



Factors affecting teacher motivation and its impact on teacher performance in Higher Education

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Abstract

The aim of this study was to improve the performance of Lecturers by measuring the factors affecting the performance of the faculty in the university. The main objectives of the study were to summarize the understanding of the university director, the university director, in relation to each factor of the light of the vision of the faculty itself, the influence of the faculty, the university director, by the faculty and the factors influencing the functioning of the faculty. From the point of view of the Director of Universities, from the point of view of the Director of Universities, from the point of view of the Director of Universities, the degree of attendance of each factor on the performance of the faculty, for each factor, For students. , Lecturers identify themselves and the student and recommend improving the current situation Literature Review determines on Factors affecting teacher motivation, job performance, reward system, education and improvement and work scenario factors. Moreover mention the impact on instructor overall performance in Higher Education This article also study, the problem statement, Theoretical Framework , Recommendation and Future Scope in the end of this article we summarizing the conclusion

Keywords: Performance, Factors, Higher Education, Affecting, Universities and Lecturers motivation

1.1 Introduction

Education is training and instruction aimed at providing information to children and young people in universities and colleges (Kavi, 1989). Education is the social tool through which we can guide the destiny of the nation and shape its future (Panda, 1988). And to change rationally (Pervez At-Rahmatullah Alayh, 1994). The traditional goal of education is the transmission of culture, the preservation of the past and the present, and the development of reason (Farooq, 1994). Education will help improve students' abilities and talents and introduce them to new ideas and values (Khalid, 1983). Education is the process by which knowledge is transferred from one individual or class of society to another. The second person or section. The teacher is the most important element of the teaching process. The most important influence of the university is the lecturer. It sets the tone for the class and sets the group mode. He is a person of authority who sets the course of action. She is a model and has been consciously imitated (Bernard, 1972). The Government of Pakistan (1970) maintains that lecturers are the backbone of any education system. In fact, speakers are the power of a nation. Lecturers are maintaining their influence and it is difficult to stop them in the teaching process. The importance of the lecturer is recognized all over the world (Panda and Mohanty, 2003)

Lecturers develop performance style characteristics to their ways of relating to the world, perceptually as well as cognitively. A person is, therefore, likely to act in a way that maximizes the use of his aptitudes. Similarly, Lecturer's positive attitude towards teaching and higher aspiration level determines his positive perception of the environments.

An effective teacher development design must have a comprehensive measurement of these factors to promote the necessary skills and attitudes among potential lenders. The special age for knowledge should only be relegated in favor of more activity-oriented programs that have a direct impact on the actual classroom situation (UNESCO, 2002). The lecturer must realize that it is not only necessary to be honest, but to strive to make others honest for a better society. On the other hand, the discussion led most teachers to love honestly which is a hidden value to develop a positive attitude towards the teaching profession (Kumar, 2005).

There are many factors that influence the Lecturers' job performance in Higher Education such as aptitude, attitude, subject mastery, teaching methodology, personal characteristics, the classroom environment, general mental ability, personality, relations with students, preparation and planning, effectiveness in presenting subject matters, relations with other staff, self-improvement, relations with parents and community, poise, intellect, teaching techniques, interactions with students, teaching competence demonstrated, motivational skills, fairness in grading and Lecturers' attitude toward the students etc.

1.2 Problem statement

The performance of a given university depends entirely on the efforts of the lecturer and if the given trainer is not dissatisfied with his job, he will not focus on his education. Rogers Jenkins on Chapman (1990) stated that from time to time, the loss of experienced teachers undermines the quality of training and leads to accusations of hiring and training new lecturers. The purpose of this study is to find out which factors are influencing the motivation of instructors in higher education in a university. The lack of motivation is determined by various factors such as work environment and reward for lectures. It is believed that the lack of motivation in lectures has affected the overall performance of college students as well as university students in Malaysia. According to Jackson (1997), teacher readiness to participate in university activities, poor attendance, sudden absence, late arrival, lack of additional training, illegal and provocative education, lack of activity in meetings, stimulus in lectures appears to be lacking. , Helpless attitude when help is needed, increasing grip, because cut-off dates are not kept, resisting their excessive role and developing arguments among colleagues. Lecturers who are less proficient in academic material are less likely to set priorities and goals for themselves and their students than effective teachers who are competent in the subject matter areas that they teach. Thus, preparation alone will not be able to compensate for a teacher's knowledge deficit in a particular subject area and it is unreasonable to expect such a person

1.3 Research objectives

1. To find out the impact of job performance on teacher motivation and Compensation Packages in Higher Education
2. To examine the impact of reward system and Job Design on teacher motivation in Higher Education
3. To study the impact of professional training and development on teacher motivation in Higher Education
4. To find the impact of work Training factors on teacher motivation in Higher Education in university

2.0 Literature Review

2.1 Introduction

As the present study aimed at discovering about the factors affecting the performance of teachers at higher educational level in university , the literature related to the topic is organized as below. As for teacher motivation, Sinclair (2008) defined it in terms of attraction, retention and concentration as something that determines 'what attracts individuals to teaching, how long they remain in their initial teacher education courses and subsequently the teaching profession, and the extent to which they engage with their courses and the teaching profession' (2008, p. 37). Dörnyei and Ushioda (2011) highlighted the two dimensions of teacher motivation in accordance with their conceptions of motivation, namely, the motivation to teach and the motivation to remain in the profession. Their review of literature came to a conclusion of four featured components of teacher motivation: prominent intrinsic motivation which was closely related to inherent interest of teaching; social contextual influences relating to the impact of external conditions and

constraints; temporal dimension with emphasis on lifelong commitment; and demotivating factors emanating from negative influences.

According Ifinedo (2016) employee motivation is a complicated and challenging term to define; consequently a unique definition of this concept is elusive as the thought includes the characteristics of character and scenario as nicely as the grasp of that scenario with the aid of the individual. Lewis, Goodman and Fandt (2019) assert that organization's liveliness comes from the motivation of its employees, even though their abilities play just as essential a position in figuring out their work performance as their motivation. Motivated and dedicated team of workers can be a deciding aspect in the success of an employer

2.2 Job Performance and Teacher Motivation

Job performance is the level of contentment of individuals with their jobs. Locke (1976) defines job performance as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. There are a variety of factors that influence a person's level of job performance. These include income, perceived fairness of promotion system, quality of working condition, social relationships, leadership and the job itself. Job performance or dis performance of medical practitioners affects their relationship with co-workers, administration and patients. Job 13 performance and motivation are therefore very crucial to the long-term growth of any educational system around the world the study of the relationship between job performance and job performance has a controversial history. The Hawthorne studies, conducted in the 1930s, are often credited with making researchers aware of the effects of employee attitudes on performance. Shortly after the Hawthorne studies, researchers began taking a critical look at the notion that a happy worker is a productive worker. According to Iaffaldano and Muchinsky (1985), most of the earlier reviews of the literature suggested a weak and somewhat inconsistent relationship between job performance and performance. A review of the literature in 1985 suggested that the statistical correlation between job performance and performance was about. Thus, these authors concluded that the presumed relationship between job performance and performance was a management fad and illusory. This study had an important impact on researchers, and in some cases on organizations, with some managers and HR practitioners concluding that the relationship between job performance and performance was trivial.

2.3 Factors that influence the teachers' job performance

There are many factors that influence the teachers' job performance such as aptitude, attitude, subject mastery, teaching methodology, personal characteristics, the classroom environment, general mental ability, and personality, relations with students, preparation and planning, effectiveness in presenting subject matters

2.3.1 Influencing factors of teacher motivation

A strong tradition in early in-service teacher motivation research was the exploration of various factors influencing teacher motivation. The influencing factors motivating and demotivating in-service teachers are illustrated in Table 2. It has been revealed by a number of studies that teacher motivation could be enriched when teachers have the right to choose teaching materials, programmes and teaching methods and to

determine classroom organization and discipline (Kaiser, 1981). Factors identified by Packard and Dereshiwsky (1990) included adequate professional relations and ties, professional input, teacher evaluation, leadership and teacher development. Other identified motivation factors included social values and norms (Peterson & Ruiz-Quintanilla, 2003), working environment and colleagues (Mani, 2002), teacher personal information and professional variables (Carson & Chase, 2009). Praver and Oga-Baldwin (2008) provided a list of direct motivating factors (intrinsic motivation and extrinsic motivation) and indirect motivating factors (autonomy, working relationships, self-realization and institutional support). They believed that these factors heavily influenced the maintenance of teacher motivation over their career. As intrinsic motivation has been considered as significant factor for pre-service teachers to make career choice, extrinsic influences especially financial benefits such as salary, pension and insurance etc. were often mentioned extrinsic factors motivating in-service teachers. Dinham and Scott (2000) separated the contextual factors into two categories: micro- and macro-contextual influences. These categories have been redefined as school-based extrinsic factors and systemic/societal-level factors (Dörnyei & Ushioda, 2011). A recent review study by Sinclair (2008) classified all determinants into ten categories, including calling, students, altruism, intellectual stimulation, influence of others, perceived benefits or convenience of teaching, the nature of teaching work, a desire for a career change, the ease of entry into teacher education, and the status of teaching. However, Sinclair offered no explanation for the distinction between various categories of determinants. Two problems can be raised about this classification. One is the possible overlaps in the nature of factors involved in categories of 'the perceived benefits or convenience of teaching', 'the nature of teaching work' and 'the status of teaching', as they mainly concentrate on advantages or priorities in different aspects provided by teaching as a career. Another problem arose as the majority of the research was not conducted in direct response to teacher motivation. Therefore, it may not be appropriate to classify these studies into the research area of teacher motivation in the strict sense. Teacher motivation, though primarily derived from intrinsic values of teaching, may be undermined by a number of factors. A lot of research has pointed out that teachers suffered from higher levels of professional stress and lower levels of motivation than other professional groups (e.g. Bess, 1977; de Jesus & Lens, 2005; Lens & de Jesus, 1999). The problem of teacher attrition in their early years of teaching identified in many European countries including Australia, England, New Zealand and US (Dinham & Scott, 2000; Watt & Richardson, 2008a) has been studied in the label of teacher demotivation. According to Dörnyei and Ushioda (2011), demotivation was concerned with negative factors that cancelled out the existing motivation. As the negative influence may be related to either particular events and experience or factors in social environment, a demotivated teacher is a teacher who was once motivated but lost interest for some reasons (Kızıltepe, 2008). According to Bess (1977), the difficulties which may frustrate teacher motivation fell into nine categories: conceptualization and operationalization of education aims in society, determination of the pedagogical outcomes, ambiguous and conflicting role demands, variety found in teaching routine, mastery of teaching technology, understanding of student learning styles, change measurement, new knowledge acquisition and self-awareness maintenance throughout life cycle. Recently, Dörnyei and Ushioda (2011) suggested five categories of demotivating factors, including stress, inhibition

of teacher autonomy, insufficient self-efficacy, inadequate career structures, content repetitiveness and limited potential for intellectual development.

2.4 Teacher Reward Systems such as Remuneration and Compensation

Rewarding personnel is an important factor in worker motivation. Most companies have received the substantial development via utterly complying with their business strategy thru a well-balanced reward and awareness applications for employee. Motivation of personnel and their productivity can be more advantageous through imparting them tremendous focus which in the end outcomes in extended overall performance of organizations. The complete success of an corporation is based on how an business enterprise maintains its personnel stimulated and in what way they consider the overall performance of employees for job compensation. At times management will pay greater interest to extrinsic rewards but intrinsic rewards are equally important in employee motivation. Intangible or psychological rewards like appreciation and awareness performs a necessary function in motivating employee and increasing his performance. Andrew (2018) concludes that dedication of personnel is based on rewards and recognition. Lawler (2016) argued that prosperity and 16 survivals of the agencies is determined via how they treat their human resource. Ajila and Abiola (2018) take a look at that intrinsic rewards are rewards inside the job itself like performance from completing a mission successfully, perception from the head teacher, and autonomy, while extrinsic rewards are tangible rewards like pay, bonuses, fringe benefits, and promotions. The risk of a decrease in salaries, sometimes accompanied by a decline in the status of the profession relative to others, is that teachers incentives to provide quality teaching might become (or remain) insufficient. This worry has been expressed by the UNICEF (1999) that underlines the fact that low wages drive teachers into other activities to the detriment of teaching, or by the African Development Bank (1998) that identifies low salaries as the most harmful factor for the education sector in general. In recent years, in many developing countries high levels of teacher turnover and absenteeism have indeed become entrenched.

2.5 Professional Training and Development and Teacher Motivation

The 21st century employment relationship has redefined development and career opportunity. Dibble (1999) asserted that development is now considered as gaining new skills and taking advantage of many different methods of learning that benefit employees and organization alike. Employees benefit by experiencing greater performance about their ability to achieve results on the job and by taking responsibility for their career; the organization benefits by having employees with more skills who are more productive. Employees say that the availability of skill development opportunities and career movement are key attractors to organizations. According to Kreisman (2018), if an organization does not recognize the individual's need and desire to grow, then development becomes a primary reason for resignation. In organizations where employees receive the proper training needed to assume greater responsibilities, turnover rates are generally lower. According to Walsh and Taylor (2007), several studies show that training activities are correlated with productivity and retention. The use of formal training programs is associated with significantly higher productivity growth. Extensive training are more likely to

be captured by the firm if employees are motivated to stay and contribute to the firm's success fostered in part by selective hiring, competitive pay packages and team-orientated work environments.

The main aim of teacher training is to develop educational skills that are compatible with education policies and to enable teachers to deliver these policies. According to Gustafsson, (2016), it is a complex task to define teaching practices that have an impact on student performance since what counts as an effective teaching strategy varies by student age group, personality, learning ability and social background, and different strategies call for different teacher skills. Hedges & Greenwald (1996) found that easy-to-gather, formal measurements such as student test scores, teacher qualifications and years of teaching experience are insufficient in evaluating teacher competences. Several other factors need to be taken into consideration: the ability to convey knowledge, communication skills, knowledge of the subject matter and professional development attainment.

2.6 Work Situation Factors and Teacher Motivation

According to Judge & Church (2000) research studies across many years, organizations, and types of jobs show that when employees are asked to evaluate different facets of their job such as supervision, pay, promotion opportunities, coworkers, and so forth, the nature of the work itself generally emerges as the most important job facet. This is not to say that well-designed compensation programs or effective supervision are unimportant; rather, it is that much can be done to influence job performance by ensuring work is as interesting.

2.6.1 Work Environment and Teacher Motivation

The work environment has a significant impact upon employee performance and productivity. By work environment we mean those processes, systems, structures tools or conditions in the work place that impact favourable or unfavourable individual performance. The work environment also includes policies; rules, culture, resources, working relationships, work location and internal and external environmental factors, all of which influence the ways those employees perform their job functions.

2.6.2 Arrangement of the Workspace and Teacher Motivation

Whereas size measures the amount of space per employee, arrangement refers to the distance between people and facilities. Robbins (2016) says that the arrangement of one's workspace is important primarily because it significantly influences social interaction. An employee's work location therefore is likely to influence the information to which one is privy and one's inclusion or exclusion from organization's events. Whether you are on a certain grapevine network or not, for instance, will be largely determined by where you are physically located in the organization. According to Zweigenhaft (1976), one topic that have received a considerable amount of attention is furniture arrangements in traditional offices. Unlike factory floors, individuals typically have some leeway in laying out their office furniture. For instance, a desk between two parties conveys formality and authority of the officeholder, while setting chairs, so individuals can sit at right angles to each other conveys a more natural and informal relationship.

2.6.3 Teacher motivation and teaching effectiveness

Teacher motivation is an essential component to enhance classroom effectiveness (Carson & Chase, 2009). As students' learning outcomes are highly dependent on the quality of instruction, teaching effectiveness

has been explored in terms of teaching styles, teacher approaches to teaching, teaching practice and instruction behaviours in relation to teacher motivation factors (e.g. Butler & Shibaz, 2014; Han, Yin, & Wang, 2015; Kunter et al., 2008; Retelsdorf, Butler, Streblov, & Schiefele, 2010; Retelsdorf & Günther, 2011; Thoonen, Slegers, Oort, Peetsma, & Geijsel, 2011).

Inspired by research into students' goal orientations for learning, for which the relationship between different personal goals for learning and strategies students used when learning has been established (Nolen, 1988), the relationships between different goals for teaching and the teaching behaviours have been explored on the basis of achievement goal theory. Retelsdorf and his colleagues (2010) proposed that teachers' goal orientations for teaching predicted the goals for learning that they emphasized in the classroom, which in turn influenced students' goals. However, the links between teachers' goal orientations for teaching and their teaching practice were inconsistent among Germany and Israel teachers. Therefore, Retelsdorf and Günther (2011) opined that 'the degree to which teachers promote students' comprehensive learning rather than surface learning might be taken as an indicator for instructional quality (p. 1112)', and proposed a model indicating the sequential relations between teacher goal orientations for teaching, reference norms and instructional practice.

3.0 Theoretical Framework

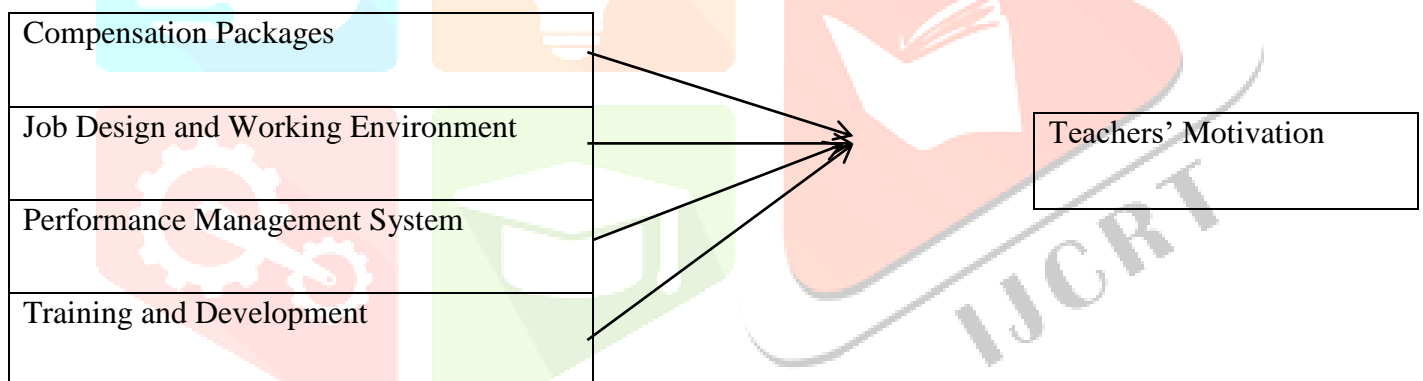


Figure 1. Theoretical framework of the study

4.0 Recommendation

Based on the study analysis, the following recommendations were made:

1. Although the current study found the teacher professional performance factor at the highest level, teachers should continue their focus and improve their content mastery through self-study. And participating in in-service refresher courses.
2. Attitudes towards students, the fourth factor in the study job performance analysed in the study, were found to be the weakest. In order for teachers to improve their performance, they must focus on their students.
3. The individual characteristics of teachers' professional performance were ranked third among the four factors, so teachers should pay special attention to this language by improving their linguistic

characteristics such as use of common language, communication skills of barriers, use of key vocabulary, facilitation to students while studying in class and Of various communication channels for clearly speaking and breaking voice in voice

4. In the light of above conclusions, it can be suggested that if teachers improve their performance on these factors as attitude toward students, subject mastery, teaching methodology and personal characteristics, a significant improvement can be made in teachers' job performance

5.0 Future Scope

The present study was conducted in the province of Punjab the future researchers may expand it to other provinces of the country in order to measure the factors affecting the teachers' job performance at national level. However it is beyond the scope of this study to analyze the reasons behind such isolation or to provide possible solutions to this problem. The purpose of this section is to explore new technology as a factor in developing, designing and implementing professional development opportunities (Reimer, 2003).

6.0 Conclusion

The summaries of this study were to improve teacher performance by measuring factors that influence teacher performance at higher Education s. The main objectives of the study were (a) to measure and summarize the perceptions of principals, teachers themselves and students about the factors that influence the work of teachers, (b) compare the effectiveness of teachers for each factor to the light of the perception of the principal, the teachers and students themselves, (c) determine the qualification of the principals, the teachers themselves and their students for each teaching factor, (d) identify the level of presence of each factor in the performance of the teachers in light of the perceptions of principals, teachers and students The study was conducted at Punjab level in higher Education universities and inter colleges, the population of the proposed research was all the principals, the teachers and students of higher secondary classes in higher Education

7.0 References

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