



IMPACT OF MOTIVATION PROGRAMS ON EDUCATOR'S PERFORMANCE IN THE EDUCATION INDUSTRY

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Abstract

Motivation is a critical variable in educational institutions as it upgrades staff performance and efficiency. The current study aimed to explore the impact of motivation on teachers' job performance. In order to investigate the impact of motivation on job performance of school/college/university teachers, a descriptive survey design was employed through close-ended questions. The target population of the present study was all the male and female teachers from various schools/colleges/universities from Delhi NCR, India. The study sample size was 120 teachers/professors which were selected on the basis of convenience sampling. The researcher used the questionnaire as data collection instrument on 5-point Likert scale. The results validated the research questions and proved statistically significant impact of teacher's motivation on job performance.

Keywords: Intrinsic Motivation, Extrinsic Motivation, Teachers' Job Performance, University Teachers.

1. INTRODUCTION

In today's world, being an educator is a difficult challenge. Beyond the day to day of tutoring and marking, educators/ professors are faced with pupils with behavioral or family issues, learning disabilities, and more. Educator's encouragement plays an important part in promoting a healthy tutoring terrain. Self-determination theory (SDT; Deci & Ryan, 2000) provides an important sapience into the understanding of schoolteacher's provocation, including the reasons they do their work, continue to educate, witness success, and enjoy what they do. The purpose of this study is to determine the impact of motivation on an educator's performance and determine which factors play a crucial part in their performances.

Motivation is a critical variable in educational institutions as it upgrades staff performance and effectiveness. In verity, it's essential in deciding the effect of education. This is on account of motivated educators presumably be concentrated on educational enhancement of pupil and achievement of learning out comes. Thus, the educators should be motivated with a specific end objective to enhance their job performance. By and large, pay rates and stipend are imperative stimulating factors since they go far in fulfilling basic requirements. In the event that a educator isn't motivated, job performance will weaken.

According to Latt (2008) encouragement and performance are essential rudiments as far as association achievement and accomplishments. In the event that progressions be in outside setting also it's essential for an association to embrace that change since it might convince to pick up a focused advancement. In support of this, the primary concern they needed is the blessed and competent workers.

According to Robbins et al., (2009) motivation plays a vital part in the institution since it expands the effectiveness of workers and the aims may be fulfilled in an effective way. Workers' conduct can be converted through alleviation in any association. Encouragement also joins in a vital part or educators in light of the fact that it accomplishes the ideal in a complete way. While according to Mustafa and Othman (2010), educator motivation is critical in light of the fact that it enhances the capacities and information of educators since it specifically impacts the pupil's accomplishment. Encouragement can be natural or foreign. According to Wigfield et al., (2004) natural motivation alludes to alleviation determined by a concern or pleasure in the job itself, likewise, subsists inside of the person rather of concentrating on outside force or a pining for prize.

Naturally propelled workers are prone to perform their duties exuberantly. They're likewise prone to probe system for making strides their aptitudes and capacities. While foreign provocation alludes to exercises in surroundings which impact a person to take part in a kind of conduct. It originates from outside of the person. Prices as cash or positions and pitfalls of penalty as a consequence of awful conduct are samples of foreign motivation. Competition is likewise an outside help since it empowers the pantomime to succeed as well as to beat others, not just to value the normal bounties of the movement. An encouraging crowd and the craving to win award are likewise foreign provocations. According to Bennell & Akyeampong, (2007) provocation might manipulate an worker's performance in the direction of achievement of organizational objective and aims. In university, the educators do not have acceptable motivation in that case they're less equipped which specifically impact the learners and the educational frame.

1.1 Objectives of the Study

The general purpose of this study is to dissect the part of motivation on a teacher/professor in various schools/ colleges/ universities in Delhi NCR. This overarching ideal will be achieved through the specific objects stated below

- To assess the relationship between motivation and an educator's performance.
- To examine the factors the affect the educator's encouragement
- To determine which kind of motivational factors (e.g., personal, incentive, achievement, etc.) have a more substantial impact on an educator's motivation

1.2 Research Questions

In order to collect data from teachers/professors, the study will be guided by 3 research questions, which will also act as the foundation for the analysis of this study. The questions are-

- a. What is the relationship between motivation and an educator's performance?
- b. What are the factors the affect the educator's motivation?
- c. Which factors have a more substantial impact on the educator's motivation?

1.3 Significance of the Study

This study was important to school/ college/ university administration to identify the approaches and poise of educators/ professors in tutoring process towards their job performance in relation to motivation. This exploration would help to identify the significance of encouragement that has strong impact on the productivity and performance of educators in schools/ colleges/ universities. This study would help to enhance the educator's performance by motivational factors in order to enhance the educational system. Also, the study is anticipated to encourage other experimenter to conduct exploration related to part of encouragement on educator's job performance in schools/ colleges/ universities in Delhi NCR.

1.4 Definition of Key Terms

Teacher motivation is a general term that explains teacher drives, desires, needs, wishes in order to induce them to act in desirable, academically and productive manner.

- a. **Extrinsic motivation** refers to behavior that is driven by external rewards. These rewards can be tangible, such as money or grades, or intangible, such as praise or fame. Unlike intrinsic motivation, which arises from within the individual, extrinsic motivation is focused purely on outside rewards.
- b. **Intrinsic motivation** is when you engage in a behavior because you find it rewarding. You are performing an activity for its own sake rather than from the desire for some external reward. The behavior itself is its own reward.
- c. **Performance** is the process of conducting in a satisfactory manner. In the case of educators, performance can be seen in timeliness, positive relationship with the pupils and the alike.

2. LITERATURE REVIEW

Determinants of Teacher Motivation

In the literature, there are numerous determinants of educator encouragement. These include educator status, class size, workload, professional development and pay. Performance can be regarded as nearly any geste, which is directed towards task or objective accomplishment in the views practice and in assessing educator's

performance at the work place (Campbell and Pritchard, 1976). Good performance among preceptors in an organizational has numerous innuendo similar as high encouragement. (Hornby, 2000), educator performance can note the educator's capacities of tutoring pupils in class and outside the class. The crucial aspects of tutoring involves the use of educational accoutrements, regular assessment to the pupils, making assignments plans, assessment of pupils, conduct of field work, educators participation in sports, tutoring styles, guidance and comforting, so educator job performance is the educators capability to integrate the experience, tutoring styles, educational accoutrements, knowledge and expertise in delivering subject matter to the scholars in and outside the classroom.

Performance

Performance is something, a person does, which is ordinarily affected by encouragement. When educators are motivated, their performance automatically rise towards high position. In schools/ colleges/ universities educator's performance can be seen in their dealings with pupils, with other educators and with their seniors.

Motivation

According to Webster's lexicon (2012) encouragement as the act or procedure of affecting or force, or a spur. Okumbe (1998) defined encouragement as a process that begins with a physiological crunch or need that motivates conduct or a force that's designed at an ideal or enticement.

According to Guay et al., (2010) encouragement refers to " the reasons underpinning geste" According to Gredler (2004) encouragement is characterized as a main motivation that forces a person to take a many exercise keeping in mind the end objective to achieve certain aims. The degree of motivation of everybody is different like recognition, intellect of everybody is distinctive. For example, a man, experience hunger and as a response that specific person consumes ergo the sentiments of hankering get lessened.

Intrinsic motivation

According to (Adair, 2009) provocation covers every one of the motives which grounds a man to do anything as well as the negative ones like apprehension alongside the added affirmative reflection processes, for case, plutocrat, advancement or acknowledgment. The foundation of encouragement is both intrinsic and foreign.

Intrinsic encouragement occurs when individualities take part in an action without external impulses. They get inspired when they can control the measure of exertion they put in an action since they know the issues they will get, will not be by good fortune. Intrinsic is provocation that's active by individual delectation, curiosity, or happiness.

Extrinsic motivation

Extrinsic encouragement needs to do with impulses. Experts constantly balance intrinsic alleviation with extraneous alleviation, which is alleviation administered by support possibilities. Customarily, educators regard natural alleviation to be more seductive and to bring about preferable learning results over external alleviation (Deci et al., 1999). Adelabu (2005) stated that educator's encouragement is exceptionally poor and instructor is likewise disappointed with their administrative situation and compensation setting. The purpose for reduced provocation of educators is that they having short compensations.

Idea of Performance

According to Olaniyan (1999) performance of educators might be depicted as the liabilities executed by an educator at a particular time in the educational structure in attaining executive objects. Performance is kind of, a singular being does. Prosecution of the preceptors in educational institutions is exceedingly impacted by encouragement. educators are when moved their accomplishment therefore come towards unusual state. In the same tone, a many experimenters trust that performance is conduct shown or something done by the representative (Campbell, 1990).

Idea of Job Performance

Job Performance of workers remains an issue of inconceivable concern to many associations counting the university. According to Doneely (2002) that job performance is concerned with the general acceptability and effectiveness of completing effects. It gives an suggestion of how an association is fairing. The ideal job performance can be seen from many points of view like monetary, industry and administration. According to Nwachukwu (2006) job performance is the product, panning out from a given coffers input at a given time. Mali (2005) described job performance as achieving the top of performance with minimum use on capital. Job

performance in this manner is a introductory element in fiscal advancement as it legitimizes immense use by the association and has multitudinous other helpful impacts. Since it can be concluded that job performance involves achieving further with lower worth, making further from what you have rather more smart than harder, it's introductory to look at the different system for empowering job performance in our prompt society.

Theoretical Framework

The well- known propositions which set the base of encouragement and job satisfaction are described currently. Herzberg's (1966) two factor proposition is exhaustively employed to work surroundings encouragement and worker's satisfaction. There are two areas that awaken a representative, the factors that make authentic fulfillment and those „ hygiene “ or „ preservation “ variables whose nonappearance will lead to disappointment. According to the proposition, the insignificant nearness of „ hygiene “ factors (e.g., compensation/ compensation, working conditions/ surroundings, status, and boss man security) themselves will not make fulfillment. Herzberg fought that redundant element in one's occupation, for case, character of supervision, the working conditions, and remuneration don't, verity be told, goad delegates, while nonappearance of similar outside variables may provoke negative perspective towards work. He pronounced that agent must be roused through emphasizing the essential factors associated with one's work. The center of Herzberg's two- factor proposition is that employment satisfaction originates from natural rudiments, while, disappointment appends because of extraneous variables. There are some studies which deal with the conception of satisfaction and provocation and the most apparent provocation scholar is Maslow (1943). He arranged and deposited mortal requirements in a progressive request starting with physiological requirements as the premise and the demand for tone- fruition at the top. Physiological musts allude to the most vital conditions for survival, for illustration food, apparel, sanctum, rest and water. The demand for security is occasion from apprehension, torment, disappointment, discipline, and troubles. The demand for love includes both giving and accepting, and a feeling of belongingness among individualities. Selfregard is linked with internal tone- portrayal like fearlessness, autonomy, individual accomplishment, and appreciation. Tone- consummation, which dwells at the loftiest point of the need chain of significance, is one's pining for tone- satisfaction and the expansion of one's implicit.

encouragement and performance are essential factors as far as association achievement and accomplishments. Provocation assumes a vital part in the association since it expands the profitability of workers and the objects can be fulfilled in a productive means. The conduct of workers can be altered through alleviation and provocation in any association (Latt, 2008)

encouragement likewise joins in an imperative part for educators since it accomplishes the aim in a complete way. According to Mustafa, and Othman (2010) educator encouragement is vital in light of the fact that it enhances the aptitudes and literacy of educator since it specifically impacts the pupil's accomplishment. In the event that in educational institutions, the preceptors do not have acceptable provocation also they're less suitable which straight forwardly impact the scholars and the tutoring learning procedure.

Conceptual Framework

This study involved assessment of the role of encouragement on educator’s job performance in schools/colleges/universities in Delhi NCR.

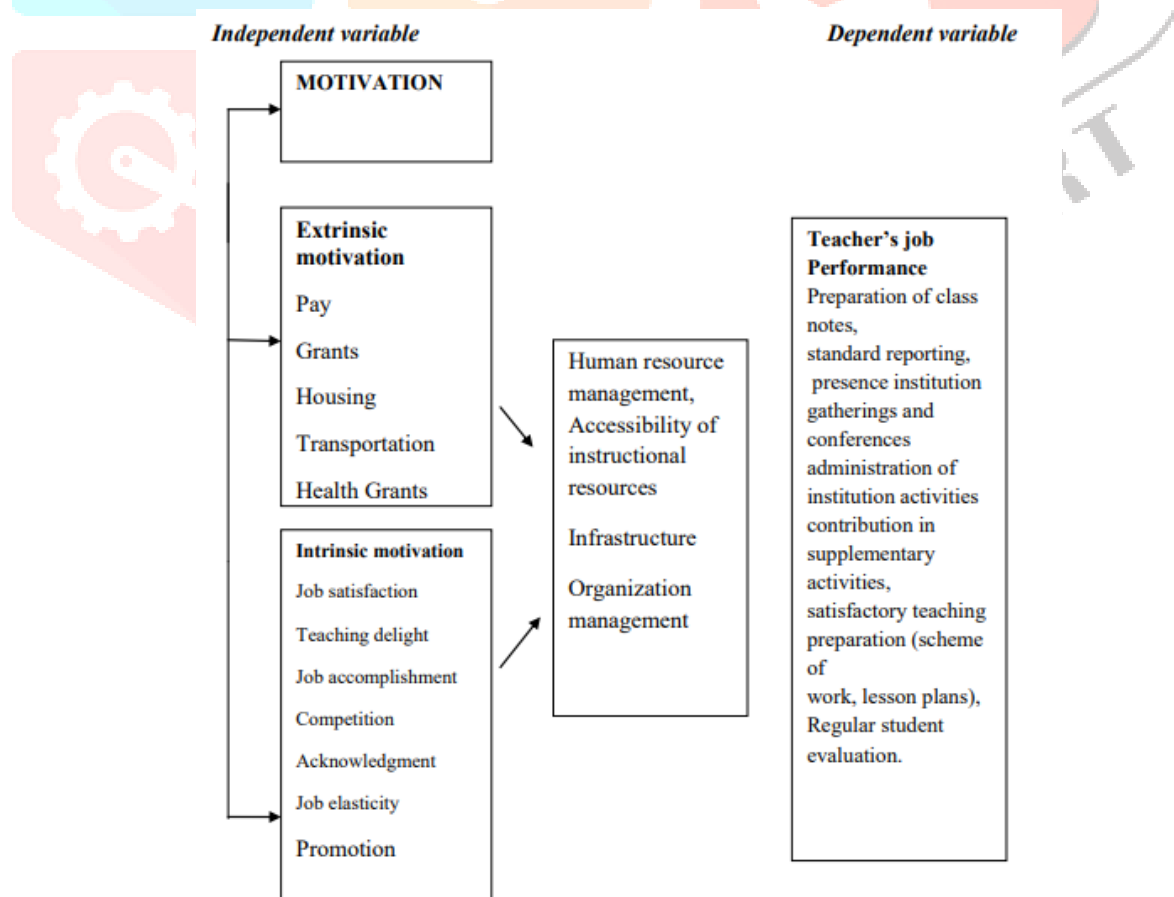


Fig. 1 Conceptual framework showing the effect of motivation on teacher’s job performance

Diagrammatically the study concentrated much on determining the dependent variable that is motivation and independent variable that is teacher's job performance and how correlated to improve teaching and learning process in schools/colleges/universities in Delhi NCR.

3. RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

The significant merit of exploration design is to arrange for a exploration paradigm and empirical information which should be collected in relation to the optimal expenditure of time, funds and works thus, Kothari (2004) supports by defining a exploration design as a abstract structure within which exploration is conducted. It constitutes the ground plan for the collection dimension and analysis of data. It's the arrangement of conditions for collection and analysis of data in a manner that aims to combine applicability to the exploration purpose with frugality in procedure (Ary, etal. 2010).

This study took Convenient Sampling research design that was conducted using both qualitative and quantitative approaches. This involves examining and assaying the part of encouragement on educator's job performance schools/ colleges/ universities in Delhi NCR. Thus, a mixed approach was considered, using questionnaires and observation. The data were collected from school/ college/ university educators/ professors, in Delhi NCR. The experimenter collected both data, primary and secondary data from respondents of the study.

3.2 Sampling Design and Plan

Universe- School/College/University Teachers/Professors

Targeted Sample Size- 120 Teachers/Professors

Sampling Industry- Education Industry

Sampling Method

The sampling approach used here's Convenience Sampling which is anon-probability sampling approach.

Convenience sampling is defined as a approach took on by experimenters where they collect market exploration data from a accessibly available pool of repliers. It's the most generally used sampling approach as it's incredibly prompt, uncomplicated, and provident. In numerous cases, members are readily approachable

to be a part of the sample. The experimenter chooses members simply predicated on closeness and does n't consider whether they represent the entire population or not.

Sources of Data

1. **Primary Data-** Primary data is a type of data that's collected by experimenters directly from main sources through interviews, checks, trials, etc. Primary data are generally collected from the source — where the data firstly originates from and are regarded as the most appropriate kind of data in exploration.

The sources of primary data are generally chosen and acclimatized specifically to meet the demands or conditions of particular exploration. Also, before choosing a data collection source, effects like the objective of the exploration and target population need to be associated.

2. **Secondary Data-** Data-Secondary data is the data that has formerly been collected through primary sources and made readily available for experimenters to use for their own exploration. It's a type of data that has formerly been collected in the history.

A experimenter may have collected the data for a particular endeavour, also made it available to be used by another experimenter. The data may also have been collected for general use with no specific exploration purpose like in the case of the public census.

Data classified as secondary for particular exploration may be said to be primary for another exploration. This is the case when data is being reused, making it primary data for the first exploration and secondary data for the alternate exploration it's being used for.

Both, the primary as well as secondary data sources have been used for this study. The primary sources of data were the questionnaire and the secondary data sources that were used in the study are online papers, journals, books, company menu and publications.

Tools for Data Collection

The most important tool that was used for the collection of the data was check through a questionnaire. Still, with the appearance of new technologies, it's common to distribute them using digital media like as social networks, email, QR codes, or URLs.

A Questionnaire will be prepared according to the objects of the study. The questionnaire will contain multiple choice questions. The questionnaire will be distributed through emails, messenger applications in the form of Google Forms. The questionnaire was designed while keeping the Likert Scale in mind. The system for analysis of data used in this study is Independent Sample T Test and Regression Analysis. The tool used for facilitating this analysis is SPSS.

A Likert Scale is a type of rating scale used to measure poises or beliefs. With this scale, repliers are asked to rate points on a degree of agreement. The questions in the questionnaire contain a 5- point rating scale-

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

3.3 Data Analysis and Interpretation

Data analysis is the process of collecting, converting, drawing and modeling data with the aim of discovering the required information. The results so attained are communicated, suggesting conclusions, and supporting decision making. Data visualization is at times used to portray the data for the ease of discovering the usual patterns in the data. The data needed for analysis is grounded on a question or an trial. Grounded on the trials of those directing the analysis, the data necessary as inputs to the analysis is linked (e.g., population of people).

Hypothesis

H1: There is significant impact of motivation on educator's job performance.

H2: There is significant impact of educator's intrinsic motivation on their job performance.

H3: There is significant impact of educator's extrinsic motivation on their job performance.

Characteristics of Respondents

This section includes the background of respondents that found in Delhi NCR, sex of respondents, and age variation of respondents, marital status of respondents, education level and years of employment. Participants were 120 teachers from various schools, colleges and universities.

Gender of Respondents

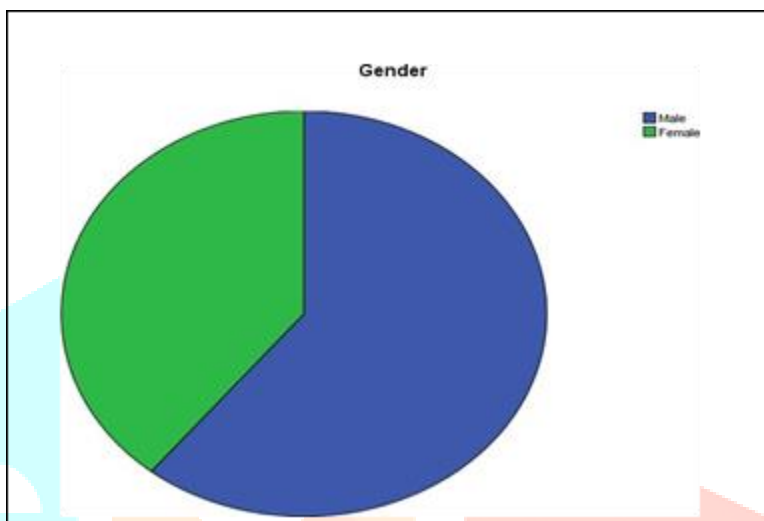


Fig. 2 Gender of Respondents

From the Figure, the study found that 47% of participants were females who participated fully in this study and 53% represented the male respondents. Therefore, from the above description the study showed that both sexes were presented and provided information respectively.

Age of the Respondents

Years	Frequency	Percent
21-26	20	16.7
27-31	41	34.2
32-36	27	22.5
37-41	17	14.1
<41	15	12.5
Total	120	100.0

Table 1. Age of Respondents

According to the years of respondents in the table, the study found that 16.7% of respondents were aged between 21-26, and 34.2% of respondents aged between 27-31 and 22.5% represented the respondents aged between 32-36, apart from that 14.1% represented participants aged between 37-41 and 12.5% were over 41 years.

Therefore, the study indicated that most teachers were adult who have responsibility to care for their families, hence they need better motivation in order to improve performance of education as well as enjoying their teaching profession.

Marital Status of the Respondents

Status	Frequency	Percent
Single	52	43.3
Married	55	45.8
Widowed/ Orphaned	13	10.8
Total	120	100.0

Table 2. Marital Status of Respondents

From the table, the study showed that 43.3% of respondents were not married but 45.8% were married and those teachers who are widows were 10.8%. Therefore, due to their family responsibilities it is important to motivate them in order to improve teacher's job performance for better teaching and learning process.

Education Level of Respondents

Status of education	Frequency	Percent
Under Graduate	5	4.2
Post Graduate	54	45
PHD	61	50.8
Total	120	100.0

Table 3. Education Level of Respondents

The above table indicated that majority of the respondents 50.8% were PHD holders in education who facilitated teaching and learning process in schools/colleges/universities in Delhi NCR. 45% of the respondents were postgraduate who graduated in masters of education and 4.2% undergraduates in education.

Years of Employment

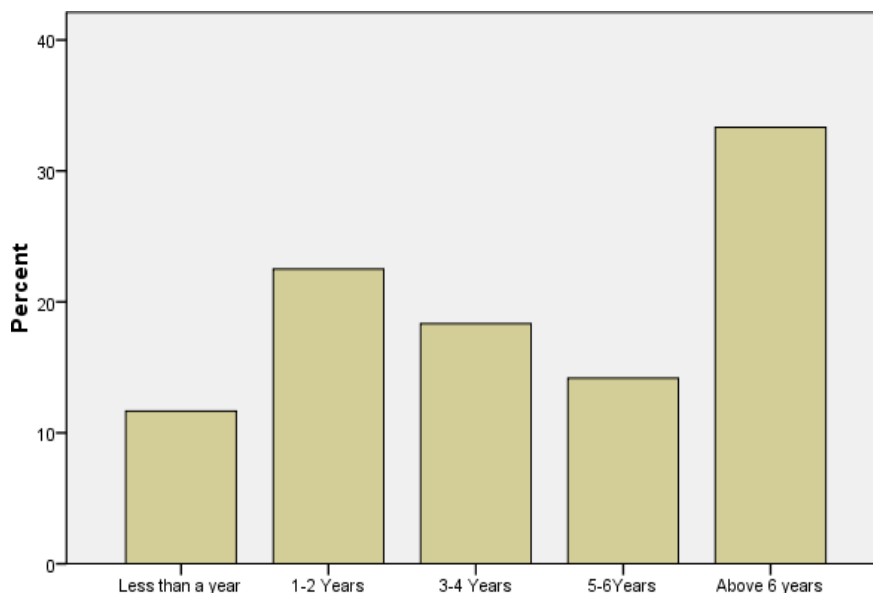


Fig. 3 Years of Employment

The study from the figure showed that 22.5% of teachers worked 1 to 2 years, this reflect that some teachers don't have much experience in teaching and learning process according the year worked, and those who worked for 5 to 6 years were 14.2%. 33.3% of the respondents have teaching experience of above six years and only 11.7% worked less than a year.

Testing of Hypothesis

Correlation Analysis

Correlation analysis is employed to observe the relationships between all study variables. Correlation results are given in the following table.

	Intrinsic motivation	Extrinsic Motivation	Job Performance
Intrinsic motivation	1		
Extrinsic Motivation	.726	1	
Job Performance	.910**	.663**	1

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4. Comparison between Motivation and Job Performance

There is a positive significant correlation between the motivation and teacher's job performance, $r(120) = .871, p < 0.01$. Hence the hypothesis stating that there is significant relationship between motivation and job performance of teachers was accepted.

Correlations

	Intrinsic motivation	Extrinsic Motivation	Job Performance
Intrinsic motivation	1		
Extrinsic Motivation	.726	1	
Job Performance	.910**	.663**	1

** . Correlation is significant at the 0.01 level (2-tailed).

Table 5. Correlation between intrinsic motivation and extrinsic motivation and Job Performance

In above table it is demonstrated that there is a correlation among intrinsic motivation and teacher's performance ($r = .910$). The connection is statistically significant ($p = 0.000$) at 0.05 level of significance. This means that increase in inherent encouragement of educators (like amplifying their acknowledgment, work satisfaction, job blowup) assists to enhance their performance at job. It's also shown in table that there's significant correlation between extrinsic encouragement and educator's performance ($r = 0.663$). The correlation is statistically significant ($p = 0.000$) at 0.05 level of significance. This also entails to increase in extrinsic motivation of teachers (like remuneration, free of charge housing, additional teaching grants, advance payments in case of economic inconvenience and free of charge health care services) assists to enlarge their performance at job consequently. It is concluded that there is a positive correlation among intrinsic and extrinsic motivation and performance of teachers/professors in Delhi NCR.

Regression Analysis

The current study has deployed the linear regression analysis regarding study variables i.e., intrinsic motivation, extrinsic motivation and teacher's job performance. The linear regression is applied to test the hypothesis.

H1: There is significant impact of motivation on educator's job performance

Independent Variable	Dependent Variable	Job Performance
Motivation	R-Square	.759
	R	.871 ^a
	Adjusted R-Square	.756
	B	1.022
	Standardized Beta	.871
	F-Test	16.246
	P	.000

Table 6. Regression Analysis between Motivation and Job Performance

The above table explains the regression analysis of motivation and job performance. Thus, the value of R is 0.871a and R- square is as .759 while the value of F=16.246 and p= 0.000 represents that motivation has positive correlation with job performance. Therefore, the model is set up significant as per standard criteria where p (<0.05). The hypothesis of the study is accepted that there's positive significant impact of encouragement on educator's job performance. Thus, it can be anticipated that if the encouragement is amplified by 1 unit, also instructor's job performance would change by.871.

Testing of Hypotheses

H2: There is significant impact of educator's intrinsic motivation on their job performance.

Independent Variable	Dependent Variable	Job Performance
Intrinsic motivation	R-Square	.829
	R	.910 ^a
	Adjusted R-Square	.827
	B	.827
	Standardized Beta	.910
	F-Test	20.164
	P	.000

Table 7. Regression Analysis between intrinsic motivation and Job Performance

The above table explains the coefficients of the study model that predicts the impact of intrinsic motivation on job performance. Therefore, the standardized beta value of the inherent encouragement is 0.910 with standardized error 0.41, and the degree of significance of constant model is as per confidence degree 0.095 So, the intrinsic motivation is found significant because p value is 0.000 (p<0.05). Table indicates that there is a positive correlation between intrinsic motivation and performance of teachers (R = .910a). The relationship is statistically significant (p = 0.000) at 0.05 level of significance. However, the hypothesis of the study is

accepted that there is positive significant impact of intrinsic motivation on job performance. It means that job performance of teachers in Delhi NCR increased under intrinsic motivation.

Testing of Hypotheses

H3: There is significant impact of teachers' extrinsic motivation on educator's job performance.

Independent Variable	Dependent Variable	Job Performance
extrinsic motivation	R-Square	.439
	R	.663 ^a
	Adjusted R-Square	.432
	B	.911
	Standardized Beta	.663
	F-Test	8.109
	P	.000

Table 8. Regression Analysis between extrinsic motivation and Job Performance

The above table explains the linear regression result of the extrinsic motivation and the job performance. Thus, the beta value of unstandardized beta of extrinsic motivation is .911 and the standardized beta is .633 and the significance matter is 0.000 ($p < 0.05$). So, the extrinsic motivation is found statistically significant with job performance. Hence the hypothesis H3 that there is positive significant impact of extrinsic motivation on teacher's job performance is accepted.

CONCLUSION

The study was aimed on assessing the impact of encouragement on educator's job performance in Schools/ Colleges/ Universities in Delhi NCR. The conclusion of this exploration exposed that there's a positive relationship between educator's encouragement and job performance. The study concluded that majority of the educators weren't gratified with their remunerations and low earnings of the educators have an effect on their performance. Yet, they're gratified with other issues like as de-stressed job atmosphere, low pressure of job, positive feedback from their superior.

It was concluded that the educator's performance was fine in despite of the reality that their encouragement was inadequate. Thus, numerous educators supported for improvement in remuneration and other agreement of educators. Despite of this fact, the utmost of the responders executed their tutoring and other extracurricular

conditioning with elevated spirits. A significant positive relationship found between inherent encouragement and job performance of educators. The current study inferred that the utmost of the educators had natural encouragement prove by expanded acknowledgment, vocation advancement, the aggressive nature of the educational occupation, job satisfaction and understood their aim in life. A significant positive relationship between inherent encouragement and performance of educators was also found. Exploration conclusions uncovered that the extrinsic motivators accessible to educators in university timely remuneration payments, surplus tutoring allowances to educators advance installment from the institution and leave of absence. On the negative, educators exposed lack of the ensuing extraneous motivators like satisfactory pay, monthly obligation recompenses to educators, settlement and medical consideration. Remuneration was remarkably serious motivator that was reckoned to be deficient. As a result, the maximum of the educators showed that extraneous motivators had a small impact on educator to perform. Anyhow of this, a positive relationship was between extraneous encouragement and performance of educators. The results also revealed the statistically significant relationship between encouragement and educator's job performance. Findings of the current study concluded that there's positive significant impact of intrinsic encouragement and extrinsic encouragement on educationist's job performance in schools/ colleges/ universities. On the hand the results of the study showed that there was a strong correlation between encouragement and educator's job performance.

RECOMMENDATIONS

Basing on the findings and conclusions of the study, the following recommendations were made:

1. The major factor that was revealed to have an impact on motivation of teachers/professors was remuneration. Hence, the administration should aim to improve the remuneration of teachers/professors to keep the motivation levels high.
2. The administration should provide incentive packages to increase teacher's motivation. Special attention should be put at monitoring teacher's salaries and devise a special incentive plan that further motivates the teacher towards performing better. Such incentive plan can increase their morale to teach.

LIMITATIONS

- I. Few respondents were not ready to answer the questionnaire because of not being familiar with the researcher. However, this limitation was minimized by use of introductory letters of the researcher as well as assuring respondents about the use of the information they provide for only academic purposes.
- II. Despite the fact that there was little or no research that has been done in this field, there was lack of adequate literature to support the findings. However, the researcher depended a lot on surveyed data (primary data) to overcome this problem.
- III. There was also an overlap in advantages and limitations with the methods used for data collection. This relates to the multitude of information generated from the questionnaire, the additional time required for data collection, The researcher tried to minimize these limitations by cross checking the data collected and continuously explaining the purpose of the study and how the findings were for academic purposes.
- IV. Due to limited time and resources, it was very difficult to reach targeted respondents.

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