



Impact of Motivation on Productivity of Teaching Faculty

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Keywords

Motivation, Productivity, Teaching Faculty, Satisfy, Agree and Disagree, and Institutions

ABSTRACT

The impact of teacher motivation on productivity should establish the vital position of motivated teachers in educational institutions, highlighting that motivation drives increased energy, focus, and commitment, leading to higher teaching quality and student outcomes. Teachers who are pleased with their jobs are better able to motivate students, make them creative, and encourage more active participation in the learning process. This paper will explore the critical link between employee motivation and productivity within the teaching sector. By examining the various factors that influence teacher motivation both positive and negative it aims to provide a comprehensive analysis of their impact on teacher performance and overall educational outcomes.

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Introduction

This research paper expresses the impact of member of staff motivation on productivity and organizational dedication in the school education and higher education sector. Zelalem Bayisa Gurmessa, Jabessa Teshome Bayissa European, (2015) analyse the relationship between accomplishment and pay in the context of higher education. Based on the conceptual Model of Expectancy Motivation, review of secondary sources, lived experience of the investigators and experience achieved from international universities, and find that there is a poor relationship between pay and performance in the higher education in Ethiopia resulting in low member of staff motivation and assignation. Malik Mustafa, Faisal K Alzubi, Anas Bashayreh, (2021) classify the elements that are affecting the performance of the employees that belonged to teaching and non-teaching Staffs in enhancing the recognition of Private Colleges according to the ideal perspective and realistic perspective. Despite its importance, faculty motivation remains a complex challenge influenced by organizational culture, leadership practices, workload distribution, career advancement opportunities, and access to professional development. When these factors align positively, faculty members often demonstrate higher levels of commitment, creativity, and teaching effectiveness. Conversely, inadequate motivation can

lead to reduced productivity, burnout, and diminished educational quality. Understanding the dynamics between motivation and productivity is therefore essential for institutions seeking to enhance performance and maintain competitive standards.

Objectives

1. To investigate the impact of job satisfaction on productivity.
2. To identify the key motivational factors.
3. To evaluate the changes brought about by new education policy or institutional changes.

Hypotheses

H1: -There are significant relationship between Higher levels of job satisfaction are positively and increased employee productivity.

H2: -There are Specific motivational factors, such as recognition, career growth, and work environment, significantly influence employee performance and engagement.

H3: -The new education policy or institutional changes leads to significant improvements in employee performance and organizational effectiveness.

Research Methodology

The study is based on primary as well as secondary data. Primary Data is collected using a structured questionnaire containing demographics factors (age, gender, designation, teaching experience), motivation factors (intrinsic & extrinsic), productivity indicators (teaching hours, publications, student feedback) and relationship questions (how motivation affects performance, challenges faced) Secondary data is gathered from Books, journals, research articles and Online databases.

This study adopts a quantitative research design with a descriptive and explanatory approach to investigate the impact of teacher motivation on productivity. A quantitative approach enables the researcher to collect measurable data and perform statistical analysis to determine relationships between teacher motivation and productivity. The population of the study consists of teaching faculty members of public and private educational institutions. The questionnaire used a 5-point Likert scale (Strongly Agree to Strongly Disagree) to measure people's opinions on factors like Satisfy with current salary, Feedback of students, Motivation given by seniors and opportunities for career advancement within this Institution. Considering accessibility and resource constraints, a sample size of 49 teachers is selected. The sampling method employed will be stratified random sampling method to ensure representation across different institution types, academic levels, and job positions.

Estimation the impact of motivation on productive by the perceptions of respondents' statement agree or disagree.

Table1: Age and Gender wise precipitation of respondents

Sr. No	Variables	Age					Gender	
		Under 30	30- 40	40- 50	50 - 60	Above 60	Male	Female
1	Do you want to be the best at your own job?	2.1111111	2.6	2.2381	2	2	2.2	2.275862
2	You are satisfied with your Current Salary?	3.3333333	1.9	2.0952	2.5	4	2.05	2.137931
3	Do you feel that your working environment (resources and classroom facilities) helps you do your job well?	2.8888889	1.6	2.0476	1.75	2	1.75	2.46
4	Do you have a good relationship with the staff members?	2.7777778	2.3	1.8095	2.25	2	2.15	2.103448
5	Do you feel motivated to	2.4444444	2.2	2.2381	2.125	3	2.15	2.241379

	contribute to the growth and success of this institution?							
6	Do you feel secure in your job at this institution?	2.7777778	2	2.0476	1.875	1	1.85	2.86
7	How satisfied are you with the training and development program offered in your Institution?	2.4444444	2	1.6667	1.875	2	1.8	1.827586
8	Do you believe there are sufficient opportunities for career advancement within this Institution?	2.5555556	2.2	2.4762	1.75	4	2.35	2.310345
9	You have sufficient freedom is setting classroom rules and discipline strategies.	2.2222222	1.8	1.6667	2.125	2	1.75	1.931034
10	Do you review your lesson plan to see if they improve students learning?	2.1111111	2.3	2.2381	2.125	2	2.05	2.310345
11	How does student feedback and Appreciation after your motivation to teach?	1.6666667	2.5	2.381	2.5	2	2.45	2.206897
12	How satisfied are you with the opportunities for participation (Q&A, discussion).	2.2222222	1.5	1.619	1.875	1	1.6	1.827586
13	Do you believe that team members respect and value each 5 opinions?	2.6666667	1.9	2.0476	2	2	2.05	2.103448
14	Do you feel that your hard work and productivity are appreciated by your supervisors?	1.6666667	2.6	2.5238	2.375	2	2.5	2.137931

Data Source: Computed from Primary Data

Table 2: Type of institution and employment wise perceptions of respondents

Sr. No	Variables	Type of Institution					Employment Status	
		Govt College	Govt School	Private College	Private School	Other	Permanent	Contract
1	Do you want to be the best at your own job?	2.3529	2.3333	1.857143	2.5	2.1111	2.3095238	1.85714
2	You are satisfied with your Current Salary?	2.1764	2.3333	3.142	4.41	2.2222	2.0238095	3.57143
3	Do you feel that your working environment (resources and classroom facilities) helps you do your job well?	2.1176	1.5	2.428571	1.7	2.3333	1.9047619	2.71429
4	Do you have a good relationship with the staff members?	1.941176	1.8333	2.142857	2.6	2.3333	2.0238095	3.71429
5	Do you feel motivated to contribute to the growth and success of this institution?	2.411765	2	2	2.4	2.2222	2.2380952	2.14286
6	Do you feel secure in your job at this institution?	1.941176	2.5	4.142857	4	2.3333	1.9285714	4.42857

7	How satisfied are you with the training and development program offered in your Institution?	1.823529	1.6667	3.285714	2.4	2.2222	1.7857143	2.42857
8	Do you believe there are sufficient opportunities for career advancement within this Institution?	2.647059	2.1667	1.857143	2.3	2.2222	2.3571429	2.14286
9	You have sufficient freedom is setting classroom rules and discipline strategies.	1.764706	2.1667	1.714286	1.6	2.2222	1.7857143	2.28571
10	Do you review your lesson plan to see if they improve students learning?	2.411765	2	1.857143	2.4	2.2222	2.2857143	1.71429
11	How does student feedback and Appreciation after your motivation to teach?	2.176471	2.8333	2.428571	2.1	2.3333	2.3809524	1.85714
12	How satisfied are you with the opportunities for participation (Q&A, discussion).	1.823529	1.3333	1.857143	2.2	1.5556	1.6428571	2.28571
13	Do you believe that team members respect and value each 5 opinions?	2.176471	1.8333	2.142857	1.8	2.5556	2.0952381	2.28571
14	Do you feel that your hard work and productivity are appreciated by your supervisors?	2.470588	2.8333	2.142857	2.2	2.6667	2.2857143	2.85714

Data Source: Computed from Primary Data

Table 1 explains the age and gender wise precipitation of respondents. The numeric value less than 3 represents that satisfy or agree with statement whereas the numeric value in table more than 3 represents that the respondents are dissatisfied or disagree with the perceptions. It comes to know from the table that majority of respondents who belongs to age group above 60 are not satisfied with their current salary. They do not get sufficient opportunities for career advancement within this Institution because they are in old age. Under the age of 30 group are not satisfy with their current salary and demand more salary and allowances. Rest of the age groups are satisfied with the statement because their numeric value lies in less than 3.

Table 2 explain that the contract employees are not pleased with their present salary, they do not feel secure in their job at this institution whereas permanent workforces are satisfied with their current salary and they feel secure in their job at this institution. Government college teachers and government schoolteachers are getting handsome salary and other allowances as compared to private school and college teachers. Majority of the teachers are agreed with all other perceptions as their numeric value lies in less than 3

Conclusion

This research tested the impact of employee motivation on the productivity of teaching faculty across public and private educational institutions. The findings from the descriptive statistical analysis highlight that motivation—shaped by factors such as job satisfaction, recognition, work environment, career growth, and institutional support—plays a crucial role in enhancing teacher performance and overall educational outcomes. The findings of this paper align with prior research indicating that intrinsic motivators—such as autonomy, purpose, and meaningful work—along with extrinsic factors like rewards, training, and supportive leadership, significantly influence teacher productivity. In conclusion, teacher motivation remains a vital driver of educational productivity. Strengthening motivational factors not only enhances teaching performance but also contributes to improved student outcomes and institutional success. Future research with a larger and more diverse sample, as well as longitudinal analysis, is recommended to deepen

the understanding of this significant relationship.

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