

A STUDY ON THE ROLE OF MOTIVATION IN ENHANCING TEACHER PERFORMANCE IN PRIVATE SCHOOLS

Submitted in partial fulfillment of the requirements of the award of

MASTER OF BUSINESS ADMINISTRATION

By

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SCHOOL OF MANAGEMENT STUDIES

SATHYABAMA

INSTITUTE OF SCIENCE AND TECHNOLOGY

(DEEMED TO BE UNIVERSITY)

**Accredited with Grade "A" by NAAC | 12B Status by UGC | Approved by AICTE
Jeppiaar Nagar, RAJIV GANDHI SALAI, CHENNAI - 600 119**

APRIL 2022



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BONAFIDE CERTIFICATE

This is to certify that this Project Report is the bonafide work of **Hemalal Jeni. J(40410213)** who has done the Project work entitled **A Study on the role of motivation in enhancing teacher performance in private schools** under my supervision from January 2022 to April 2022.

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Submitted for Viva voice Examination held on_____.

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DECLARATION

I, **Hemalal Jeni. J (40410213)** hereby declare that the Project Report entitled “**A STUDY ON THE ROLE OF MOTIVATION IN ENHANCING TEACHER PERFORMANCE IN PRIVATE SCHOOLS**” done by me under the guidance of **Dr. THAMILSELVAN.R**, M.Com, MBA., M.Phil, B.Ed., Ph.D. and (External Guide) at **SATHYABAMA INSTITUTE OF SCIENCE AND TECHNOLOGY**, CHENNAI is submitted in partial fulfillment of the requirements of the award of Master of Business Administration degree.

DATE:

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HEMALAL JENI.J

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ABSTRACT

Motivation encourages teachers to facilitate knowledge and skills of academic to learners. Therefore, this study found the relationship between motivation and teacher's job performance; factors that affect teacher's motivation and determine the impact of motivation on teacher performance in private schools in Kanniyakumari District. Descriptive survey research design was adopted to get information through structured questionnaires and intensive interview schedules with private school teachers. The key study findings showed that the performance of teachers were high although their payment were low to encourage them to work hard. The findings also revealed that most teachers facilitate teaching and learning process with high confidence and efficiency, due to evidence that most of them came early to school, provide tests and examinations to learners and marked them, also they attend staff meetings and other activities out of teaching and learning process which are sports and games. The study found the correlation between motivation, mostly intrinsic motivation and the performance of teachers in private schools was also existed in Kanniyakumari. The study suggested that in order to get better motivation and job performance in teaching and learning process the ministry of education should strengthen quality supervision as well as acknowledging good performers, among others.

TABLE OF CONTENTS

CHAPTER NO.	CONTENTS	PAGE NO.
	ABSTRACT	(i)
	LIST OF TABLES	(ii)
	LIST OF CHARTS	(iii)
1	INTRODUCTION	1
	1.1 Introduction	2
	1.2. Industry profile	3
	1.3. Need of the study	4
	1.4. Statement of the problem	4
	1.5. Objectives of the study	5
	1.6. Significance of the study	5
2	REVIEW OF LITERATURE	6
	2.1. Review of literature	7
3	RESEARCH METHODOLOGY	13
	3.1. Research Design	14
	3.1.1. Descriptive Research	14
	3.2. Sampling Technique	14
	3.2.1. Convenience Sampling method	14
	3.3. Source of Data	14
	3.3.1. Primary Data	14
	3.3.2. Secondary data	14
	3.4. Structure of Questionnaire	14
	3.6. Period of Study	14
	3.7. Statistical tool used	15
	3.7.1. Chi Square test	15
	3.7.2. One way ANOVA	16
4	DATA ANALYSIS AND INTERPRETATION	17
	4.1. Percentage Analysis	18
	4.2. CHI SQUARE	38
	4.3. ONE WAY ANOVA	39
5	FINDINGS, SUGGESTIONS AND CONCLUSION	41
	5.1. Findings of the study	42
	5.2. Suggestions	43
	5.3. conclusion	44
	REFERENCES	45
	APPENDIX-I (Questionnaire)	46

LIST OF TABLES

TABLES NO.	PARTICULARS	PAGE NO.
4.1	Age Wise Classification Of Respondents	18
4.2	Gender Of The Respondents	20
4.3	Marital Status Of The Respondents	22
4.4	Education Qualification Of The Respondents	24
4.5	Monthly Income Of Respondents	26
4.6	Length Of Time At Your Current Job	28
4.7	Good Motivators	30
4.8	Management Interested In Motivating The Employees	32
4.9	Factors Motivate At Work	34
4.10	Types Of Incentives Motivate At Work	36
4.11	Satisfied The Incentives Provided By The Organization	38
4.12	Factors Demotivates At Work Place	40
4.13	Encouraged To Do Things New & Better Ways	42
4.14	Support From The Management	44
4.15	Incentives & Other Benefits Influence Performance	46
4.16	Measures To Improve The Performance Of The Teachers	48
4.17	Less Motivation Generates Poor Performance	50
4.18	Lack Of Motivation Impacts Teacher Morale To Perform	52
4.19	Factors That Affecting The Performance Of Teachers	54
4.20	Role Of Motivation On Performance In School Teachers	56
4.2	Chi Square Test	58
4.3	One way Anova	59

LIST OF CHARTS

CHARTS NO.	PARTICULARS	PAGE NO.
5.1	Age Wise Classification Of Respondents	19
5.2	Gender Of The Respondents	21
5.3	Marital Status Of The Respondents	23
5.4	Education Qualification Of The Respondents	25
5.5	Monthly Income Of Respondents	27
5.6	Length Of Time At Your Current Job	29
5.7	Good Motivators	31
5.8	Management Interested In Motivating The Employees	33
5.9	Factors Motivate At Work	35
5.10	Types Of Incentives Motivate At Work	37
5.11	Satisfied The Incentives Provided By The Organization	39
5.12	Factors Demotivates At Work Place	41
5.13	Encouraged To Do Things New & Better Ways	43
5.14	Support From The Management	45
5.15	Incentives & Other Benefits Influence Performance	47
5.16	Measures To Improve The Performance Of The Teachers	49
5.17	Less Motivation Generates Poor Performance	51
5.18	Lack Of Motivation Impacts Teacher Morale To Perform	53
5.19	Factors That Affecting The Performance Of Teachers	55
5.20	Role Of Motivation On Performance In School Teachers	57

CHAPTER – I

INTRODUCTION

1.1 INTRODUCTION

Teachers are essential for developing the future of students. Motivation as a meaningful construct is a central pillar at the workplace. Thus, motivating employees adequately is a challenge as it has what it takes to define employee satisfaction at the workplace. Quite a number of studies have been devoted to the link between motivation and its constituent factors and employee performance in different organizations. The teaching profession as a matter of fact became a launched pad for the youth. It should be said that the nature of the school setting is basically a function of internal management and leadership. Achievement level of students is directly related with the effectiveness of teachers. But a main problem exists in the private schools of Kanniyakumari District, due to which performance of students is declining. A large number of teachers are incoming and leaving in the private schools of Kanniyakumari District. Due to this reason, teaching has become a revolving door occupation. Moreover, a large number of teachers are switching to other non-teaching jobs. Due to this, shortage of competent teachers is happening. Schools are fulfilling these positions with ineffective teachers. This turnover of competent teachers and fulfilling of these vacant positions with inefficient teachers decrease the standard of instruction & due to low quality of instruction, student's performance is declined. Excessive teacher's turnover has a deep impact on the achievement level of students. This excessive turnover is capturing the attention of education research and development. The main goal of educationalists is to know about the reasons of excessive teacher's turnover. Students are indeed the future of any country. So, it is the great responsibility of educationalist and researchers to search the reason of this problem. Education research and development departments should research about the reason of teacher's turnover and should develop the strategies to retain the talented teachers in the schools. In today's world, organizations are concerned with what should be done to achieve sustained high level of performance through people who are innovative thinkers. These include paying more attention to how individuals can best be motivated and provision of an atmosphere that helps

individuals to deliver on their mandates in accordance with the expectations of management. This means that an educational manager or an individual engaged as a teacher cannot do this job without knowing what motivates people. The building of motivating factors into organizational roles and the entire process of leading people should be contingent on knowledge of motivation. Koontz and Weinrich agree that the educational managers' job is not to manipulate people but rather to recognize what motivates people.

1.2. INDUSTRY PROFILE

1.2.1. Education Industry:

The education industry comprises establishments whose primary objective is to provide education. These establishments can be public, non-profit, or for-profit institutions. They include elementary schools, secondary schools, community colleges, universities, and ministries or departments of education. Other constituents of a modern education system include charter schools, online academics, vocational centers, and corporate educational support services. Elementary school teachers work with children at the kindergarten level through to sixth-grade level. Secondary teachers instruct students at both junior and senior high school levels. At the college and university level, lecturers and professors instruct undergraduate, graduate, and postgraduates students.

The education industry generates large scale revenues and employment. For instance, the revenue generated from higher education alone in the US is over \$400 billion. In addition, about \$5.6 trillion a year is spent on education and training globally if you put into account the money governments, private sector, families and individuals put in education. On matters employment, education employs about 5% of the global labor force. Undeniably, education plays a crucial role in reducing poverty and inequality and laying a foundation for sustained economic growth. Governments are expected to develop and implement strategies that promote education and enrollment of students in higher education. High enrollment in higher education can translate into more skilled labor, which can provide a positive impact on a country's GDP. Moreover, a bigger number of enrolled students results in a greater number of job opportunities for educators. Stakeholders have started to realize that the one size fits all approach is no longer

feasible, that students excel at different things and can be grouped by intelligence and potential rather than age.

1.2.2. Education Industry in India

Education is the base for economic growth as well as social transformation for any country. Among all the key indicators of socio-economic development like the economy's growth rate, literacy rate, birth rate, death rate and infant mortality rate (IMR), the literacy rate of the country is one of the most vital ones as the rise and fall of others largely depend upon the country's literacy rate. In India, a high literacy rate leads to a low birth rate as well as low IMR and it also increases the life expectancy rate. So, the importance of the education industry in India can be understood. The education system in India is much more improved these days and is one of the leading ones in the world. It is also one of the biggest contributors to the economic growth of the nation. Besides various government initiatives, the role of private institutions in the development of the education in India cannot be denied. However, there are also some glooming statistics as well. Despite such rising investment in the education industry, 40% of the country's population is still illiterate. Only 15% of the students can go to the next level to reach high school. India has the world's third-largest higher secondary education with several institutions.

1.3. NEED FOR THE STUDY

The findings of the study is anticipated to be beneficial to educational administrators, teachers, students and the general public. The study will be relevant to the teachers because they are the target group in this study. It will serve as an eye opener to enable them put efforts into work whenever they are motivated and to discharge their duties effectively for goal attainment.

1.4. STATEMENT OF THE PROBLEM

All organizations need motivated workforce in order to accomplish their goals. Private school teachers had a positive perception on their job despite low salaries but however who possessed greater motivational drive in their jobs could be more dedicated to the success of their students but if it were the case, private school teachers would have worked harder to help their students achieve academic goals. There were however frequent severe disciplinary actions, poor preparation of teaching materials, absenteeism as well as various forms of unrest which affect the accomplishment of the set mission. For that matter, this research tends to

investigate the role of motivation in enhancing performance of private school teachers.

1.5. OBJECTIVES OF THE STUDY

1.5.1 PRIMARY OBJECTIVES:

- ❖ The objective is to investigate the role of motivation in enhancing performance of school teachers in private schools.

1.5.2 SECONDARY OBJECTIVES:

- ❖ To study the relationship between motivation and teacher's job performance in private schools.
- ❖ To examine the factors that influence teacher performance in private schools.
- ❖ To determine the impact of motivation on teachers performance in private schools.

1.6. SCOPE OF THE STUDY

The scope of this research is that it may help to identify the importance of motivation that has strong impact on the productivity and performance of teachers in private schools. This study may help to improve the teacher's performance by motivational factors in order to enhance the educational system.

1.7. LIMITATIONS OF THE STUDY

- The study is confined to Kanniyakumari District only.
- The data collected for the research is fully on primary data given by the respondents. There is chance for personal bias. So the accuracy is not true.
- Due to the shortage of time and other constraints, the study has been limited 100 respondents only.

1.8. CHAPTER FRAMEWORK

CHAPTER-1

First Chapter discuss introduction of the study, Industry Profile, Need of the study, Statement of the problem, Objectives of the Study & Limitation of the study.

CHAPTER-2

Second Chapter Reviews previous studies.

CHAPTER-3

Third Chapter describes Research Methodology, Research Design, Data Collection, Statistical Tools used for the study.

CHAPTER-4

Forth Chapter deals with data analysis and interpretation

CHAPTER-5

Fifth Chapter enlists findings, suggestions and conclusions.

CHAPTER – 2

2.1 REVIEW OF LITERATURE

2.1.1 INTRODUCTION

It has been widely accepted that no work can be meaningfully conceived and executed soundly without objectively researching what already exists in relation to it. It is a research that has already developed awareness of the environment that enables us to clearly see what is already illuminated in that environment and what remains still enclosed in darkness. Many of studies has been done in these field and some are discussed below:

2.1.2 REVIEW OF LITERATURE:

According to **Bjorklund (2001)**¹ employees are the main asset of any organization that increased the interest about work motivation in the high global competition and growing industry.

According to **Clark (2003)**² Work motivation is the first step in the process to achieve goals and enhance performance. Motivation creates the mental efforts that drive knowledge and skills. Without motivation, capable person could not work hard. Thus, motivational performance gaps exist whenever “people avoid starting something new, resist doing something familiar, stop doing something important and switch their attention to a less valued task, or refuse to ‘work smart’ on a new challenge and instead use old, familiar but inadequate solutions to solve a new problem”.

According to **Raza et.al (2010)**³ effective teachers work performance depends upon the proper match between the leaders ability to lead contingent situational factors, including leaders preferred leadership style, behaviour and employees competence.

As **Paul W. Richardson and Helen M.G. Watt (2010)**⁴ pointed out several years ago, educational psychologists have, over the last half century or so, directed their attention to the study of student motivation. While teachers have not entirely been

ignored, there has been little inquiry into teacher motivation that has been systematic and theory-driven.

According to **Lunenburg (2011)**⁵ research investigated the role of motivation on organizational performance. Exploratory Factor Analysis (EFA) was applied to initially uncover the key factors, and then, in the next stage of analysis, a popular data mining technique, Support Vector Machine (SVM) was employed on a sample of 249 to determine the impact of job satisfaction factors organizational performance. The findings indicated that there is positive relationship between employee motivation and organizational performance.

According to **Ndirtagu (2013)**⁶ organization's success depends on employee performance, it is very important to have creative, innovative and committed employees. That is lead to stabilizing the economy and leads to improve life standards, increase salaries, and increase goods available. Some researcher argues that individual employee performance is important to all the society.

According to **Syed Umair Abid and Nain Tara (2013)**⁷ there is a positive and significant relationship between financial incentives and employee commitment, increase in financial incentives will improve employee's performance. By satisfied employees' wants and desires organization can only increase employee loyalty.

According to **Amin et.al (2013)**⁸ Heads of schools assist teachers in refining their competencies essential for better teaching and disciplining students. In this regard, heads of schools who are efficient in supervision, endow with help in assisting teachers in preparing lesson plans and lesson notes, instructional teaching material and provide target oriented activities. Heads of schools with better supervision skills take feedback and then further guide and move teachers towards desired work objectives, leading to teacher's better performance of their duties.

According to **Jonathan et al (2013)**⁹ location of a school(urban or rural) may influence teachers commitment to work as a result of the head of school's inspirational motivation.

According to **Hosain (2014)**¹⁰ Feedback and rewards affect empowerment, financial feedback has positive impact on perceived impact, but performance based on rewards has little significant and negative effects on self-determination.

According to **Ekpudu and Ojeifo (2014)**¹¹ Financial incentives and rewards motivate the employee to have a positive attitude at work, lead to work satisfaction, improve productivity and performance.

According to **Reiss (2014)**¹² motivation means a feeling of enthusiasm, interest or commitment that makes somebody want to work, a reason for doing something or behaving in a certain way. Psychologically, it means the forces determining behaviour, the biological, emotional, cognitive or social forces that activate and direct behaviour. As of now, it can be said that many factors exist which promote teachers' motivation. These factors may be viewed as material, psychological, etc. In particular, it is found that a teacher's daily experience on the job determines the activities which are psychologically most rewarding.

According to **Arop et al (2014)**¹³ found no difference between young and older teachers in reference to teachers work performance, indicating that teacher's age does not cause any significant differences regarding their motivational practices by their leaders.

According to **Iqbar et al (2015)**¹⁴ revealed that when compared to their male counterparts, female teachers are more motivated to execute their duties.

According to **Mark (2015)**¹⁵ Teacher motivation depends critically on effective management, particularly at the school level. If systems and structures set up to manage and support teachers are dysfunctional, teachers are likely to lose their sense of professional responsibility and commitment. Teachers' management is most crucial at the school level, where the importance of teachers' work and their competence in performing it are crucially influenced by the quality of both internal and external supervision.

According to **Kevin (2016)**¹⁶ Motivation and performance are very important factors in terms of school success and students' achievements. If changes occur in school external environment then it is necessary for a school to adopt that change because it may motivate to gain a competitive advantage. For this, the main thing they required is the skilled and competent teachers.

According to **Malela and Gathumbi (2016)**¹⁷ Regarded as an element of transformational leadership, inspirational motivation is the degree to which a leader articulates a vision in an attempt to motivate teachers towards exceptional performance. It involves the leader's ability to clearly communicate the shared vision so as to inspire teacher's achievement of strategic goals.

According to **Ukaidi (2016)**¹⁸ leaders adopt that style which best matches to the situation and immediately stimulate the employees work performance. Quality education requires effective performance of their duties. To achieve this, heads of schools need to deploy an appropriate behaviour that would boost up teachers morale towards high performance in the school.

According to **Fessehatsion (2017)**¹⁹ Transformational leaders motivate their followers to achieve something more than they are expected to provide. This inspiration triggers teacher's capabilities for innovation in looking at problems from different angles.

According to **Buyukgoze and Ozdemir (2017)**²⁰ experience in teaching has been found to influence teachers capacity to perform their duties as a result of school head's encouragement. Studies reveal that as teachers gain greater experience in teaching, they tend to make efforts to implement school goals and those of the profession.

According to **Choi (2017)**²¹ For effective interaction that could result to teacher's reciprocal trust, school leaders focus on the quality concern about individual teachers through ensuring participatory decision-making and democratic leadership.

According to **Yousaf et.al (2018)**²² studies show that the more experienced teachers are, the more they invest their energy in performing their jobs, consequently, the higher possibility they would stay with the school they work with.

According to **Perera and Wijewardene (2021)**²³ it is the teachers ability to combine relevant inputs to enhance the teaching and learning process so as to reach the overall school performance to develop its ending targets.

CHAPTER-3

3.1 RESEARCH METHODOLOGY

3.1.1 RESEARCH DESIGN:

Research design is the arrangement of condition for collation and analysis of data in a manner that aims to combine relevance to the research purpose which economy in procedure. The function research design is provided for collection of relevant evidence with minimal expenditure of effort, time and money.

3.1.1. Descriptive Research:

The study is purely descriptive research as it sought to identify the complacency level of customers based on the respondent responses. Descriptive research is involves collecting data in order to answer research questions concerning the current status of the study.

3.2. SAMPLING TECHNIQUE:

3.2.1. Convenience sampling method

A convenience sample is one of the main types of non-probability sampling methods. A convenience sample is made up of people who are easy to reach.

3.3 SOURCES OF DATA:

Data is obtained from both the main and secondary to perform this analysis.

3.3.1. Primary Data:

Primary data was gathered through standardized questionnaires.

3.3.2. Secondary Data:

Early studies, internet, books, magazine etc. gathered the secondary data.

3.4. STRUCTURE OF QUESTIONNAIRE:

Questionnaire was divided into two sections. First part was designed to know the general information about employers and the second part contained the respondent's opinions about motivation.

3.5. SAMPLE SIZE:

100 respondents who are involved in teaching profession have been selected as sample respondents for collecting information from the sample convenient random sampling method was used.

3.6. PERIOD OF STUDY

The research study was conducted during the period of three month.

3.7. LOCATION

The location of this research is 3 Zones of Kanniyakumari District.

3.8 TARGETED PEOPLE OF STUDY

Targeted people in this study is kanniyakumari District selected private school teachers.

3.9. HYPOTHESIS

H_0 (Null hypothesis) = There is no significant difference between education qualification and lack of motivation impact on morale to perform.

H_1 (Alternative hypothesis) = There is significant difference between education qualification and lack of motivation impact on morale to perform.

H_0 (Null hypothesis) = There is no significant association between age and incentives and other benefits influence performance.

H_1 (Alternative hypothesis) = There is significant difference between age and incentives and other benefits influence performance

3.10. TOOLS FOR ANALYSIS

3.10.1. Percentage Analysis

Research questions are always answered with a descriptive statistic: generally either percentage or mean. Percentage is appropriate when it is important to know how many of the participants gave a particular answer. Generally, percentage is reported when the responses have discrete categories.

3.10.2. HYPOTHESIS ANALYTICAL TOOLS

3.10.2.1. CHI SQUARE TEST

A chi square test is a statistical hypothesis test that is valid to perform when the test statistic is chi-squared distributed under the null, hypothesis, specially Pearson's chi-squared test and variants thereof.

In the standard application of this test, the observations are classified into mutually exclusive classes. If the null hypothesis that there are no difference between the classes in the population is true, the test statistic computed form the observations follows as χ^2 frequency distribution.

Test Questions: There is no significant difference between education qualification and lack of motivation impact on morale to perform.

3.10.2.2. ONE WAY ANOVA

Analysis of Variance is a collection of statistical models and their associated estimation procedure used to analyze the differences among means. ANOVA is based on the law of total variance, where the observed variance in particular variable is partitioned into components attributable to different sources of variation. ANOVA is used to test the difference between two or more means.

Test Questions:

There is no significant association between age and incentives and other benefits influence performance.

CHAPTER-4

DATA ANALYSIS AND INTERPRETATION

4.1 PERCENTAGE ANALYSIS

TABLE NO.4.1.1: AGE WISE CLASSIFICATION OF RESPONDENTS

Age	No. of Respondents	Percentage
21 – 25 years	17	17%
26 - 30 years	45	45%
31- 35 years	20	20%
36 – 40 years	12	12%
Above 40 years	6	6%
Total	100	100

SOURCE: PRIMARY DATA

INTERPRETATION

From the above table it is interpreted that 17% of respondents are in the age category of 21-25 years, 45% respondents are in 26 - 30 years, 20% respondents are in the age category of 31-35 years and 12% of the respondents are 36 - 40 years, 6% of the respondents are above 40 years.

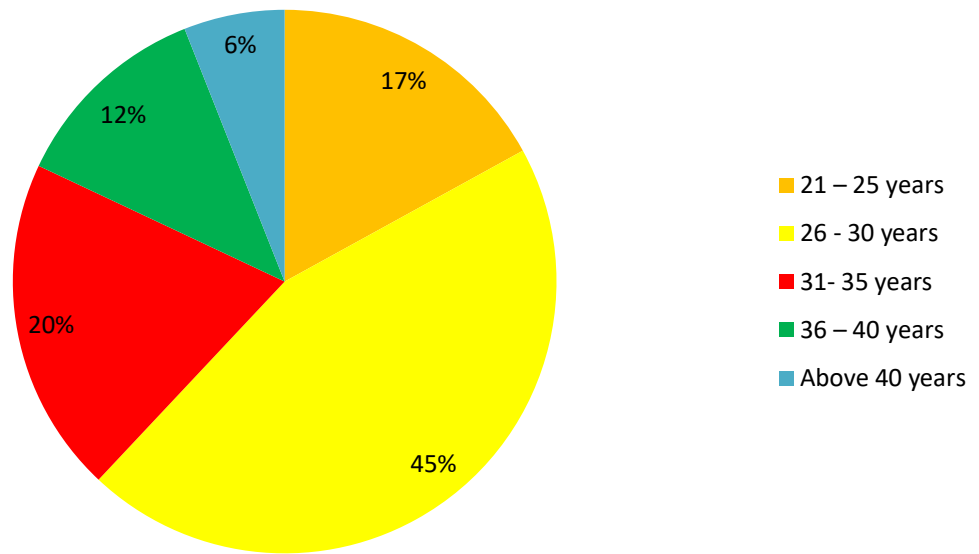


Chart 4.1.1: Age wise classification of respondents

TABLE NO.4.1.2: GENDER OF THE RESPONDENTS

Gender	No. of Respondents	Percentage
Male	32	32%
Female	68	68%
Total	100	100

SOURCE: PRIMARY DATA

INTERPRETATION

From the above table it is interpreted that 31% of respondents are male and 69% of respondents are female.

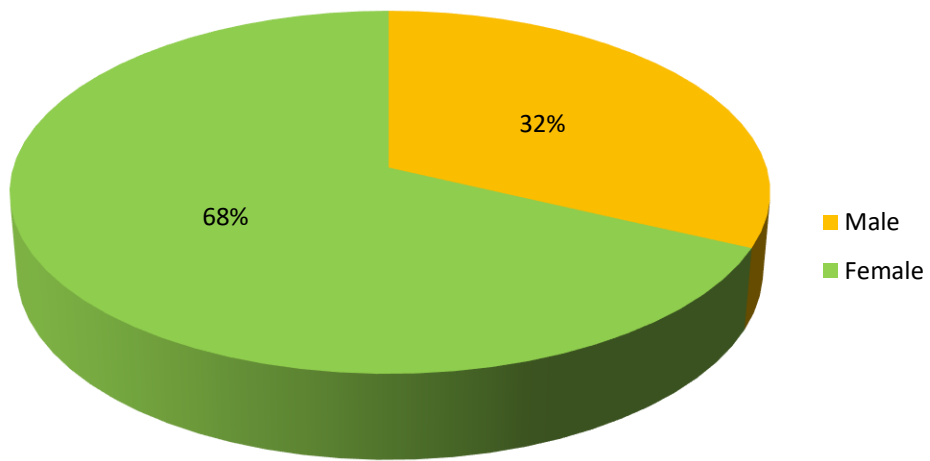


Chart 4.1.2: Gender of the respondents

Table No. 4.1.3: Marital Status of the respondents

Marital Status	No. of Respondents	Percentage
Single	61	61%
Married	39	39%
Total	100	100

SOURCE: PRIMARY DATA

Interpretation

From the above table it is interpreted that 39% of respondents are single and 61% of respondents are married.

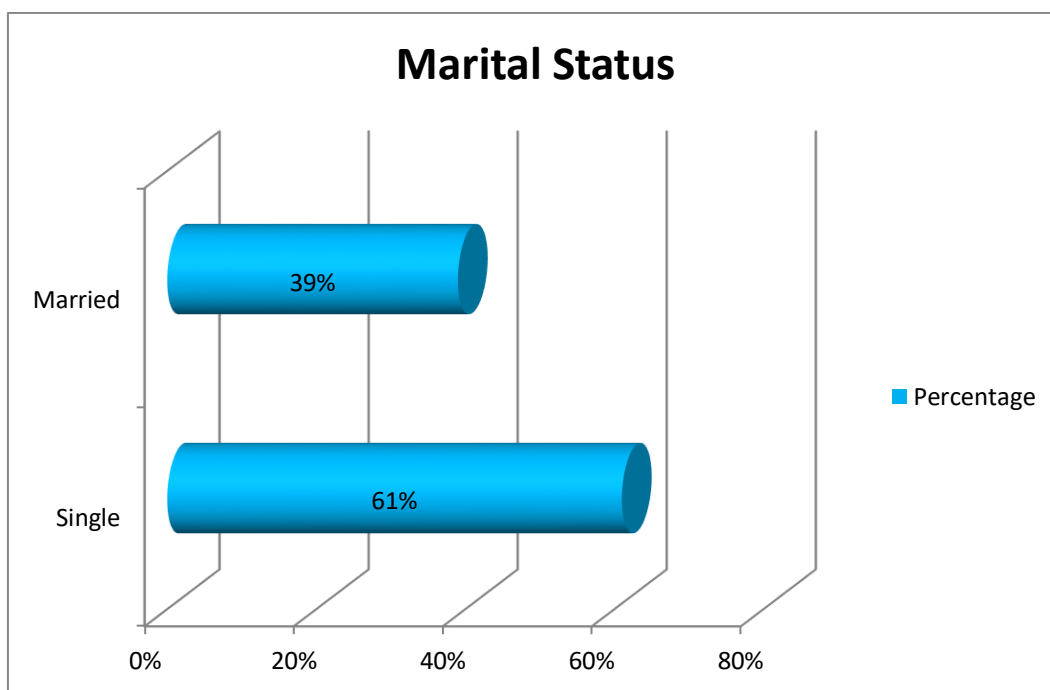


Chart 4.1.3: MARITAL STATUS OF THE RESPONDENTS

Table 4.1.4: Education Qualification of Respondents

Education Qualification	No. of Respondents	Percentage
UG	12	12%
PG	49	49%
Diploma	13	13%
D.Ted	1	1%
M.Phil / M.S	22	22%
Ph.D	4	4%
Total	100	100

SOURCE: PRIMARY DATA

INTREPRETATION

From the above table it is interpreted that 12% of respondents are UG, 49% respondents are UG, 13% respondents are Diploma, 1% respondents are D.Ted, 22% respondents are M.Phil / M.S, 4% of respondents are Ph.D qualification.

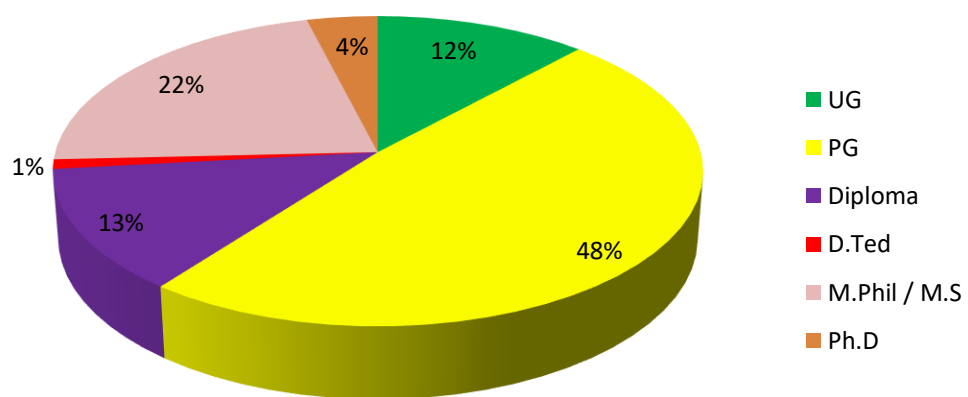


Chart 4.1.4: Education Qualification of Respondents

Table No.4.1.5: Monthly income of respondents

Monthly income	No. of respondents	Percentage
Below 5000	22	22%
Rs.5000- 10,000	54	54%
Rs.10,000-15,000	19	19%
Above Rs. 15,000	5	5%
Total	100	100

SOURCE: PRIMARY DATA

Interpretation

From the above table it is interpreted that 22% of respondents monthly income is below 5000, 54% of respondents income is Rs.5,000 - 10,000, 19% of respondents income is Rs. 10,000-15,000 and 5% respondents monthly income is above Rs. 15,000.

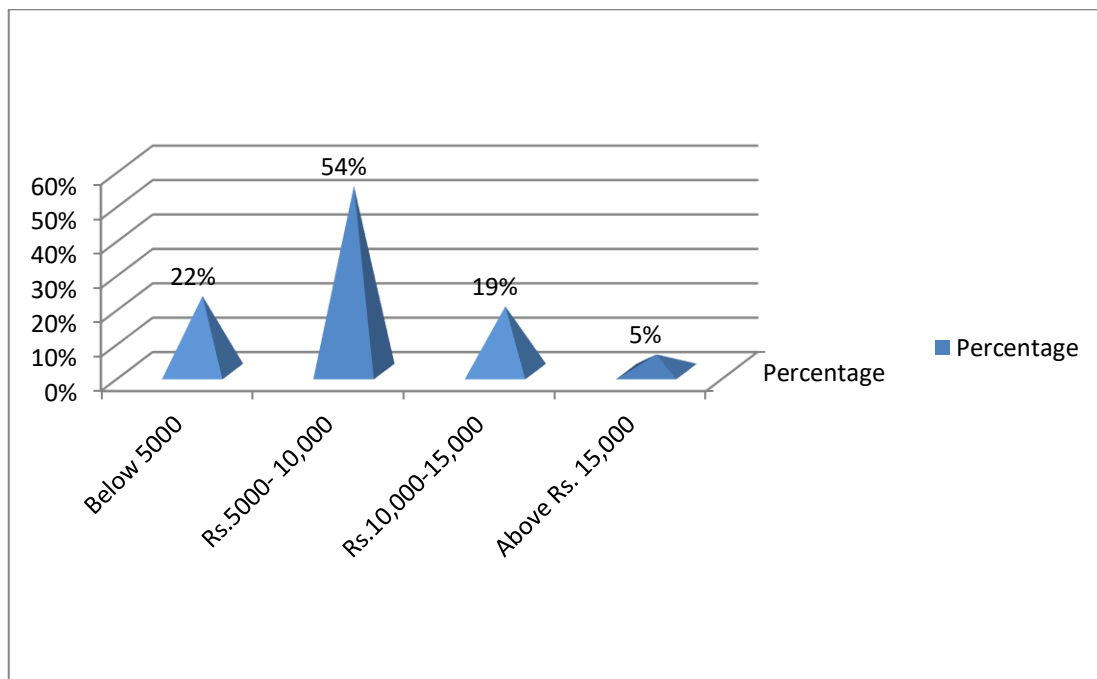


Chart.4.1.5 MONTHLY INCOME OF RESPONDENTS

Table 4.1.6: Length of time at your current job

Particulars	No. of respondents	Percentage
Less than 1 year	22	22%
1 to 3 years	37	37%
4 to 6 years	31	31%
7 to 10 years	6	6%
Above 10 years	4	4%
Total	100	100

SOURCE: PRIMARY DATA

Interpretation

From the above table it is interpreted that 22% of respondents current job length is less than 1 year, 37% of respondents job timing is 1 to 3, 31% of respondents is 4 to 6 years and 6% respondents are 7 to 10 years, 4% of the respondents current job length is above 10 years.

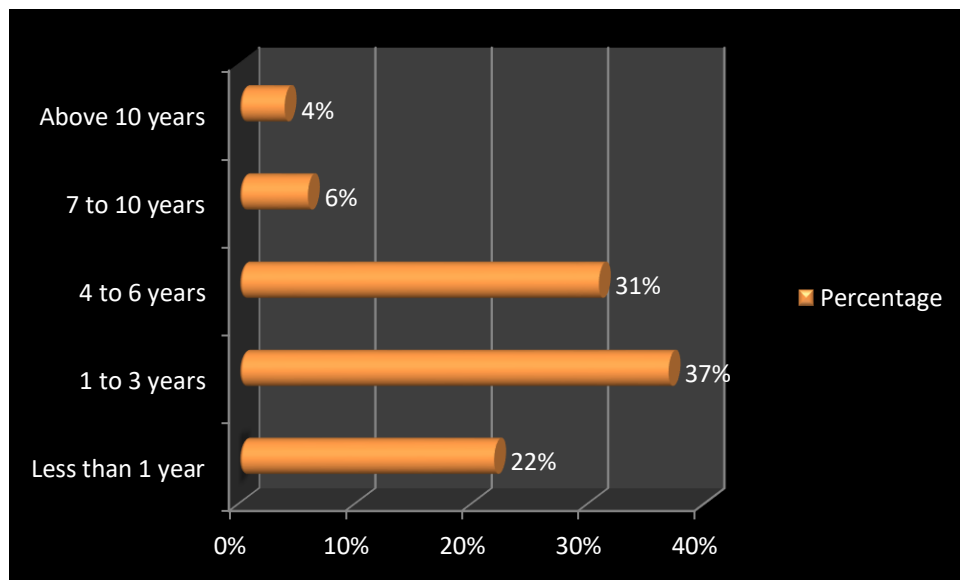


Chart4.1.6: LENGTH OF TIME AT YOUR CURRENT JOB

Table 4.1.7: Good Motivators

Good Motivators	No. of Respondents	Percentage
Pay	17	17%
Working condition	26	26%
Promotion	26	26%
Rewards	20	20%
Advancement	5	5%
Recognition	9	9%
Mixed Ideas	4	4%
Total	100	100

SOURCE: PRIMARY DATA

INTERPRETATION

From the above table it is interpreted that 17% of respondents good motivator is pay, 26% of respondents is working condition, 26% of respondents is promotion and 20% respondents are rewards, 5% of the respondents is advancement, 9% of the respondents are recognition and 4% of the respondents good motivator is mixed ideas.

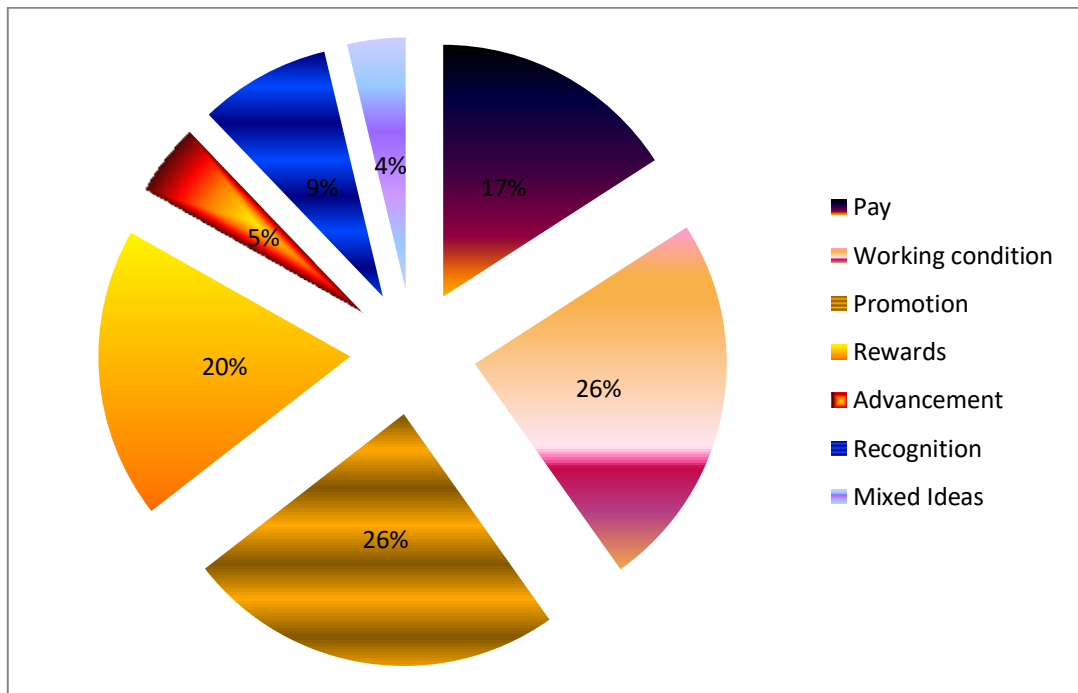


Chart 4.1.7: GOOD MOTIVATORS

Table 4.1.8: Management interested in motivating the employees

Particulars	No. of Respondents	Percentage
Strongly agree	27	27%
Agree	27	27%
Neutral	35	35%
Disagree	9	9%
Strongly Disagree	2	2%
Total	100	100

SOURCE: PRIMARY DATA

INTERPRETATION

From the above table it is interpreted that 27%% of respondents are strongly agree for management is really motivating the employees, 27% of the respondents are agree, 35% of the respondents are stand in neutral, 9 % of the respondents are disagree and 2% of the respondents are strongly disagree.

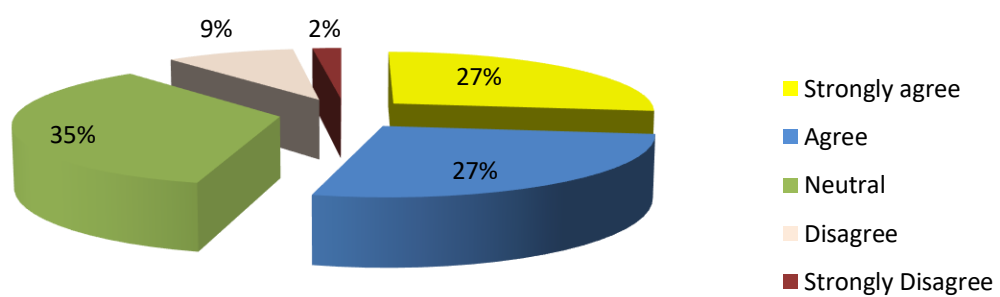


Chart 4.1.8: Management interested in motivating the employees

Table 4.1.9: Factors motivate at work

Factors	No. of Respondents	Percentage
Salary	16	16%
Free education	18	18%
Working condition	21	21
Security	14	14%
Performance & the discipline of pupils	18	18%
Study leave	5	5%
Total	100	100

SOURCE: PRIMARY DATA

INTERPRETATION:

From the above table, it is interpreted that 16% of the respondents are motivated by salary, 18% of respondents motivation factor is free education, 21% of the respondents are motivated by working condition, 14% of respondents motivation factor is security, 18% of the respondents are motivated by performance & the discipline of pupils and 5% of the respondents motivation factor is study leave.

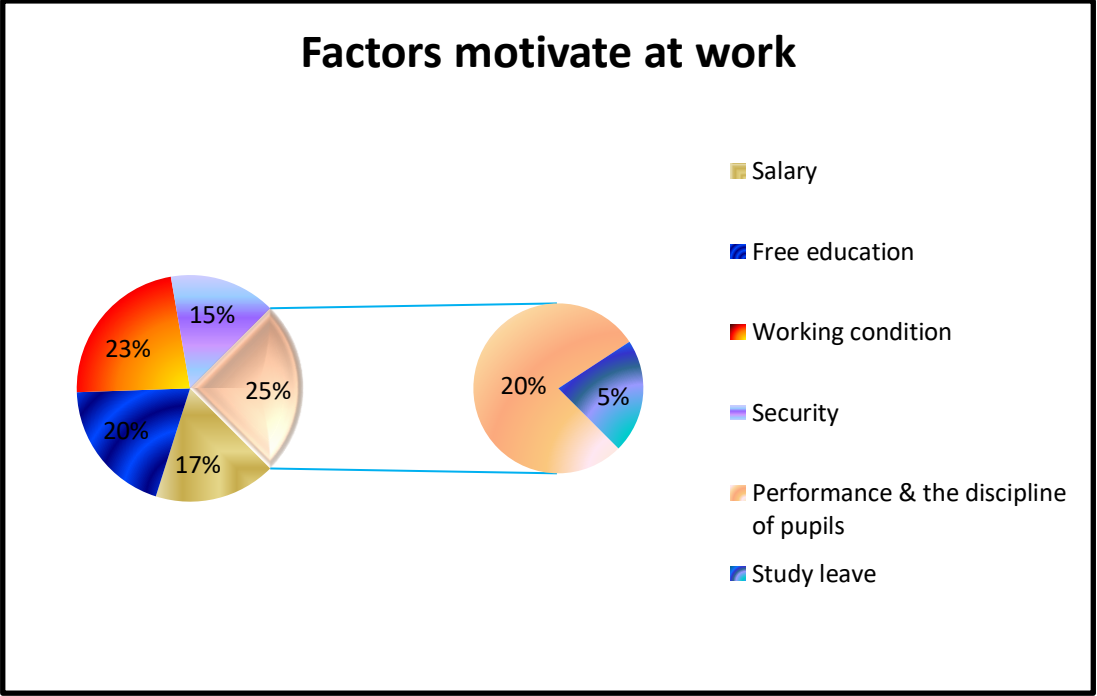


Chart 4.1.9: Factors motivate at work

Table: 4.1.10Type of incentives motivate at work

Incentives	No. of Respondents	Percentage
Financial incentives	32	32%
Non Financial incentives	36	36%
Both	32	32%
Total	100	100

Source: Primary Data

INTERPRETATION:

From the above table, it is interpreted that 32% of the respondents are motivates at financial incentives, 36% of the respondents are motivates at non financial incentives and 32% of the respondents are motivates both of the incentives.

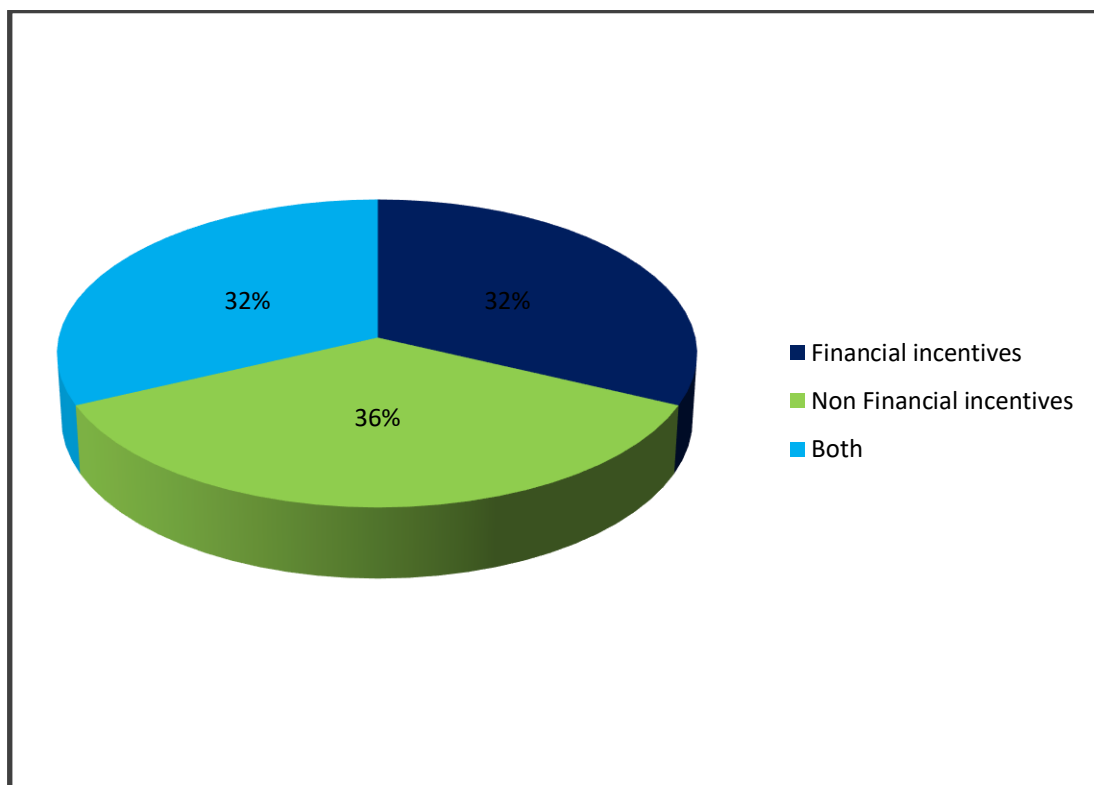


Chart: 4.1.10 Types of incentives motivates at work

TABLE 4.1.11 SATISFIED THE INCENTIVES PROVIDED BY THE ORGANIZATION

Particulars	No. of respondents	Percentage
Highly satisfied	2	2%
Satisfied	20	20%
Neutral	63	63%
Dissatisfied	13	13%
Highly dissatisfied	2	2%
Total	100	100

Source: Primary Data

INTERPRETATION:

From the above table, it is interpreted that 2% of the respondents are highly satisfied with the incentives provided by the organization, 20% of the respondents are satisfied with the incentives, 63% of the respondents are choose neutral, 13% of the respondents are Dissatisfied and 2% of the respondents are highly dissatisfied.

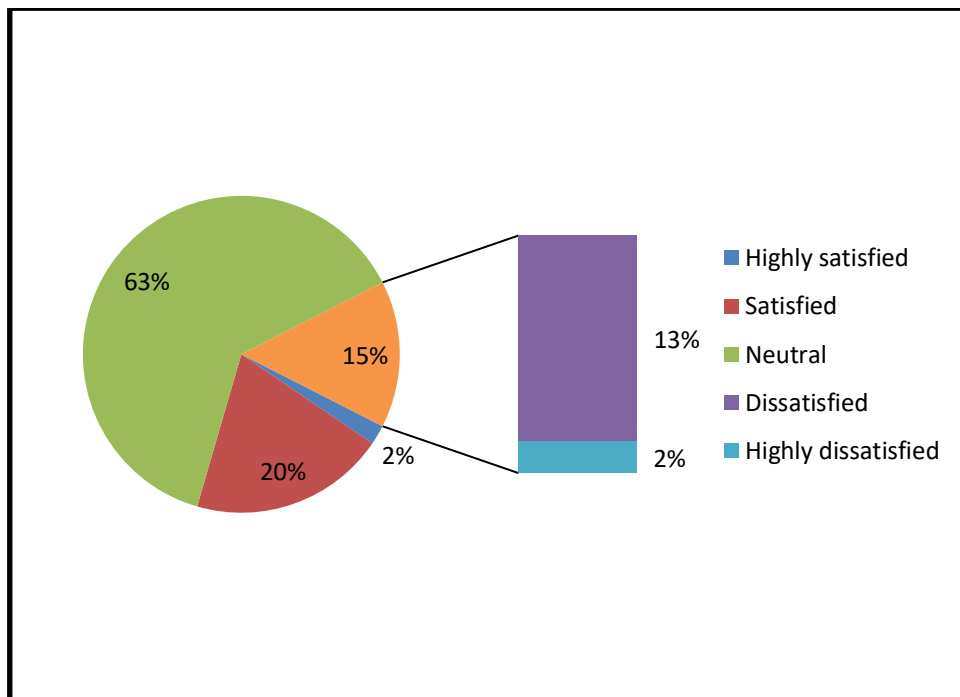


Chart 4.1.11: Satisfied the incentives provided by the organization

Table 4.1.12: Factors demotivates at work place

Demotivates Factors	No. of Respondents	Percentage
Job profile	25	25%
Organisation policy	41	41%
Work Environment	34	34%
Total	100	100

Source: Primary Data

INTERPRETATION:

From the above table, it is interpreted that 25% of the respondents are demotivated at job profile, 41% of the respondents organization policy is the factor demotivated at work place and 34% of the respondents are demotivated at work environment.

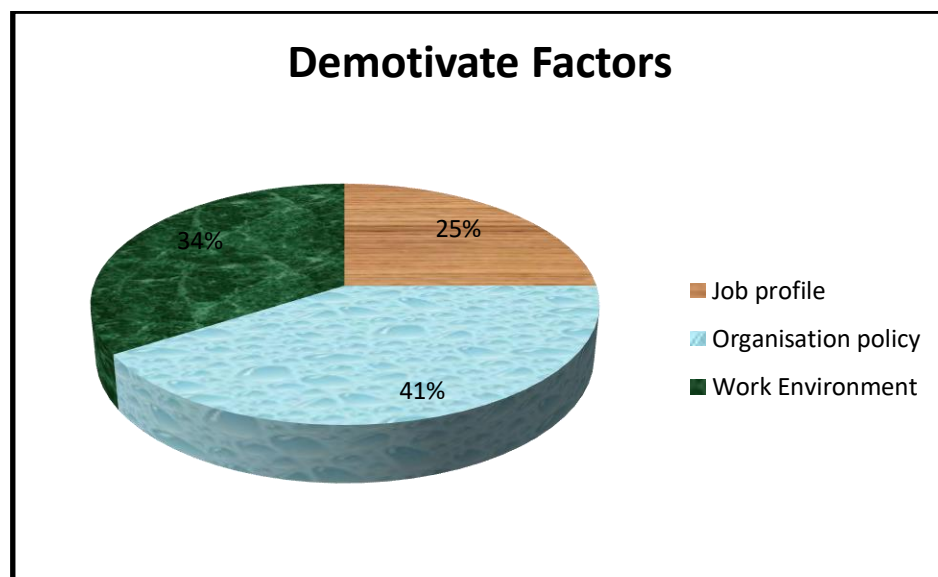


Chart 4.1.12: **Factors demotivates at work place**

**TABLE 4.1.13 ENCOURAGED TO DO THINGS NEW & BETTER
WAYS**

Particulars	No. of respondents	Percentage
Strongly Agree	26	26%
Agree	33	33%
Neutral	34	34%
Disagree	7	7%
Strongly Disagree	0	0%
Total	100	100

SOURCE: PRIMARY DATA

INTERPRETATION:

From the above table, it is interpreted that 24% of the respondents are strongly agree, 33% of the respondents are agree, 34% of the respondents are choose neutral, 7% of the respondents are dissatisfied for encouraged to come up with new and better ways of doing things..

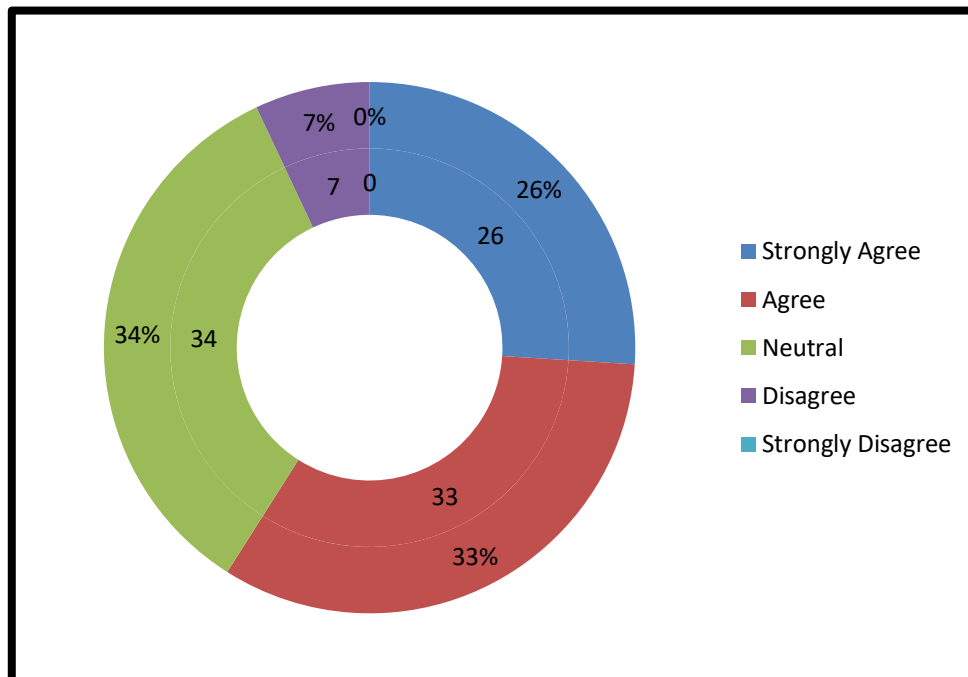


Chart 4.1.13: Encouraged to do things new & better ways

TABLE 4.1.14 SUPPORT FROM THE MANAGEMENT

Particulars	No. of Respondents	Percentage
Highly satisfied	19	19%
Satisfied	34	34%
Neutral	28	28%
Dissatisfied	16	16%
Strongly Dissatisfied	3	3%
Total	100	100

Source: Primary Data

INTERPRETATION:

From the above table, it is interpreted that 19% of the respondents are highly satisfied with the support from the management, 34% of the respondents are satisfied, 28% of the respondents are choose neutral, 16% of the respondents are dissatisfied and 3% of the respondents are highly dissatisfied.

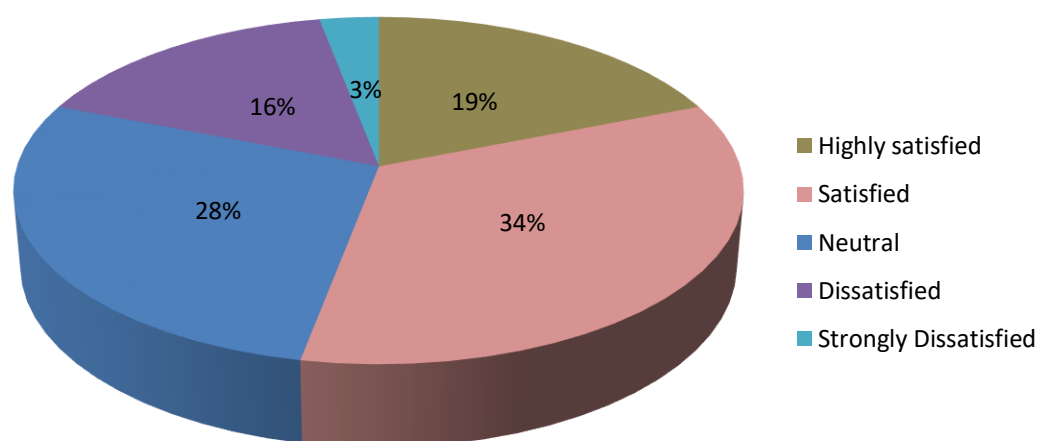


Chart 4.14: Support from the management

**TABLE 4.1.15: INCENTIVES & OTHER BENEFITS INFLUENCE
PERFORMANCE**

Particulars	No. of respondents	Percentage
Highly Agree	21	21%
Agree	32	32%
Neutral	35	35%
Disagree	9	9%
Highly Disagree	3	3%
Total	100	100

Source: Primary Data

INTREPRETATION

From the above table it is interpreted that 21% of respondents are highly agree that the incentives & other benefits will influence your performance, 32% of the respondents agree, 35% of the respondents choose neutral, 9% of the respondents are disagree, 3% of the respondents are highly disagree.

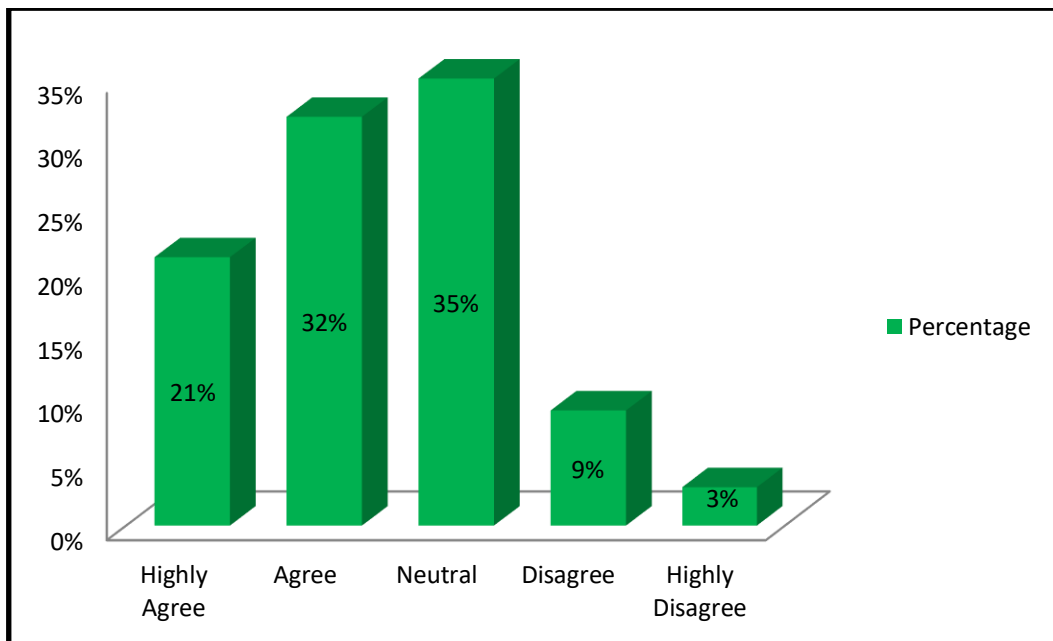


Chart 4.1.15: Incentives & Other benefits influence performance

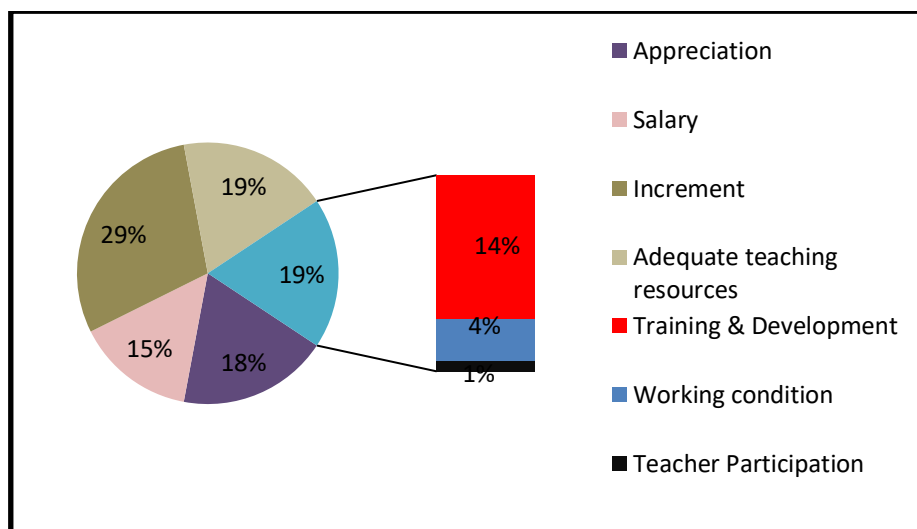
**TABLE 4.1.16: MEASURES TO IMPROVE THE PERFORMANCE OF THE
TEACHERS**

Particulars	No. of Respondents	Percentage
Appreciation	19	19%
Salary	15	15%
Increment	30	30%
Adequate teaching resources	19	19%
Training & Development	14	14%
Working condition	4	4%
Teacher Participation	1	1%
Total	100	100

Source: Primary Data

INTREPRETATION

From the above table it is interpreted that 19% of respondents chose appreciation in their organization to improve the performance of the teachers, 5% of the respondents improve measure is salary, 30% of the respondents improve measure by their organization is increment, 19% of the respondents organization measure is adequate teaching resources, 14% of the respondents measures taken by organization is training and development, 1% of the respondents measures are teacher participation.



.Chart 4.1.16: Measures to improve the performance of the teachers

TABLE 4.1.17: LESS MOTIVATION GENERATES POOR PERFORMANCE

Particulars	No. of respondents	Percentage
Strongly Agree	23	23%
Agree	37	37%
Neutral	28	28%
Disagree	11	11%
Strongly Disagree	1	1%
Total	100	100

Source: Primary Data

INTREPRETATION

From the above table it is interpreted that 23% of respondents are strongly agree that less motivation generates poor performance, 37% of the respondents are agree , 28% of the respondents are choose neutral, 11% of the respondents are disagree, 1% of the respondents are strongly disagree.

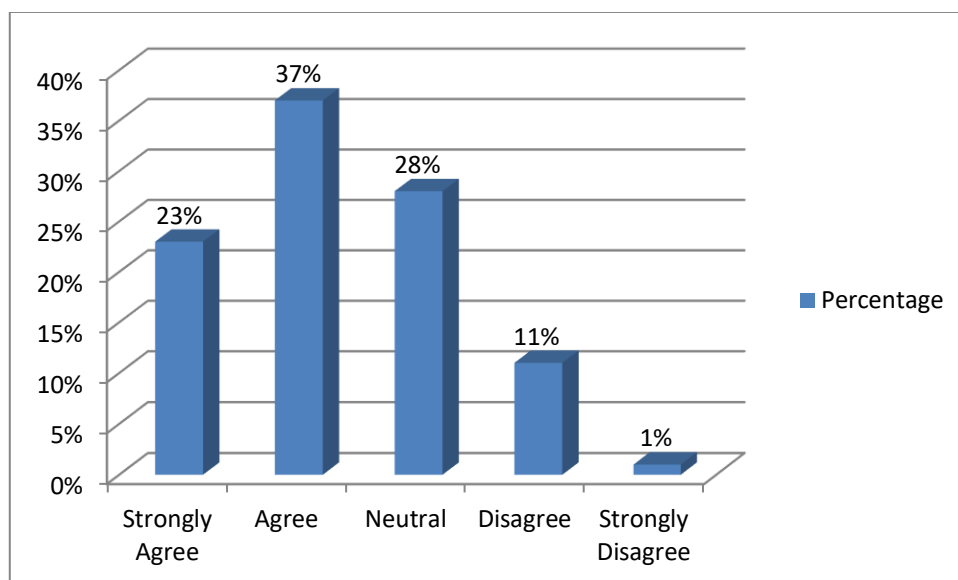


Chart 4.1.17: Less motivation generates poor performance

Table 4.1.18: Lack of motivation impacts teacher morale to perform

Particulars	No. of Respondents	Percentage
Strongly Agree	24	24%
Agree	36	36%
Neutral	23	23%
Disagree	14	14%
Strongly Disagree	3	3%
Total	100	100

Source: Primary Data

INTREPRETATION

From the above table it is interpreted that 24% of respondents are strongly agree that lack of motivation impact on teachers morale to perform, 36% of the respondents are agree, 23% of the respondents choose neutral, 14% of the respondents are disagree, 3% of the respondents are strongly disagree.

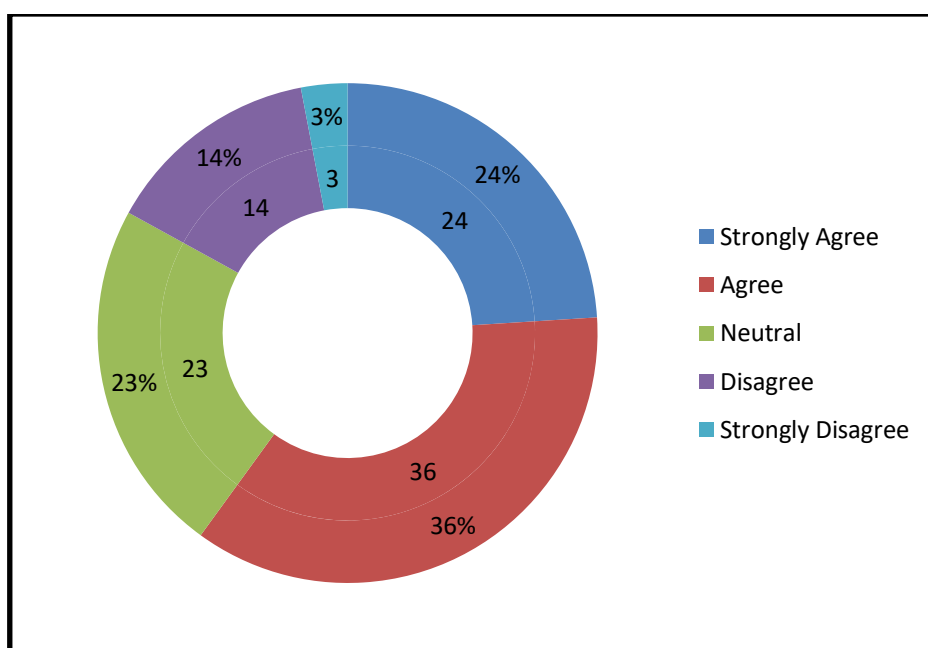


Chart 4.1.18: Lack of motivation impacts teacher morale to perform

**TABLE 4.1.19 FACTORS THAT AFFECTING THE PERFORMANCE OF
TEACHERS**

Particulars	No. of Respondents	Percentage
Teaching methodology	18	18%
The classroom Environment	19	19%
General Mental Ability	32	32%
Relations with students	19	19%
Effectiveness in presenting subject matter	12	12%
Health issues	1	1%
Total	100	100

Source: Primary Data

INTERPRETATION

From the above table it is interpreted that 18% of respondents teaching methodology affect the performance of teachers, 19% of them affected factor is the classroom environment, General mental ability is affected by 32% of the respondents, 19% of them affected by relations with students, Effectiveness in presenting subject matter is affected by 12% of the respondents, Health issue is affected by their performance in only 1% of the respondents.

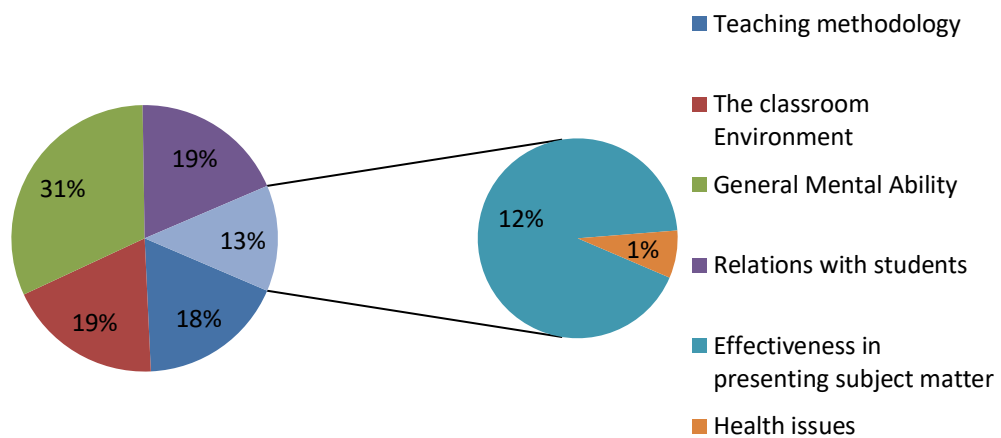


Chart 4.1.19: Factors that affecting the performance of teachers

TABLE 4.1.20: ROLE OF MOTIVATION ON PERFORMANCE IN SCHOOL TEACHERS

Particulars	No. of respondents	Percentage
Perform better in teaching	17	17%
Ability to develop students competence	17	17%
Interest in subject taught	25	25%
Better academic performance	22	22%
Produce Higher Quality effort	19	19%
Total	100	100

Source: Primary Data

INTREPRETATION

From the above table it is interpreted that perform better in teachers is the role does motivation play on performance in school teacher is choose 17% of the respondents, 17% of the respondents motivation play a role is ability to develop students competence is 17%, Interest in subject taught is the role played by 25 % of the respondents, 22% of the respondents role of motivation play on performance is 22% of the respondents, produce higher quality effort is choose by 19% of the respondents.

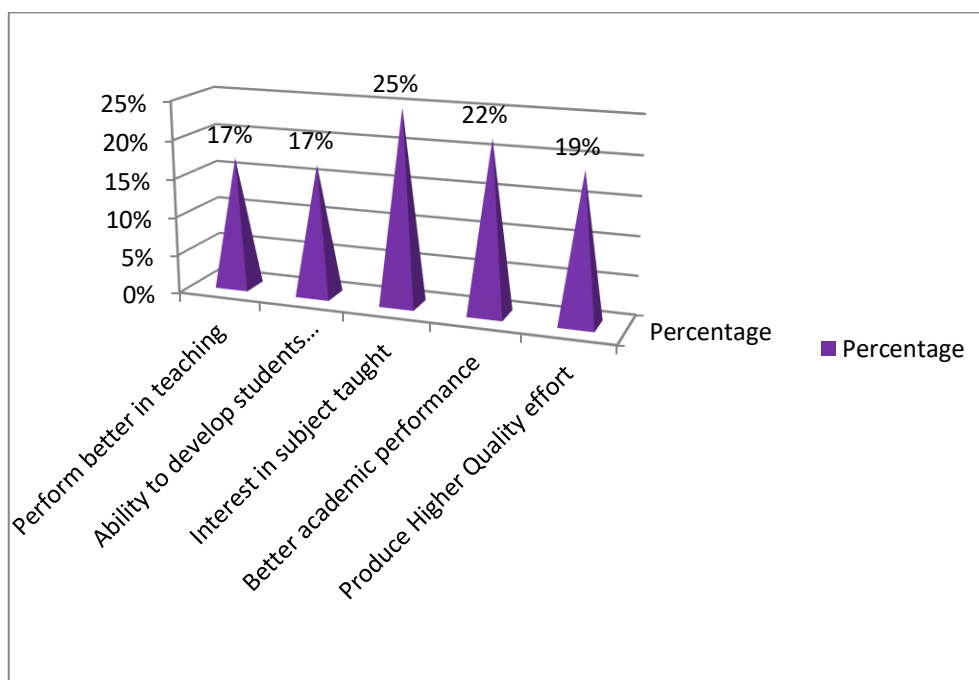


Chart 4.1.20: Role of motivation on performance in school teachers

4.2. STATISTICAL ANALYSIS

4.2.1 CHI SQUARE

Hypothesis: 1

H_0 (Null hypothesis) = There is no significant difference between education qualification and lack of motivation impact on morale to perform.

H_1 (Alternative hypothesis) = There is significant difference between education qualification and lack of motivation impact on morale to perform.

Case Processing Summary						
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Education Qualification * lack of motivation impact on morale to perform	100	100.0%	0	0.0%	100	100.0%

Education Qualification * lack of motivation impact on morale to perform Crosstabulation								
			lack of motivation impact on morale to perform					Total
			1.00	2.00	3.00	4.00	5.00	
Education Qualification	UG	Count	1	5	5	1	0	12
		Expected Count	2.9	4.3	2.8	1.7	.4	12.0
	PG	Count	14	16	10	8	1	49
		Expected Count	11.8	17.6	11.3	6.9	1.5	49.0
	Diploma	Count	2	7	1	2	1	13
		Expected Count	3.1	4.7	3.0	1.8	.4	13.0
	M.phil/M.s	Count	5	6	7	3	1	22
		Expected Count	5.3	7.9	5.1	3.1	.7	22.0
	ph.D	Count	2	2	0	0	0	4
		Expected Count	1.0	1.4	.9	.6	.1	4.0
Total		Count	24	36	23	14	3	100
		Expected Count	24.0	36.0	23.0	14.0	3.0	100.0

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	13.044 ^a	16	.670
Likelihood Ratio	14.826	16	.537
Linear-by-Linear Association	.148	1	.700
N of Valid Cases	100		
a. 18 cells (72.0%) have expected count less than 5. The minimum expected count is .12.			

Inference:

Since p value (0.67) is greater than 0.05 at 5 percent level of significance accept the null hypothesis and reject the alternative hypothesis. Hence there is no significant difference between Education qualification and lack of motivation impact on morale to perform.

4.2.2 ONE WAY ANOVA TEST

Hypothesis: 2

H₀ (Null hypothesis) = There is no significant association between age and incentives and other benefits influence performance.

H₁ (Alternative hypothesis) = There is significant difference between age and incentives and other benefits influence performance.

Descriptives								
Age								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
highly agree	21	2.57	.926	.202	2.15	2.99	1	5
agree	32	1.97	.782	.138	1.69	2.25	1	4
neutral	35	2.71	1.363	.230	2.25	3.18	1	5
disagree	9	2.67	.866	.289	2.00	3.33	2	4
highly disagree	3	3.00	1.000	.577	.52	5.48	2	4
Total	100	2.45	1.095	.110	2.23	2.67	1	5

ANOVA					
Age					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.496	4	2.874	2.546	.044
Within Groups	107.254	95	1.129		
Total	118.750	99			

Age		
Duncan ^{a,b}		
incentives & Other Beneits	N	Subset for alpha = 0.05
		1
agree	32	1.97
highly agree	21	2.57
disagree	9	2.67
neutral	35	2.71
highly disagree	3	3.00
Sig.		.067
Means for groups in homogeneous subsets are displayed.		
a. Uses Harmonic Mean Sample Size = 9.060.		
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.		

Inference:

Since p value(0.67) is greater than 0.05 at 5 percent level of significance accept the null hypothesis and reject the alternative hypothesis. Hence there is no significant difference between age and incentives and other benefits influence employee performance.

CHAPTER- 5

FINDINGS, SUGGESTIONS AND CONCLUSION

5.1. FINDINGS

The following are the specific findings of the study:

- ✓ 45% of the respondents are in the age category of 26 - 30 years.
- ✓ 69% of the respondents were females.
- ✓ 61% of the respondents are in the marital status of married.
- ✓ 49% of the respondents are in the education qualification of PG.
- ✓ 54% of the respondent are monthly income is Rs.5000 -10,000.
- ✓ 37% of the respondents length of current job time is 1 to 3 years.
- ✓ 26% of the respondents good motivator is working condition and promotion.
- ✓ 35% of the respondents were neutrally answered for management is really interested in motivating the employees.
- ✓ 21% of the respondents motivation factor is working condition.
- ✓ 36% of the respondents are motivates at non-financial incentives.
- ✓ 63% of the respondents are choose neutral for satisfied with the incentives provided by the organization.
- ✓ 41% of the respondents are de-motivates at work place in the factor of organization policy.
- ✓ 34% of the respondents are choose neutral for encouraged to come up with new & better ways of doing things.
- ✓ 34% of the respondents are satisfied with the support from the management.
- ✓ 45% of the respondents are choose neutral to agree that that the incentives & other benefits will influence your performance.
- ✓ 30% of the respondents are measures taken by their organization to improve their performance of the teacher is increment.

- ✓ 37% of the respondents are Agree that less motivation generates poor performance.
- ✓ 36% of the respondents are Agree that lack of motivation impact on teachers morale to perform.
- ✓ 32% of the respondents are affected by their performance in general mental ability.
- ✓ 25% of the respondent role of motivation play on performance in school teachers is interest in subject matter.

5.2. SUGGSTIONS & RECOMMENDATIONS

Suggestions for the identified problems as follows;

- Through special lectures and training the teachers should be made aware to their duties and responsibilities.
- Positive incentives and rewards should be given to them on imparting quality education.
- The rewards, increments and promotion should be based on the results of performances given by the teachers. The teachers who perform and give better results should be compensated with rewards and other monitory benefits.
- The involvement of the teachers should be ensured to make the crucial and important decision for the school.
- Policy makers should design and make adjustments to the existing framework to ensure that all employees were well motivated in their organization. They should establish clear, shared goals for school improvement based on school development plans and create management structures to ensure that schools were supported in implementing these plans.
- Teachers should ensure that they motivate pupils as an attempt to arouse and enjoy the classes they teach by paying individual attention using different approaches, positive reinforcement thus increasing morale and performance.
- Awards should be given to better performance for instance pupil's discipline, teacher performance, pupil's attendance and achievement,

community and parent participation in school activities should be awarded to serve as motivation.

5.4. CONCLUSION

Research findings revealed that not only were teachers motivated by monetary rewards but also non-monetary rewards. The working conditions were highly favorable in the institution and the disciplines of pupil were made work easy for the teachers thus enhancing morale. A recent World Bank report on education management in Nigeria noted that “Teachers may have reasonable job security but until they feel confident that they will be paid and when due, their morale will continue to be low and their attendance at school irregular.” However, not all teachers were motivated by intrinsic rewards. There were teachers who were motivated by inner drives like promotion, security, 55recognition among others. It was therefore concluded that high motivation increases performance. Motivation as seen from the findings had an impact on performance. The majority of respondents indicated that lack of motivation had an impact on the morale to perform 56and that the lack of motivation generated poor performance. There were other factors that caused the poor performance of teachers in private primary schools like, poor management and as revealed from different studies, many managers acted for very long periods and management styles tended to be authoritative with limited participation, delegation and communication with respect to school functions. Teacher supervision was very weak and effective performance appraisal and inspection was infrequent. On contrary, there was a high rate of teacher turnover with reasons such as resignation, search for greener pastures, teacher upgrading, occupational attrition and others which was a sign of dissatisfaction.

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Annexure-I

A STUDY ON THE ROLE OF MOTIVATION IN ENHANCING TEACHER PERFORMANCE IN PRIVATE SCHOOLS

Questionnaire:

1. Employee Name: *

Your answer

2. Employee email address *

Your answer

3. Age *

a) 21-25 years

b) 26-30 years

c) 31-35 years

d) 36-40 years

e) Above 40 years

4. Gender *

a) Male

b) Female

5. Marital Status *

a) Single

b) Married

6. Education Qualification *

a) UG

b) PG

c) Dipoma

d) M.phil/ M.S

e)Ph.D

f) Other:

7. Monthly income *

a) Below 5000

b) 5000- 10000

c) 10000- 15000

d) Above 15000

8. School Name *

Your answer

9. Length of time at your current job *

a) Less than 1 year

b) 1 to 3 years

c) 4 to 6 years

d) 7 to 10 years

e) Above 10 years

10. What do you think are good motivators? *

a) Pay

b) Working Conditions

c) Promotion

d) Rewards

e) Advancement

f) Recognition

g) Mixed Ideas

11. Management is really interested in motivating the employees? *

a) Strongly agree

b) agree

c) Neutral

- d) disagree
- e) Strongly disagree

12. What factors motivate you at work? *

- a) Salary
- b) Free Education
- c) Working Conditions
- d) Security
- e) Performance & the discipline of pupils
- f) Study leave

13. Which type of incentives motivates you more? *

- a) Financial incentives
- b) Non- Financial incentives
- c) Both
- d) Other:

14. How far you are satisfied with the incentives provided by the organisation? *

- 1 Highly satisfied
- 2 Satisfied
- 3 Neutral
- 4 Dissatisfied
- 5 Highly Dissatisfied

15. What factors demotivate you at work place? *

- a) Job profile
- b) Organization Policy
- c) Work Environment
- d) Other:

16. Are you encouraged to come up with new and better ways of doing things? *

- a) Strongly Agree

- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly Disagree

17. Are you satisfied with the support from the management ? *

- a) Highly satisfied
- b) Satisfied
- c) Neutral
- d) Dissatisfied
- e) Highly Dissatisfied

18. Do you agree that the incentives and other benefits will influence your performance? *

- a) Highly Agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Highly Disagree

19. What measures taken by your organisation to improve the performance of the teachers? *

- a) Appreciation
- b) Salary
- c) Increment
- d) Adequate teaching resources
- e) Training and Development
- f) Working condition
- g) Teacher Participation

20. Does less motivation generates poor performance? *

- a) Strongly agree
- b) Agree
- c) Neutral

d) disagree

f) strongly disagree

21. Does lack of motivation have any impact on teachers morale to perform? *

a) Strongly agree

b) agree

c) Neutral

d) disagree

e) Strongly Disagree

22. Which factors would you consider to be affecting the performance of teachers? *

a) Teaching methodology

b) The classroom environment

c) General mental ability

d) Relations with students

e) Effectiveness in presenting subject matters

f) Other:

23. What role does motivation play on performance in school teachers? *

a) Better academic performance

b) Perform better in teaching

c) Produce higher quality effort

d) Ability to develop students competence

e) Interest in subject taught

f) Other:

