

An Analysis of Motivational Factors affecting Employee Performance among female Private School Teachers in district Peshawar

Nimra Sabir¹, Iqra Jehanzeb¹ Dr. Sajad Ali^{2*}

¹BS (Commerce) Student, Govt. Alamzeb Shaheed Commerce College, Peshawar

nimra.gcmaw@gmail.com

igrajanzeb.gcmaw@gmail.com

²Higher Education Department, Khyber-Pakhtunkhwa, Pakistan

Sajadali.economist@gmail.com

Abstract: This study explores the impact of motivational factors on the performance of female teachers in private schools in District Peshawar, Khyber Pakhtunkhwa. Employing a quantitative research approach, data was collected from 300 female teachers through structured questionnaires distributed across 50 private schools. The study investigates the influence of recognition, monetary rewards, job security, working conditions, and performance appraisal on teacher performance. Regression analysis revealed that intrinsic factors such as job security, working conditions, and performance appraisals significantly enhance teacher performance, while monetary rewards showed an insignificant impact. Recognition also emerged as a key motivator. The findings highlight the importance of intrinsic motivators and workplace-related factors in influencing teacher performance, reflecting cultural values where self-respect and appreciation outweigh financial incentives. The study recommends prioritizing non-monetary rewards, improving working conditions, and ensuring job security to enhance female teacher performance in private schools. These insights are valuable for school administrators and policymakers aiming to improve educational outcomes through effective teacher motivation strategies.

Keywords: Employee Performance, Motivational Factor, Monetary Reward, Job Security, Work Environment

1. Introduction

The quality of education provided in schools is closely tied to the caliber of teachers. Teachers are pivotal in implementing educational reforms and are benchmarks for measuring a nation's achievements and aspirations. "A teacher must possess the energy of the hottest volcano, the memory of an elephant, and the diplomacy of an ambassador." [2]. Teachers are universally recognized as central to the teaching-learning process, with their motivation directly impacting students' engagement and academic success [1].

Motivating employees is a critical management function that enables them to perform to the best of their abilities [11]. Employee motivation involves inspiring individuals to take action and achieve goals [16]. Organizations must identify the factors that drive motivation to encourage employees to contribute effectively to both short- and long-term objectives. As one of the key elements in human resource management and organizational behavior [17], motivation shapes behavior and aligns actions with organizational needs. An organization's success is dependent on its people. Motivated, goal-oriented employees bring energy, passion, and a commitment to achieving results, often seeking opportunities to exceed expectations and drive meaningful change [14]. As competition increases across industries, companies must implement effective motivational strategies to boost productivity.

This study investigates the impact of motivational factors on the performance of female teachers in private schools in District Peshawar, Khyber Pakhtunkhwa, Pakistan.

It seeks to uncover the relationship between motivation and performance, providing insights into how schools can enhance educational outcomes by fostering a motivated teaching workforce.

2. Literature Review and Hypothesis Development

2.1 Employees Performance

Job performance refers to the cumulative value of an individual's specific actions and behaviors that contribute to an organization over a given period [20]. In the context of teaching, performance encompasses a teacher's ability to carry out their tasks, roles, and responsibilities effectively to meet school objectives [19]. Teaching performance is critical to the educational process, as it determines the extent to which teachers can consistently achieve desired outcomes, particularly in evolving teaching environments and when navigating new challenges.

2.2 Recognition and Employee Performance

Recognition is the act of acknowledging and assigning value to an employee's meaningful contributions to an organization. ([14-32] describes, expressing appreciation to employees in response to their achievements and work performance. It serves as a means for organizations to assess and appreciate employees' efforts. Recognition can take both formal forms, such as structured programs, and informal forms, like spontaneous thank-you notes for a job well done. According to [31], the purpose of employee recognition is to make individuals feel that their contributions are valued, foster a sense of ownership and belonging, enhance

performance, build loyalty, and improve employee retention. When employees' dedication is acknowledged by management, they are likely to feel more valued. Recognition is widely regarded as a motivator [32] that not only boosts work performance [10] but also positively influences organizational goals [20]. Based on these insights, the following hypotheses were formulated to explore the relationship.

H₁: Recognition has a positive and significant effect on employees' performance.

2.3 Monetary Reward and Employee Performance

Financial rewards are a crucial factor in enhancing employee motivation and performance [33]. These rewards fall under extrinsic remuneration, which includes salary increments, bonuses, cost of living adjustments, gifts, and promotions [25]. The primary goal of financial rewards is to inspire and promote excellence in employee performance. High performers are deemed deserving of fair financial compensation that reflects their contributions. Monetary incentives play a significant role in all work environments, whether in the public or private sector. [14], emphasize that employees are more likely to receive financial rewards in recognition of their achievements. Beyond improving performance, organizations also leverage financial incentives to attract top talent. Consequently, monetary rewards are widely recognized as an effective strategy for influencing employee behavior and enhancing performance, making them a key determinant of motivation and productivity [23]. Several studies, including those by [20-30-34]. [25] provide empirical evidence on the importance of financial rewards in driving employee motivation and performance. The following hypotheses were formulated to explore the relationship.

H₂: Monetary reward positively and significantly affects employees' performance.

2.4 Job Security and Employee Performance

According to [13] job security is the ability to maintain continuity and stability in employment, even in the face of threats to one's job. Ensuring workplace safety is crucial for enhancing employee satisfaction, motivation, and productivity, positively impacting work performance [25-7-5], highlight that job security is vital for ensuring social stability and alleviating employees' anxiety about their future. During periods of economic instability, some organizations may downsize to mitigate losses, creating uncertainty and fear of termination among employees, which can adversely affect their motivation [27]. Providing a guarantee that employees will not be dismissed without valid, legally justified reasons helps reduce anxiety and enhances motivation in fulfilling their roles. Several studies, including those by [7-10], and [4], have established a significant positive relationship between job security and employee performance. Based on these insights, the following hypothesis is proposed to examine this relationship.

H₃: Job security has a positive and significant effect on teacher's performance.

2.5 Working Conditions and Employee Performance

[26] define "working conditions refer to the physical, social, and organizational aspects of the workplace that influence employees' experiences and performance". For female teachers, these conditions include workload, infrastructure, administrative support, relationships with colleagues and students, and opportunities for professional development [15]. The working conditions significantly influence the performance of female teachers. Addressing physical, emotional, and organizational challenges through improved infrastructure, equitable policies, and professional support systems can enhance their motivation, well-being, and teaching outcomes [22]. Studies highlight that inadequate infrastructure, such as poorly equipped classrooms, insufficient teaching materials, and lack of sanitation facilities, particularly impact the performance of female teachers. Access to clean and safe facilities is essential for their comfort and ability to focus on teaching [24]. Female teachers often report safety issues, especially in rural or conflict-prone areas, which can hinder their performance and job satisfaction [18]. Excessive administrative duties and large class sizes negatively impact their ability to effectively deliver lessons [9]. . Supportive school leadership positively influences female teachers' job satisfaction and performance.

H₄: Working conditions have a significant positive influence on teacher's performance

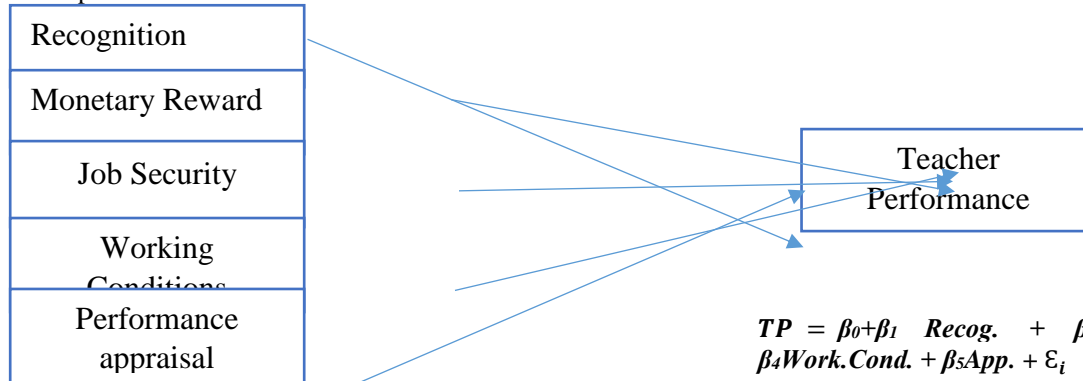
2.6 Performance appraisal and Employee Performance

Performance appraisal systems are integral to educational institutions, aiming to assess and enhance teacher performance. It plays a critical role in shaping teacher performance by providing feedback, identifying areas for improvement, and aligning teacher goals with institutional objectives. A study by [3] explored the challenges faced by universities in implementing effective performance appraisals. Key challenges included a lack of training for evaluators, subjective assessments, and insufficient resources for appraisal systems. A study by [28], investigated the connection between performance appraisal and professional development among secondary school teachers. Effective appraisals are associated with increased participation in professional development programs, leading to better teaching strategies and classroom management. Another Study by [6] analyzed the impact of performance appraisal systems on teachers' motivation and job satisfaction in Pakistani universities. The findings indicated that appraisals that included constructive feedback and professional development opportunities enhanced motivation. Teachers who felt appraisals were fair and transparent were more likely to improve their teaching practices.

H₅: Appraisal has a significant positive influence on teacher's performance.

The conceptual framework is shown below:

Conceptual Framework



$$TP = \beta_0 + \beta_1 \text{ Recog.} + \beta_2 \text{ Reward} + \beta_3 \text{ Job.Sec.} + \beta_4 \text{ Work.Cond.} + \beta_5 \text{ App.} + \epsilon_i$$

Where TP= Teachers Performance, Recog. = Recognition, Reward = Monetary Reward, Job.Sec = Job security, Work. Cond. = Working Condition, Performance App. = Performance Appraisal, β_i , ($i=1,2,\dots,5$) are regression coefficients of independent variables and μ = Random Variable.

3. Data and Methodology

3.1 Population and sample size

The population for the research study was all the private school female teachers in the district Peshawar. To achieve the objective of the research 300 questionnaires were distributed based on convenient among the teachers of 50 private schools in district of Peshawar. The study used a structured questionnaire (Likert Scale. 1=Strongly Agree, 2=Agree, 3=Neutral, 4=disagree, 5=strongly disagree) to test the impact of the variables.

3.2 Model of the Study

4. Finding and Discussion

4.1 Reliability Analysis

The table presents a reliability analysis using Cronbach's alpha (α), a statistical measure used to assess the internal consistency or reliability of a set of items (questions) within a variable or scale. Cronbach's alpha values typically range from 0 to 1. A higher value indicates better reliability. The table shows that all the variables' values (alpha score) for the explanatory variables range from 0.7034 (Job Security) to 0.8012 (Recognition) and for the explained variable (Performance) is 0.7450. All variables' scores are strong and acceptable

Table – 01: Reliability Analysis

S.No	Variables	Total no. of items	Cronbach's (α)
1	Perf.	13	0.7450
2	Recog.	05	0.8012
3	Reward	04	0.7291
4	Job Sec.	07	0.7034
5	Work Cond.	08	0.7916
6	Appraisal	07	0.7564

4.2 Correlational Analysis

Table - 02 shows the strength and direction of the relationship between the independent and dependent variables. The findings of Table 02 indicate a positive relationship between the motivation factors and teacher's performance. The strongest relationship (0.675) was found between job satisfaction (JS) and Teacher

performance (TP) followed by working conditions (0.576). Surprisingly, the correlation (0.238) between Monetary Reward (salary) and performance was weak, as shown in Table 2. This means that there is an insignificant relationship between monetary reward (Salary) and teachers' Performance.

Table 2 Correlation Matrix

	Per.	Rew.	WC	JS	Appr.
Per.	1.000				
Rew.	0.238	1.000			
WC	0.576**	-0.132**	1.000		
JS	0.675**	-0.259***	0.292**	1.000	
Appr.	0.570**	0.341*	0.313	0.431**	1.000

data. The findings in table 03 revealed that Recognition ($\beta=$

0.401, P- value = 0.002), Job security ($\beta=$ 1.663, P- value = 0.000), working Condition ($\beta=$ 1.692, P- value = 0.001) and performance appraisal ($\beta=$ 1.101, P- value = 0.000) had a positive and significant impact except Monetary reward ($\beta=$.224, P- value = 0.509) on teachers performance among the female faculty in private schools in district Peshawar. It means that teacher's particularly female teachers give more importance to job security, working conditions, and appreciation than a good salary. This study has been conducted in Khyber Pakhtunkhwa and especially in Peshawar, which is a Pashtun culture region and Pashtuns sacrifice everything for self-esteem and self-respect. Money has no meaning for them in this regard. They give preference to intrinsic awards then extrinsic that why the result of a good salary is significant.

4.3 Regression Results

The model explains a significant proportion of the variance in the dependent variable (Adjusted $R^2=0.641$), and has reasonably small residuals (Std. Error = 1.98625). The value of Adjusted R-Square indicates that approximately 64.1% of the variance in the dependent variable (teacher performance) is explained by the independent variables (predictors) in the model, after adjusting for the number of predictors. ANOVA Test was employed for the overall significance of the regression model. It compares the model with the null hypothesis (a model with no predictors). A P-value (0.000) indicates that the overall model is statistically significant, meaning there is a very low probability that the observed relationship is due to random chance. The result of the D-W test is also in the acceptable range which revealed that there is no problem of autocorrelation in the regression

Table 03: Regression Coefficient

Model	standardized Coefficients	Std. Error	T-value	Sig.
Constant	1.518	0.788	10.816	.000
Reward	0.224	0.205	1.115	.509
Recog.	0.401	0.244	1.644	.002
Job Security	1.663	0.299	5.566	.000
Work Cond.	1.692	0.233	7.263	.001
Appr.	1.101	0.249	4.417	.000

5. Conclusion and Implications

5.1 Conclusion

This study investigates the impact of motivational factors on the performance of female teachers in private schools in Khyber Pakhtunkhwa. The findings highlight that key factors significantly influence female teacher performance in private schools in Khyber Pakhtunkhwa. The most influential factor affecting female teacher performance, with the highest standardized coefficient (0.432) and a statistically significant impact. Improving work conditions should be a primary focus for enhancing teacher performance. Job Security also has a strong positive influence, emphasizing the importance of providing stable and secure employment to female teachers. Acknowledging and rewarding teachers' efforts plays a crucial role in motivating them. Expressing gratitude and recognizing teachers' contributions has a

significant positive impact on their performance. Contrary to expectations, the reward system does not significantly affect teacher performance in this context. This suggests that financial or material incentives alone may not be sufficient to motivate female teachers in private schools.

5.2 Implications

- Private schools in Khyber Pakhtunkhwa should prioritize improving work conditions and job security for female teachers. These factors have the most substantial impact on their performance.
- Non-monetary motivators, such as recognition and appreciation, should also be emphasized to create a positive and supportive work environment.
- The reward system should be reevaluated to determine whether it aligns with teachers' needs and

expectations or if alternative motivational strategies are more effective.

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