be taken.  
 Whereas, the KMO values in this study are .841 and .868 which show that the sampling is quite adequate and can be carried out for further analysis.

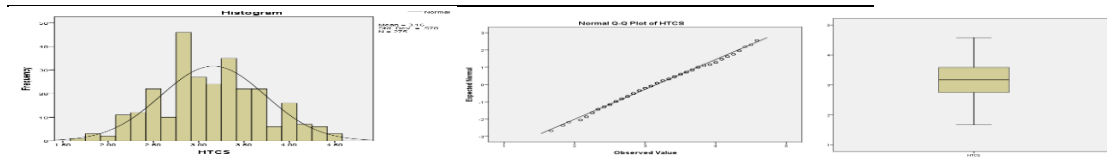
**ASSUMPTIONS OF NORMALITY STATISTICS**

**histogram, q-q plot and box plot showing normal distribution of the data**

The table showing the results of Kimogorov-Smirnov and Shapiro-Wilk significance value and the visual examination showing normality curve on histogram and straight diagonal line on Q-Q Plot and box plot show the normal distribution of the data

**Tests of Normality**

Variables	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
MQ	.070	213	.002	.991	213	.097



After performing normality statistics, the parametric tests were applied As per the nature of the objectives of the study.

**Table showing impact of Head Teachers` Motivation (HTM), on Teachers` Performance (TP).**

Hypotheses	Regression Weight	Beta Coefficient	R Square	F	p-value	Hypotheses A/R
Ho	HTM -----TP	.592	.262	41.861	.000 <sup>b</sup>	Rejected

The dependent variable TP was regressed on predicting variable HTM to test the hypothesis Ho. While the TP significantly predicted HTM, F = 41.861, P<0.001, which indicates that HTM can play a significant role in shaping TP (B = .592, p<.001) these results clearly direct positive affect of the HTM. Moreover, the R square= .262, depicts that the model describes 26.2% of variance in HTM. Hence the null hypothesis as per analysis was rejected. Moreover, it was revealed that the alternative hypothesis was accepted.

*An Epistemic Exploration of The Motivation and Its Impact on Performance*

**Paired Samples Test**

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	HTM - TP	10.087	2.27470	.50666	11.00568	8.02066	19.883	.000	

**Table showing difference between head teachers` motivation (HTM) and teachers` performance (TP)**

The results of Paired samples test analysis showing results, Sig- .000 revealed that the null hypothesis is rejected hence, the alternative hypothesis, there is a significant difference between Head teachers` Motivation and Teachers` Performance is approved.

**FINDINGS:**

The study's findings disclosed that there is a substantial association between the variables and that the institutional heads` motivation positively affects their subordinates` performance. Additionally, a considerable difference between the variables was discovered. Using a motivating strategy that boosts organizational effectiveness and employee satisfaction. The head teacher is free to choose to work in a way that produces better outcomes. Therefore, it is clear that the motivation of the head teacher can improve the performance of the teacher, which is a key factor in the success of the institution.

**CONCLUSION:**

The study's summarized findings disclosed that head teachers' motivation had a significant practical impact on teachers` performance which supports the findings of Basit & Hassan (2017) which recommended that employee productivity & organizational performance can be improved by the motivation of subordinates by the Institutional head. Institutional heads are encouraged to embrace motivational approach and participation of employees in the process of decision-making as it is long-established fact that the employees` performance is found better under the motivational approach.

**RECOMMENDATIONS:**

- Under the lights of the findings of the study following recommendations are enlisted.
- The policy makers should arrange trainings regarding motivational approach
- Researchers should conduct research on head teachers` motivation to uncover the hidden facts and benefits of teachers` performance.
- Head teachers should follow motivational approach to get the better results
- Teacher should be provided convenient environment where they must feel free to communicate
- Administrators specially in education department should follow motivational approach

to inspire subordinates with effective communication skills.

#### **FURTHER DIRECTIONS:**

More work on research in this domain in Pakistan at different levels is yet to be done. If so it will surely generate novel opportunities for Head Teachers and Teacher at primary, secondary and higher education level. To maximize the usefulness of the results, similar research can be carried out at various levels, such as primary, elementary, higher secondary, and higher education. This will allow for a greater understanding and implication of the findings compared to the current study. It is also possible to extend the study area to include other regions of the province. Multiple tools can be employed with the data collection method.

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