Factors Effecting Teachers’ Level Of Motivation And Their Professional Performance; Evidence From Public Sector Secondary Schools District Ghotki

Noman Ali Samo¹, Dr. Naeem Akhtar², Mahnaz Aslam³

¹The Citizen Foundation.
²Szabist Karachi.
³Department of Education University of Turbat.

ABSTRACT

Teacher motivation plays an important role in the improvement of professional performance. Normally, motivated teachers are more likely to perform better. This research study aimed to examine the factors effecting teachers’ level of motivation and their professional performance at public secondary school in District Ghotki. Major objective of the study was to examine the factors effecting teachers’ level of motivation and their professional performance at public secondary schools in District Ghotki. The research design of the study was quantitative in nature. The population of the study was all the public secondary school teachers. The sample size was (N=150) public secondary school teachers. Simple random sampling technique was used to select the respondents of the study. Adapted questionnaire was used for data collection from sample size of 150. Cronbach’s Alpha technique was used for the reliability of the questionnaire. The data was analyzed though regressions test. The findings of the study revealed that two hypotheses such as training and involvement in decisions have an effect on professional performance of teachers and two other hypotheses such as reward and work environment have no any effect on professional performance of teachers. It was recommended that management of school should provide the opportunities to the teachers in decision making process. Ministry of education or policy makers must develop a national training policy and conduct training programs that is based on performance of teachers as they can develop their skills and knowledge. There could be different responses about motivational factors and professional performance among the other public secondary school teachers or in the universities. As this study is conducted in public sector secondary schools but it can be conduct in private schools as well. The sample size of this study was one hundred fifty (150) public secondary school teachers but it could be increased.
Introduction

The employees of any organization considered as the main sources in 21st century to success of organization. According to Hafiza, Shah, Jamsheed and Zaman (2011), humans are the more essential assets for any organizations. Teachers particularly in teaching and learning process play an important role to achieve the goals. The standard of teachers is directly connected with the education taught in the schools. The teacher plays a most important role to implement the overall educational reforms. The teachers are much like the benchmark that test the nation’s expectations and successes. The teacher has to have the energy of a hot volcano, the memory of an elephant, and the diplomacy of an ambassador. The teachers play a vital role in the process of learning and teaching, since it is widely acknowledged. Teachers’ level of motivation directly effects on their professional performance.

Motivation is a stimulating factor and it is an important reason of any living organisms included human beings for the movement because motivation keeps committed to the employees towards their duty and also employees do their job with seriousness and happily. High level of motivational factors’ existence in any organization is one of the cause for their and workers’ successfulness. The conception of motivations are used to elucidate the difference between workers having the similar opportunity, capability, talent and they are doing their job in same organization with similar facilities under the similar conditions of employment but they demonstrate their performances differently. Ramprasand (2013) stated that workers play out their jobs in such a way that jobs are needed to be finished with comparatively more endeavors, thus they can strive much to fulfill the role they are asked for. Oosthuizen (2001) claimed that employees who are positively motivated drive to improve the productivity. According to Unterweger et al. (2007), the familiarity with motivational factors and components contributing to increase the satisfaction of job allows the targeted strategies’ implementation of consistent improvement. When employees are satisfied with their work then they use their skills effectively for benefits of organization and employees are not satisfied with their jobs then they leave and shows the behaviors like absenteeism that influences on their performances so, it can directs to loss of effectiveness and productivity in the organizations. Job satisfaction is more important factor for the organization and employees (Bolman& Deal, 2008). Motivation, by energizing it and providing directions to the desired objectives is most significant factor effecting performance and individual behaviors. It is the internal efforts and desires made by people to attain the goal as well as fulfill the needs of the person. According to Mustafa and Nadim (2012), workers have extrinsic and intrinsic both needs. Those employees who are motivated intrinsically accept satisfaction of job for the self actualization as well as accomplishment’s feelings. Din (2008) and Mustafa (2012) stated that those employees who are motivated extrinsically can perform their jobs actively in order to attain the rewards like so pay. However, both extrinsic and intrinsic factors effects on behavior of employees. Teachers’ economically and socially circumstances have an impact on their professional performances such as lack of facility, morale and mental health of teacher, low pay, teachers’ status in community, work environment, job stress and relationship with principals and
other staff are all these factors having a more effect on the performance of teachers (Nadeem, etal., 2011). Many factors are there which can influence the performance of employees such as work environment, job security, procedure and policy of reward for the employees of organization, opportunity of the trainings and relationship of employees (Hafiza et al., 2011). According to Carraher, Gibbson and Buckley (2006) that reward is the most important among all the factors of motivation that affects the performance of employees. Hence, the goals of organizations just like schools ought to be built on as well as increase the extrinsically motivation for better and effective performance of their employees and also provides some of intrinsically motivation at the same time for the improvement of organization.

Therefore, it is necessary that to investigate into the factors effecting teachers’ level of motivation and their professional performance to attain the goal of education in each learning institutes and this study should be kept at serious note. Teachers around the different countries, context, subject field and schools demonstrate high level of emotional indicator with comparison to other profession. Higher level of job dissatisfaction, to be exhaustion, and anxiety may negative effects on motivation and their professional performance (Dai & Sternberg, 2004). The teacher who reports the lowest level of motivation tends to perceive the lowest level of motivation of students (Gorham & Millete, 1997). The significance of government assistance conspire on job performance of teachers is deeply felt all around the world. Those employees who are satisfied will generate more as well as utilize on the basis for concerning satisfaction, performance and motivation (Locke & Latham, 2004). The basic problems are needed to motivate the employees in every organization that are aimed to achieve the defined targets. Teacher is like a worker in organization which needed to renew the energy through motivation. Teacher tends to perform better if conducive working environment will be provided. It is not necessary that working environment means high pay but employees’ satisfaction is properly improved then they get motivation and performance and results are high. Dieleman (2006) describes in order to attain the organizational targets, a trained and motivated workforce is important for increasing quality as well as productivity of organizational services. For several administrators, the problem and question is how to build this sort of motivation. Milapo (2001) stated that those people who are not motivated to dedicate their efforts and time to work will perform poorly either they have required skill, capabilities and knowledge because motivation is an important for people. In order to prevent de motivation, employees have needs that a workplace accomplishes anyhow. Absenteeism, failure to meet deadline, show the open frustrations, neglect the duties are the anti work behaviors that cause of employees’ lack of motivation which negatively effects on the credibility and performance of the organizations. Literature which is available shows that more researches have been conducted on the topic of teachers’ level of motivation but not these researches have been conducted to show the correlation between the variables just like rewards, involve in decision making process, trainings, work environment and professional performance in District Ghotki Pakistan.

Specific Objectives
i. To find out the effect of teachers’ training on their professional performance.

ii. To find out the effects of teachers’ reward on their professional performance.

iii. To find out the effects of teachers’ work environment on their professional performance.

iv. To find out the effects of teachers’ involvement in decision making on their professional performance.

v. To find out the effect of teachers’ motivation on their professional performance.

**Research Hypotheses**

The following hypotheses were formulated for this study:

i. There is no significant effect of teachers’ training on their professional performance.

ii. There is no significant effect of teachers’ rewards on their professional performance.

iii. There is no significant effect of teachers’ work environment on their professional performance.

iv. There is no significant effect of teachers’ involvement in decision making on their professional performance.

v. There is no significant effect of teachers’ motivation on their professional performance.

**Literature Review**

Definition of motivation is constantly changing over time as Mcshane et al. (2000) stated “Motivation is a force that affects a person’s voluntarily behavior that leads a direction to increase strength and determination”. Motivation defines a process that enhance individual willingness to acknowledge work and put efforts to complete it within due time in organization (Robbins &Coulter, 2005).

Motivation is a common factor that helps individuals more or less to drive certain human activities over time. Basically, this factor leads employee inaction and prevailing conditions. It was observed that definitions of motivation its self defined behavior and manners focuses on work performance at working place in organizations. Furthermore, definitions suggested that motivation is an invisible force that pushes individuals to do something in reaction. People feel challenges in their work hence an external force is applied to direct them in order to complete the work on time and effectively. Management usually tries to contribute in enhancing proficiency and inspiration high level skills. People encounter several challenges may originate from the negative behavior. Motivation is not a fix attribute but it is a self-motivated experience psychological, personal, and financial factors. In this thesis, definition of motivation is adopted from Greenberg & Baron (2003).
that is more appropriate and real considered as simple for the individual performance skills in any organization. Greenberg & Baron (2003) stated motivation is set of skills, behavior, and direction that maintain human being manners to attain their goals. Gungur (2011) proposed that an important role in school’s performance is played by teacher’s performance. It contains employee’s dos and don’ts. Things such as cooperation, quality of outputs, appropriateness of the outputs, quantity of outputs as well as the existence at the work comes under the umbrella of performance. Macky & Johnson (2000) stated that the record of achieved outcomes during a specific time period for each job function defines an employees’ performance. However, performance of employees can be assessed time to time through many different parameters. When a member of an organization bestows to achieve the goals of the organization defines the performance of the member within the organization. Employees are already communicated organization’s mission and strategies. Ying (2012) claimed that an individual performance targets are set to encounter own and organization’s mission. Performance of organization is ensured by constant reviews of management performance.

The promotion of the teachers and their welfare has been revealed to have an influence on their work performance. A study conducted by Fadeyi, Abayomi, and Rotimi (2015), examined the relationship between motivation of teachers and performance at the secondary schools in Kwara state, Nigeria. It used quantitative research method and descriptive to find the relationship between the factors and described suggestions on the basis of collected data. Results examined that there is significant relationship between salary of teacher, promotions and academically performance of students. This study exposed that there is significant relationship between classroom management and fringe benefit.

Studies have been conducted on workplace environment that determines employee performance. Tamssek (2009) elucidated that employee work performance is totally depends on the social needs, intrinsic and extrinsic motivation that employee perceive at workplace environment to stay in the organization. Employee commitment and perception to perform work at workplace environment impact on turnover intention of employee. He concluded that if employees are provided supportive and encouraging environment he can perform better and highly satisfied work in the organization hence it can reduce the rate of turnover intention. High level of professional performance depends on work environment provided by organization. A research conducted by Roelofsen (2020) determined that increasing productivity in organization for improving work environment is important to reduce complains receiving from employee on daily basis. It is fact that physical environment of organization increase employee interest to work and boost performance skills. The expectation from employee performance is directly connected with environmental support and equipment provided to them (Chevalier, 2004). Chandraskar (2003) stated in her research study that workplace is key factor that determine the quality of employees’ performance. Ajala (2012) stated that several factor increase the employee productivity and performance such as arrangement of infrastructure, proper ventilation, conducive environment, and plenty light in the organization. Khan et al. (2011) examined the effect of environment and human development infrastructure on the performance of employee in Pakistan. It has been observed that employee always play vital
role when they are provided their basic needs like bonus, increment in salary and promotion. A research survey was conducted by Hameed and Amjad (2009) investigated 31 bank branches that focused on comfortable and ergonomic office and their work performance. Aisha et al. (2013) conducted a study in Indonesia on “Effects of motivation, working ability, incentives and working condition on the employee performance” examined that Employees works in multi-dimension when these variables are provided them. Generally, it is observed that employee play important role when incentives, motivation, and respect are provided. According to Clarke and Keating (1995), working environment of education institutes impacts on motivation of teachers. Researcher found that students are the main components of motivation of teachers in education institutes. Hard worker and talented students may enhance self-esteem of teachers as well as they teachers are de-motivated to educate those learners that can’t give preferred outcomes. Support of institutes is an effective motivation for the teachers like provides the resources (Ofoegbu, 2004).

Moreover, school accommodation, improvement and responsibilities are considered as most important factors that always increase the work productivity and enhance working condition of employees (Macdonald, as cited in Muluken et al., 2007). Several other factors improves the school working condition such as class size, administration, and teacher support that are recognized at high level in school. Also, medical care collegial relationship of faculty members increases the responsibility of owing decision in any work.

**Research Methodology**

The major objective of the study was to examine the teacher’s level of motivation and their professional performance. In the current research, cross sectional study determines the statistically significant relationship between dependent and independent variables. This study tried to investigate the factors work performance, teachers’ reward, work environment, training and involvement in decision making and their professional performance among secondary school teachers in district Ghotki.

**Population**

According to Creswell (2005) that a population is a set of people that has one or more than one same characteristic and they are beneficiary to the researcher, too. The population of this study was to all the teachers of public sector secondary schools in District Ghotki Sindh. There were 42 public secondary schools in District Ghotki but 30 schools were selected to conduct the research. Therefore, all the teachers of secondary schools were included in population. There were 190 teachers in public secondary schools at district Ghotki Sindh.

**Sampling technique**

For this study simple random sampling technique was used to collect the data and to select the 30 secondary schools and 150 secondary school teachers from 42 public secondary schools and 190 secondary school teachers in the District Ghotki. Sample was selected by using interval sampling.
method. It is a kind of probability sampling method. This method is used to select the participants from a population randomly but with fixed periodic interval. Total population was 190 and 150 participants were selected by fixed interval with 3.66.

**Data collection tool**

The questionnaire tool was adopted for collect the data from different sources. Questionnaire was categorized in to two parts. Part one was constructed for gather the personal data of participants like name, gender. Second part was categorized into five variables. The questionnaire was five (5) points Likert Scale. According to variables, all the items were organized. Scale of scores was given to each response and the range was from one to five.

**Reliability of the Data**

Reliability shows the consistency of results in the test. If the results of the test are repeated under the similar condition then tool will be reliable. The reliability and validity of questionnaire was ensured using the value of Cronbach’s Alpha through SPPS Software. The value of Cronbach’s Alpha is 0.7 or above. If the value is below 0.7 then it indicates that the tool is not valid and reliable.

**Data Analysis Technique**

In the quantitative research study, data analysis is carried out through Statistical package for social science software. SPSS was used to perform the data analysis. For find out the relation between dependent as well as independent variables, regression analysis enters method was used. P= 0.05, sig value was set.

**Ethical Considerations**

There are certain considerations a researcher is ethically and legally obliged to follow. The researcher was also bound to obey the ethical and legal considerations. Permission before the study was sought from higher authorities, Registrar/Chairperson of institutions. Informed Consent was taken from the teachers of secondary schools for participating in the current study. As per the ethics of the research, all the teachers of higher education filled the forms of consent before being involved in the research. Participants were informed about the objectives and purpose of this research study before conducting interview. Confidentiality of results and names of research was kept anonymously secure. A part from that, Participants were given right to withdraw from study at any time. Above all, whole information was hidden from different resources that are general or for personal gain. Lastly, the research also followed the research protocol during conducting interview with participant in the study.

**Data Presentation, Analysis and Discussion**

**Respondents’ Gender Participants**
Figure 1

This figure 1 shows that 74% of the participants were male and 26% were female in this study. The research includes both genders male and female were participated in this study. The percentage of male participants was more than female participants. So, as the public secondary schools of district Ghotki were dominated by male.

Findings and Interpretations

Hypotheses 1: There is no significant effect of teachers’ training on their professional performance.

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.423a</td>
<td>.179</td>
<td>.160</td>
<td>.39594</td>
</tr>
</tbody>
</table>

- The table of model summary shows the R value of training and professional performance which is correlated approximately 42.3 percent to each other.
- This model summary table also shows the R Square value that shows the variation due to training on the professional performance of secondary school teachers which is around 17.9 percent.
- In this table, the value of adjusted R Square shows the similar results and the value is approximately 16 percent.
In this ANOVA table, the value of p which is 0.003 indicates about the fitness of model, that is less than 0.05. Therefore, ANOVA table indicates that research hypothesis has been rejected. Furthermore, it proved that there is significant effect of training on professional performance.

According to the rule of 2, if the coefficient value of t in the analysis of regression analysis is more than 2, the independent variable is statistically significant, and the significance level is 0.05. (Brook, 2018). As a result, the coefficient table reveals that t value is 3.098 and it is more than 2. It indicates that training is statistically significant.

This table shows the p value of independent variable which is .003 and it is less than .005. So, it has been also proved that hypothesis of the study was rejected and training has statistically significant impact on professional performance of secondary teachers.

Hypotheses 2: There is no significant effect of teachers’ rewards on their professional performance.
The table of model summary shows the R value of reward and professional performance which is correlated approximately 22.9 percent to each other.

This model summary table also shows the R Square value that shows the variation due to reward on the professional performance of secondary school teachers which is around 5.2 percent.

In this table, the value of adjusted R Square shows the similar results and the value is approximately 3.1 percent.

In this ANOVA table, the value of p which is 0.126 indicates about the fitness of model, that is greater than 0.05. Therefore, ANOVA table indicates that research hypothesis has been accepted. Hence, this ANOVA table supports the findings that research hypotheses is not statistically significant.
According to the rule of 2, if the coefficient value of t in the analysis of regression analysis is more than 2, the independent variable is statistically significant, and the significance level is 0.05. (Brook, 2018). As a result, the coefficient table reveals that t value is 1.560 and it is less than 2. It indicates that reward is not statistically significant.

This table shows the p value of independent variable which is .126 and it is greater than .005. So, it has been also proved that hypothesis of the study was accepted and reward has not statistically significant impact on professional performance of secondary teachers.

**Hypotheses 3:** There is no significant effect of teachers’ work environment on their professional performance.

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.211&lt;sup&gt;a&lt;/sup&gt;</td>
<td>.045</td>
<td>.023</td>
<td>.42712</td>
</tr>
</tbody>
</table>

- The table of model summary shows the R value of work environment and professional performance which is correlated approximately 21.1 percent to each other.
- This model summary table also shows the R Square value that shows the variation due to work environment on the professional performance of secondary school teachers which is around 4.5 percent.
- In this table, the value of adjusted R Square shows the similar results and the value is approximately 2.3 percent.

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.375</td>
<td>1</td>
<td>.375</td>
<td>2.057</td>
<td>.159&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

<sup>a</sup> Dependent Variable: Professional_performance

<sup>b</sup> Predictors: (Constant), Work_Environment
In this ANOVA table, the value of p which is 0.159 indicates about the fitness of model, that is greater than 0.05. Therefore, ANOVA table indicates that research hypothesis has been accepted. Hence, this ANOVA table supports the findings that research hypotheses is not statistically significant.

According to the rule of 2, if the coefficient value of t in the analysis of regression analysis is more than 2, the independent variable is statistically significant, and the significance level is 0.05. (Brook, 2018). As a result, the coefficient table reveals that t value is 1.434 and it is less than 2. It indicates that work environment is not statistically significant.

This table shows the p value of independent variable which is .159 and it is greater than .005. So, it has been also proved that hypothesis of the study was accepted and work environment has not statistically significant impact on professional performance of secondary teachers.

**Hypotheses 4:** There is no significant effect of teachers’ involvement in decision making on their professional performance.
The table of model summary shows the R value of involvement of decision making and professional performance which is correlated approximately 51.3 percent to each other.

This model summary table also shows the R Square value that shows the variation due to involvement in decision making on the professional performance of secondary school teachers which is around 26.3 percent.

In this table, the value of adjusted R Square shows the similar results and the value is approximately 24.7 percent.

### Table 11 ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>2.213</td>
<td>1</td>
<td>2.213</td>
<td>15.729</td>
<td>.000b</td>
</tr>
<tr>
<td>Residual</td>
<td>6.190</td>
<td>44</td>
<td>.141</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>8.402</td>
<td>45</td>
<td>.141</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*a. Dependent Variable: Professional_performance  
b. Predictors: (Constant), Involvement_in_decision_making

In this ANOVA table, the value of p which is 0.000 indicates about the fitness of model, that is less than 0.05. Therefore, ANOVA table indicates that research hypothesis has been rejected. Hence, this ANOVA table supports the findings that research hypotheses is statistically significant.

### Table 12 Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>3.247</td>
<td>.280</td>
<td>11.576</td>
<td>.000</td>
</tr>
<tr>
<td>Involvement_in_decision_making</td>
<td>.292</td>
<td>.074</td>
<td>3.966</td>
<td>.000</td>
</tr>
</tbody>
</table>

*a. Dependent Variable: Professional_performance
According to the rule of 2, if the coefficient value of t in the analysis of regression analysis is more than 2, the independent variable is statistically significant, and the significance level is 0.05. (Brook, 2018). As a result, the coefficient table reveals that t value is 3.966 and it is greater than 2. It indicates that involvement in decision making is statistically significant.

This tale shows the p value of independent variable which is .000 and it is less than .005. So, it has been also proved that hypothesis of the study was rejected and involvement in decision making has statistically significant impact on professional performance of secondary teachers.

**Hypotheses 5:** There is no significant effect of teachers’ motivation on their professional performance.

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of Estimate</th>
<th>R Square Change</th>
<th>F</th>
<th>df1</th>
<th>df2</th>
<th>Sig. F Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.578</td>
<td>.334</td>
<td>.319</td>
<td>.35662</td>
<td>.334</td>
<td>22.065</td>
<td>5</td>
<td>1</td>
<td>.000</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Motivation

The table of model summary shows the R value of motivation and professional performance which is correlated approximately 57.8 percent to each other.

This model summary table also shows the R Square value that shows the variations due to motivation on the professional performance of secondary school teachers which is around 33.4 percent.

In this table, the value of adjusted R Square shows the similar results and the value is approximately 31.9 percent.

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>2.806</td>
<td>1</td>
<td>2.806</td>
<td>22.065</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>5.596</td>
<td>44</td>
<td>.127</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>8.402</td>
<td>45</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Professional_performance

b. Predictors: (Constant), Motivation
• In this ANOVA table, the value of p which is 0.000 indicates about the fitness of model, that is less than 0.05. Therefore, ANOVA table indicates that research hypothesis has been rejected. Hence, this ANOVA table supports the findings that research hypotheses is statistically significant.

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>1.233</td>
<td>.663</td>
<td>1.859</td>
</tr>
<tr>
<td></td>
<td>Motivation</td>
<td>.748</td>
<td>.159</td>
<td>.578</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Professional_performance

• According to the rule of 2, if the coefficient value of t in the analysis of regression analysis is more than 2, the independent variable is statistically significant, and the significance level is 0.05. (Brook, 2018). As a result, the coefficient table reveals that t value is 4.697 and it is greater than 2. It indicates that motivation is statistically significant. 

• This table shows the p value of independent variable which is .000 and it is less than .005. So, it has been also proved that hypotheses of the study was rejected and motivation has statistically significant impact on professional performance of secondary teachers.

Cronbach's Alpha

<table>
<thead>
<tr>
<th>Table 16 Reliability Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cronbach's Alpha</td>
</tr>
<tr>
<td>.705</td>
</tr>
</tbody>
</table>

It is very important to check the reliability of tool or accuracy of instrument in the quantitative research. In the current study, table shows Cronbach’s alpha which had been used as a measurement tool and evaluates the reliability of variables and their items. It also determines the
degree that how many items of questionnaire are correlated positively to one another. The data collection a researcher uses must be reliable and consists of items. Tool reliability should be checked on SPSS the value for reliability is 0.70 or more than it (Nunnally, 1978). If the value of reliability is less than 0.70 so it will be considered as weak or unreliable and if the value of instrument is above 0.70 then it must be considered as strong and better tool (Tabular, 2018).

In the current study, the above table represents the value of Cronbach’s alpha 0.705 which is above the 0.07. It means all the variables and items of tool are reliable. The total items which were included in the questionnaire were 18 of dependent and independent variables.

Discussion

In this study, four independent variables and one dependent variable were included along four hypotheses. The findings showed that training and involvement in decision making process has relationship with professional performance of teachers at public sector secondary schools district Ghotki. Moreover, work environment and rewards has no relationship with professional performance of public secondary school teachers.

First research hypothesis of this study was “there is no significant effect of teachers’ training on their professional performance” the results revealed that hypotheses is rejected and trainings highly effect on the performance of teachers that is shown in (table). Few researchers also revealed that training has positive effect on teachers’ performance. According to Cohen (2017) that training is necessary for teachers to present the new knowledge, learning as well as skill. Karim, Choudhry and Latif (2019) proposed that to indulge new skills, techniques and pedagogies in new and old employees, trainings are considered very effective.

Second research hypothesis of this study was “there is no significant effect of teachers’ reward on their professional performance”, the results revealed that hypotheses is not accepted and rewards have not any statistically significant effect on the performance of teachers that is shown in (table). The significant factors that help teacher in working at school include compensation, salary and reward. To fulfill own requirement every individual must spend his or her life in compensation which is considered to be one of the basic needs (Bryant & Allen, 2013).

Third research hypothesis of this study was “there is no significant effect of teachers’ work environment on their professional performance”, the results revealed that hypotheses is accepted and work environment have not any effect on the performance of teachers that is shown in (table). Roelofsen (2020) determined that increasing productivity in organization for improving work environment is important to reduce complains receiving from employee on daily basis.

Fourth research hypotheses of this study was “there is no significant effect of teachers’ involvement in decision making on their professional performance”, the results revealed that hypotheses is rejected and involvement in decision making has a significant effect on the performance of teachers that is shown in (table). Manzoor, (2012) stated that appreciate to the staff
regarding their work and allowing to involvement in the process of decision making, satisfy them with their work, and environment of organization. Therefore, motivation and passion towards increase in achievement.

**Conclusion**

The main purpose of present study was to determine the factors effecting teachers’ level of motivation and their professional performance at public secondary schools district Ghotki. The main four factors were included in this study such as training, rewards, work environment and involvement in decision making process. It is concluded from the findings that some motivational factors have effect on professional performance of teachers. However, teachers of public secondary schools of district Ghotki indicated that training has a significant effect on their professional performance but trainings are not arranged by the governments for them. Moreover, findings revealed that involvement in decision making process has also a significant effect on professional performance of public secondary school teachers but unfortunately there was no any opportunities given to them for involvement in decision making process.

Additionally, findings of present study identified that rewards has no any significant effect on the professional performance of public secondary school teachers. Furthermore, teachers of public secondary schools district Ghotki indicated and findings revealed that working environment has no significant effect on their professional performance. Thus, this research study found that training and involvement in decision making process increase the morale of teachers to perform better.

**5.6 Recommendations**

In present study some issues about teachers’ motivation and their professional performance at public secondary schools were recognized. There are following recommendations to address those issues.

- Management of school must plays the role to having good interaction with their teachers and give them opportunity to involve in decision making process. School management or administration such as principals, TEOs, DEOs make the decisions without concerns of teachers. So, these attributes make a gap between teachers and management or administration that affects the professional performance of the teachers at secondary level schools.
- The important factor of motivation for teachers is professional training. There is lack of training session of public secondary school teachers that can lead them to demotivate. Government started trainings for the pre service teachers only but not for in service teachers. Ministry of education or policy makers must develop a national training policy and conduct training programs that is based on performance of teachers as they can develop their skills and knowledge. This will motivate the teachers and professional performance can be improved.
Recommendations for Further Studies

The present study targeted only the public secondary schools teachers at district Ghotki and four motivational factors. There are many other motivational factors that can be included. There could be different responses about motivational factors and professional performance among the other public secondary school teachers or in the universities. As this study is conducted in public sector secondary schools but it can be conduct in private schools as well. The sample size of this study was one hundred fifty (150) public secondary school teachers but it could be increased.

References


Mustafa, (2012), Universality of the Factors Motivating Employees in Banking Sector of Northern Cyprus. Turkey.


