Effect of Primary School Teachers Perceived Motivation on Their Performance in Sindh

By

FARIDA SHAIKH (2099)

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Farida Shaikh
DEDICATION

I dedicate this piece of work to all my family members i.e. my husband Aijaz Ahmed and children, Aniqa, A.Rafay, A.Sami who lovingly supported me through many ways in order to fulfill my dream of getting such a great academic and professional honor i.e. PhD in Education.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>iii</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>iv</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>v</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>ix</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xi</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>xiii</td>
</tr>
<tr>
<td>CHAPTER I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>1.01. Background of the Study</td>
<td>1</td>
</tr>
<tr>
<td>1.02. Local Studies on Teacher Motivation</td>
<td>7</td>
</tr>
<tr>
<td>1.03. Statement of the Problem</td>
<td>13</td>
</tr>
<tr>
<td>1.04. Objectives of the study</td>
<td>14</td>
</tr>
<tr>
<td>1.05. Research questions</td>
<td>15</td>
</tr>
<tr>
<td>1.06. Scope of the Study</td>
<td>15</td>
</tr>
<tr>
<td>1.07. Significance of the Study</td>
<td>16</td>
</tr>
<tr>
<td>1.08. Limitations of the Study</td>
<td>17</td>
</tr>
<tr>
<td>1.09. Delimitation of the Study</td>
<td>18</td>
</tr>
<tr>
<td>1.10. Conceptual Framework</td>
<td>19</td>
</tr>
<tr>
<td>1.11. Definitions of key terms</td>
<td>20</td>
</tr>
<tr>
<td>CHAPTER II. LITERATURE REVIEW</td>
<td>22</td>
</tr>
<tr>
<td>2.1. Introduction</td>
<td>22</td>
</tr>
<tr>
<td>2.2. Definition of Motivation and Teacher Motivation</td>
<td>22</td>
</tr>
<tr>
<td>2.3. Resources of Motivation</td>
<td>23</td>
</tr>
<tr>
<td>2.4. Factors Affecting Motivation</td>
<td>24</td>
</tr>
</tbody>
</table>
2.5. Theories of Motivation

<table>
<thead>
<tr>
<th>Subsection</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5.1. Instinct Theories of Motivation</td>
<td>29</td>
</tr>
<tr>
<td>2.5.2. Drive and Need Theories of Motivation</td>
<td>31</td>
</tr>
<tr>
<td>2.5.3. Cognitive Theories of Motivation</td>
<td>34</td>
</tr>
<tr>
<td>2.5.4. Mechanistic and Organismic theories of Motivation</td>
<td>35</td>
</tr>
<tr>
<td>2.5.5. Common Ground between Motivational Theories</td>
<td>36</td>
</tr>
</tbody>
</table>

2.5. Classification of Motivation/Motives

<table>
<thead>
<tr>
<th>Subsection</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5.1. Intrinsic motivation</td>
<td>38</td>
</tr>
<tr>
<td>2.5.2. Extrinsic motivation</td>
<td>41</td>
</tr>
<tr>
<td>2.5.3. Intrinsic vs. extrinsic motivation</td>
<td>42</td>
</tr>
</tbody>
</table>

2.6. Effect of Motivation on Performance/Achievement

<table>
<thead>
<tr>
<th>Subsection</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.6.1. Intrinsic motivation and performance</td>
<td>43</td>
</tr>
<tr>
<td>2.6.2. Extrinsic motivation and performance</td>
<td>47</td>
</tr>
</tbody>
</table>

2.7. Recent Empirical Evidence

2.8. Summary of Literature Review

CHAPTER III. METHODOLOGY

<table>
<thead>
<tr>
<th>Subsection</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.01. Introduction</td>
<td>56</td>
</tr>
<tr>
<td>3.02. Research Design</td>
<td>56</td>
</tr>
<tr>
<td>3.03. Targeted Population of the Study or the Respondents</td>
<td>57</td>
</tr>
<tr>
<td>3.04. Sampling Techniques</td>
<td>57</td>
</tr>
<tr>
<td>3.05. Sample Size and Data Collection Tools</td>
<td>57</td>
</tr>
<tr>
<td>3.05.1. Teachers’ Questionnaire.</td>
<td>58</td>
</tr>
<tr>
<td>3.05.2. Head-Teachers’ Questionnaire</td>
<td>58</td>
</tr>
<tr>
<td>3.05.3. Ethical Issues</td>
<td>59</td>
</tr>
<tr>
<td>3.06. Selection of schools</td>
<td>60</td>
</tr>
</tbody>
</table>
3.07. Multi-Stage Sampling

3.08. Validity of Instruments
  3.08.1. Self-validation
  3.08.2. Expert-validation
  3.08.3. Pilot-validation

3.09. Internal Consistency

3.10. Data Analysis

CHAPTER IV. FINDINGS

4.1. Quantitative Findings
  4.1.1. Descriptive Statistics
  4.1.2. Multiple Linear Regression Analyses
    4.1.2.1. Regression model
    4.1.2.2. Effect of intrinsic and extrinsic motivation on performance
    4.1.2.3. Effect of demographics on teachers’ performance
  4.1.3. Difference: Teachers’ Performance Vs. Demographics
    4.1.3.1. Independent-Samples t-test analyses
    4.1.3.1. Difference between teachers performance and demographics
    4.1.3.2. One-way ANOVA analyses
      4.1.3.2.1. Teachers’ performance vs. marital status
      4.1.3.2.2. Teachers’ performance vs. academic qualification
      4.1.3.2.3. Teachers’ performance vs. professional qualification
      4.1.3.2.4. Teachers’ performance vs. teaching experience
      4.1.3.2.5. Teachers’ performance vs. age
      4.1.3.2.6. Teachers’ Performance vs. Monthly Salary
      4.1.3.2.7. Teachers’ performance vs. source of income
4.2. Qualitative Findings

4.2.2. Burning Issues or Problems at Public Sector Primary Schools
4.2.3. Measures to Improve Teachers’ Motivation and Performance

CHAPTER V: SUMMARY, CONCLUSIONS, DISCUSSION, RECOMMENDATIONS 93

5.1. Summary
5.2. Conclusions

5.2.1. Teachers’ Motivation
5.2.2. Teachers’ Performance
5.2.3. Effect of Teachers’ Motivation on Their Performance
5.2.4. Effect of Demographics on Teachers’ Performance
5.2.5. Difference between Teachers’ Demographics and Performance

5.3. Discussion
5.4. Recommendations

REFERENCES 106
APPENDICES 117
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Targeted Population and Quantitative Sampling</td>
<td>59</td>
</tr>
<tr>
<td>2.</td>
<td>Descriptive Statistics of the Demographics</td>
<td>65</td>
</tr>
<tr>
<td>3.</td>
<td>Descriptive Statistics of Intrinsic Motivation Items</td>
<td>67</td>
</tr>
<tr>
<td>4.</td>
<td>Descriptive Statistics of Extrinsic Motivation Items</td>
<td>68</td>
</tr>
<tr>
<td>5.</td>
<td>Descriptive Statistics of the Teachers’ Performance Items</td>
<td>69</td>
</tr>
<tr>
<td>6.</td>
<td>Model Summary MLR Teachers’ Motivation and Performance</td>
<td>72</td>
</tr>
<tr>
<td>7.</td>
<td>ANOVA of MLR Teachers’ Motivation and Performance</td>
<td>72</td>
</tr>
<tr>
<td>8.</td>
<td>Beta Coefficients of MLR: Intrinsic and Extrinsic Motivation</td>
<td>73</td>
</tr>
<tr>
<td>9.</td>
<td>Model Summary of MLR: Demographics and Teachers’ Performance</td>
<td>74</td>
</tr>
<tr>
<td>10.</td>
<td>ANOVA of MLR: Demographics and Teachers’ Performance</td>
<td>75</td>
</tr>
<tr>
<td>11.</td>
<td>Beta Coefficients of MLR: Demographics and Teachers’ Performance</td>
<td>75</td>
</tr>
<tr>
<td>12.</td>
<td>Summary of Independent-Samples t-test</td>
<td>77</td>
</tr>
<tr>
<td>13.</td>
<td>One-way ANOVA Summary: Teachers’ performance vs. Marital Status</td>
<td>78</td>
</tr>
<tr>
<td>14.</td>
<td>Post-hoc Tukey’s HSD: Teachers’ Performance vs. Marital Status</td>
<td>78</td>
</tr>
<tr>
<td>15.</td>
<td>One-way ANOVA Summary: Teachers’ performance vs. Academic Qualification</td>
<td>79</td>
</tr>
<tr>
<td>16.</td>
<td>Post-hoc Tukey’s HSD: Teachers’ Performance vs. Academic Qualification</td>
<td>80</td>
</tr>
<tr>
<td>17.</td>
<td>One-way ANOVA Summary: Teachers’ performance vs. Professional Qualification</td>
<td>81</td>
</tr>
<tr>
<td>18.</td>
<td>Post-hoc Tukey’s HSD: Teachers’ Performance vs. Professional Qualification</td>
<td>81</td>
</tr>
<tr>
<td>19.</td>
<td>One-way ANOVA Summary: Teachers’ Performance vs. Teaching Experience</td>
<td>82</td>
</tr>
<tr>
<td>20.</td>
<td>Post-hoc Tukey’s HSD: Teachers’ Performance vs. Teaching Experience</td>
<td>82</td>
</tr>
<tr>
<td>21.</td>
<td>One-way ANOVA Summary: Teachers’ Performance vs. Age</td>
<td>83</td>
</tr>
<tr>
<td>22.</td>
<td>Post-hoc Tukey’s HSD: Teachers’ Performance vs. Age</td>
<td>84</td>
</tr>
<tr>
<td>23.</td>
<td>One-way ANOVA Summary: Teachers’ Performance vs. Monthly Salary</td>
<td>85</td>
</tr>
</tbody>
</table>
24. *Post-hoc Tukey’s HSD: Teachers’ Performance vs. Monthly Salary* 85
25. *One-way ANOVA Summary: Teachers’ Performance vs. Source of Income* 86
26. *Post-hoc Tukey’s HSD: Teachers’ Performance vs. Source of Other Income* 86
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><em>Maslow’s Hierarchy of Needs</em></td>
<td>05</td>
</tr>
<tr>
<td>2.</td>
<td><em>Conceptual Framework Showing Relationship between Motivation and Teacher Performance</em></td>
<td>19</td>
</tr>
<tr>
<td>3.</td>
<td><em>Sequence of Motivational Process</em></td>
<td>37</td>
</tr>
</tbody>
</table>
# LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. QUESTIONAIRES</td>
<td>118</td>
</tr>
<tr>
<td>B. APPENDIX B: PERMISSION LETTER FROM IQRA UNIVERSITY</td>
<td>124</td>
</tr>
<tr>
<td>C. APPENDIX C: REFERENCE OF UNPUBLISHED MANUSCRIPT</td>
<td>125</td>
</tr>
<tr>
<td>D. APPENDIX D: ACCEPTANCE LETTER FROM EDITOR</td>
<td>126</td>
</tr>
</tbody>
</table>
Abstract

Effect of Primary School Teachers’ Perceived Motivation on Their Performance in Sindh

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Iqra University, Karachi, 2014

Supervisor: Dr Muhammad Ismail Saad

This mixed study examined the associations and effect of primary school teachers’ intrinsic and extrinsic motivation towards their performance assessed by respective head-teachers. The multi-stage random sampling involved 348 teacher-respondents and 40 head-teachers of District Hyderabad, Sindh. Both quantitative and qualitative data were collected through adapted questionnaires having 48 five-point Likert-scale items and three open-ended questions. Data were analyzed through SPSS package of 16.00 for descriptive and inferential statistical analyses at 0.05 confidence-intervals. Descriptive statistics revealed that teachers ranked their intrinsic motivation better (mean ranged 1.62 to 2.18 for 11 items) against extrinsic motivation (mean ranged from 2.50 to 3.97 for 14 items). Teachers’ 13 performance items did not catch supporting evidence i.e. means ranged from 1.93 to 3.97 (with 2.82 mean of means) which is disappointing one. Regarding multiple linear regression, intrinsic and extrinsic motivation significantly and moderately predicted respondents’ performance, R= .299, r²= .290 (adjusted r²= .284), F(2, 245)= 16.979, p<.001. They accounted for 29.9% variability in respondents’ performance showing better effect (unstandard beta= .306 or 30%) of extrinsic motivation t(345)= 3.926, p=.000 against intrinsic one (unstandard beta= .200 or 20%) t(345)= 3.926, p=.001. Regression analysis of demographical predictors reveal unsatisfactory picture despite being significant (p= .000) with moderate level of correlation, R= .521, r²= .272 (adjusted r²= .239), F(15, 332)= 8.265, p<.001. Only two predictors i.e.
teaching experience and average education of family members got significant beta coefficients and p-values ($p<.05$) while others (13) discarded. Difference regarding independent-samples $t$-test and one-way analysis of variance (ANOVA) reveal that females; widow/widower/divorced; teachers with no other source of income; and teachers with higher academic qualifications, professional qualifications, age, and monthly salary obtain statistically significant and better performance than their counterparts. Feasible suggestions collected through open-ended questions are incorporated in recommendations.

**Key words:** intrinsic motivation, extrinsic motivation, primary school teachers’ performance.
CHAPTER I

INTRODUCTION

1.01. Background of the Study

In the era of knowledge and innovation educator’s level of motivation has a significant role to transferring knowledge and skills to students at any level, as teacher usually who is motivated has more efficient level concerning to learners achievement, and academic output (Mertler, 1992). Motivation plays an important role for individual behaviors satisfaction to meet the targeted objectives (Analoui, 2000).

After psychologists’ exploration into people’s intrinsic and extrinsic motivation, management researchers soon started to distinguish between intrinsic motivation and related tasks. The former concept involves hypothetical inspirations residing within an individual’s mind due to their presence he or she becomes intrinsically motivated; while the later concept involves the specific tasks or activities that offers satisfaction to underlying constructs of intrinsic motivation. In this regard, certain tasks or characteristics were found to be intrinsically motivating; among them being responsible for something or task, the challenging nature of a task, sense of fulfillment or achievement, room for innovation or variety, and opportunity for moving to next level of competence were found to support intrinsic motivation (Herzberg, 1966). However, according to Hackman and Oldham (1976) variety of tasks, clarity of tasks and their importance, freedom in dealing with tasks, and encouraging feedback were identified as major contributors to intrinsic motivation. Psychological literature of recent past sees close association between intrinsic motivation and psychological needs i.e. need for competence and autonomy (Kasser & Ryan, 1996).

So, teachers are accountable for the performance and learning level of their students happening in or outside the class. Teaching includes several steps such as: preparation for lessons and application of proper instructional techniques; teaching approaches and
resources; and students’ assessment. Moreover, ensuring proper supervision in teaching and learning, providing required guidance, and ensuring students’ active involvement in co-curricular activities contribute to effective teaching and learning.

Thus teachers’ performance implicate above factors. Looking in broad perspective effective teaching and learning cannot be limited up to educational institutions but involve home, community or culture. In present study, the researcher measured performance of teachers (by their respective head-teachers) in thirteen areas i.e. whether the teachers: are regular and punctual; plan for their lessons; prepare students’ achievement tests or other measures for their formative assessment; administer and examine/score students’ achievement-tests; ensure students’ participation in co-curricular activities; respond to students’ academic learning issues and provide relevant feedback; show interest in accepting additional assignments linked to school matters; take/ensure students’ daily attendance; use learner-friendly teaching approaches/resources; avoid corporal punishment; examine/ensure students’ hygiene such as cleanliness of uniform, regular cutting of nails; cover prescribed course of study in an academic year; and give homework and check it.

According to Bennell (2004) in most of developing countries the bulk of public sector employees are engaged in teaching profession as it ranges from half to two-thirds of employees within public sector; whereas, other professions like engineering, medicine, and law involve more effective rules and regulations that offer greater resistance i.e. registration and qualification requirements, therefore relatively less candidates could enter those professions. Despite ban on recruitment in public sector institutions, some solid evidence point to the fact that in relatively few developing countries teaching workforce has been expanded which include Bangladesh, Pakistan, Ethiopia, Malawi, Eritrea, Uganda and Mozambique, among others (Bennell, 2004).
Teachers’ motivation is the back-bone within teaching and learning institutions; it plays dual role i.e. producing relatively effective teachers’ performance and students’ learning. The head-teachers and the teachers themselves expect this as they are immediate stake-holders of educational institutions. Since students have the different needs and behaviors so the head teachers or the principals must ensure that their teachers use the diverse measures of motivation in academic learning. For this purpose the head teachers also use multiple measures to motivate the teachers for effective teaching.

Pakistan’s government education system comprises of five distinct levels which includes primary level (from grade one to five), middle level (from grade six to eight), secondary level (from grade nine to ten), higher secondary level (from grade eleven to twelve) and professional/higher education level (undergraduate/graduate level or post graduate level). Basic education is free for children from grade 1-10. During seventh Five-Year Plan i.e. in 1988, the preparatory classes (kachi or nursery/kindergarten) were officially included into our primary education system. Universities are responsible at provincial level for admissions and examinations after intermediate or grade 12 and onwards at college side education that offers annual system rather than semester system of teaching and assessment. However, in some cases, different overseeing body or ministry may coordinate specialized courses and programs. In Pakistan, even the universities do not have full autonomy; their finances and supervision comes under the Higher Education Commission or HEC (Tanya Khan, 2004).

According to published report of Economic Survey (2011) total 466,451 teaching workforce is employed in 157,360 primary schools. Moreover, due to government’s refined education policies an increase to 18.756 million in the enrollment of students at primary schools has been observed in 2009-10 versus an increase to18.468 million students at above level in the previous year i.e. 2008-09 with the total country-wide population of over 180
million. In Pakistan the administrative system is not standardized therefore each province has
more or less different set up. Each province is distributed in many districts; each district has
an Executive District Officer (Education) whose responsibility is overall controlling and
managing of education from grade one to ten generally; however, higher secondary schools
offer education up to grade twelve where there are no colleges; he/she is assigned to provide
and oversee effective utilization of resources, to prepare maps of all existing schools in the
district; to visit randomly and conduct annual inspection of schools; and to prepare Annual
Confidential Reports for teachers and head-teachers. After the advent of devolution in 2002,
the districts are working as autonomous bodies to provide and manage education at local
level.

In Pakistan, according to Economic Survey 2010-11, on the whole the literacy rate for
above 10 years age-group was found to be 57.7%; out of it male literacy stood at 45.2% while
69.5% for females (Economic Survey 2010-11). Within primary schools 35% of the total
teachers are females while 65% are males. It is relatively higher ratio in terms of female
employment as compared to other sectors and departments because in the context of primary
education it provides major supply of government service for women within formal education
system. Moreover, it is noteworthy to state that most of public schools offer separate
schooling and education to males and females. Male teachers are appointed to teach in boys’
schools while female teachers serve in girls’ schools. The female or girls school comprise
33% of the total primary schools. Access of education to girls in remote and rural areas is
very limited; while the case is different in urban areas where there is equal access to males
and females.

Since, teachers are responsible to their schools therefore an effective and efficient
system of education is a must for their professional commitment and lifelong profession. It
thus requires that sufficient number of young people is available who are energetic and
professionally qualified and competent. Teachers’ job-satisfaction and motivation depends upon many factors. All these factors reveal that single factor cannot ensure effective teaching but multiple factors and situations contribute to effective teaching. Teachers play a vital role in the students’ learning process; teachers are role model for their students, and students try to copy them and make teachers their ideal. Both internal or psychological and external or environmental stimulation shape behaviors within different contexts in addition to peoples’ internal psychological field. Putting in other way, motivation activates an individual to initiate and maintain particular behavior under particular psychological and environmental influences (http://eprints.hec.gov.pk/2486/1/2379.htm).

Maslow (1943) presented five hierarchical categories of needs. Figure 1 summarizes them:

Figure 1

*Maslow’s Hierarchy of Needs*

![Maslow’s Hierarchy of Needs](http://en.wikipedia.org/wiki/maslow’s-hierarchy-of-needs)
Discussing the progression from one to another level of needs Maslow highlighted that once lower category needs are fulfilled an individual moves to next higher category of needs. In this regard, according to Maslow if lower needs are not satisfied an individual could not move to higher category of needs. At the pyramid of five levels of needs, physiological needs are placed at the bottom. They are called survival needs that are food, water, sex, sleep. Next to physiological needs is the category of safety needs. They involve shelter, money, job, etc. Next to safety needs is the category of belongingness and love needs. Next to safety needs are the esteem needs followed by the highest level needs i.e. self-actualization. Moreover, the intensity and strength of needs increases downwards and vice versa. It means that physiological needs have the highest level of intensity. In other words, if people are hungry and starving they do not care for esteem and love and so on.

Teacher motivation has gained importance and attention in educational sector since last few decades. Recently different researchers have studied factors that motivate teachers to teach effectively or vice versa. They involve studies determining impact of teachers’ motivation on their performance; studies seeking a relationship between teachers’ motivation on students’ motivation; and studies on different factors contributing to enhance teachers’ motivation in different contexts. Generally, better quality of goods or services in one or the other way depends on their motivated employees. Since motivation is considered as a person’s desire to put his or her maximum or possible efforts in achievement of desired objectives. Professional psychologists do not agree that salary on its own increases an employee’s motivation. However, the fulfillment of basic needs, in developing countries, is considered as vital factor to motivate their employees. Therefore, employees tend to prefer those jobs where financial package of a job could enable them to easily fulfill physiological and safety needs. In this regard, Maslow’s hierarchy of needs is absolutely right because
according to them an individual would not take care of esteem and other higher level needs unless lower needs i.e. physiological and safety needs are satisfied.

However, it is not the case always because occupational rank, job-satisfaction, and salary and related financial benefits play pivotal role in teachers’ motivation. In developing countries teachers are not professionals in actual sense rather they are semiprofessionals due to poor infrastructure of overall prevailing education and especially due to improper professional training of teachers i.e. both pre and in-service training courses; however certain typical renowned professions like medicine and engineering involve strict criteria which makes them relatively more effective and efficient and professional one. Moreover, talented and competent candidates do not prefer teaching jobs over others; even teaching appears to be last choice for them in Pakistan. Thus, teachers and teaching within developing countries like Pakistan lacks required commitment across all stakeholders (http://www.eldis.org/fulltext/dfidtea.pdf).

Overall during last two decades due to economic and social problems the status of teachers’ has declined in both developing and developed nations. Therefore teachers’ standard i.e. academic and professional has fallen throughout which in turn negatively affected teachers’ motivation (http://www.eldis.org/fulltext/dfidtea.pdf). In this regard, present study aims at determining association between teachers’ motivation (intrinsic and extrinsic) and their performance; moreover, effect of both types of motivating factors on teachers’ performance is part of this study besides wide range of demographical predictors are studied.

1.02. Local Researches on Educator Motivation

One of the most significant antecedents of job performance is the teacher motivation and considered as the most important topic of research. Since Pakistan is a developing country hence teacher’s motivational issues are dealing in different perspectives, and to keep
them motivated school management is frequently motivating them to keep their moral job satisfaction high. Likewise, low incentives, poor control and other behavioral sanctions are also taken into account while dealing with the motivational issues of teachers.

According to a survey conducted by YesPakistan.com low salaries, low preference for choosing teaching as a career, poor working conditions, poor basic facilities and school buildings, ghost schools and teachers, and no or poor accountability on teachers contribute toward poor motivation of primary school teachers of Pakistan. (YesPakistan.com, 2012)

Another study aimed to find out the effect of rewards and recognition, satisfaction with supervisors and work itself on the job satisfaction in addition to determine correlation between job satisfaction and work motivation in the context of Rawalpindi, Pakistan. The authors used descriptive statistical procedures along with Pearson’s correlation and multiple linear regression analyses on the data collected through questionnaires from 294 respondents. Though Pakistan is male dominant country, the data indicated that majority in teaching profession were females, over 21 years of age, and holding master degree. The authors found dominant association (r=0.62) between teachers’ satisfaction with supervisors and their job satisfaction followed by effect of rewards and recognition on their job-satisfaction (r=0.52), and work itself and job-satisfaction (r=0.43). Highest correlation was found between intrinsic motivation and job performance (r=0.70). For above variables regression values were also found statistically significant with 45% predictability (p<.05); However, regression table shows insignificant p>.05 (p=0.659) association between teachers’ intrinsic motivation and their job performance (pp-276-278) which the authors wrongly interpreted as statistically significant (Shah, Rehman, Akhtar, Zafar & Riaz, 2012).

In a mixed method exploratory study, the authors in the context of public sector university students found that both extrinsic motivators (compensation and tangible benefits) and intrinsic motivators (intangible motives like job design, recognition, empowerment,
involvement in decision making) contributed towards motivating the teachers toward job performance; however, the authors found the latter factors more effective and crucial in this regard (Rasheed, Aslam, & Sarwar, 2010, p. 1).

Aziz, Akhtar, and Rauf (n.d.) investigated the motivational level of the teachers of tertiary or university education in Pakistan with relation to Maslow’s need hierarchy and Herzberg’s two-factor (hygiene and motivational factors). They collected the data collected from a sample of 298 male and female university teachers. It involved 20 factors teachers’ motivation questionnaire (TMQ) and used measures of central tendency. The study implicated Maslow’s need hierarchy factors and Herzberg’s hygiene and intrinsic motivators though were crucial yet their hierarchy was not always perceived same for different levels of teachers. University teachers rated self-esteem and self-actualization factors comparatively more important as conversely lower level teachers preferred in earlier studies for extrinsic or tangible benefits. They found that male trained teachers were significantly better motivated than their female (trained) counterparts. They suggested related recommendations (p. 146). The study involved university teachers hence cannot be generalized to secondary school teachers.

Khan, Tahirkheli, and Ali (2013) aimed at finding the impact of educational leadership on teachers efficiency or work motivation through five-point Likert scale questionnaire from 273 teachers using electronic email system but their study had some technical flaws: (a) the sample was conveniently selected from two urban tehsils (b) the effect or role was wrongly measured through one-way analysis of variance rather than appropriate statistical procedure (c) findings are not explained and interpreted in the contextual setting.

Nadim, Chaudhry, Kalyar, and Riaz (2012) conducted a study which determines the impact of extrinsic and intrinsic motivation on college educators’ job satisfaction. They have developed a research tool measured on five-point Likert scale and collected the data from 500
respondents. SEM was used to for data analysis and they determined that there was a significant relationship between intrinsic motivational factors and instructor job satisfaction. Likewise, significant correlation was found between extrinsic motivational factors and instructor job satisfaction. In-depth findings revealed that intrinsic motivational factors contribute more to teacher job satisfaction than extrinsic motivational factors (p. 29).

Shaheen, Sajid, and Batool (2013) in the context of college teachers found that extrinsic or tangible rewards or incentives significantly and more effectively enhanced teachers’ motivation while administrative policies were found to be an undermining effect (p. 105).

Aslam, Jamil, and Rawal (2011) under the survey of South Asian Forum for Education Development pointed out following key findings that contribute toward poor motivation among school teachers in the context of Pakistan:

- Teachers’ absence is mostly unexplained and is main reason behind their poor performance and students’ poor achievement. It calls for effective accountability procedures.
- Higher teacher competence is not reflected in related better students’ learning outcomes.
- At primary level there is lack of students’ grouping i.e. in certain areas there are separate classes for each grade from one to five; whereas, in certain areas all five classes are run in single room or area (in case there is no building available). It is called multi-grade classroom.
- Highest politicization of teachers in Pakistan support teachers’ transfers and postings.
- Higher salaries of public school teachers are unrelated to their performance as compared with their counterparts serving in private schools more effectively with significantly lower salaries (pp. 2-4).
Inayatullah and Jehangir (2013) studied the effect of school teachers’ motivation on their job performance. They randomly selected 120 teachers from 10 schools of Peshawar (5 schools each for public and private) with equal representation of gender (60 each for males and females). They used two instruments for measuring teachers’ motivation (Bennell & Akyeampong’s tool) and self-designed teachers’ performance tool (both five point Likert scale questionnaires with 12 and 8 items respectively). Cronbach’s alpha of 0.63 and 0.65 with overall value of 0.60 showed acceptable range. Statistical significant and positive association was found between teachers’ motivation and performance ($R=.623$) causing a variability of 38% prediction surety ($p<.001$). Significant difference was found between the mean scores measured through t-test across gender and location (public and private school teachers); the private school teachers and females got significantly different and better mean scores on motivation and job-performance. One-way ANOVA revealed no significant differences between the teachers’ performance and some demographical variables i.e. teachers’ age, experience, and qualification, but significant difference were found between teachers’ income and performance (pp. 88-93).

Salma and Sajid (2012), in research study, concluded that teachers of Kotli, a city of Azad Jamu Kashmir, were found dissatisfied and less motivated with their current job. The critical determinants identified in the study which is affecting the motivation and dissatisfaction is promotion and salary / income structure. Moreover, teachers also identified some external factors involvement in their recruitments, postings and transfers. Moreover, some internal factors like large class size; lack of subject specialists; poor accountability at institutional level also lead to job dissatisfaction of teachers. Moreover, research also reported that poor involvement in administrative affairs and decision making also negatively impact teachers’ performance and job-satisfaction (p. 64).
Khan (2006) investigated teachers’ motivation in primary schools operating in Pakistan and found it underprivileged. In his study the researcher highlighted that primary school teachers have low self-esteem and they believe that they are not given due respect by the community they live in and society in general. In response to this believe teaching is always seen as a least preferred option for the choice of professional career. Those who have chosen teaching as career they immediately switch to a new one if they get any other opportunity. According to the above author the other factors influencing teachers’ motivation were:

- limited likelihood for good promotion
- Inefficient teachers’ management system
- Little or no pre-service training and minimal proficiency in their knowledge area resulting in lack of confidence in teaching.
- Unavailability of basic school infrastructure (playgrounds, building, toilets, drinking water) and resources (library, laboratories, furniture and other) demotivates probable candidates.
- Deteriorating security conditions, poor transportation services, and minimal residential facilities in rural areas also discourage young professionals from opting for teaching as a profession.
- Lack of motivation and discouraging attitude from Head teachers and SMCs
- Politically and influentially motivated appointments, transfers and promotions.
- Non-performance base promotions (overlooking of merit on seniority).
- Insufficient opportunities for professional advancement.
- Low income of teachers through school teaching, force them to employ in additional income-earning activities, which further entangle them into absenteeism.
1.03. **Statement of the Problem**

In earlier research related to teacher’s job performance, teacher’s motivation has always been central to the discussion (Aslam, Jamil & Rawal, 2011; Chireshe & Shumba, 2011; Atta and Jamil, 2012). In Pakistan different covariates were identified for weakly motivated teachers and they are combination of low job satisfaction and low morale, poor controls, low incentives and other behavioral sanctions. Which responded in falling and low professional performance and behavior. Different studies have investigated into different areas of teachers’ motivation but the researcher has observed potential drawbacks in most of the local studies.

Firstly, regarding systematic issues multiple recent surveys (Aslam, Jamil, Rawal, 2011; Save the Children, 2011; YesPakistan.com, 2013) have pointed multiple weaknesses of our educational system that negatively affect teachers’ motivation toward their job performance. The most crucial areas are: low salaries, low preference for choosing teaching as a career, poor working conditions, poor basic facilities and school buildings, unfavorable work environment; ghost schools and teachers (schools and teachers present in official record but not existent practically due to corruption), and no or poor accountability on teachers; workload and challenges; political influence on appointment, postings, and transfers of teachers; declining social recognition and prestige; lack of opportunities for career development; ignorance of teachers’ voice in policy matters; overcrowded classes, poor quality pre and in-service trainings, and multi-grade teaching etc.

Secondly, mostly the studies available had potential methodological and statistical flaws as were pointed out in the above section (i.e. Shah, Rehman, Akhtar, Zafar, & Riaz, 2012 incorrectly interpreted insignificant association as significant between teachers’ intrinsic motivation and their performance; Nasser Ud Din, Tufail, Shereen, Nawaz, & Shahbaz, 2012 collected quantitative data from very small (40) sample of teachers; Khan,
Tahirkhel, & Ali, 2013 selected sample from urban areas only and unrelated statistical test for measuring effect of some predictors; Inayatullah and Jehangir, 2013 collected quantitative data from only a rural city; Atta and Jamil, 2012 used unrelated statistical measure i.e. one-way ANOVA for measuring the effect of predictors and are silent about how students’ attainment was measured.

Thirdly, almost all related local studies were conducted either touched tertiary (college or university) teachers or secondary school teachers; however, no sufficient evidence except for a few studies was available that implicated the teachers’ motivation and performance at public sector primary school teachers of Pakistan. Moreover, no related study was found in the context of Sindh, Pakistan.

Finally, almost all studies directly or indirectly hinted toward two classes of teacher motivation which are of course basic ones i.e. intrinsic and extrinsic motivators. Therefore, the researcher decided to investigate the effect of teachers’ intrinsic and extrinsic motivation on their performance at public sector primary school level to fill the research gap in Sindh’s context.

1.04. Objectives of the Study

The specific objectives of this study are following:

- To explore the perceived motivation of public sector primary school teachers.
- To ascertain the performance of public sector primary school teachers.
- To find out the effect of motivation (intrinsic and extrinsic) of public sector primary school teachers on their performance.
- To determine the effect of some demographical predictors of public sector primary school teachers on their performance.
- To determine the difference of motivation (intrinsic and extrinsic) of public sector primary school teachers across some demographical variables.
• To suggest related and feasible measures to improve public sector primary school teachers’ motivation and performance.

1.05. Research Questions

Research questions guide and center research. It should be clear and focused, as well as synthesize multiple sources to present researcher’s unique argument. The research question should ideally be something that researcher is interested in or care about.

This study involves following specific research questions to achieve above objectives:

**RQ.1.** What is the level of perceived motivation of public sector primary school teachers?

**RQ.2.** What is the level of performance of public sector primary school teachers?

**RQ. 3.** What is the effect of perceived motivation (intrinsic and extrinsic motivation) of public sector primary school teachers on their performance?

**RQ. 4.** What is the effect of some demographical predictors of public sector primary school teachers on their performance?

**RQ. 5.** To what extent does the public sector primary school teachers’ performance differ across some demographical predictors?

**RQ. 6.** How can we improve the performance of public sector primary school teachers?

1.06. Scope of the Study

This study was conducted in Hyderabad district of Sindh province. It investigated into whether or not an association between teachers’ motivation (intrinsic and extrinsic) and their performance existed at public sector primary school level; and what is the effect of teachers’ intrinsic and extrinsic motivation and some demographical predictors on their performance in the context of Sindh.

For measuring intrinsic motivation teachers’ satisfaction while teaching (TST), job-satisfaction (JS), recognition and respect from society (RRS), teaching as competitive and challenging task (TCCT), career advancement (CA), control over others (COO), teaching as
one’s aim of life (TAL). Similarly for measuring extrinsic properties of motivation monetary benefits and rewards (MBR) (cash, certificate, appreciation letters, etc.) received for successful completion of task as a

Government primary school teacher. Monthly salaries (MS), staff’s family accommodation or housing (SFA), food allowances (FA), salary payments in advance (SPA), medical facilities (MF), and leave in case of absence (LA).

1.07. Significance of the Study
This study is important because in Sindh province teacher motivation at primary school level is relatively less focused and the quality of teaching and learning is far from required competencies. It implies that the teachers are not motivated to perform their specified duties within classroom situation. Therefore, this study could fill the gap by exploring the existing level of teachers’ motivation and by determining effect of different aspects of intrinsic and extrinsic motivators towards their performance. Moreover, in our context of Sindh, this study targeted a wide range of demographical predictors to assess association between them and their impact on different aspects of teachers’ performance besides suggesting realistic recommendations and suggestions to related stakeholders.

It would thus help the related stakeholders i.e. policy makers, teachers’ recruitment agencies, administrators, teachers, parents, and institutions related to professional development of the teachers for promoting teacher motivation among public sector primary school teachers of Sindh.

1.07. Significance of the Study
This study can be considered significant because it addresses one of the most important teachers’ issues i.e. relationship between public sector primary school teachers’ motivation and performance in developing countries like Pakistan where the issue is not studied comprehensively. This has very fundamental role because teacher motivation is a significant element in the process of teaching. Motivation shows the right path to the teacher for upholding interest and stimulation towards teaching. Teacher’s interest is the fundamental
factor in her profession. Real teaching cannot be possible without interest of teacher. This proves that motivation has important role in teaching learning process. No effective teaching is possible without motivation. Through motivation teacher came in to a teaching profession with right mind. With motivation teacher’s energy and interest focuses on the knowledge or activity to be taught.

Pedagogically speaking, the study would be useful to the major stake holders i.e. teachers and students. Firstly, it might help teachers to improve their teaching capability. Secondly, the study would also help build in the students’ desire to attain high achievement level. Thirdly, this study is significant because of its practical implications for promoting teacher motivation. Fourthly, the study also hopes to draw the attention of policy makers to include different professional incentives (teacher refresher courses, training programs, inclusion of teachers in policy making and curriculum development) and this study would also be helpful for educational administrators to motivate the teachers for better performance. Finally, the theoretical and conceptual frameworks as well as the pedagogical framework adopted in this study, with their particular conceptualization and relationship of different approaches to motivation of teachers at primary level.

1.08. Limitations of the Study

Like other studies this study has certain limitations and delimitations. The concept of limitation implies that it is beyond researcher’s control however it influences the internal validity of a piece of research. The network of public sector primary school teachers are widely spread all over the country. However, this research only focuses on the teachers of district Hyderabad. For the collection of data head teachers and teachers of primary school were identified. The current study is limited to investigate the level of motivation of only the primary school level.
1.09. Delimitations of the Study

Charles (as cited in Al-Tamimi. N.O. 2006) considers delimitation as external threats or restrictions because the researcher imposes them while narrowing the scope of the study. Campbell and Stanley (as cited in Al-Tamimi 2006) state that certain delimitations i.e. choice of instruments if inappropriate can also pose threat to external validity of the study. In this research study, the perceived motivation and performance of teachers is investigated through questionnaires involving quantitative and qualitative data through Likert scale items and open ended questions respectively. The pedagogical implications of this study are limited to those based on participants' responses. Furthermore, this study focuses on the teachers who are at the primary level. Due to the fact that the participants represent only primary level the study does not make any attempt to generalize the findings to other levels of teachers. Another delimitation of this study is that it is restricted to only one district (Hyderabad) Sindh province.
1.10. Conceptual Framework

Figure 1 shows the relationship between teachers’ motivation (independent variable) and teachers’ job performance (dependent variable).

Figure 1

Conceptual Framework

Figure 1 presents relationship of two aspects of teachers' motivation i.e. intrinsic and extrinsic towards their performance indicators. Being satisfied with job, enjoying teaching, challenging or competing nature of job, recognizing being a teacher in the society, achieving teacher career, and getting control over others were the targeted predictors of intrinsic motivation. On the other hand, extrinsic motivation of teachers involved monthly payment or
salary, housing facilities, free food and meals, weakly and other teaching allowances, advance salary payment, leave, and free medical facilities.

Teachers’ motivation (intrinsic and extrinsic) contributes to teachers’ performance when we provide better administration and management to utilize effectively the human and material resources including instructional resources, supervision of teachers, and physical infrastructure. Teacher performance included ensuring regularity and punctuality, participating in co-curricular activities, maintaining effective supervision for teachers and other school activities, provision and utilization of lesson planning, and assessment or marking of achievement tests.

1.11. Definitions of Key Terms

**Motivation.** Motivation is defined as a biological or emotional lack or need that forms specific goal which is achieved or fulfilled through specific relevant behavior(s) of an individual (Okumbe, 1998). Balunywa (2003) saw motivation as inculcation of required behavior among lower rank employees. Hornby (2000) describes motivation as a reason to perform and act. Webster's dictionary (2014) explains motivation as an incentive or a drive, or an act and process of performing something. In this study, the variable motivation elaborates both intrinsic and extrinsic motivators. According to Ryan and Deci (2000) “To be motivated means to be moved to do something” (p. 54). They considered two reasons to be moved i.e. intrinsic—from within or inherent consequence and extrinsic—from separable or external consequences/rewards.

**Extrinsic motivation.** According to Ryan and Deci (2000) extrinsic motivation involves separable consequences. They may consist of external rewards and salary benefits related to teaching job. The researcher operationally uses this concept of extrinsic motivation in this dissertation. The studied external motivators are pay, allowances, accommodation, leave, advance payments and free medical care.
**Intrinsic motivation.** According to Ryan and Deci (2000) intrinsic motivation is inherent (internal) consequence of an act/performance or for its own sake; they cannot be removed from it. In this study, intrinsic motivation involved job satisfaction, enjoyment of teaching, challenging and competitive nature of teaching, recognition, career development, control over others, and teaching as aim in life.
CHAPTER II

LITERATURE REVIEW

2.1. Introduction

The literature is reviewed according to study objectives that included motivation of teachers and performance, the effects of intrinsic and extrinsic motivation on their performance as assessed by their respective head-teachers.

2.2. Definition of Motivation and Teacher Motivation

“To be motivated means to be moved to do something” (Ryan & Deci, 2000, p. 54).

“Motivation is a challenge for educators at every level.” (Lombardi, 2011, p. 150). Motivation has been and will remain focal point of research among the people dealing with their clients to get or inculcate required services/skills. Educational psychology tells us that motivation is the force that not only initiates but also guides an individual’s specific (goal oriented) behavior. In this way, it creates a specific objective or goal in the first instance, and then initiates action(s) toward its achievement. In other words, it is a desire to fulfill one’s wants and needs. (Allama Iqbal Open University, Islamabad, 2013). The direction of motivation could be internal or intrinsic and external or extrinsic. Similarly, teacher motivation puts the teacher on track to effectively teach the curriculum in a way that learners’ could develop the required knowledge, intellect, and skills among his or her students.

In summary, the motivation is the driving force that may emerge from internal (one’s self or intrinsic motivation) or external (environment or extrinsic motivation) sources, that tends to formulate certain objectives and initiates the behavior or action of an organism or individual. Here, the motivation refers to the voluntary actions but involuntary actions controlled by autonomic nervous system (heart rate, respiration etc) and reflex actions (jerking of knee when taped on specific spot of the knee).
2.3. Resources of Motivation

Lombardi (2011) presents important summarized account of the six most significant resources on motivation:

a) Lavoie’s book *The Motivation Breakthrough: 6 Secrets to Turning on the Tuned Out Child*” discusses 6Ps (power, prestige, projects, people, prizes, and praise) that contribute toward motivation (p. 150).

b) Brophy’s book “*Motivating Students to Learn*” presents a meta-analysis of the related literature to consider the importance of the value of learning and its process to turn learners intrinsically motivated. The authors boldly pointed out that learning must be related to learners’ daily experiences. The author suggested providing structured scaffolding, academic challenges/problems, and concrete explanation of abstract knowledge or hands-on activities to motivate the learners (p. 151).

c) Pink’s book “*Drive: The Surprising Truth about What Motivates Us*” discussed certain drives that lead to learners’ motivation: satisfaction of basic needs or need for safety, carrot and stick or reward and punishment, and novel work environment like working on Google/internet. The author criticizes the contemporary trend which focused extrinsic motivation and ignored the more powerful intrinsic motivation (p. 151).

d) Ciaccio’s book *Totally Positive Teaching: A Five-Stage Approach to Energizing Students and Teachers* attended the call for an individual’s frame of reference to explore and deal with their personal potentials and hindrances through empathy. The author saw learners’ counter-productive behaviors their internal conflicts in terms of their fear and negative self-defeating thoughts (p. 151).
e) Zull’s “The Art of Changing the Brain: Enriching Teaching by Exploring the Biology of Learning” claims that all learning is about biology. The author deals all things in terms of psychology of learning and mechanism of brain functions (pp. 151-152).

f) Amen’s “Change Your Brain, Change Your Life” specifically dealt with neurology. The author who was neuroscientist claimed that all our behaviors are resultant of neurological reactions and connections going on in our brain or neurons. “Educators, parents, counselors, anyone involved with helping others to grow, learn, and be productive can see what happens when the brain is robbed of important blood flow to one area or becomes over focused in another area” (Lombardi, 2011, p. 152).

In a nut shell, the readers could get comprehensive account of motivation and related areas through above six books, in addition to many research articles and papers from different research journals.

2.4. Factors Affecting Motivation

Different authors point out different factors that affect motivation. Lavoie (2007) in his great book “The Motivation Breakthrough: 6 Secrets to Turning on the Tuned Out Child” talked about eight forces that drive motivation. They are: “gregariousness, autonomy, status, inquisitiveness, aggression, power, recognition, and affiliation.

Lavoie and Horton (2013) discussed and explained the six motivation strategies (6 Ps) to motivate the people:

- Power
- Prestige
- Projects
- People
The authors argue that generally most people including teachers and students tend to get influenced through a mixture of above strategies; however, the role of one strategy is usually dominant. A rebellious student may be motivated by the sharing of power from the teacher; similarly competent student may be motivated by the prestige or prizes (Lavoie & Horton, 2013, para 3). The authors present simple examples of each of six motivational strategies in the context of teachers’ performance:

1) The teacher who is motivated by power is likely the teacher who is on the fast track to becoming an assistant principal. The best thing that you can do for this group is to teach them to be great leaders. They will either use that motivation for power to force people to do what they want or learning to influence and motivate people to get what’s best for the whole. These people can be department chairs or can oversee committees such as school site council, attendance committees and so on.

2) The teacher who is motivated by prestige likes for others to know that they are doing a great job. These are the teachers who can be motivated by teacher of the month awards, being written up in the principal’s weekly newsletter, or acknowledged by the parent group with a certificate to hang above their desk. Certificates, trophies, banners, and other public awards are effective with this group or teachers.

3) Teachers who are motivated by projects are great for being the lead on a new technology rollout, writing the accreditation report, or overseeing a new grant. These teachers are great at teaching courses such as leadership, newspaper, yearbook, running the students store, robotics, debate, FFA, or other courses that require organizing teams and groups to compete or perform. These projects will help keep
them motivated on the way to school each day. Just be careful of the amount of time that they require outside of the school day and do not overwhelm the teachers.

4) Teachers who are motivated by people appreciate getting together with others in groups socially and professionally. These teachers love to collaborate with peers, eat lunch in the staff lunch room, and rarely complain about faculty meetings. These are the perfect teachers to put in charge of the social club on campus that celebrates birthdays, throws retirement parties, and knows when a teacher has a grandchild born. Just make sure that there's a purpose behind the collaboration, do not limit it to only social get together.

5) Teachers who are motivated by prizes are the ones who bring in the most box tops or store receipts when there’s a competition at the school. They get the most students to sell holiday cards during the annual fund raiser. They always have the best decorated door at Halloween and get the pizza party. For students, digital badges are very motivational, similar to Boy Scout badges but collected online. A similar program could be started for teachers. There could be badges for 100% attendance for a month, completing report cards on time, returning greater than 80% of parent surveys, or whatever school wide strategies are used (objective on the board, lesson plans submitted, calling on non-volunteers, gave a performance and task).

6) Teachers who are motivated by praise are the ones who are constantly asking for feedback. They want to hear from the proverbial horse’s mouth how they did after you do a classroom walkthrough. They do not necessarily need to hear it in public like the prestige group, but they need to hear it. Leaving notes of praise on their desks when you leave a walkthrough could be very motivational for this group. Saying thank you when they do a great job goes a long way. You may want to read the research by Carol Dweck on how praise can backfire. Be sure to praise things that are
not inherited, but things that can be perfected and improved with practice. The former will lead to a stalemate in improvement and the latter will lead to growth through practice. (Lavoie & Horton, 2013, para 5)

Haizlip, T. (2008, Feb 26) considers providing these ten factors to boost employees’ motivation:

- fascinating work
- admiration and acknowledgment
- participation in work
- accomplishment
- job safety
- higher liability
- charming salary
- appropriate work environment
- involvement as a team member
- help in personal problems and issues

In summary, there is a wide range of factors affecting motivation in different contexts; however, they could be put into two broad classes i.e. intrinsic and extrinsic motivators. The former cannot be separated from the specific activity or engagement; the activity itself brings an organism or individual curiosity, excitement, and satisfaction. On the other hand, the extrinsic motivators are separable from the activity; they are some kind of environmental influences that motivate an organism or individual. For example, reward, pay, and good grades are common extrinsic motivator throughout formal educational system (Ryan and Deci, 2000).
2.5. Theories of Motivation

Motivation involves two pivotal elements of behavior i.e. energy and direction of behavior. Psychological theories are believed to be motivational if they address the above elements. Additionally, the ‘why’ question of behavior is crucial in motivational theories. The energy within theory of motivation is concerned with needs whether they are innate/physiological or social/psychological. Whereas, the direction involves the processes and structures that give meaning to internal or external stimuli resulting in initiation of one’s action or behavior to satisfy the need/drive (Deci & Ryan, 1987, p. 3).

Teachers consider motivation as crucial element in teaching and learning process because their teaching would be of little worth if they fail to know how their students learn, what are their ‘appetites’ or desires and interests in the larger context of their world (Child, 1981, p. 33). Child (1981) gives pragmatic view of human motivation. He states in these words, “A working definition of motivation would be that it consists of internal processes which spur us on to satisfy some need” (p. 33). The author discusses that a need and its symptoms may be obvious sometime. For example hunger; or hungry child have explicit symptoms and the child eats food with the full awareness that eating will reduce or eliminate the tension of his/her hunger. But it is not the case always. We as human beings have developed into more complexity while having evolved from simple lower creatures to homo-sapiens. All of our behavior is not simply observable. Therefore, much of our behavior is not fully observed and understood. It is for this reason that different psychologists and physiologists have tried differently to speculate about human motivation through their wide range of motivational theories (p. 34).

According to Child (1981) the theorists considered following four questions that were assumed to make up the skeleton of humans’ motivated behavior:
• What factors do initiate action?

• What direction does such action take and why?

• How strong is the action? And,

• Why does the action terminate?

Here, the action involves both observable (physical: participating in physical activity or movement) and unobservable (mental processes: solving a problem in mind) movements or actions. While trying to answer above questions, the psychologists posed many concepts and themes that are scattered throughout the psychological content; however, Skinner (as cited in Child, 1981) put them into three-fold causes of motivation (a) inborn or biogenic i.e. due to inherent biological processes, (b) acquired or sociogenic i.e. due to learned social processes, (c) a blend of both i.e. result of internal and external stimulus, and (d) irrelevant to both i.e. no obvious clue to be considered as inherent or social stimulus. Child (1981) classified motivational theories into three broad categories:

• Instinct theories of motivation

• Drive and need theories of motivation

• Cognitive theories of motivation

2.5.1. Instinct Theories of Motivation

Early philosophers related to religion and morality believed that, as rational creatures humans fully controlled their actions; and they were in position to initiate or restrict emotions and actions at their will. In other words they were moved or motivated to seek pleasure and avoid pain in contrast to animals that mostly were moved through their instincts and showed a rigid way of satisfying their needs. In this vision, it was Darwin who paved the way for a paradigm shift and argued that all animals including humans had evolved from single living
organism; he proved multiple physiological similarities across different species. He postulated that the thought and behavior of both humans and animals were resultant of some instincts or innate/unlearned tendencies (Child, 1981, p. 35).

Another proponent of instinct related concepts was Frued. He talked about the components of personality but not the motivational theory, yet his postulation about personality held the coral concepts related to instincts. Frued held that there were two categories of instincts that shaped our personality. He named those categories using Greek words i.e. Eros and Thantos. The former were considered as life supporting instincts while the latter related to death instincts. The sexual instinct, or libido, in Fruedian term was thought necessary for reproducing same species; self-preserving instincts like thirst and hunger enabled people to survive. They all came under Eros or life instincts. On the other hand, Frued presented only one instinct related to Thantos i.e. aggression the death or destructive instinct. Both types of instincts were believed to be present since birth in humans, according to Freud; and they required the immediate satisfaction through Id. In his concept, the personality comprised of three components i.e. Id, Ego, and Super-ego. The id was related to satisfaction of thirst, hunger, sleep, and especially sex. It applied the immediate satisfaction of instincts without caring for social norms (or unconscious). Since man is a social animal therefore it is not always easy to overcome social barriers to satisfy id. Therefore, id is tamed in the society to follow social norms to satisfy its instincts (sub-conscious). The Super-ego is concerned with the satisfaction of instinct-related needs with the highest sense of morality (conscious) (Child, 1981, p. 36).

Freud (as cited in Child, 1981) argued that delayed satisfaction of instincts through taming of ego and super-ego tend to continuously leave signals in the form of dreams as a natural outlet because the instincts required immediate satisfaction. While artificial measures
like hypnosis and drugs could be used to bring the un-satisfied instincts back to surface in a psychotherapeutic session when the bodily defenses are at the minimum level. In this way the patients were treated (p. 36).

In a nut shell, we can say that instinct theories of motivation hold that there inborn instincts govern the behavior of humans and organisms. There is little room for socially learned behavior. Many problems occurred when all human behaviors were explained in the context of some possible instincts; and the list touched to 6000 in 1920s. It paved the way for looking into people’s behavior differently.

2.5.2. Drive and Need Theories of Motivation

The instinct theories of motivation received strong opposition when Cannon (as cited in Child, 1981) introduced the concept of “homeostasis” to explain the behavioral output among individuals and organisms. Homeostasis is the process occurring within the body of an individual or organism to maintain the balance of certain physiochemical substances within the tissues. Some of the common physiochemical substances are: glucose, oxygen, water, temperature etc. (p. 36).

When our body become deficient any of the fundamental physiochemical substance (homeostatic disequilibrium), the central nervous system tends to regulate its balance and sends certain signals that our body is driven (feels a drive) into action to rectify the imbalance or disequilibrium. The drive within our bodies tends to motivate us to perform certain action or behavior necessary for maintaining required balance. Hull presented the concepts of drives; they were classified into two broad classes:

- Primary drives
- Secondary drives
The primary drives occur as a result of physiological needs i.e. thirst, hunger, and sexual behavior; on the other hand, the secondary drives occur as a result of by-products of the satisfaction of primary needs. They are acquired or socially learned drives. For example, money is a secondary or social drive which ultimately be utilized to bring a person with water, food, and sexual satisfaction. Similarly, fear is also a secondary drive because it either preserves the sources of primary drives people had or to increase them in number or amount (Hull as cited in Child, 1981, p. 36).

According to Hull, (as cited in Child, 1981) once the goals are achieved by organisms or individuals i.e. they maintained the physiological equilibrium or balance, the drive is reduced through being rewarded. In this way, the organisms or individuals learn to produce similar actions repeatedly in the similar situations; thus habits are formed. Further studies into physiochemical balance and control explored the ‘appestat’ centers within human brain that controlled body’s appetitive needs. Empirical evidence for some of the appestat centers discovered for thirst, hunger, sex, temperature, aggression, and pleasure drives (p. 36).

Murray (as cited in Child, 1981) further explored into the concepts of primary and secondary drives; however he used different terms for them i.e. viscerogenic and psychogenic for survival (primary) and social (secondary) needs. Murray presented a list of twenty secondary needs. Out of them the need for achievement, affiliation, aggression, and dominance were widely used and referred to in psychological content. Here is the list of his social needs for:

- Abasement: the need to submit
- Achievement: the need to master, accomplish
- Affiliation: the need to form friends
- Aggression: the need to oppose
- Autonomy: the need to outclass dictation
- Counteraction: the need to refuse defeat
- Defendance: the need to protect oneself
- Deference: the need to praise others
- Dominance: the need to be in position to control others
- Exhibition: the need to get attention from others
- Harmavoidance: the need to avoid pain and trouble
- Infavoidance: the need to avoid failure
- Nurturance: the need to assist helpless
- Order: the need to put things in order or to organize
- Play: the need to have fun and relax
- Rejection: the need to ignore others
- Sentience: the need to explore and enjoy sensuous things
- Sex: the need to make love or erotic relationships
- Succorance: the need to get help from others
- Understanding: the need to theorize and analyze (Child, 1981, p. 60)

Murray (as cited in Child, 1981) used the term ‘need’ in the sense of a tension or force affecting our perception and action so as to overcome an unsatisfactory situation—the same concept like that of Cannon’s homeostasis (p. 37).

In a nut-shell, the drive/need theories of motivation involve the concept that humans have two types of drives or needs: the physiological or primary needs and the psychological or secondary needs. The former are concerned with rectifying physiological imbalance (disequilibrium) of certain chemical substances that puts the individuals at the risk of their survival. While, the other category of needs are bi-products of the satisfaction of former
(physiological or primary) needs. They are learned ones and vary across diverse cultures. However, in humans their role cannot be overstated too.

2.5.3. Cognitive Theories of Motivation

The above two categories of theories (instinct and drive/need theories) put human beings as a passive agents despite the consideration of some of the theorists that secondary drives/needs requires more or less voluntary control of their satisfaction; but the bottom line was that secondary needs were in one or the other way related to primary needs that purely involved inborn or instinctual gratification of needs. They ignored the higher intellectual (thinking or cognitive) capabilities and tendencies of human beings which enabled them to live as an active agent within an environment (Child, 1981, p. 38).

Cognitive theorists believe that human thinking considerably influence their motivation. They held the idea that humans were not just mechanical and passive subjects that reacted only under the influence of instinctual and environmental stimuli, but they had free will and a choice in most of the cases. Their awareness or thinking processes enable them to perceive and validate the current stimuli and situations to initiate an activity but they also consider their effect on similar futuristic situations. In this context, perception, interpretation, selection, and collection and usage of environmental information play pivotal role in human motivation (Child, 1981, p. 38).

Rotter’s motivational theory involved three elements: behavior potential, expectancy, and reinforcement value. The behavior potential involves likelihood of a subject’s tendency to respond for getting reinforcement. It depends on the person’s expectation to receive a reward and the unique value that an individual puts on that reward. For example:
The likelihood of a pupil completing homework set in a lesson will depend, in part, on how much the pupil values the rewards which accrue from completing it, e.g. mastering the work, praise from the teacher, achieving a good grade, learning for some future important exam, pleasing parents who value work at home, etc. (Child, 1981, p. 39)

According to Rotter (as cited in Child, 1981) another concept in the cognitive theory of motivation was the ‘locus of control’. It was either internal (activity itself was the cause of satisfaction) or external (reinforcement that are not in the control of the subject; it must not be confused with Skinner’s environmental reinforcers). Personal competence and effort were the sources/examples of internal control, while luck and difficulty of the task were considered as the examples of external control (p. 39).

According to many cognitive theorists, especially Festinger, the concept of ‘cognitive imbalance or dissonance’ facilitates motivation in humans. Cognitive dissonance occurs when an individual experiences different situation (an imbalance between individual’s existing and required capability to deal with a different situation) where his or her previous knowledge and skills fail to deal effectively (Child, 1981, p. 39). This concept is used by different cognitive theorists using different terms. Piaget used ‘disequilibrium vs. equilibrium’ that run parallel to ‘zone of proximal development ZPD vs. zone of actual development ZAD in order to deal with a different situation. That difficulty or dissonance served as the stimulus for motivation to overcome that problem.

2.5.4. Mechanistic and Organismic theories of Motivation

The main assumptions of motivational theories implicate the concepts of the nature of people and the factors that serve as stimuli to initiate action. On this foundation, the
motivational theories can be classified in two divergent classes: mechanistic and organismic views of motivation (Deci & Ryan, 1987, p. 3).

Mechanistic theories treat humans as passive that are moved or motivated through the interaction of physiological drives and environmental influences (Deci & Ryan, 1987, p. 3). Essentially, they are mechanical actions and related processes that give little importance to the individuals’ psychological or internal self having unique taste of feelings, emotions, priorities, and potentials and imply the coral concepts and processes of behaviorist view of behavior. In behaviorism the response of an organism is initiated and influenced (strengthened or weakened) as a result of reinforcement and punishment.

Organismic view of motivation holds that the organism or individual is active and capable of producing voluntary behaviors; and most of the behaviors emerge under the influence of intrinsic needs and inherent physiological drives. The energy and control required for initiating an action or a behavior come through these intrinsic needs rather than the organism only reacts to the environment. The intrinsic motivation emerges within an organism itself, thus, it is closely related to one’s feelings, emotions, and inherent aptitudes or inclinations. Organismic theory of motivation does not consider organisms just to be reactive to environmental stimuli but here they sees them as opportunities that can utilize their intrinsic or inherent capabilities and tendencies to satisfy the needs. Here, the focus is not on environmental stimuli but on the personal experience and psychological meaning an organism attaches to them. In a nut shell it caters for subjective meaning of behaviors but not the objective ones (Deci & Ryan, 1987, p. 4).

2.5.5. Common Ground between Motivational Theories

While simplifying motivational theories Child (1981) stated that psychologists and theorists of motivation do not seem to agree at a specific theory of motivation; however, one
can find the common aspects among many, if not all, theories. There seems to exist a sequence of events within motivational process. This sequence may be presented in the following simple figure:

Figure 3

Sequence of Motivational Process

![Diagram of Sequence of Motivational Process]

Source: Adapted from Child, 1981, p. 40

According to above simple diagram, the source or stimulus whether it takes the form of an instinct, need, or dissonance, tends to form a drive or tension that stimulates an individual to initiate activity for release of that tension; the tension is reduced/relieved when such an activity results in satisfaction of that drive. Successful attempts that bring satisfaction and release the tension is usually remembered by an individual and is repeated; hence learning occurs.

It is interesting to note, that the analysis of motivational theories concludes that we as humans have are motivated to perform certain activity through our internal tendencies (whether they cater for primary or secondary needs: instinct and drive view), under the influence of environment (behaviorist view), or through interpretation of our internal and external world (cognitive view). It emerges explicitly that human motivation can be studied in two broader areas i.e. intrinsic (internal) or extrinsic (external).
2.6. Classification of Motivation/Motives

Above factors can be classified through different ways; however, they can be put into two basic classes i.e. intrinsic and extrinsic motivation.

2.6.1. Intrinsic motivation

Mirabela-Constanța and Maria-Madela (2011) cites Ryan and Deci to state that in case of intrinsic motivation people feel motivated from within (p. 672). This reward (satisfaction) of this type of motivation is inherent in the activity and generally cannot be separated from the activity or thing itself. Ryan and Deci defined intrinsic motivation in these words:

Intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures, or rewards. (Oudeyer and Kaplan, 2007, p. 1)

Dev (1997) while citing different authors and evidences categorized intrinsic motivation as three-fold: having curiosity, willing participation and completion of a task, and a desire to contribute. She collected different measures of motivation from different empirical and related studies: learners’ ability for an assigned task, time spent, innate curiosity, efficacy, desire, and combination of them. A student who is intrinsically motivated needs no rewards and will continue working on given assignment even if it is difficult. He or she retrieves the concepts learned for longer period of time (p. 13). On the basis of her meta-analysis, she recommends the teachers following contributions for promoting intrinsic motivation among learners which ultimately contribute to students’ better performance. Hence, the teachers must:

- ensure students involvement in learning process
• react in positive way
• appreciate learners for doing well
• develop mastery skills in learners
• inspire students and confront them with problems
• assess the given task but not the learner (Dev, 1997, pp. 16-17).

Ferrer-Caja and Weiss (2002) found that “The strongest predictors of intrinsic motivation were task--goal orientation and perceived competence” (p. 41). Reiss (2002) presented following 16 constituents of intrinsic motivation:

• acceptance (one’s need for recognition of their potentials)
• curiosity (one’s need for knowing or learning more)
• food (one’s need for food and water for survival)
• family (one’s need to have a family and raise children)
• traditions (one’s need to value traditions of specific culture)
• values (one’s need to have higher values of social equality and justice)
• individuality (one’s need for unique identity)
• order (one’s need to be well-organized)
• activity (one’s need for physical activity or exercise)
• power (one’s need for being influential)
• romance (one’s need for aesthetics, sex, and beauty)
• economy (one’s need to collect and save things)
• social interaction (one’s need to have peers or friends)
• social status (one’s need for social mobility or maintaining higher status)
• peace (one’s need to be safe and sound)
• Vengeance (one’s need to struggle and compete) (Reiss, 2002).
Moreover, intrinsic motivation can be explained in different ways using different motivational theories. For example, cognitive evaluation theorists believe that increase in extrinsic motives (rewards or punishment) reduces, at least in the long run, intrinsic motivation among people, therefore, they discourage them especially the tangible extrinsic rewards; however, they recognize the value of intangible extrinsic motivation that is praise, which have either null effect or promotes intrinsic motivation. The concept is long debated. Deci and others disproved in their earlier meta-analyses while they later found strong support of this theory (Deci, Koestner, & Ryan, 2001). However, Benabou and Tirolem (2003) found that “Incentives are then only weak reinforcers in the short run, and negative reinforcers in the long run” (p. 489).

According to Rao (1972) Herzberg’s motivation-hygiene theory or the two-factor theory of job satisfaction considers that there are certain separate factors that create satisfaction among employees. They are motivators (achievement, recognition, work itself, responsibility, advancement, growth or intrinsic motivation) that lead to job satisfaction. However, there are certain factors called hygiene-factors which contribute to dissatisfaction if not satisfied (mostly extrinsic motivators: policy, supervision, relationship with boss, work conditions, salary and relationship with peers). They do not guarantee employees’ job-satisfaction even if satisfied fully (p. 311).

Among many other motivational theories self-determination theory proposed by Deci and Ryan (STD) of motivation lays emphasis on one’s phenomenological beliefs and attitudes. This theory suggests that intrinsic motivation (autonomy, competence, and relatedness) is ideal to sustain the activity or job for the sake of intrinsic reasons but extrinsic motivators is not effective however better than amotivation or absence of motivation (Deci & Ryan, as cited in Mirabela-Constanța & Maria-Madela, 2011).
2.6.2. Extrinsic motivation

Extrinsic motivation is a kind where people get motivated to do certain things because of external rewards. The person may not find the activity in hand charming enough but due to external values attached, he or she performs or engages in it. Ryan and Deci defined extrinsic motivation in these words: “Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value” (Oudeyer & Kaplan, 2007, p. 1). Brown (2007) in his *Psychology of Motivation* defined it in these words: "Extrinsic motivation refers to our tendency to perform activities for known external rewards, whether they be tangible (e.g., money) or psychological (e.g., praise) in nature." (Brown, *Psychology of Motivation*, 2007). Extrinsic motivation is related to separable outcomes; for example good grades is common extrinsic motivation throughout formal educational system (Ryan and Deci, 2000). According to Lin et al (2003) external motivation like rewards and punishment are linked to success or failure of the task.

Extrinsic motivation as a psychological construct has its roots in the classical conditioning of Russian psychologist Ivan Pavlov and American psychologists E. L. Thorndike and B. F. Skinner. Pavlov’s conditioning was concerned with the rewards satisfying physiological or survival needs (hunger-food) while operant conditioning of Thorndike and Skinner was concerned with the rewards that satisfied psychological or social needs (tangible or concrete rewards and intangible or social reinforcers like praise, (Bhutto, 2009). In his quasi-experimental study, the author found statistical significant effect of social reinforcers (smile, good verbal remarks, pat on the back, students’ clap, teacher’s clap, star of the day) on the ninth graders of public secondary schools in relation to the control group taught traditional teaching (Bhutto, 2011, pp, 71, 77).
2.6.3. Intrinsic vs. extrinsic motivation

Psychologists and sociologists have long been advocated the importance of intrinsic motivation for number of reasons. Deci, Koestner, and Ryan (2001) conducted meta-analyses of 128 experimental studies along with reviewing four previous meta-analyses with a concluding remark that two of them concluded that tangible and verbal rewards enhanced intrinsic motivation but the authors found methodological problems in them. Thus, from their meta-analyses they concluded that generally there was tendency of negative effects of tangible rewards on respondents (from pre-school to college) while verbal rewards or praise (positive feedback) significantly and positively affected their intrinsic motivation (pp. 634, 653).

There seems a consensus that tangible rewards initially increase the frequency of displayed behavior of the respondents but undermine the intrinsic motivation in the long run. However, a few studies found either null correlation between extrinsic rewards and intrinsic motivation or found statistically positive association (Demir, 2011). Lepper, Corpus, and Iyengar (2005) cite studies of Lepper to conclude that:

In the classroom, it seems, intrinsic and extrinsic motivation can and do coexist. When measured separately, these two orientations proved only moderately correlated, suggesting that they represent two somewhat orthogonal dimensions of motivation rather than simply the opposite ends of a single dimension. The present study suggests that the critical issue is not whether a child is intrinsically or extrinsically motivated but how much intrinsic and how much extrinsic motivation that child displays. (pp. 190-191)
2.7. Effect of Motivation on Performance/Achievement

Different perspectives are lying about teachers’ motivation and its contributing aspects across South Asia. However, there seems that stakeholders related to public sector education system of the developing countries feel concerned about low motivation among teaching force. Poor motivation is due to array of different contributing factors like low morale and low job satisfaction and poor financial rewards and incentives. According to Bennell (2004) in the context of Pakistan poor motivation of teachers is a serious problem that is mostly linked to political interruption. 

Regarding Sindh, teachers’ job-performance and motivation is still out of documentation, therefore teachers’ motivation and job performance, sports, counseling, and fieldwork, and field research are important areas to be focused. According to Analoui (2000) correlated lower motivation of teachers with poor professional conducts even their misconduct or misbehavior within work or outside work. Moreover, teachers’ long absence or absenteeism is on extreme rise that negatively affect time on task making it relatively and significantly lower. On the same token, the teachers put a little or limited effort on students’ appropriate learning and focus on traditional one-way teaching approach or teacher centered approach. Additionally, important aspects of teaching learning could not get appropriate time and effort. Among those co-curricular activities, planning for lessons, and marking as assessment of students’ learning are crucial. According to World Development Report 2004 teachers’ malfeasance prevails in many ways and forms: for example teachers are drunk, they physically abuse their students, and talk more and do nothing, even it implies low-quality teaching if not no teaching at all (World Bank, 2004:43).

Acheampong et al (2003) reported teachers’ morale as high. Only some (13%) teachers accepted that they did not enjoy teaching; however, about 33% reported that they no more wanted to serve as teachers. In the context of Sierra Leone 80% of the teachers also
hated to be part of teaching profession. In another similar study conducted at Sierra Leone involving primary school’s head teachers also hinted to this flaw of poor motivational level among their teachers. They were of the opinion that if they had the legal authority they would replace about 20% of teachers on account of poor motivation (Bennell et al, 2004).

Ryan and Deci (2000) noted that in many countries the bulk of teachers comprise young age profile because of rapid expansion of primary and secondary education. It means that there are very few experienced teachers left in the mainstream in many countries who can properly provide effective leadership and support to younger generation.

A study by Bratton (1994) pointed out that motivational level among teachers is quite different with relation to gender; the author found that in developing countries men were more attracted towards extrinsic benefits while women focused more on intrinsic aspects i.e. satisfaction derived from teaching their students.

Bennell (2004) in the context of Sub Saharan Africa also noted that within public sector education system there are ineffective or poor extrinsic motivators for the teachers so they fail to develop competitive motivation and related performance within them. In this regard, the promotions of teachers were found unrelated to their performance because hardly any teacher was disciplined for being habitual absent, late, poor teaching, or having abusive behavior towards their students. Caron (1996) also found that teachers’ pay was very low and was recognized that additional income should be or must be generated. Their pay hardly enabled them to survive in the society; their physiological and safety needs could not be satisfied out of their pay.

2.7.1 Intrinsic motivation and performance

No rewards can compensate intrinsic rewards because they support emergence of role models and related competitive standards besides great performance. Bennell (2004) found that contribution of private sector in educational set up not only have diversified the teachers
but also added and improved their recognition. People especially parents take private school teachers in high hands because of their hard work and relatively less payment; however, they do not compromise on the quality of teaching and learning they impart to their students. In other words they are obviously intrinsically motivated.

Analoui (2000) strongly criticized and showed discontent with existing or traditional style of top management who do not take things seriously. They tended to leave better performance unappreciated or unrecognized. According to the author, this style of management involves passive interaction and it prevails mostly in government or public sector organizations which have not changed since long time. Here management style corresponds to authoritarian that allows very little or no participation and interaction of subordinates or teachers in routine or new decisions. All things are supposed to be implemented as they are communicated; it creates a sense of being children among teachers and subordinates. This situation calls for prompt interference in terms of providing periodical in-service training programs for managers and administrators in order to bring noticeable improvements within existing authoritarian leadership style.

Meir (1972) also support that employees and workers consciously or unconsciously want to raise their financial status social mobility; however, their comfort zone, belongingness to their fellow workers, and their established security hinder them from being directly responsive to new incentives or rewards. This again places weight on the point that and that while workers are interested in advancing their financial position, there are many other considerations such as opinions of their fellow workers, their comfort and enjoyment on the job and their long range security that prevents them from making a direct automatic positive response to an incentive plan. This implies that to make employees better performing and motivating the appreciation and provision of better working environment play pivotal role.
While enquiring into professional and personal advancement Bennell (2004) noted that majority of teachers prefer to work at urban schools because they get better opportunities for professional and personal development in terms of knowledge and skills. This situation poses serious diversification between rural and urban schools where rural schools are relatively perceived less competitive than urban schools. Moreover, he indicated that preference to urban schools involve availability of better education for their children besides availability of better employment for their spouses and other family members. Additionally, people desire to get closely associated with family and friendship, to avail better opportunities to obtain specialization in their relative fields, to get better supplementary incomes as a part time jobs, and better earnings and income for similar types of jobs and services. All these advantages and benefits are available at urban areas; therefore people desire to work over there.

Stone (1998) related employees’ job performance and intrinsic rewards or motivation to social challenge theory. The same may be explained by Vroom’s expectancy theory (1964) according to it the employees perceive that their better efforts will lead to better performance which ultimately pay back to the employees the rewards or called valence according to Vroom.

Maicibi (2003), sees extended working hours or time, high pupils-teacher ratio or large classes, and continuously change in course of studies as major contributing factors towards de-motivation among teachers in most cases throughout different countries. The expectations of employers often are not based on realistic perspective. Therefore, the employees or teachers fail to fulfill against expected workloads, rewards, and environment. The crucial resisting factors for teachers to adapt in favor of new teaching strategies and innovations are larger size of the classes and workloads.
In the context of developing countries, Farrel (1993) pointed out different reasons and factors that cause lower prestige or status of teachers. According to him, lower level of trust of teachers and poor accountability are the culprits in this regard. He points out that parents have relatively less knowledge about what and how the teachers teach their children. It has developed a contradictory sense of belief for the teachers now a days. However, in past the case was contrasting; because in that time parents were relatively more aware about their children’s teachers, thus they hold the teachers in high esteem.

In this regard, it can be inferred that poor understanding and unreal expectations from the teachers by different stakeholders have created negative concepts about teachers and made them controversial. More the community is interactive with local schools more positive are their perceptions for their teachers and school.

2.7.2. Extrinsic motivation and performance

Okino (2008) in the New Vision newspaper published a report that President of Uganda said that their government had provided accommodation for living to the teachers of the country and it was a big incentive placed by their government that contributed to better performance of teachers. According to the report teachers and head teachers had to travel from distant areas to come to their schools, it wasted lot of their time and energy. On the same token Dungu (2000) in the context sub Saharan Africa noted that teachers faced residential problems. They got small residential allowance which did not allow them to live with proper housing facilities and they got forced to live in smaller houses with inadequate accommodation facilities. According to Farel (1993) the one reason of teachers’ demotivation among others is accommodation problem because they waste their precious time and energy in travelling and improper housing which otherwise be utilized in better motivation to perform and teach.
Pay has been found as a strong stimulus to perform well (Wayne, 1998; Bratton, 2003). In this continuity Armstrong (1996) notes that money serves as an extrinsic motivation which could be utilized in different ways and contexts. Salary or pay exists in its simple form. In a study enquiring employees’ job satisfaction, it was found that it was salary that kept teachers at their schools; thus the study recommended that teachers must be paid promptly and promotion to next higher rank should involve considerable increase in their salary (Kiseesi, 1998). She aids that pay increases teachers’ morale to perform well.

Regarding Maslow’s hierarchy of needs Kavarlemo (2000) noted that fulfillment of physiological and safety needs that are at the bottom of hierarchy are of great importance. The teachers need to be paid enough so that they could easily feed themselves and their families, they could provide better shelter or accommodation, and they could protect them and their families. If all these needs are satisfied then we expect from them to be effectively motivated towards their job. Ouma (2007) also support satisfaction of above needs to strive for organizational objectives.

Different studies hinted towards negative effects of the economic downturn on the teachers and teaching profession. The author noted that the economic crisis had lowered the teachers’ standard of living. Thus, their motivation, morale to perform, and commitment also has fallen. Increased inflation pose difficulties to deal with routine activities because exiting pay could not support increased prices of daily commodities and services (Carron, 1996; Coombs, 1985). Gavinda and Varghese (1993) stated that when teachers are disappointed about worsening situations of service and living environments the quality of education may deteriorate even if provided better teaching resources and equipment. Therefore, they conclude that unless teachers are well paid and motivated the quality of education cannot improve.
According to Kasaija (1991) both monetary and non-monetary rewards have their own importance in teaching profession. Ogomarch (1994) also asserted that professional allowances and benefits greatly motivate teachers to perform their teaching tasks effectively and efficiently. Grusky (in print) sees rewards as binding force for employees to their working organizations and institutions. In case people or employees find that their efforts could not help them achieving deserved rewards they have two choices: first, to leave the institution or organization and seeks for another; second, to continue working at the organization with less commitment, less motivation, and less performance.

Studying into teachers’ motivation Mumanyire (2005) asserts that money is the dominant motivating force for teachers which they get in the form of periodical and regular pay, allowances, bonuses, and other things like that. At the same time, according to the author, some other factors are also noteworthy that offers motivation for teachers; they involve job satisfaction or enjoyment obtained while teaching, being part of teaching learning environment, job security, and affiliation to the organizational objectives.

Different studies conducted by different researchers give great importance to the extrinsic rewards that are in one or the other way are related to money because they are not ends in themselves but means to certain ends. They by the same token recommend that employees’ wages or salaries must be paid without delays and their promotion must be associated to considerable increase in pay and social status or rank (Armstrong, 1996; Farrant, 1997; Kiseesi, 1998).

In summary, above studies thus make one thing clear that extrinsic or financial benefits also play significant role on teachers’ performance at all levels, especially at primary schools. However, in our Sindh’s context only few related studies are available. It calls for further studying the relationship of teachers’ intrinsic and extrinsic motivation and their effect
on teachers’ performance at public sector schools of District Hyderabad where no such study has been conducted up to yet.

2.8. Recent Empirical Evidence

Lam, Cheng, and Ma (2009) in their study investigated association between secondary school teacher and student intrinsic motivation in project-based learning form a sample of 126 teachers and their 631 students in the context of Hong Kong after involvement in the above teaching and learning program of a semester. The hierarchical linear modeling analyses revealed that teachers’ intrinsic motivation predicted students’ intrinsic motivation. Higher the teachers’ intrinsic motivation the more support their students received from them which created more intrinsic motivation in students’ learning experience (p. 565).

Georgellis, Iossa, and Tabvuma (2011) used British longitudinal data of public and private sectors found that employees were attracted to public sectors by intrinsic motives rather than extrinsic rewards. The findings further revealed that higher extrinsic rewards reduced the inclination of employees to enter into public sector in two sectors i.e. higher education and National Health Service. The authors raised a question if lower extrinsic rewards increased the quality of services in the public sector (p. 473).

Cameron and Pierce (1994) reviewed 96 empirical studies on the effect of reinforcement or reward on intrinsic motivation to conduct their meta-analysis. They found that overall rewards did not reduce intrinsic motivation; however, they discovered clear evidence that verbal praise increased intrinsic motivation. The only undermining effect of tangible rewards was found in the situations where respondents were simply rewarded for engagement in the tasks; in this situation they further found that removal of reward caused minimal undermining effect on intrinsic motivation (p. 363).
Akoto (2014) investigated the factorial validity of academic motivation scale (AMS) along with mean structures and reliabilities through multi-group CFA technique using LISREL 8.7 software across two culturally diverse universities’ samples (267 respondents from USA and 262 respondents from Ghana). The author found sound support for factorial, metric, and scalar similarity across two samples; however, different levels of psychometric soundness existed. Though in non-western context the low reliability values surfaced, yet the AMS appeared to have sufficient merit to measure the same traits across culturally diverse groups (p. 104).

Seebaluck (2013) critically analyzed the factors affecting motivation of public primary school teachers of Mauritius through a simple random sample of 250 teachers who were also members of teachers’ representative association. Chi-square analyses revealed significant statistical support to study by Jesus and Lens who used a model to assess teachers’ professional motivation. However, some findings contradicted the available literature review. Overall, there was ample evidence that the teachers of Mauritius had good motivation to their job performance (p. 446).

The author in the context of Africa surveyed from pre-colonial age to the influence of Islam, Christianity, colonialism, and post-colonial reforms and found that the teacher was respected in the past but social development in terms of advanced educational and career access, ineffective pay and incentives and curricula have put negative impact on teachers’ morale, motivation, and social recognition. The author suggests that in the advent of twenty-first century it is necessary to uplift the prestige of teachers through providing more effective selection, education and training, and ample opportunities to career mobility (Obanya, 1995, p. 4).
Wilkesmann and Schmid (2014) surveyed in the context of German university professors (n=2,061) and found statistical support to conclude from the OLS regression analyses that results supported the basic points of self-determination-theory (SDT). Social relatedness, competence, and autonomy positively predicted intrinsic teaching motivation; however autonomy was partly confirmed in this regard.

Unlike developed countries where extrinsic rewards do not seem promising to increase intrinsic motivation among teachers fraternity (even some studies pin point that they undermine intrinsic motivation) Zembylas and Papanastasiou (2004) found from a sample of 461 K-12 teachers and administrators of developing countries i.e. Cyprus chose teaching related career for extrinsic rewards like better salary, lower work load hours, higher number of holidays (p. 357).

Eyal and Roth (2011) conducted their study on the extent the transformational and transactional leadership predicted teachers’ autonomous and controlled motivation on the basis of self-determination theory (SDT) of motivation through 122 questionnaires filled by Israeli teachers. Their findings supported SDT claims and concluded that leadership styles play pivotal role in teachers’ motivation and well-being (p. 256).

Dahl and Smimou (2011) investigated into perceived teaching quality and its impact on students’ perceived motivation from 271 undergraduate students of two different universities. They found through regression and correlation analyses that intrinsic motivation was more positively associated to the perceived teaching quality, while extrinsic motivation was moderately correlated with it. However, few differences regarding gender, age, and country of birth or ethnicity were found; younger i.e. less than 25 years old and Canadian and American born student showed negative reactions to perceived teaching quality while the females showed significantly greater and positive perceptions about teaching quality. The
authors suggested on the basis of findings that motivating students extrinsically and intrinsically will significantly promote learners’ perceptions (p. 582).

Murayama, Pekrun, Linchtenfeld, and Hofe (2013) in their five-year longitudinal study on 3,530 students involving six annual waves across grade 5 through 10 found:

Results showed that the initial level of achievement was strongly related to intelligence, with motivation and cognitive strategies explaining additional variance. In contrast, intelligence had no relation with the growth of achievement over years, whereas motivation and learning strategies were predictors of growth. These findings highlight the importance of motivation and learning strategies in facilitating adolescents’ development of mathematical competencies. (p. 1475)

Visser-Wijnveen, Ann Stes, and Petegem (2012) investigated into the validation of Dutch questionnaire for determining teachers’ motivation in higher educational context. The questionnaire was based on three earlier related questionnaires involving the motivational aspects of efficacy, interest, and effort. The authors used confirmatory factor analyses on 231 teachers of higher education. The findings showed that after removal of two out of three efficacy areas i.e. outcome and teacher efficacy, the instrument was both valid and reliable to be used in research and educational practice (p. 421).

According to analyses performed by Wyatt (2013), to address the issue of teacher motivation crisis in developing countries like Oman. The author finds that “teachers’ psychological needs for competence, autonomy, and relatedness can be met through educational policies that reduce negative influences on teacher motivation and provide both inspiring professional development opportunities and work environments characterised by respect.” (p. 217).
Emmett and McGee (2013) critically analyzed “Think Gold”, a student achievement program implemented at an urban comprehensive school for improving students’ learning and achievement. They found from students’ achievement that during the study (2009-2011) extrinsic motivators promoted students’ achievement (p. 116).

Lavorata (2013) on the basis of different meta-analyses concluded the effect of extrinsic and intrinsic motivation in these words:

Overall, there is much evidence that confirms that extrinsic rewards have a negative effect on intrinsic motivation, by undermining intrinsic motivation and lowering intrinsic interest in students, from preschool to college. Intrinsic motivation plays a pivotal role in learning, and teachers and other social agents can help promote intrinsic goals to motivate conceptual learning and performance. Further research in the area of extrinsic rewards on intrinsic motivation needs to be explored, such as examining more diverse population groups and different culture groups. Most of the literature examined has conducted experiments using a white middle class population. Further research, using different cultural groups, would help to assess if there are cultural differences in this subject area. This may lead to a more precise analysis of the effects external rewards have on internal motivation, in order to avoid making generalizations. (Lavorata, 2013, p. 8)

2.9. Summary of Literature Review

I conclude from the above review of the related literature that intrinsic motivation dominantly influences the respondents’ (teachers, students, and employees) performance while the extrinsic rewards seem to undermine the intrinsic motivation especially in the context of white middle class population, as pointed out by Lavorata (2013). The above author suggests further replicate studies and investigation into different cultures for making
more reliable generalizations. In this regard, however, some studies especially in the context of developing countries contrarily point out positive effect of extrinsic (tangible and intangible or verbal) rewards on the respondents’ intrinsic motivation and performance. It, at least, points out and supports the preference of basic physiological needs over psychological ones where people generally struggle to make their both ends meet as suggested by Maslow’s hierarchy of needs.

Moreover, a little effort is made to investigate into teachers’ intrinsic and extrinsic motivation at our national (Pakistan) level. The most available studies are at either secondary or tertiary levels but do not touch the primary school teachers. The researcher finds even no study in the context of Sindh, Pakistan, in this regard. It calls for prompt investigation into the factors affecting public sector primary school teachers’ intrinsic and extrinsic motivation and performance.
CHAPTER III

METHODOLOGY

3.01. Introduction

This chapter presents the account of methodology used in this study. The purpose of this study was to use quantitative and qualitative data to get true picture of teacher motivation in primary schools of District Hyderabad, Sindh. The success of conducting a survey always involves choosing the most suitable survey method by means of balancing the pros and cons and considering other factors related to the survey methods.

This includes research design, area of study and target population, selection of sample, development of instruments, data collection methods, data quality control, ethical issues and data analysis.

3.02. Research Design

This research used mixed survey designed method and both quantitative & qualitative approaches are applied for gathering relevant data from selected sample of public sector (Government-run) primary schools head teachers and teachers working in district Hyderabad. Survey questionnaire was used to collect empirical non-empirical responses. For empirical responses five level Likert scale, where ‘1’ mean strongly agreed and ‘5’ means strongly disagreed was used and for non-empirical responses open-ended items was used. These responses helped researcher to understand the descriptions, perceptions, and beliefs of respondents at any given point in time (White, 2000). Researcher used cross-sectional complimentary survey for collection of both quantitative and qualitative data through questionnaires.

The tilt of the study was towards quantitative (Likert-scale items of the survey-questionnaire) which were complemented through qualitative measures (open-ended items of
the survey-questionnaire) for getting holistic and comprehensive picture. In this way, the design of this study was: concurrent/complementary mixed study (QUAN + QUAL).

3.03. Targeted Population of the Study or the Respondents

The study was delimited to Hyderabad district of Sindh province. All the public sector boys and girls primary school teachers of District Hyderabad comprised the population of this study. The main respondents were the primary school teachers (PSTs) whose motivation level was to be studied; however, their head-teachers also constituted as respondents for complementary purpose. Detailed information was collected from the Director School Education of Hyderabad. The study area was considered appropriate because of the low performance of teachers.

3.04. Sampling Techniques

This study involved multi-stage random sampling procedures to select the respondents for quantitative data. The population was divided into male and female respondents across rural and urban divide. Male and female respondents was selected out of 348 primary school teachers or PSTs (the main respondents) along with their respective 40 head-teachers involving appropriate number across gender (male and female) and location (rural and urban).

3.05. Sample Size and Data Collection Tools

For recording the responses of head-teachers and teachers two different sets of questionnaire instrument was adapted after contextualizing each item of the instrument. Instrument was randomly distributed among 400 primary school teachers. After initial scanning for outliers and missing values 348 (87%) useable responses were used for analysis. Similarly for the collection of responses from head-teachers a sample of 55 head-teachers was identified using random sampling technique. After taking care of unusable responses; 40 (72%) useable responses from head-teachers were analyzed.
3.05.1. Teachers’ Questionnaire

Survey questionnaire used for the responses of primary school teacher was adopted from Mary (2010), Ruth (2012) and Owusuwa, Naumah and Manu (2013). Survey instrument had 43 items segmented into Demographic having 15 items of multiple options, Intrinsic and Extrinsic having 11 items and 14 items on five-point Likert scale respectively. The final segment having three open-ended items (see Appendix A). Out of total responses 202 were from males and 146 were from females, 111 respondents were from rural part and 237 were from urban area. In sample 40 public sector schools 24 were from rural area where 19 were boys’ and 5 were girls’ schools. In urban areas 9 were boys’ and 7 were girls’ primary schools from the remaining 16 schools. 5 to 15 teachers from each school were randomly selected to record their responses.

3.05.2. Head-Teachers’ Questionnaire

Additionally, 40 head-teachers were selected with 24 rural (19 males and 05 females) and 16 urban (09 for males and 07 for females) respondents of District Hyderabad for the researcher wanted to assess the performance of the teachers through their respective head-teachers. For this reason teachers and head-teacher responses from same school were assigned a unique code along with the name of the teacher.

Special care was taken while recording the response of head-teacher on the portion of questionnaire asking for the performance of the relevant school teacher, so that the influence of focused variables (demographic, intrinsic and extrinsic motivation) could be measured on their performance. The head-teacher’s questionnaire involved 13 Likert-scale questions—13 items. For details of the head-teachers’ questionnaire please refer to last part of Appendix A. Table 1 presents targeted population and quantitative sampling:
Table 1

*Targeted Population and Quantitative Sampling*

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Population</th>
<th>Total (N)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rural</td>
<td>Urban</td>
</tr>
<tr>
<td></td>
<td>M  F</td>
<td>M  F</td>
</tr>
<tr>
<td>PSTs (Population)</td>
<td>927 268</td>
<td>1195 1294</td>
</tr>
<tr>
<td>PSTs (Sample)</td>
<td>87 24</td>
<td>115 122</td>
</tr>
<tr>
<td>Head-teachers (population)</td>
<td>380 80</td>
<td>197 120</td>
</tr>
<tr>
<td>Head-teachers (Sample)</td>
<td>19 05</td>
<td>09 07</td>
</tr>
</tbody>
</table>

**3.05.3. Ethical Issues**

At the onset of data collection, the researcher initially got permission from Iqra University, Karachi (for details please refer to Appendix B); such letter was issued to the District Education Officer Hyderabad with a request to allow the researcher to collect the data from the targeted sample of primary school teachers and head-teachers within his jurisdiction. Legal permission was accorded and such letter was issued to the concerned respondents. Moreover, free verbal consent was also sought from the respondents. Fortunately, all the respondents agreed to be part of the study and process of data collection. In addition, each questionnaire contained an opening introductory letter requesting for the respondents’ cooperation in providing the required data for the study. The respondents were assured of confidentiality of their names which were not disclosed anywhere throughout and after data collection process.
3.06. Selection of Schools

A list of all primary schools of Hyderabad district was obtained from District Education Office and used for sampling. Forty (24 from rural and 16 urban strata) schools were selected and multi-stage random sampling was used to select 348 primary school teachers in addition to above 40 head-teachers as respondents.

3.07. Multi-Stage Sampling

In first stage of sampling a random selection of 40 representative girls’ and boys’ public schools in rural & urban areas was done. And 348 primary school teachers were selected along 40 head teachers were chosen from their respective schools in addition. The purpose was to obtain the response to determine the performance of concerned teachers. By using on-line sample size calculator sample size was drawn/obtained. Comprising overall 9.45% of the total population 3684 seems to be 348 primary school teachers.

Specific attention was paid to ensure proper representation of the respondents regarding gender and location. The process of simple random sampling involved writing all the names of respondents of 40 schools on separate pieces of paper; they were folded and put in a box and mixed; a draw was picked at random without replacement to select the respondents (PSTs and head-teachers) for collection of both quantitative and qualitative data.

3.08. Validity of Instruments

Ameen, (2005) describes validity as, throughout the study researcher intend to measure or gauge the all aspects of used instruments to see the validity of research tools. According to Gray (2004) “the validity of a questionnaire can be affected by the wording of the questions it contains. If individual questions are valid, a poor sequencing of questions or confusing structure or design of the questionnaire can all threaten its validity” (p. 207). Additionally, the author warns the researchers in these words: “The questionnaire must cover the research issues both in terms of content and detail” (p. 207). In this perspective,
Assamawi asserted that effort should be made to make the questions relevant with the objectives of the study and brief but correct (Al-Tamimi, 2006). Assamawi (as cited in Al-Tamimi, 2006) considered these three ways as crucial for examining the validity of research tools i.e. self-validation, expert validation and pilot validation. The author, in this study, followed these three steps for validation:

3.08.1. Self-validation

To ensure self-validation, the researcher assessed and ensured that the instrument-items related to the objectives of sub-areas of the study i.e. intrinsic motivation, extrinsic motivation, and performance of teachers. All items were examined whether the stood for the relevant objectives and measured them properly.

3.08.2. Expert-validation

Here, the self-developed instrument items were presented to the research supervisor who had professional expertise and huge experience to develop diverse research tools. He gave further insights and some items were refined according to his feedback.

3.08.3. Pilot-validation

Pilot testing helps the researcher to modify the instrument regarding any inappropriateness of language, sequence, and statistical tests etc. According to Creswell (2008) “a pilot test of a questionnaire or interview survey is a procedure in which a researcher makes changes in an instrument based on feedback from a small number of individuals who complete and evaluate the instrument” (p. 402). In this connection Gray (2004) pointed out that “several drafts of the research tool will have to be tested before a satisfactory version is reached. If resources permit, focus groups can be used to discuss the validity of individual questions or to evaluate the overall design of the survey” (p. 106). He added that it “will inform ‘researchers’ as to what changes need to be made to the various elements, such as the choice and size of sampling frame, the questionnaire and plans for data analyses” (p. 106).
In this regard the researcher followed above steps: firstly, the researcher adapted research questionnaires (for teachers and head-teachers) from Mary (2010), Ruth (2012) and Owusuwaa, Naumah and Manu (2013). Form their questionnaires the parameters were selected for measuring the respondents’ degree of agreement and made them compatible to the respective objectives of each section; secondly, they were presented to the research supervisor and three experts of Iqra University, Karachi for ensuring the validity of instruments. Some of the items were replaced while some were modified in terms of their language and sequence. Finally, the developed questions were pilot-tested on 20 teachers, and these were not incorporated in selected sample of respondents, and were analyzed to see their effectiveness in terms of statistical validity. With this process researcher was able to recognized unclear items and be able to modify them accordingly before conducting actual study in final shape.

3.09. Internal Consistency

Ameen, (2005) defines, when the same groups of persons are repeatedly measured with same instruments under same circumstances will produce similar results is called reliability. A typically measure based on correlations among different questions on same scale with similar test is called internal consistency, when we measure numerous items with the persistence to asses instrument with similar score. It is well defined that internal consistency a method of reliability in which we judge how well the items on a test that are proposed to measure the same construct produce similar results.

For instance, “I like” and "I've enjoyed riding bicycles in the past", for instant if we take these statements to ride bicycles and respondent make agreement and respondent disagreed with this comment, “I hate bicycles”. This statement shows worth of internal consistency.
Helson and Moane (1987) defines, internal consistency is a method of reliability in which we judge how well the items on a test that are proposed to measure the same construct produce similar results. Internal consistency between 0.70 and 0.80 is considered acceptable and is good between 0.80 and 0.90. It was calculated for different parts of the questionnaire through Cronbach’s alpha values. The alpha values stood at .892 for 11 items of intrinsic motivation; .745 for 14 items of extrinsic motivation; and .851 for 13 items of teachers’ performance. The overall Cronbach alpha was found to be .822 which corresponded to “good” internal consistency reliability of the instrument.

3.10. Data Analysis

The quantitative data were analyzed through Statistical Package for Social Scientists (SPSS) package 16.00 using both descriptive (measures of central tendency: mean, standard deviation, standard error) and inferential statistical measures (multiple linear regression, independent-samples t-test, and one-way ANOVA). Measures of central tendency were used to discuss the demographical variations across the sample while inferential statistical procedures were used to predict and generalize the observed effect of predictors on the targeted population for having controlling error effect. On the other hand, the thematic analysis was performed on the qualitative data collected through semi-structured interviews and open ended items of the questionnaire for getting a deeper and holistic picture of the phenomenon studied.

(The framework of this methodology has been published in research paper, written by the author ; which is in publishing process, in the journal of “The Shield, Research Journal of Physical Education & Sports science”, ISSN 1991-8410)
CHAPTER IV

FINDINGS

In this chapter the researcher presents both quantitative and qualitative findings obtained as a result of the questionnaires administered to a stratified sample of the public sector primary school teachers, head-teachers, and members of school management committees. The qualitative data was also obtained through the same questionnaire from above respondents through 06 open-ended questions. The open-ended questions implicated the existing burning issues, ways to improve teachers’ motivation, and ways to improve teachers’ performance. The multiple linear regression analyses, independent-samples t-test, and analysis of variance (ANOVA) were performed to analyze the quantitative data; while thematic analysis was performed to conclude from qualitative data reflecting the perceived level of teachers’ motivation on specific areas. Better to have a look on the research questions of this study again:

RQ. 1. What is the level of perceived motivation of public sector primary school teachers?
RQ. 2. What is the level of performance of public sector primary school teachers?
RQ. 3. What is the effect of perceived motivation (intrinsic and extrinsic motivation) of public sector primary school teachers on their perceived performance?
RQ. 4. What is the effect of some demographical predictors of public sector primary school teachers on their performance?
RQ. 5. To what extent does the public sector primary school teachers’ performance differ across some demographical predictors?
RQ. 6. How can we improve the performance of public sector primary school teachers?

Let us start from quantitative analyses first:
4.1. Quantitative Findings

4.1.1. Descriptive Statistics

RQ 1. What is the level of perceived motivation of public sector primary school teachers?

Above question require descriptive statistical measures (mean, mode, median, standard deviation, and standard error mean) to determine the level of the motivation and performance of primary school teachers. In this regard, the researcher presents the details of descriptive statistics regarding (a) the demographics and their details, (b) details of intrinsic motivation, (c) details of extrinsic motivation, and (d) performance of teachers. Let us start with the demographical characteristics of the sample (Table 2).

Table 2.

Descriptive Statistics of the Demographics

<table>
<thead>
<tr>
<th>Demographic Variable</th>
<th>N</th>
<th>Minimum Statistic</th>
<th>Maximum Statistic</th>
<th>Mean Statistic</th>
<th>Std. Error Statistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>348</td>
<td>1</td>
<td>5</td>
<td>4.34</td>
<td>.045</td>
</tr>
<tr>
<td>Location</td>
<td>348</td>
<td>1</td>
<td>2</td>
<td>1.68</td>
<td>.025</td>
</tr>
<tr>
<td>Marital Status</td>
<td>348</td>
<td>1</td>
<td>3</td>
<td>1.96</td>
<td>.022</td>
</tr>
<tr>
<td>Gender</td>
<td>348</td>
<td>1</td>
<td>2</td>
<td>1.42</td>
<td>.026</td>
</tr>
<tr>
<td>Highest Acad. Qualification</td>
<td>348</td>
<td>1</td>
<td>5</td>
<td>3.14</td>
<td>.038</td>
</tr>
<tr>
<td>Highest Prof. Qualification</td>
<td>348</td>
<td>1</td>
<td>4</td>
<td>1.79</td>
<td>.042</td>
</tr>
<tr>
<td>Teaching Experience</td>
<td>348</td>
<td>1</td>
<td>4</td>
<td>2.90</td>
<td>.063</td>
</tr>
<tr>
<td>No of family members</td>
<td>348</td>
<td>1</td>
<td>4</td>
<td>3.21</td>
<td>.045</td>
</tr>
<tr>
<td>Average Ed of family members</td>
<td>348</td>
<td>1</td>
<td>5</td>
<td>2.86</td>
<td>.052</td>
</tr>
<tr>
<td>Monthly salary</td>
<td>348</td>
<td>1</td>
<td>4</td>
<td>3.47</td>
<td>.042</td>
</tr>
<tr>
<td>Source of other income</td>
<td>348</td>
<td>1</td>
<td>4</td>
<td>2.73</td>
<td>.072</td>
</tr>
<tr>
<td>Main motive to join teaching</td>
<td>348</td>
<td>1</td>
<td>4</td>
<td>1.48</td>
<td>.030</td>
</tr>
<tr>
<td>Satisfied with salary</td>
<td>348</td>
<td>1</td>
<td>2</td>
<td>1.20</td>
<td>.021</td>
</tr>
<tr>
<td>Salary sufficient monthly expnd.</td>
<td>348</td>
<td>1</td>
<td>2</td>
<td>1.10</td>
<td>.016</td>
</tr>
<tr>
<td>Monthly expenditure</td>
<td>348</td>
<td>1</td>
<td>7</td>
<td>3.43</td>
<td>.089</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>348</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Regarding age there were five sub-categories (21-25, 26-30, 31-35, 36-40, and 41 years or above); the mean of age stood at 4.34 indicating overall age of the respondents ranged 36-41 years or above. A majority of the respondents were urban males while most of the respondents were married. Regarding academic and professional qualifications and experience majority of them were graduates with B.Ed. and had 6-10 years of teaching experience. The sample of teachers had 4-6 children at average while their average education fell to be 4-6 years of education. Their average monthly salary was found to Pak-Rs: 21,000-25,000/. Private after-school tuition and own small business/shop appeared to be the source of other income of the respondent teachers. Regarding strong motive to select the teaching profession the respondents were fairly divided to consider salary/financial benefits and respect/inner satisfaction as the main source of inspiration; however majority ($M=1.48$ out of 2 above subcategories) were attracted to the extrinsic motives associated with teaching job. Majority were satisfied with their monthly salary and thought it was sufficient for monthly expenditure, while their monthly expenditure at average ($M=3.43$) stood at Pak-Rs: 31,000/ to 45,000/.

After this the readers would need to know the level intrinsic and extrinsic motivation of the public sector primary school teachers (PSTs) out of the sample. The details of the descriptive statistics of their intrinsic motivation are given in Table 3 and 4 respectively.
Table 3

*Descriptive Statistics of Intrinsic Motivation Items*

<table>
<thead>
<tr>
<th>Shortened items</th>
<th>Mean</th>
<th>SD</th>
<th>Variance</th>
<th>Std. Error</th>
<th>Statistic</th>
<th>Statistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching gives job satisfaction</td>
<td>1.65</td>
<td>.031</td>
<td>.585</td>
<td>.343</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enjoy teaching as a profession</td>
<td>1.62</td>
<td>.032</td>
<td>.588</td>
<td>.346</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Like challenging nature of teaching</td>
<td>1.86</td>
<td>.040</td>
<td>.740</td>
<td>.548</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching is a competitive profession in this school</td>
<td>2.07</td>
<td>.043</td>
<td>.800</td>
<td>.640</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching gives recognition and respect from the community</td>
<td>1.81</td>
<td>.039</td>
<td>.731</td>
<td>.535</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Believe having career development in teaching profession</td>
<td>2.18</td>
<td>.052</td>
<td>.961</td>
<td>.923</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching responsibilities give a sense of control over others.</td>
<td>1.86</td>
<td>.037</td>
<td>.699</td>
<td>.488</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching is one of my goals in life</td>
<td>1.90</td>
<td>.037</td>
<td>.684</td>
<td>.468</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Believe being useful to community as a teacher than other job</td>
<td>1.83</td>
<td>.039</td>
<td>.729</td>
<td>.531</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching provides interaction with people from many areas</td>
<td>1.69</td>
<td>.027</td>
<td>.511</td>
<td>.261</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Above motivators have increased morale to work as teacher</td>
<td>1.99</td>
<td>.047</td>
<td>.871</td>
<td>.758</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Author

Table 3 shows that overall respondents agree with the intrinsic motivational statement. Mean scores of all items are in the ranges between 1.62 and 2.18 which confirms for the agreement with the items. Based on the responses, the researcher can conclude that respondents like and enjoy teaching, they are satisfied with the teaching responsibility; they appreciate the recognition and respect they get for being a teacher from the community; they are satisfied with the opportunities offer to them for their career development; it provide them chance to support and control the community members; they believe that being a teacher is better than any other job. Therefore they are confident and motivated to continue their teaching responsibility.
Finally, Table 4 shows the descriptive statistics for the existing level of extrinsic motivation among primary school teachers.

Table 4

Descriptive Statistics of Extrinsic Motivation Items

<table>
<thead>
<tr>
<th>Shortened Item</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Statistical</strong></td>
<td><strong>Std. Error</strong></td>
<td><strong>Statistic</strong></td>
</tr>
<tr>
<td>I am paid a salary that is enough to cater for my basic needs</td>
<td>2.53</td>
<td>.067</td>
</tr>
<tr>
<td>The school provides me free accommodation.</td>
<td>3.97</td>
<td>.034</td>
</tr>
<tr>
<td>I get free meals at school</td>
<td>3.90</td>
<td>.043</td>
</tr>
<tr>
<td>Salary payments are prompt</td>
<td>2.28</td>
<td>.068</td>
</tr>
<tr>
<td>The school offers weekly duty allowances</td>
<td>3.95</td>
<td>.034</td>
</tr>
<tr>
<td>Extra paid teaching allowances help me to complete the syllabus</td>
<td>4.03</td>
<td>.027</td>
</tr>
<tr>
<td>The school offers financial assistance to teachers with parties</td>
<td>3.82</td>
<td>.043</td>
</tr>
<tr>
<td>May get advance payment from the school in case of financial problem</td>
<td>3.41</td>
<td>.051</td>
</tr>
<tr>
<td>The school organizes end of year party for teachers</td>
<td>3.13</td>
<td>.056</td>
</tr>
<tr>
<td>Teachers who perform well are given prizes</td>
<td>3.59</td>
<td>.046</td>
</tr>
<tr>
<td>Teachers are given leave for absence when justified</td>
<td>2.50</td>
<td>.059</td>
</tr>
<tr>
<td>Teachers are given free medical care in case of ill health</td>
<td>3.70</td>
<td>.049</td>
</tr>
<tr>
<td>Above motivators have increased my performance as a teacher</td>
<td>3.22</td>
<td>.058</td>
</tr>
<tr>
<td>Would change my profession if I could have got one better rewarding.</td>
<td>2.55</td>
<td>.070</td>
</tr>
<tr>
<td>Source: Author</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4 shows that respondents are either indecisive or disagree with the items used to record their perceptions for extrinsic motivation. Mean values of the items of extrinsic motivation ranged between 2.28 and 4.03. However, for item related to monthly salaries having a mean of 2.53 shows that they are satisfied with their basic needs fulfillment, most of the respondents have either choose agree or neutral response; similar observation was made related to leave for absence when justified (M=2.50); Interestingly, mean of 2.55 for the item asking for change of profession if they get better rewarding position shows that they are
either agreeing with it or tilted towards being Mean of 2.55 shows that most of the responders agree with the fact that extrinsic motivators enhanced their self-confidence to perform as a competent professional teacher.

**RQ 2. What is the level of perceived performance of public sector primary school teachers?**

The descriptive statistics reveal poor performance of the public sector primary school teachers. Let us have a look at table 5:

**Table 5**

*Descriptive Statistics of the Teachers’ Performance Items*

<table>
<thead>
<tr>
<th>Shortened Item</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistic</td>
<td>Std. Error</td>
<td>Statistic</td>
</tr>
<tr>
<td>Comes on time in the school/class.</td>
<td>1.93</td>
<td>.052</td>
</tr>
<tr>
<td>Comes with lesson plans in class.</td>
<td>3.69</td>
<td>.057</td>
</tr>
<tr>
<td>Conducts students’ achievement tests.</td>
<td>2.80</td>
<td>.055</td>
</tr>
<tr>
<td>Actively participates in co-curricular activities</td>
<td>2.75</td>
<td>.049</td>
</tr>
<tr>
<td>Timely assesses students tests &amp; gives supporting feedback</td>
<td>2.90</td>
<td>.050</td>
</tr>
<tr>
<td>Takes interest in school affairs and fulfils his/her responsibilities.</td>
<td>2.74</td>
<td>.052</td>
</tr>
<tr>
<td>Takes/maintains regular attendance of the students</td>
<td>2.49</td>
<td>.055</td>
</tr>
<tr>
<td>Teaches through learner-friendly teaching methods and resources</td>
<td>3.27</td>
<td>.046</td>
</tr>
<tr>
<td>Uses physical punishment to control students or maintain discipline</td>
<td>2.73</td>
<td>.056</td>
</tr>
<tr>
<td>Checks students’ nails and ensures their cleanliness.</td>
<td>1.98</td>
<td>.052</td>
</tr>
<tr>
<td>Gives related home-work to strengthening students’ learning.</td>
<td>2.19</td>
<td>.055</td>
</tr>
<tr>
<td>Covers the total prescribed course in an academic year.</td>
<td>3.97</td>
<td>.039</td>
</tr>
<tr>
<td>The overall performance of the teacher in this school is good.</td>
<td>3.21</td>
<td>.049</td>
</tr>
</tbody>
</table>

Source: Author

The overall descriptive statistics of the performance as perceived by the head-teachers of their respective teachers shows disappointing figures; responses to most of the items either
fell at neutral or disagreement of the targeted indicators of the performance. The overall mean ranged from 1.93 (agreement) to 3.97 (disagreement). Regarding agreement only two items can be seen item number 1 (the teacher comes on time) and 10 (the teacher checks students’ nails and ensure their cleanliness). Regarding disagreement three items corresponded to disagreement of required performance of the teachers: item asking for if the teachers came fully prepared i.e. came with lesson plans got mean score of 3.69 at Likert scale options; similarly, a clear disagreement ($M=3.97$) was perceived by the head-teachers regarding whether the teachers covered total prescribed course in an academic year; and whether they taught through learners-friendly teaching methods and resources got mean score of 3.27 which related to neutral if not clear disagreement. The most items corresponded to head-teachers’ neutral or indecisive degree of agreement or disagreement about their respective teachers’ performance regarding conducting students’ tests ($M=2.80$), participating in co-curricular activities ($M=2.75$), timely assessing students’ tests and giving supporting feedback ($M=2.90$), taking interest in school affairs and fulfilling assigned responsibilities ($M=2.74$), taking daily students’ attendance ($M=2.49$), using physical punishment to students for maintaining discipline ($M=2.73$), and giving topic related home-work to students ($M=2.19$).

4.1.2. Multiple Linear Regression Analyses

4.1.2.1. Regression model.

Because the researcher found direct correlation between public sector primary school teachers’ motivation (intrinsic and extrinsic motivation and some demographics) and their performance while thorough examination of scatter plots, therefore I decided to use multiple linear regression model to determine the effect of predictors (intrinsic and extrinsic motivation) on the criterion variable (performance). In this regard, the regression model is:

$$Y_i = B_0 + B_1 x_1 + e_i \ldots \ldots \ldots (1) \text{ (Simple Linear Regression)}$$
Dependent (predicted) = Constant + B\text{Independent}_1 + \text{Error term}

Since there were eight independent variables in the present study, therefore:

\[ Y_i = B_0 + B_1 x_{i1} + B_2 x_{i2} + \ldots + B_7 x_{i7} + \epsilon_i \ldots \ldots (2) \text{ (Multiple Linear Regression)} \]

\[ Y_i^* = B_0 + B_1 x_{i1} + B_2 x_{i2} + \ldots + B_7 x_{i7} (i=1, 2, 3\ldots n) \ldots \ldots (3) \text{ (Prediction Model)} \]

In this case our regression equation \([Y' = a + B_1 x_{i1} + B_2 x_{i2} + \ldots + B_8 x_{i8}]\) becomes

\[ \beta_0 = \text{predicted TEACHERS’ PERFORMANCE when their INTRINSIC AND EXTRINSIC MOTIVATION are zero} = 1.411 \]

Here, \(Y\) is predicted or explained value of the Dependent/Criterion variable; \(B_0\) is the Constant or Intercept; \(B_1, B_2 \ldots\) are the Slope (Beta coefficient for \(x_1, x_2 \ldots\) respectively) for targeted explanatory or predictor variables; \(x_1, x_2 \ldots\) are the specific Predictor variables that explain the variance in \(Y\).

4.1.2.2. Effect of intrinsic and extrinsic motivation on performance.

RQ. 3. What is the effect of perceived motivation (intrinsic and extrinsic motivation) of public sector primary school teachers on their perceived performance?

\(H_01\). There is no significant effect of public sector primary school teachers’ intrinsic and extrinsic motivation on their performance.

I used multiple linear regression to predict effect of primary school teachers’ intrinsic and extrinsic motivation (predictors) on their performance (criterion). A total of 348 teachers selected through multi-stage random sampling were used for this study. Regression analysis revealed that above two predictors i.e. intrinsic and extrinsic motivation significantly but moderately predicted respondents’ performance, \(R=.299\), \(r^2=.290\) (adjusted \(r^2=.284\)), \(F(2, 245)=16.979, p<.001\).

They accounted for 29.9% variability in respondents’ performance. The value of \(r^2 (.299)\) indicates that one unit increase in above predictors accounted for 29.9% or about 30%
unit-increase in respondents’ performance. The regression value was statistically significant (p value=.001) with better F-value (16.9).

Out of the two targeted predictors extrinsic motivation $t(345)=3.926$, $p=.000$ occurred as a dominant predictor of respondents’ performance with unstandardized positive beta value of .306. It means that one unit increase in extrinsic motives accounted for 30.6% rise in respondents’ related performance (or .207 points rise in performance of teachers per one unit increase in standard deviation of extrinsic motives). However, intrinsic motivation in our (Sindh’s) context appeared to be relatively less predictor $t(345)=3.321$, $p=.001$. One unit increase in intrinsic motivation could rise teachers performance by 20% (unstandardized beta coefficient=.200; standardized beta coefficient=.175). Let us have a look at tabular forms:

Table 6

*Model Summary MLR Teachers’ Motivation and Performance*

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.299*</td>
<td>.290</td>
<td>.284</td>
<td>.55289</td>
</tr>
</tbody>
</table>

Model 1: Predictors: (Constant),

\[
\text{COMPUTE extrinsicm}=\text{mean(emq1,emq2,emq3,emq4,emq5,emq6,emq7,emq8,emq9,emq10,emq11,emq12,emq13)}, \\
\text{COMPUTE intrinsicm}=\text{mean(imq1,imq2,imq3,imq4,imq5,imq6,imq7,imq8,imq9,imq10,imq11)}
\]

Table 7

*ANOVA of MLR Teachers’ Motivation and Performance*

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>10.380</td>
<td>2</td>
<td>5.190</td>
<td>16.979</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>105.461</td>
<td>345</td>
<td>.306</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>115.841</td>
<td>347</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Model 1: Predictors: (Constant),

\[
\text{COMPUTE extrinsicm}=\text{mean(emq1,emq2,emq3,emq4,emq5,emq6,emq7,emq8,emq9,emq10,emq11,emq12,emq13)}, \\
\text{COMPUTE intrinsicm}=\text{mean(imq1,imq2,imq3,imq4,imq5,imq6,imq7,imq8,imq9,imq10,imq11)}
\]
4.1.2.3. Effect of demographics on teachers’ performance.

RQ. 4. What is the effect of some demographical predictors of public sector primary school teachers on their performance?

H₀2. There is no significant effect of demographical predictors of public sector primary school teachers on their performance.

The researcher used multiple linear regression to predict effect of 15 demographical variables (predictors) of primary school teachers on their performance (criterion). A total of
348 teachers selected through multi-stage random sampling were used for this study. Regression analysis revealed shocking picture despite being significant (p=.000) with moderate level of correlation, $R=0.521^a$, $r^2=0.272$ (adjusted $r^2=0.239$), $F(15, 332)=8.265$, $p<.001$. Surprisingly, 9 out of 15 demographics (age, marital status, gender, academic qualification, professional qualification, number of family members, monthly salary, main motive to join teaching, and satisfied with salary) revealed negative standardized/non-standardized beta coefficient values, and $t$-values in addition to higher $p$-values (> .05) for most of the above predictors. They indicated nothing but lack of statistically significant effect on teachers’ performance. Moreover, 4 predictors (location i.e. rural/urban, source of other income, salary sufficient for monthly expenditure, and monthly expenditure) could not get significant $p$-values i.e. less than .05, hence discarded in analysis. However, only two demographical variables i.e. teaching experience (p=.000) and average education of family members (p=.026) appeared to be statistically significant predictors of teachers’ performance with un-standard beta values of .143 and .074 respectively which imply that rise in one unit of above predictors could raise 14% and 7% teachers performance respectively. Let us have a look at tabular forms:

Table 9

*Model Summary of MLR: Demographics and Teachers’ Performance*

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.521$^a$</td>
<td>.272</td>
<td>.239</td>
<td>.50404</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Monthly expenditure, Average Education of family members, Salary sufficient for monthly expenditure, Monthly salary, Gender, Main motivation to join teaching, No of family members, Highest Qualification, Source of other income, Location, Marital Status, Highest Professional Qualification, Satisfied with salary, Teaching Experience, Age

b. Dependent Variable: COMPUTE

performance$\text{tr}=\text{mean}(\text{potq1},\text{potq2},\text{potq3},\text{potq4},\text{potq5},\text{potq6},\text{potq7},\text{potq8},\text{potq9},\text{potq10},\text{potq11},\text{potq12},\text{potq13})$
### Table 10

**ANOVA of MLR: Demographics and Teachers’ Performance**

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>31.495</td>
<td>15</td>
<td>2.100</td>
<td>8.265</td>
<td>.000*</td>
</tr>
<tr>
<td>Residual</td>
<td>84.346</td>
<td>332</td>
<td>.254</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>115.841</td>
<td>347</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Monthly expenditure, Average Education of family members, Salary sufficient for monthly expenditure, Monthly salary, Gender, Main motivation to join teaching, No of family members, Highest Qualification, Source of other income, Location, Marital Status, Highest Professional Qualification, Satisfied with salary, Teaching Experience, Age

b. Dependent Variable: COMPUTE

performance$tr = \text{mean}(\text{potq1}, \text{potq2}, \text{potq3}, \text{potq4}, \text{potq5}, \text{potq6}, \text{potq7}, \text{potq8}, \text{potq9}, \text{potq10}, \text{potq11}, \text{potq12}, \text{potq13})$

### Table 11

**Beta Coefficients of MLR: Demographics and Teachers’ Performance**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>3.997</td>
<td>.279</td>
<td>14.310</td>
</tr>
<tr>
<td></td>
<td>Age</td>
<td>-.171</td>
<td>.046</td>
<td>-.248</td>
</tr>
<tr>
<td></td>
<td>Marital Status</td>
<td>-.049</td>
<td>.087</td>
<td>-.034</td>
</tr>
<tr>
<td></td>
<td>Location</td>
<td>.089</td>
<td>.071</td>
<td>.072</td>
</tr>
<tr>
<td></td>
<td>Gender</td>
<td>-.125</td>
<td>.065</td>
<td>-.106</td>
</tr>
<tr>
<td></td>
<td>Highest Qualification</td>
<td>-.031</td>
<td>.046</td>
<td>-.038</td>
</tr>
<tr>
<td></td>
<td>Highest Professional Qualification</td>
<td>-.062</td>
<td>.044</td>
<td>-.083</td>
</tr>
<tr>
<td></td>
<td>Teaching Experience</td>
<td>.143</td>
<td>.030</td>
<td>.291</td>
</tr>
<tr>
<td></td>
<td>No of family members</td>
<td>-.024</td>
<td>.038</td>
<td>-.035</td>
</tr>
<tr>
<td></td>
<td>Average Education of family members</td>
<td>.074</td>
<td>.033</td>
<td>.125</td>
</tr>
<tr>
<td></td>
<td>Monthly salary</td>
<td>-.073</td>
<td>.046</td>
<td>-.100</td>
</tr>
<tr>
<td></td>
<td>Source of other income</td>
<td>.032</td>
<td>.025</td>
<td>.074</td>
</tr>
<tr>
<td></td>
<td>Main motivation to join teaching</td>
<td>-.352</td>
<td>.052</td>
<td>-.345</td>
</tr>
<tr>
<td></td>
<td>Satisfied with salary</td>
<td>-.128</td>
<td>.086</td>
<td>-.089</td>
</tr>
<tr>
<td></td>
<td>Salary sufficient for monthly expenditure</td>
<td>.141</td>
<td>.114</td>
<td>.074</td>
</tr>
<tr>
<td></td>
<td>Monthly expenditure</td>
<td>.009</td>
<td>.023</td>
<td>.024</td>
</tr>
</tbody>
</table>

a. Dependent Variable: COMPUTE

performance$tr = \text{mean}(\text{potq1}, \text{potq2}, \text{potq3}, \text{potq4}, \text{potq5}, \text{potq6}, \text{potq7}, \text{potq8}, \text{potq9}, \text{potq10}, \text{potq11}, \text{potq12}, \text{potq13})$
4.1.3. Difference: Teachers’ Performance Vs. Demographics

RQ. 5. To what extent does the public sector primary school teachers’ performance differ across some demographical predictors?

H₀³. There is no significant effect of demographical predictors of public sector primary school teachers on their performance.

Above research question required independent-samples $t$-test for a demographic predictor having two sub-categories and one-way analysis of variance ANOVA where a demographic predictor is sub-divided into three or more sub-categories for finding out the difference of mean scores of Likert scale options. Let us deal firstly with independent samples $t$-test for gender (male/female), location (rural/urban), main motive to join teaching, satisfied with salary, and salary sufficient for monthly expenditure.

4.1.3.1. Independent-samples $t$-test analyses. Differences in mean scores were calculated regarding teachers’ performance vs. five demographical variables containing two sub-categories of the respondents (i.e. gender, location, main motive to enter teaching profession, satisfied with monthly salary, and monthly salary sufficient for monthly expenditure). Out of above five predictors only gender occurred to have statistically significant difference ($p=.000$) with better mean scores for female ($M=2.718$) showing relatively more agreement for the targeted indicators as compared to males ($M=2.894$) whose performance tilted more towards disagreement.

Surprisingly, no statistically significant differences in mean scores of five-point Likert-scale items were found regarding teachers performance vs. location ($p=.541$ for rural/urban), main motive to join teaching profession ($p=.163$ for salary and other financial benefits /respect or job-satisfaction), satisfaction with monthly salary provided ($p=.803$ for yes/no), salary sufficient to satisfy monthly expenditure ($p =.557$ for yes/no). For details please see Table 12.
### Table 12

**Summary of Independent-Samples t-test**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Groups</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SEM</th>
<th>t-value</th>
<th>F-value</th>
<th>df</th>
<th>p-value</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Vs. gender</td>
<td>Male</td>
<td>203</td>
<td>2.894</td>
<td>.619</td>
<td>.0435</td>
<td>2.93</td>
<td>18.32</td>
<td>341.1</td>
<td>.000*</td>
<td>H01 Rejected</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>145</td>
<td>2.718</td>
<td>.498</td>
<td>.0414</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Vs. location</td>
<td>Rural</td>
<td>111</td>
<td>2.843</td>
<td>.577</td>
<td>.0548</td>
<td>.495</td>
<td>.37</td>
<td>346</td>
<td>.541</td>
<td>H02 Not Rejected</td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td>237</td>
<td>2.811</td>
<td>.579</td>
<td>.0376</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Vs. main motive to join teaching job</td>
<td>Salary/financial benefits</td>
<td>192</td>
<td>3.014</td>
<td>.560</td>
<td>.0406</td>
<td>7.62</td>
<td>1.95</td>
<td>342</td>
<td>.163</td>
<td>H03 Not Rejected</td>
</tr>
<tr>
<td></td>
<td>Respect/ job-satisfaction</td>
<td>156</td>
<td>2.580</td>
<td>.507</td>
<td>.5070</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Vs. satisfied with monthly salary</td>
<td>Yes</td>
<td>279</td>
<td>2.841</td>
<td>.584</td>
<td>.0349</td>
<td>1.27</td>
<td>.06</td>
<td>346</td>
<td>.803</td>
<td>H04 Not Rejected</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>69</td>
<td>2.742</td>
<td>.551</td>
<td>.0664</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Vs. salary sufficient for monthly expenditure</td>
<td>Yes</td>
<td>312</td>
<td>2.828</td>
<td>.579</td>
<td>.0328</td>
<td>.71</td>
<td>.35</td>
<td>346</td>
<td>.557</td>
<td>H05 Not Rejected</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>36</td>
<td>2.75</td>
<td>.56</td>
<td>.093</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*=result is statistically significant

#### 4.1.3.2. One-way ANOVA analyses.

Differences in mean scores were calculated regarding 348 sample teachers’ performance vs. ten demographical variables containing three or more sub-categories of the respondents. They were: marital status, academic qualification, professional qualification, teaching experience, age, number of family members, average education of family members, monthly salary, source of other income, and monthly expenditure. Out of the above demographic predictors three did not have statistically
significant and different performance against their respective sub-categories. i.e. \( p = .875 \) for number of family members (no children, 1-3 kids, 4-6 kids, 7 or more kids); \( p = .309 \) for average education of family members (no education, 1-5, 6-10, 11-15, and 16 or more years of education); and \( p = .206 \) for monthly expenditure (in thousands Pak Rs: 16-30, 31-45, 46-60, 61-75, 76-85, 86-100 or more). Statistically significant differences in mean scores are discussed separately below:

**4.1.3.2.1. Teachers’ performance vs. marital status.** A one way ANOVA test was conducted to compare the effect of marital status of 348 teachers (three levels) on their performance. There was significant difference of the mean scores among at least one of the sub-categories of the respondents’ marital status \([F (6, 341) = 2.43, p = .038]\)

Table 13

*One-way ANOVA Summary: Teachers’ performance vs. Marital Status*

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>2.177</td>
<td>2</td>
<td>1.089</td>
<td>3.304</td>
<td>.038</td>
</tr>
<tr>
<td>Within Groups</td>
<td>113.663</td>
<td>345</td>
<td>.329</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>115.841</td>
<td>347</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Since significant difference was found therefore the one-way ANOVA results were further analyzed through post hoc comparisons, using the Tukey’s HSD test. Table 14 presents related details:

Table 14

*Post-hoc Tukey’s HSD: Teachers’ Performance vs. Marital Status*

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>N</th>
<th>Subset for alpha = 0.05</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>widow/widower/divorced</td>
<td>22</td>
<td>1</td>
<td>.813</td>
</tr>
<tr>
<td>Married</td>
<td>290</td>
<td>2</td>
<td>.141</td>
</tr>
<tr>
<td>Single</td>
<td>36</td>
<td>2.8005</td>
<td>2.8005</td>
</tr>
</tbody>
</table>

Means for groups in homogeneous subsets are displayed.
Post-hoc Tukey’s HSD indicated that the mean score of teachers’ performance within sub-set of married \((M=2.80, \, SD=.56)\) and single \((M=3.05, \, SD=.69)\) teachers was significantly different than widow/widower/divorced category of other sub-set \((M=2.7, \, SD=.54)\) who got significantly better (lower=tilted more towards agreement) mean scores. In other words, both the married and single teachers did not get statistically significant different mean scores or they tended to homogenous mean scores but got poorer performance and differed categorically from widow/widower/divorced teacher.

4.1.3.2.2. Teachers’ performance vs. academic qualification. One way ANOVA test was conducted to compare the effect of academic qualifications of 348 teachers (five levels) on their performance. Significant difference was found among the mean scores regarding at least one of the sub-categories of the respondents’ academic qualifications \([F (4, 343)=4.7, \, p =.001]\).

Table 15

One-way ANOVA Summary: Teachers’ performance vs. Academic Qualification

<table>
<thead>
<tr>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>6.032</td>
<td>4</td>
<td>1.508</td>
<td>4.710</td>
</tr>
<tr>
<td>Within Groups</td>
<td>109.809</td>
<td>343</td>
<td>.320</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>115.841</td>
<td>347</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Since significant difference was found therefore the one-way ANOVA results were further analyzed through post hoc comparisons, using the Tukey’s HSD test. Table 16 presents related details:
Table 16

*Post-hoc Tukey’s HSD: Teachers’ Performance vs. Academic Qualification*

<table>
<thead>
<tr>
<th>Highest Qualification</th>
<th>N</th>
<th>Subset for alpha = 0.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>4</td>
<td>2.5385</td>
</tr>
<tr>
<td>Post-graduate</td>
<td>99</td>
<td>2.7013</td>
</tr>
<tr>
<td>Graduate</td>
<td>191</td>
<td>2.8152</td>
</tr>
<tr>
<td>Interimiate</td>
<td>50</td>
<td>3.0511</td>
</tr>
<tr>
<td>Matric</td>
<td>4</td>
<td>3.4615</td>
</tr>
<tr>
<td>Sig.</td>
<td></td>
<td>.289</td>
</tr>
<tr>
<td></td>
<td></td>
<td>.100</td>
</tr>
</tbody>
</table>

Means for groups in homogeneous subsets are displayed.

Post-hoc Tukey’s HSD indicated that the mean score of teachers’ performance of other (M.Phil. and greater qualification with $M=2.54$, $SD=.36$), post-graduates ($M=2.70$, $SD=.46$), graduates ($M=2.81$, $SD=.61$), and intermediates ($M=3.05$, $SD=.58$) fall within same sub-set or were found homogenous but significantly differed from matriculates ($M=3.46$, $SD=.27$) who fall in the other sub-set. In other words, the teachers with higher academic qualifications had significantly different and got better (lower) mean scores which tilted more towards agreement of the targeted performance indicators than their counterparts of other category with lower academic qualification (matriculation).

4.1.3.2.3. *Teachers’ performance vs. professional qualification.* One way ANOVA test was conducted to compare the effect of professional qualifications of 348 teachers (four levels) on their performance. Significant difference was found among the mean scores regarding at least one of the sub-categories of the respondents’ academic qualifications [$F (3, 344)=3.43, p =.017$].
Table 17

One-way ANOVA Summary: Teachers’ performance vs. Professional Qualification

<table>
<thead>
<tr>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>3.366</td>
<td>3</td>
<td>1.122</td>
<td>3.432</td>
</tr>
<tr>
<td>Within Groups</td>
<td>112.474</td>
<td>344</td>
<td>.327</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>115.841</td>
<td>347</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Since significant difference was found therefore the one-way ANOVA results were further analyzed through post hoc comparisons, using the Tukey’s HSD test. Table 18 presents related details:

Table 18

Post-hoc Tukey’s HSD: Teachers’ Performance vs. Professional Qualification

<table>
<thead>
<tr>
<th>Highest Professional Qualification</th>
<th>N</th>
<th>Subset for alpha = 0.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.ED</td>
<td>52</td>
<td>2.6036</td>
</tr>
<tr>
<td>M.PHIL</td>
<td>8</td>
<td>2.6538</td>
</tr>
<tr>
<td>B.ED</td>
<td>148</td>
<td>2.8442</td>
</tr>
<tr>
<td>PTC</td>
<td>140</td>
<td>2.8867</td>
</tr>
<tr>
<td>Sig.</td>
<td></td>
<td>.294</td>
</tr>
</tbody>
</table>

Means for groups in homogeneous subsets are displayed.

Post-hoc Tukey’s HSD indicated that the mean score of teachers’ performance regarding all sub-categories of professional qualifications fall within same sub-set showing homogeneity; however teachers with M.Ed. \((M=2.60, SD=.50)\) and M.Phil. \((M=2.65, SD=.62)\) got significantly different and better mean scores than that of B.Ed.\((M=2.84, SD=.56)\) and PTC \((M=2.89, SD=.61)\). In other words, the teachers with higher professional qualifications got significant different and better performance (lower mean scores) that was
closer towards agreement of the targeted performance indicators than their counterparts of other category with lower professional qualification (B.Ed. and PTC).

4.1.3.2.4. Teachers’ performance vs. teaching experience. One way ANOVA test was conducted to compare the effect of teaching experience of 348 teachers (four levels) on their performance. Significant difference was found among the mean scores regarding at least one of the sub-categories of the respondents’ teaching experience \[ F (3, 344)=6.77, p =.000 \].

Table 19

One-way ANOVA Summary: Teachers’ Performance vs. Teaching Experience

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>6.458</td>
<td>3</td>
<td>2.153</td>
<td>6.77</td>
<td>.000</td>
</tr>
<tr>
<td>Within Groups</td>
<td>109.382</td>
<td>344</td>
<td>.318</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>115.841</td>
<td>347</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Since significant difference was found therefore the one-way ANOVA results were further analyzed through post hoc comparisons, using the Tukey’s HSD test. Table 20 presents related details:

Table 20

Post-hoc Tukey’s HSD: Teachers’ Performance vs. Teaching Experience

<table>
<thead>
<tr>
<th>Teaching Experience</th>
<th>N</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5 years</td>
<td>65</td>
<td>2.6259</td>
<td></td>
</tr>
<tr>
<td>6-10 years</td>
<td>63</td>
<td>2.7391</td>
<td></td>
</tr>
<tr>
<td>11-20 years</td>
<td>157</td>
<td>2.8399</td>
<td>2.8399</td>
</tr>
<tr>
<td>21 years or above</td>
<td>63</td>
<td></td>
<td>3.0569</td>
</tr>
<tr>
<td>Sig.</td>
<td>.095</td>
<td>.088</td>
<td></td>
</tr>
</tbody>
</table>

Means for groups in homogeneous subsets are displayed.
Post-hoc Tukey’s HSD indicated that the respondents falling in sub-categories of 1-5 years ($M=2.61, SD=.71$), 6-10 years ($M=2.74, SD=.61$), and 11-20 years of teaching experience ($M=2.84, SD=.51$) fell within same sub-set showing homogeneity got statistically significant and different performance than their counterparts with huge teaching experience of 21 years or above ($M=3.06, SD=.49$). In other words, the teachers with lower teaching experience got significantly different and better performance (lower mean scores) that was closer towards agreement of the targeted performance indicators than their counterparts of other sub-set having huge teaching experience of 21 years or above whose mean scores more deviated from agreement of targeted performance indicators as assessed by their respective head teachers.

4.1.3.2.5. Teachers’ performance vs. age. One way ANOVA test was conducted to compare the effect of age (four levels) of 348 teachers on their performance. Significant difference was found among the mean scores regarding at least one of the sub-categories of the respondents’ age [$F(3, 344)=5.48, p=.001$].

Table 21

One-way ANOVA Summary: Teachers’ Performance vs. Age

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>5.283</td>
<td>3</td>
<td>1.761</td>
<td>5.479</td>
<td>.001</td>
</tr>
<tr>
<td>Within Groups</td>
<td>110.558</td>
<td>344</td>
<td>.321</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>115.841</td>
<td>347</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Since significant difference was found therefore the one-way ANOVA results were further analyzed through post hoc comparisons, using the Tukey’s HSD test. Table 22 presents related details:
Post-hoc Tukey’s HSD indicated that the respondents falling in sub-categories of 41 or above years ($M=2.72, SD=.59$), 36-40 years ($M=2.88, SD=.53$), and 31-35 years of teaching experience ($M=3.01, SD=.46$) fell within same sub-set showing homogeneity among them got statistically significant and different performance than their counterparts with lower sub-category of age in other sub-set ($M=3.17, SD=.61$). In other words, unlike teaching experience the teachers with higher age got significantly different and better performance(lower mean scores) that was closer towards agreement of the targeted performance indicators than their counterparts of other sub-set having lower age whose mean scores more deviated from agreement of targeted performance indicators as assessed by their respective head teachers.

4.1.3.2.6. Teachers’ Performance vs. Monthly Salary. One way ANOVA test was conducted to compare the effect of monthly salary (four levels) of 348 teachers on their performance. Significant difference was found among the mean scores regarding at least one of the sub-categories of the respondents’ monthly salary $[F (3, 344)=5.81, p =.001]$. 

<table>
<thead>
<tr>
<th>Age</th>
<th>N</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>41 or above 41 years</td>
<td>185</td>
<td>2.7231</td>
<td></td>
</tr>
<tr>
<td>36-40 years</td>
<td>114</td>
<td>2.8752</td>
<td>2.8752</td>
</tr>
<tr>
<td>31-35 years</td>
<td>32</td>
<td>3.0096</td>
<td>3.0096</td>
</tr>
<tr>
<td>26-30 years</td>
<td>17</td>
<td>3.1670</td>
<td></td>
</tr>
<tr>
<td>Sig.</td>
<td></td>
<td>.122</td>
<td>.111</td>
</tr>
</tbody>
</table>

Means for groups in homogeneous subsets are displayed.
Table 23

One-way ANOVA Summary: Teachers’ Performance vs. Monthly Salary

<table>
<thead>
<tr>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>5.582</td>
<td>3</td>
<td>1.861</td>
<td>5.805</td>
</tr>
<tr>
<td>Within Groups</td>
<td>110.259</td>
<td>344</td>
<td>.321</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>115.841</td>
<td>347</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Since significant difference was found therefore the one-way ANOVA results were further analyzed through post hoc comparisons, using the Tukey’s HSD test. Table 24 presents related details:

Table 24

Post-hoc Tukey’s HSD: Teachers’ Performance vs. Monthly Salary

<table>
<thead>
<tr>
<th>Monthly salary</th>
<th>N</th>
<th>Subset for alpha = 0.05</th>
<th>Sig.</th>
<th>Means for groups in homogeneous subsets are displayed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rs 26 thousand or above</td>
<td>219</td>
<td>1</td>
<td>.161</td>
<td></td>
</tr>
<tr>
<td>21-25 thousand</td>
<td>84</td>
<td>2</td>
<td>.492</td>
<td></td>
</tr>
<tr>
<td>16-20 thousand</td>
<td>35</td>
<td>3.0615</td>
<td>3.0615</td>
<td></td>
</tr>
<tr>
<td>Rs 10-15 thousand</td>
<td>10</td>
<td>3.2769</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Post-hoc Tukey’s HSD indicated that the respondents drawing Rs: 26,000 or above monthly salary ($M=2.74, SD=.58$), Rs: 21-25 thousand ($M=2.88, SD=.52$), and Rs: 16-20 thousand ($M=3.06, SD=.74$) fell within same sub-set showing homogeneity among them got statistically significant and different performance than their counterparts with that of sub-category having lowest salary in other sub-set. In other words, the teachers with higher salaries got significant different and performed better i.e. lower mean score that was closer towards agreement of the targeted performance indicators than their counterparts of other
sub-set having higher salaries whose mean scores more deviated from agreement of targeted performance indicators as assessed by their respective head teachers.

**4.1.3.2.7. Teachers’ performance vs. source of income.** One way ANOVA test was conducted to compare the effect of source of other income (four levels) of 348 teachers against their performance. Significant difference was found among the mean scores regarding at least one of the sub-categories of the respondents’ source of other income \[F (3, 344) = 2.79, p = .041\].

Table 25

**One-way ANOVA Summary: Teachers’ Performance vs. Source of Income**

<table>
<thead>
<tr>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>2.750</td>
<td>3</td>
<td>.917</td>
<td>2.788</td>
</tr>
<tr>
<td>Within Groups</td>
<td>113.091</td>
<td>344</td>
<td>.329</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>115.841</td>
<td>347</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Since significant difference was found therefore the one-way ANOVA results were further analyzed through post hoc comparisons, using the Tukey’s HSD test. Table 26 presents related details:

Table 26

**Post-hoc Tukey’s HSD: Teachers’ Performance vs. Source of Other Income**

<table>
<thead>
<tr>
<th>Source of other income</th>
<th>N</th>
<th>Subset for alpha = 0.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>no other source</td>
<td>120</td>
<td>2.7042</td>
</tr>
<tr>
<td>spouse’s salary</td>
<td>159</td>
<td>2.8611</td>
</tr>
<tr>
<td>private tuition</td>
<td>14</td>
<td>2.9011</td>
</tr>
<tr>
<td>own shop or business</td>
<td>55</td>
<td>2.9392</td>
</tr>
<tr>
<td>Sig.</td>
<td></td>
<td>.278</td>
</tr>
</tbody>
</table>

Means for groups in homogeneous subsets are displayed.
Post-hoc Tukey’s HSD indicated that all the four sub-categories fell in one set-set which shows internal homogeneity within all; however within this sub-set the respondents having no other source of income \( (M=2.70, SD=.57) \) significantly differed in targeted performance indicators against respondents having spouse’s salary \( (M=2.82, SD=.58) \), giving private after-school tuition \( (M=2.90, SD=.52) \), or running own shop or small business \( (M=2.94, SD=.53) \). In other words, the teachers engaged in other part-time earning could not concentrate on their professional teaching and got relatively unfavorable mean-scores (higher values) which deviated from agreement of targeted performance indicators as assessed by their head teachers; however, the teachers having no other source of income got relatively favorable mean scores (lower values) indicating a tilt towards agreement of targeted performance indicators.

### 4.2. Qualitative Findings

The qualitative data was collected through open-ended questions of the questionnaires which were administered to the 348 public sector primary school teachers and their 40 respective head-teachers. Qualitative data were also sought from 40 teachers involving 24 rural (19 males and 05 females) and 16 urban (09 males and 07 females) teachers. In case of single multi-grade teacher school (i.e. one teacher available to teach all subjects from grade 1 to 5 and also fulfilling the responsibilities as a head-teacher) head-teacher was involved to obtain qualitative data. The data were sought through three open-ended questions:

1. What are the burning issues/problems you face as a teacher in this school?
2. What do you think can be done to improve teacher motivation in this school?
3. What do you think can be done to improve teacher performance in this school?

Above questions best fit in two major categories for thematic analysis purpose: burning issues or problems of public sector primary schools of District Hyderabad and the ways to improve teachers’ motivation and performance.
All responses were entered in a table to find out the best fit themes and their sub-themes for above two major areas; firstly, they were examined carefully to frame representative general themes against above two major areas; secondly, all responses were coded by shortened representative word/phrase title with coded affiliation of respondents i.e. rural/urban, and male/female, and direct quote(s) wherever necessary; thirdly, related coded items (sub-themes) were placed under representative general themes for the two areas. Care was taken to ensure that all the coded responses have been incorporated in the either area.

Most of the rural primary schools had single teacher who played dual role i.e. multi-grade teacher and head-teacher, therefore he/she filled out questionnaire as a teacher and a head-teacher too. The researcher noted that significant number of teachers from both rural and urban areas including males and females indicated almost similar problems and suggestions to improve teachers’ motivation and performance.

4.2.2. Burning Issues or Problems at Public Sector Primary Schools

While examining the coded responses responding to the open-ended question asking for the burning issues or problems existing at respective (male/female) public sector primary schools of rural and urban area, following themes and their sub-themes were generated:

**Theme 1. Related to Physical Facilities.**

a) No problems
b) lack of drinking water
c) Poor infrastructure i.e. roads and transport
d) Lack of water-cooler
e) Shortage of classrooms and furniture i.e. students’ desks

**Theme 2. Related to Teachers and Teaching**

a) Shortage of teachers
b) Incompetent teachers
c) Teachers lack of interest in required professional teaching and learning

d) Political influence in appointment, posting, and transfer of teachers and head-teachers

e) Paper degrees of teachers’ pre-service training i.e. PTC, B.Ed., M.Ed. etc

f) Students’ poor attendance

g) Lack of head-teachers’ cooperation/ their autocratic attitude

**Theme 3. Related to Supervision**

a) Lack of regular (often no visit in a quarter or half academic year) visits of supervisors

b) Incompetent supervisors

c) Un-motivated supervisors (they visit schools as a formality or a proof of visit)

d) Most supervisors visit to grab some bribe from teachers in the name of fuel of motorcycle/car

e) Poor monitoring/no supervision

**Theme 4. Related to Community’s Involvement**

a) Mostly the School-Management Committees (SMCs) are functioning on papers to utilize related funds on papers otherwise the amount goes in the pockets of head-teachers, chairpersons, supervisors, and Assistant District Officers.

b) Parents and relatives do not take interest in SMCs; mostly they are not aware of their role, contributions, and influence

c) Parents are not concerned about what their children do/learn at school and why they do so

d) Parents do not even visit and encourage respective teacher(s) who is/are working selflessly in the greater interests of their children

**Theme 5. Related to Political Influence**

a) Most of public sector primary school teachers are appointed through departmental committees where parliamentarian and ministers influence in appointing their
supporting candidate teachers; moreover, teachers’ transfers and postings are done on political influence.

b) Imbalance in students: teacher ratio i.e. at one school higher student-teacher ratio whereas at its neighboring school lesser student-teacher ratio

Theme 6. Related to Administration

a) No support (rewards/recognition) from higher ups for hardworking students’ and teachers

b) Lack of/no disciplinary action from higher ups (Assistant District Officers, and District Officer of Education Department) against ghost-teachers, improper-teaching, and improper students’ learning/results

c) No surprise visits or effective monitoring by higher ups

Theme 7. Related to Curricula

a) New curricula has introduced (couple of years back) therefore most of teachers lack in related competencies and complain that they need related in-service training

4.2.3. Measures to Improve Teachers’ Motivation and Performance

The respondent teachers’ responses best fit in following themes and related sub-themes to uplift teachers’ motivation and performance through open-ended related question:

Theme 1. Related to Physical Facilities

a) Government should provide basic infrastructure i.e. proper building/classrooms, drinking water, toilets, desks, chairs, roads and other basic facilities at every school.

Theme 2. Related to Political Influence

- Teachers’ appointment must be made on pure merit through public service commission or reputable organization.
- There should be no political interference in teachers’ transfer and postings; they should be contingent based to overcome any imbalance or shortage/excess of teachers.
Theme 3. Related to Professional Trainings

- Existing professional trainings especially pre-service programs i.e. primary teaching certificate (PTC), certificate in teaching (CT), bachelor of education (B.Ed.), master of education (M.Ed.) are no more helpful in inculcating professional teaching competencies therefore their curricula, examination, and teaching process should be revised.

- Existing teachers simply lack in proper professional pedagogical content knowledge and related skills for all subjects therefore proper refresher short courses or in-service trainings are must for all existing teachers to properly teach new curricula.

Theme 4. Related to Rewards and Recognition

- More monetary benefits i.e. rewards and recognition for encouraging competent students and teachers should be ensured

- Performance based rewards and promotions

- Fixed but sound salary package (i.e. Pak Rs: 50,000/ per month salary) be introduced

- Free medical facilities be extended to teachers and head-teachers

- Reward and punishment is must in all fields (transparent system encourages teachers’ motivation and performance)

- Advance increments on account of higher qualification i.e. B.Ed., M.Ed., M.Phil., and PhD which are either frozen or not accorded should be revived or introduced.

Theme 5. Related to Supervision

- Separate cadre for supervisors be introduced; they should be appointed on merit through NTS testing regarding professional content knowledge and skills with better pay-scales so that they may not receive any bribe/amount for fuel from head-teachers.
Theme 6. Collaboration and Cooperation

- Team-work between/among teachers, head-teachers, and higher ups is simply lacking which must be ensured.

- In our public sector institutions mostly autocratic mode of administration prevails which should be replaced with democratic and participative one.

Theme 7. Administration

a) Administration cadre should be separated and related post should be filled through public service commission examination.

(These findings have been presented in research paper, written by the author; which is in publishing process, in the journal of “The Shield, Research Journal of Physical Education & Sports science”, ISSN 1991-8410)
CHAPTER V

SUMMARY, CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

5.1. Summary

The aim of this research was to study the motivation (intrinsic, extrinsic) and its effect on performance of public sector primary school teachers (PSTs) in the context of District Hyderabad, Sindh. It has been observed that very little work done on primary teacher’s motivation and its effect on their performance in our local and national context in this regard the effect of teachers’ motivation was assessed through their respective head-teachers against specific performance indicators. The researcher searched the related studies through peer reviewed and impact factor journal articles; for this purpose the researcher used “intrinsic and extrinsic motivation” as search phrases at Emerald, JSTOR, DOAJ, and thesis abstracts, along with Google search for our national and local context.

A cross sectional complimentary survey was used for data collection. Through adapted questionnaires both quantitative and qualitative data was collected to identifies the perception, description, views, and beliefs at any given point in time. (White, 2000). The tilt of the study was towards quantitative (Likert-scale items of the survey-questionnaire) which were complimented through qualitative measures (open-ended items of the survey-questionnaire) for getting holistic and comprehensive picture. In this way, the design of this study was: concurrent/complimentary mixed study (QUAN + QUAL).

A list of all primary schools of Hyderabad district was obtained from District Education Office and used for sampling. Multi-stage sampling procedure was used to select representative and appropriate sized sample. Forty (24 from rural and 16 urban strata) schools were selected and multi-stage random sampling was used to select 348 primary school teachers in addition to above 40 head-teachers as respondents. The data was collected from selected 40 representative Government Primary Schools. Male and female head-
teachers and teachers selected from rural and urban area as respondents of the study. To select the required number of respondents the simple random sampling technique was used. The sample size was taken by using on-line sample size calculator. Sample 348 from existing population (3684) primary school teachers along with their respective 40 head-teachers involving appropriate number across gender (male and female) and location (rural and urban). The data were collected in the months of May and August 2014.

Both the quantitative and qualitative data were collected through questionnaire containing five-point Likert scale items and that was adapted from Mary (2010), Ruth (2012) and Owusuwaa, Naumah and Manu (2013). It implicated two types of respondents; teachers as main respondents and their respective head-teachers to assess their performance. Survey instrument had 43 items segmented into Demographic having 15 items of multiple options, Intrinsic and Extrinsic having 11 items and 14 items on five-point Likert scale respectively. The final segment had three open-ended items. The head-teacher’s questionnaire involved 13 Likert-scale items.

The data were analyzed through SPSS 16.00 package using both descriptive statistics (measures of central tendency: mean, standard deviation, and standard error mean) and inferential statistics (multiple linear regression, independent-samples t-test, and ANOVA) for determining effect of teachers performance and mean differences across demographical predictors. Regression analysis revealed that above two predictors i.e. intrinsic and extrinsic motivation significantly but moderately predicted respondents’ performance, $R=.299^a$, $r^2=.290$ (adjusted $r^2=.284$), $F(2, 245)=16.979$, $p<.001$. They accounted for 29.9% variability in respondents’ performance. The value of $r^2 (.299)$ indicates that one unit increase in above predictors accounted for 29.9% or about 30% unit increase in respondents’ performance. The regression value was statistically significant ($p$ value=.000$^a$) with better F-value (16.9).
Out of the two targeted predictors extrinsic motivation $t(345)=3.926$, $p=.000$ occurred as a dominant predictor of respondents’ performance with unstandardized positive beta value of $.306$. It means that one unit increase in extrinsic motives accounted for 30.6% rise in respondents’ related performance (or .207 points rise in performance of teachers per one unit increase in standard deviation of extrinsic motives). However, intrinsic motivation in our (Sindh’s) context appeared to be relatively less predictor $t(345)=3.926$, $p=.001$. One unit increase in intrinsic motivation could rise teachers performance by 20% (unstandardized beta coefficient= .200; standardized beta coefficient= .175).

Regarding effect of demographical predictors, multiple linear regression analysis revealed shocking picture despite being significant ($p=.000$) with moderate level of correlation, $R=.521$, $r^2=.272$ (adjusted $r^2=.239$), $F(15, 332)=8.265$, $p<.001$. Surprisingly, 9 out of 15 demographics (age, marital status, gender, academic qualification, professional qualification, number of family members, monthly salary, main motive to join teaching, and satisfied with salary) revealed negative standardized/non-standardized beta coefficient values, and $t$-values in addition to higher p-values (> .05) for most of the above predictors. They indicated nothing but lack of statistically significant effect on teachers’ performance. Moreover, 4 predictors (location i.e. rural/urban, source of other income, salary sufficient for monthly expenditure, and monthly expenditure) could not get significant p-values i.e. less than .05, hence discarded in analysis. However, only two demographical variables i.e. teaching experience ($p=.000$) and average education of family members ($p=.026$) appeared to be statistically significant predictors of teachers’ performance with un-standard beta values of .143 and .074 respectively which imply that rise in one unit of above predictors could raise 14% and 7% teachers performance respectively.

Regarding differences across two sub-categories of single demographic variables determined by independent-samples $t$-test, out of above five predictors (gender, location,
main motive to join teaching profession, satisfied with monthly salary, and salary sufficient for monthly expenditure) only gender occurred to have statistically significant difference (p=.000) with better mean scores for female (M=2.718) showing relatively more agreement for the targeted indicators as compared to males (M=2.894) whose performance tilted more towards disagreement.

Regarding one-way ANOVA (differences among more than three sub-categories of some demographical predictors), no significant differences between teachers’ performance vs. number of children, average education of children/family members, and monthly expenditure was found. However, significant differences were found regarding: marital status [F (6, 341)=2.43, p =.038], academic qualification [F (4, 343)=4.7, p =.001], professional qualification [F (3, 344)=3.43, p=.017], teaching experience [F (3, 344)=6.77, p =.000], age [F(3, 344)=5.48, p =.001], monthly salary [F (3, 344)=5.81, p =.001], and source of income [F (3, 344)=2.79, p =.041]. In other words, teachers who were widow/widower/divorced, or had higher academic qualification, higher professional qualification, higher teaching experience, higher age, higher monthly salary, and having no other source of income performed better than their counterparts. Realistic recommendations are discussed.

5.2. Conclusions

5.2.1. Teachers’ Motivation

RQ. 1. What is the level of perceived motivation of public sector primary school teachers?

Estimated mean scores of 11 items for intrinsic motivation ranged between 1.62 and 2.18. Which suggest that overall respondents are in agreement with the 11 items of intrinsic motivation. Conversely, estimated mean score for 14 items of extrinsic motivation ranged between 2.50 and 3.97, which can be interpreted as either the respondents disagreed with the test items or remained neutral. Hence researcher unambiguously approve that intrinsic
motivation has no significant relation with extrinsic motivators i.e. salary, monetary benefits, and other tangible rewards.

On further probing into the responses it is concluded that respondents overstated their perceived intrinsic motivation. As it is known that greater intrinsic motivation always result in greater performance, but for the studied sample it was found otherwise. Except for first two items related to performance filled by the corresponding head-teachers fall in between neutral and disagreement. The collective mean of all performance items at 2.92 strongly support the argument that teachers’ responses were not the true picture of their perceived intrinsic motivation.

5.2.2. Teachers’ Performance

RQ. 2. What is the level of performance of public sector primary school teachers?

Head-teachers responses related to their respective teachers’ performance fall on to either neutral or disagreement. This is also evident from the collective mean of items regarding performance which is 2.92. This state is discouraging and can be linked to the poor extrinsic motives extended to the primary school teachers (means of extrinsic motivation = 3.23). Multiple linear regression of teachers’ motivation (intrinsic and extrinsic) vs. their performance also support this finding ($R=0.299$, $r^2=0.290$, adjusted $r^2=.284$), $F(2, 245)=16.979$, $p<.001$). $R$ value in the regression model reveals that 29.9% of variance in teachers’ performance can be explained with leading influence of extrinsic motivators $t (345)=3.926$, $p=.000$ with unstandardized beta value of $.306$ (30.6% variability effect) as compared to intrinsic motivators $t(345)=3.926$, $p=.001$ with unstandardized beta value of $.200$ (20% variability effect).
5.2.3. Effect of Teachers’ Motivation on Their Performance

RQ. 3. What is the effect of perceived motivation (intrinsic and extrinsic motivation) of public sector primary school teachers on their performance?

Multiple linear regression of teachers’ performance vs. their intrinsic and extrinsic motivation reveal significant and moderate relationship $R=.299^a$, $r^2=.290$ (adjusted $r^2=.284$), $F(2, 245)=16.979$, $p<.001$. They accounted for 29.9% variability in respondents’ performance. It shows that 29.9% of variation in the performance of school teachers can be explain with extrinsic motivations $t(345)=3.926$, $p=.000$ with unstandardized beta value of .306 (30.6% variability effect) as compared to intrinsic motivators $t(345)=3.926$, $p=.001$ with unstandardized beta value of .200 (20% variability effect).

One-way ANOVA result regarding respondents’ performance vs. different sub-categories of monthly salary and source of income also reveal significant difference in respondents’ performance. The respondents with higher monthly salary, and having no other source of income performed better than their counterparts. It implies that respondents drawing higher monthly salaries performed better obviously hints towards importance of extrinsic rewards in our culture where a teacher hardly makes both ends meet; moreover, apparently respondents with no other source of income with significant result and better mean scores seems not to have worked like former ones. Actually, it states that the teachers who are engaged in private after-school tuition or owned small business/shop could not give good performance because their priority was not teaching profession (intrinsic) but something more rewarding (extrinsic) or income generating activities; therefore, the respondents having no other source of income (intrinsic) excelled in their performance than their counterparts despite having financial problems showing an interdependence of both extrinsic and intrinsic motivational influences on the teachers’ performance. However, an overall analysis goes in the favor of extrinsic motivation in our (Sindh’s) culture.
5.2.4. Effect of Demographics on Teachers’ Performance

RQ. 4. What is the effect of some demographical predictors of public sector primary school teachers on their performance?

Regression analysis reveals shocking picture despite being significant (p=.000) with moderate level of correlation, R=.521, $r^2=.272$ (adjusted $r^2=.239$), $F(15, 332)=8.265$, $p<.001$. Surprisingly, 13 out of 15 demographics reveal either insignificant p-values ($p<.05$) or have negative standardized/non-standardized beta coefficient values, and $t$-values in addition to higher p-values ($>.05$) for most of the above predictors, hence discarded. However, only two demographical variables i.e. teaching experience ($p=.000$) and average education of family members ($p=.026$) appeared to be statistically significant predictors of teachers’ performance, but due to lower effect ($r^2=.14$ and $.07$) they accounted for slight variability of 14% and 7% respectively in teachers performance. Besides other things, the researcher concludes from these findings that in our (Sindh’s) culture there is no significant difference between teachers with higher and lower academic and professional qualifications. They only put multiple tags at teachers’ acquisition of existing academic and professional degrees to be called as paper degrees.

5.2.5. Difference between Teachers’ Demographics and Performance

RQ. 5. To what extent does the public sector primary school teachers’ performance differ across some demographical predictors?

Difference regarding independent-samples $t$-test (for a demographic predictor with two sub-categories) and one-way analysis of variance ANOVA (for a demographic predictor with three or more sub-categories) reveal that females; widow/widower/divorced; teachers with no other source of income; and teachers with higher academic qualifications, professional qualifications, age, and monthly salary obtain statistically significant and better performance than their counterparts. However, their overall performance measured through
The descriptive statistics earlier reveal simply a disappointing picture. As discussed above in RQ. 1 and RQ. 2, the collective mean of performance items correspond to an undecided degree of agreement with a value of 2.92 and was linked with poor extrinsic motivations for teachers. The same is revealed through multiple linear regression analysis with weak positive association between teachers’ motivation (intrinsic and extrinsic) and performance with $R=.299$, $r^2=.290$ (adjusted $r^2=.284$), $F(2, 245)=16.979, p<.001$. Whereas, regarding the association between teachers’ demographical predictors and performance, almost all of 15 (except the two) predictors stood with negative beta coefficients/ greater $p$-values. The bottom line is teachers’ performance is poorer or disappointing despite it differs significantly across several demographical predictors.

5.3. Discussion

Save the Children (2011) who found that increasing workload, lower remuneration, weak or little accountability, political instability, and poor learning material and facilities accounted for lower extrinsic motivation. On the other hand, decreasing social respect/recognition, teaching as a second or even last choice, and ignoring teachers’ voice in formulation of related policies contributed to lower intrinsic motivation among teachers’ fraternity (p. 3). Present study’s findings are more or less in agreement with above study. This study also finds: teachers’ performance is disappointing due to low salaries and other extrinsic benefits, political interference, little or no monitoring/accountability, poor learning material and process i.e. multi-grade teaching, and teaching as a second/last choice.

A survey conducted by YesPakistan.com, obtained almost similar findings: low salaries, low preference for choosing teaching as a career, poor working conditions, poor basic facilities and school buildings, ghost schools and teachers, and no or poor accountability on teachers contribute toward poor motivation of primary school teachers of Pakistan (YesPakistan.com, 2012).
Salma and Sajid (2012), while studying secondary school teacher’s motivation and job satisfaction in Kotli, District Azad Jamu Kashmir revealed that teachers were dissatisfied and low motivated with their profession. Their study identified that teachers were disappointed with their salaries, promotion process, over-crowded class rooms, poor accountability and political influence in their postings, transfers and in recruitments and are causing dissatisfaction and low motivation among teachers. Though this study did not involve primary school teachers; however, similar situation exists in the context of primary school teachers of Hyderabad (Sindh) with similar situation.

Findings of this research are in harmony with Bhutto (2014) where the studied sample was from secondary school teachers of District Jamshoro, Sindh. Bhutto finds that teachers neither plan their lessons nor complete their course work in due time. He further explored that in many cases only half of the course was completed. Present study was conducted in district Hyderabad which is neighboring district to District Jamshoro and both findings are having similarity in their context.

Nasseruddin, Tufail, Shereen, Nawaz, and Shahbaz (2012) studied the factors affecting motivation in rendering prescribed teaching services in secondary school of Kohat, Pakistan. They find that financial rewards (extrinsic or tangible factors) and incentives are the primary promoters of teachers’ motivation; passion for teaching and socio-status are having insignificant influence in motivating teachers. Nasseruddin et al. suggested lucrative salary package for government school teachers.

Present study dealt with the topic in relatively comprehensive and better way because it involves descriptive, regression, and t-test analyses with an appropriate sample size which were lacking in above study; however, besides other things, it confirms the dominating effect of extrinsic motivators which were missing in our (Sindh’s) context.
Inayatullah and Jehangir (2013) studied the effect of teachers’ motivation (Benell & Akyeampong’s five point Likert scale questionnaire) on their performance (self-designed five-point Likert-scale questionnaire). They found teachers’ motivation and performance were moderately associated ($R_{.623}$) with an effect 38% effect (variability in performance) caused by teachers’ motivation on their performance. However, ANOVA analyses found significant difference in performance across gender, location (public and private), and income revealing that females and private school teachers, and teachers with higher income/salary performed better; while the study found no significant difference across teachers’ age, experience, and qualification (pp. 88-93).

Present study also confirmed that overall association between teachers’ motivation and performance was positive and statistically significant at moderate level but relatively weaker i.e. $R=.299^a$, $r^2=.290$ (adjusted $r^2=.284$), $F(2, 245)=16.979$, $p<.001$. ANOVA analyses also reveal that females and teachers with higher income or salary performed significantly different and better than their counterparts. Moreover, this study is more comprehensive as it distinguished the effect in terms of intrinsic and extrinsic motivation on performance besides involving many other demographic variables. The ANOVA analyses of present study reveal that females; widow/widower/divorced; teachers with no other source of income; and teachers with higher academic qualifications, professional qualifications, age, and monthly salary obtain statistically significant and better performance than their counterparts.

The findings of this study agrees with the findings of similar studies in the region and countrywide context; however findings of this research disagree with the findings of similar studies conducted in developed countries. Among developed countries, in the long run intrinsic motivation is found to be a central determinant in contributing to teacher’s performance (Deci, Koestner, & Ryan, 2001). Benabou and Tirolem (2003) identified that
incentives are weak supporter and are short lived, and have negative impact in the long run”. However, Abraham Maslow’s theory of “Hierarchy of Needs” provides justification for the findings of present study. Teachers in the studied sample are not well paid and are struggling to meet the physiological and safety needs.

5.4. Recommendations

The researcher puts forward following recommendations on the basis of specific findings of this study:

**Related to Physical Facilities**

- State should be responsible for providing basic infrastructural need which includes class rooms, library and labs furniture, basic lavatory facilities, clean drinking water and communication infrastructure at all schools.

**Related to Political Influence**

- Services of Public Service Commission should be used to ensure the transparency of Teachers’ recruitment process.
- Unethical practices and political involvement should be discouraged in transfers and postings of teachers. It should be contingent based to overcome any imbalance or shortage/excess of teachers.
- “School Unions” may be discouraged because they spoil the school system with their pressure.

**Related to Professional Trainings**

- Recently developed pre-service and in-services programs like ADE (pre-service), ADE (in-service) should be made mandatory for new entrants and professional development of in service teachers respectively.
- After need analysis required refresher courses, workshops and seminars should be arranged to develop the teachers’ pedagogical skills for effective teaching.
Related to Rewards and Recognition

- Lucrative benefits should be ensured to competent teachers.
- Promotions and rewards should be linked with Performance.
- Salary should be rationalized and revised with the inflationary rate.
- Healthcare services should be extended to the head-teachers and teachers.
- Transparent system should be developed and promoted through reward and reprimand.
- Promotions and Advance increments should be allowed on acquiring higher professional qualifications (ADE, B.Ed., and M.Ed.)

Related to Supervision

- Supervisors’ cadre should be separated from school teachers and they should be appointed through NTS (National Testing Service) to ensure the merit.
- Better pay-scale should be offered to the supervisors for the fulfilment of physiological and safety needs so that they can perform their responsibilities with transparently and honestly.

Collaboration and Cooperation

- Lack of coordination and cooperation should be minimized by organizing periodical meetings of higher officials, head-teachers and teachers.
- Democratic and participative approach should be exhibited instead of autocratic and monocratic mode of administration.

Administration

- Services of Public Service Commission should be used to fill the administrative posts and their cadre should be separated from teachers.
Future Research

- This study was delimitated to District Hyderabad in Sindh province; therefore I recommend that same may be studied at different Districts of Sindh or Pakistan to validate the effect of teachers’ motivation on their performance.

- Moreover, it was also delimitated to public sector primary schools; it calls for further exploration of the topic in terms of breadth and level: future studies should involve public and private institutions at primary and secondary levels.
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http://en.wikipedia.org/wiki/Internal_consistency


APPENDICES
APPENDIX A

QUESTIONNAIRE FOR TEACHERS

SECTION A: BACKGROUND INFORMATION ABOUT TEACHERS

Name of the school_________________________________________ SR No._____

Name of the Respondent:________________________________________

Respondent Category/Designation____________________________________

A1. What is your age range? *(Please tick under only one of them).*

<table>
<thead>
<tr>
<th>Age</th>
<th>20-25yrs</th>
<th>26 -30yrs</th>
<th>31 -35yrs</th>
<th>36-40yrs</th>
<th>Above 41yrs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A2. Marital status:  Single ☐ Married ☐ Widow/widower/divorced☐

A3. Location: 1. Rural ☐ 2. Urban ☐

A4. Gender: 1. Male ☐ 2. Female ☐

A5. Highest academic education level attained *(Please tick under only one of them).*

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Matric</th>
<th>Intermediate</th>
<th>PTC/CCT</th>
<th>Degree</th>
<th>Post Graduate</th>
<th>Other please specify</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A6. Highest professional education level attained *(Please tick under only one of them).*

<table>
<thead>
<tr>
<th>Qualification</th>
<th>PTC/CT</th>
<th>B.Ed.</th>
<th>M.Ed.</th>
<th>M.Phil.</th>
<th>Other please specify</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A7. How long have you been employed as a teacher/head-teacher?

1. 1-5 years ☐ 2. 6-10 years ☐ 3. 11-20 years ☐

4. 21 and > years ☐
A8. Number of dependent family members:
   1. 0 □
   2. 1-3 □
   3. 4-6 □
   4. 7 or above □

A9. Average education (in years) of dependent family members:
   1. 0 □
   2. 1-5 □
   3. 6-10 □
   4. 11-15 or above □
   5. 16 or above □

A10. Salary earned per month in thousand Rupees:
   1. Rs. Upto 15 □
   2. Rs. 16-20 □
   3. Rs 21-25 □
   4. 26 or above □

A11. Source of other income:
   1. No source □
   2. Private tuition □
   3. Own shop/part-time job □
   4. Spouse’s income (or father’s/family member’s salary/income) □

A12. What motivated you to join the teaching profession?
   1. Salary/financial benefits □
   2. Respect, inner satisfaction, aptitude □

A13. Are you satisfied with your existing salary/financial benefits?
   1. Yes □
   2. No □

A14. Is your salary sufficient for satisfying house-hold expenses?
   1. Yes □
   2. No □

A15. All your monthly expenditure in Rs thousands falls between:
   1. Up to Rs. 15 □
   2. 16-30 □
   3. 31-45 □
   4. 46-60 □
   5. 61-75 □
   6. 76-85 □
   7. 86-100 or above □
SECTION B: INTRINSIC MOTIVATION AMONG TEACHERS

B1. For each of the following statements, please indicate (by putting a check-mark(✓) to the column against each statement showing the extent to which you agree or disagree: (Strongly Agree, Agree, Undecided, Disagree and strongly disagree).

<table>
<thead>
<tr>
<th>Statement</th>
<th>Level of agreement/disagreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teaching gives me a great deal of job satisfaction</td>
<td>SA  A  UD  D  SD</td>
</tr>
<tr>
<td>2. I enjoy teaching as a profession</td>
<td></td>
</tr>
<tr>
<td>3. The challenging nature of teaching has kept me in the profession</td>
<td></td>
</tr>
<tr>
<td>4. Teaching is a competitive profession in this school</td>
<td></td>
</tr>
<tr>
<td>5. Teaching gives me recognition and respect from the community</td>
<td></td>
</tr>
<tr>
<td>6. I have prospects for career development in the teaching profession</td>
<td></td>
</tr>
<tr>
<td>7. The responsibilities I perform in the school give a sense of control over others.</td>
<td></td>
</tr>
<tr>
<td>8. Teaching is one of my goals in life</td>
<td></td>
</tr>
<tr>
<td>9. I am more useful to the community as a teacher than any other profession</td>
<td></td>
</tr>
<tr>
<td>10. Teaching enables me to interact and develop relationship with people from many areas</td>
<td></td>
</tr>
<tr>
<td>11. The above things (motivators) have increased your morale to effectively perform teaching responsibilities.</td>
<td></td>
</tr>
</tbody>
</table>
**SECTION C: EXTRINSIC MOTIVATION AMONG TEACHERS**

C1. For each of the following statements, please indicate (by putting a check-mark \( \checkmark \)) to the column against each statement showing the extent to which you agree or disagree: *(Strongly Agree, Agree, Undecided, Disagree and strongly disagree)*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Level of agreement/disagreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am paid a salary that is enough to cater for my basic needs</td>
<td>SA A UD D SD</td>
</tr>
<tr>
<td>2. The school provides me free accommodation.</td>
<td>SA A UD D SD</td>
</tr>
<tr>
<td>3. I get free meals at school</td>
<td>SA A UD D SD</td>
</tr>
<tr>
<td>4. Salary payments are prompt</td>
<td>SA A UD D SD</td>
</tr>
<tr>
<td>5. The school offers weekly duty allowances</td>
<td>SA A UD D SD</td>
</tr>
<tr>
<td>6. Extra teaching allowances paid by the school help me to complete the syllabus</td>
<td>SA A UD D SD</td>
</tr>
<tr>
<td>7. The school offers financial assistance to teachers with parties</td>
<td>SA A UD D SD</td>
</tr>
<tr>
<td>8. It is possible to get advance payment from the school in case I have a financial problem</td>
<td>SA A UD D SD</td>
</tr>
<tr>
<td>9. The school organizes end of year party for teachers</td>
<td>SA A UD D SD</td>
</tr>
<tr>
<td>10. Teachers who perform well are given prizes</td>
<td>SA A UD D SD</td>
</tr>
<tr>
<td>11. Teachers are given leave of absence in case they have a reason to justify it.</td>
<td>SA A UD D SD</td>
</tr>
<tr>
<td>12. Teachers are given free medical care in case of ill health</td>
<td>SA A UD D SD</td>
</tr>
<tr>
<td>13. The above things (motivators) have increased your morale to effectively perform teaching responsibilities.</td>
<td>SA A UD D SD</td>
</tr>
<tr>
<td>14. I would have changed my profession if I could have got one better rewarding.</td>
<td>SA A UD D SD</td>
</tr>
</tbody>
</table>
C. What problems do you face as a teacher in this school?

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

C4. What do you think can be done to improve teacher motivation in this school?

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

C5. What do you think can be done to improve teacher performance in this school?

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Thanks for your cooperation
SECTION D: PERFORMANCE OF TEACHERS

For each of the following statements, please indicate (by putting a check-mark ✓) to the column against each statement showing the extent to which you agree or disagree: *(Strongly Agree, Agree, Undecided, Disagree and Strongly disagree)*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Level of agreement/disagreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The teacher comes very early at school.</td>
<td>SA</td>
</tr>
<tr>
<td>2. The teacher comes with lesson plans in class.</td>
<td></td>
</tr>
<tr>
<td>3. The teacher conducts students’ achievement tests.</td>
<td></td>
</tr>
<tr>
<td>4. The teacher actively participates in co-curricular activities</td>
<td></td>
</tr>
<tr>
<td>5. The teacher timely assesses the students’ tests and gives supporting feedback to students.</td>
<td></td>
</tr>
<tr>
<td>6. The teacher takes interest in school affairs and properly renders his/her services for fulfillment of assigned responsibilities.</td>
<td></td>
</tr>
<tr>
<td>7. The teacher takes/maintains regular attendance of the students.</td>
<td></td>
</tr>
<tr>
<td>8. The teacher teaches through learner friendly teaching methods/techniques and resources.</td>
<td></td>
</tr>
<tr>
<td>9. The teacher uses physical punishment to control students or maintain discipline</td>
<td></td>
</tr>
<tr>
<td>10. The teacher checks students’ nails and ensures their cleanliness.</td>
<td></td>
</tr>
<tr>
<td>11. The teacher gives related home-work to their students to strengthening students’ learning.</td>
<td></td>
</tr>
<tr>
<td>12. The teacher covers the total prescribed course in an academic year.</td>
<td></td>
</tr>
<tr>
<td>13. The overall performance of teachers in this school is good.</td>
<td></td>
</tr>
</tbody>
</table>

Thanks for your cooperation
APPENDIX B

PERMISSION LETTER FROM THE UNIVERSITY

Farida Shaikh  
Ph. D. Student  
Faculty of Education and Learning Sciences  
Iqra University

SUBJECT: ASSIGNMENT OF PH.D. SUPERVISOR

Dear Ms. Farida,

Please accept congratulations for your success in the comprehensive examination. The next step in the process is the assignment of supervisors to each one of you. In your case Dr. Ismail Saad has been assigned as supervisor who will be responsible for your thesis work.

Regards,

[Signature]

Dr. Ismail Saad  
Dean, Faculty of Education and Learning Sciences  
Iqra University
APPENDIX C

APPENDIX D

UNIVERSITY OF SINDH
JAMSHORO, SINDH, PAKISTAN

Prof. Dr. Yasmeen Iqbal
Editor-"The Shield"
International Journal of Physical Education & Sports Science

To,

Mrs. Farida Shaikh
Ph.D Scholar
Faculty of Education and Learning Sciences,
Gulshan Campus, Iqra University, Karachi

Subject: Acceptance Letter of Research Article.


Prof. Dr. Yasmeen Iqbal
Editor-The Shield