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“EFFECTS OF SALARY PACKAGES AND WORK LOAD ON TEACHERS MOTIVATION IN PRIVATE AND PUBLIC SCHOOLS OF RAHIM YAR KHAN.”

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ABSTRACT

Teacher motivation is playing an essential role in the education sector. Nowadays it becomes the most critical issue in all over the world because of different education sectors like particular and public-facing many challenges. With the changing environment, the lifestyle of people and the standard of education level are going to increase. The competition among the public and private is increasing rapidly day by day. This study investigated the effects of salary packages and workload on teacher's motivation in public and private schools of Rahim Yar Khan. Private and public sectors facing the tough challenges of how to motivate teachers through high pay packages in order to ensure their job satisfaction. This study found whether the essential inspiration had any effect on teacher presentation. Majority of educators joined this profession because of their interest, but the motivation level is too much low. Maslow hierarchy of need theory is grounded in this research. Simple random sampling is used. The sample size of 100 teachers is taken from 8 schools of Rahim Yar Khan by convenient sampling. Quantitative method is used to obtain the relevant data. The questionnaire is used for the collection of data. SPSS statistical techniques used to examine the statistics and understand the results. The findings of this research showed that 17% teachers strongly disagree, 13% are disagreed, 7% teachers are neutral, 6% are agreed and 7% teachers strongly agreed with their job salary in the private schools whereas 23% teachers strongly disagree, 7% are disagreed, 8% teachers are neutral, 5% are agreed and 7% teachers strongly agreed with their job salary in the public schools. According to their workload 12% teachers strongly disagree, 23% are disagreed, 1% teachers are neutral, 5% are agreed and 9% teachers strongly agreed with their workload in the private schools whereas 18% teachers strongly disagree, 17% are disagreed, 4% teachers are neutral, 5% are agreed and 6% teachers strongly agreed with their workload in the public schools. The conclusion of research showed that the teachers in private schools are less motivated and less satisfied with their job salary and bear heavy work load as compared to public schools. Researcher highly recommended in this research that the level of teacher's motivation should be improved by giving rewards, attractive packages and bonuses. If the private schools hired the qualified teachers then they would give them handsome. They should give them workload according to their stamina or capacity. This enhanced their

job satisfaction, performance, professional skills, and career advancement. This study indicated that there is a direct association between auto inspiration and gratification. Furthermore, this study suggested that the motivation of teachers would not only base on intangible rewards but also base on tangible rewards.

- **Keywords:** Teacher Motivation, intrinsic and extrinsic rewards, Job satisfaction and performance, Public and Private Schools.

1. INTRODUCTION

1.1 Background of the Study:

For the attainment of goals and tasks, work enthusiasm belongs to the psychosomatic processes that impact individual behavior. Kofi OseiAkuoko mentioned UNESCO (2006) who stated that in providing the quality of education to student's teachers play the most important role. With a sense of responsibility, motivation helps people to do things more efficiently and rapidly. The issue of educator's enthusiasm is significant, and it is correlated with the quality of education. The private sectors of Rahim YarKhan have the duty to guarantee that educators are giving the best output by putting their 100 percent abilities. Do previous studies investigating why teachers in private schools leave their profession? According to Bame 1991 et al. investigated that the main factors for teachers that is low salary, lack of opportunities for promotion and low status are the main problems. Teacher's motivation is not only based on pay packages for schools, but there are also the other certain factors that impact on teacher's motivation. Mary.A (2005) stated that the performance of the teacher is also affected by intrinsic and extrinsic motivation. On the other hand, Ryan and Deci.(2000) has cited in Ruth WaririmuNjenga who stated that pay, status, rewards, and material possession are the extrinsic factors and the extrinsic

motivation comes from externally, and it links with external satisfaction. This motivation level directly impacts on teacher satisfaction and job performance. If the motivation level is increased, then job satisfaction and performance will also increase, and it will also enhance the productivity and efficiency of teachers. If it is decreased, then the job satisfaction and performance will also be decreased, and this will hurt productivity and efficiency of teacher's performance. Analoui (2000) stated that motivation is a helpful tool for the action and behaviors of people for their goals achievement. According to Bennel (2004) emphasized that in developing countries, for individual and household survival the pay packages of the teacher were too much low to meet their requirements. A mentioned Olajide (2000) who viewed that the behavior of the teacher is affected by teacher motivation. According to Psychologists, other factors include recruitment; status and attrition also affect motivation, so it shows that motivation does not only depend on remuneration. For the success of any organization, employees are the most important assets that play the most important role. According to Rawd,(2003) who stated that employees must be highly motivated to achieve the ultimate organization goals. A person desire and

energy is linked with the combination of motivation for the achievement of goals. Aacha (2010) has cited in Ruth Wairimu, Aacha stated that satisfied teachers influence student's achievement and more productivity. To maintain the people's commitment and enthusiasm, the manager needs the sustainable skills and approaches because motivation influence the way of employees that how they behave to perform their task and how they can maintain it for the long run? In the education context, the administrative authority should capture the attention of the teacher by motivating them, and they should spend a lot of their time addressing the motivation to get the best results from them. In the previous study, it is investigated that different people have a different kind of nature and they behave differently, and their needs and goals vary from each other. The higher authority of any organization should focus on that which type of motivation one person needs and they should motivate them according to their requirements. The only remuneration is not the solution to motivate peoples, but self-recognition is also the major factor to motivate them. It gives them satisfaction internally. For the long term growth of any learning system, the implication of job gratification and inspiration is difficult. According to Bennell. (2004) who investigated the fact that the worth and status of the teacher has declined during the recent decades in both developed and developing countries of the world. Motivation is the force that influences the individual to take the initiative of any work because the effectiveness of an individual is reflected by his knowledge, skills, and abilities.

According to Aacha. (2005) Mostly the demotivation among the teachers in private schools is seen by the larger size of the class, more burden, more subjects and changing curricula regularly. Motivation directly affects performance. According to Sansone and Harackiewicz (2000) stated that to carry out something is the act and process of performance. In the case of teacher performance, teaching the schoolboys in class and outside the classroom is the role of the teacher. The use of teaching methods, instructional material, regular assessment, making lesson plans and providing guidance are the key role and responsibilities of teachers. Aacha stated that participation in extracurricular activities, management of school accomplishments, teaching training and marking the lesson of student's could be measured as the performance of the teacher. Motivation is the result of high expectations and positive reinforcement. There are two types of reinforcement it can be positive and negative. The focus of this research is to develop awareness among educational institution that how they can retain their motivated and loyal teachers in the future. The research conducted in Nigeria on the teaching profession showed that most teachers are less interested and displeased with their working and living circumstances. The main causes of these problems are as follows

- **Low wages than another profession.**
- **Low status in society**
- **Mass promotion of teachers**
- **Inadequate fringe benefits**
- **Poor working environment**
- **Late payment of teacher salaries**

- **Heavy workload**

This research study is also based on Abraham Maslow Theory on human motivation that what are the priorities of human need and want. According to Maslow, he believed that every person possesses strong desires. To reach a level of self-actualization, he realizes his full potential. He emphasized human beings positive potential. According to (Schacter et al.2012) he stated that he was the founder of human psychology. According to Maslow, to achieve individual needs, our actions as a human being are motivated. In the field of psychology, Maslow introduced a new area of attention. According to Maslow who stated that what are the desires of people. To achieve these ultimate goals, some more rudimentary wants must be met, such as the need for security, self-confidence, and love. In terms of a pyramid, the lowest level lead to basic needs while at the top level of the pyramid, the more complex needs are located. The basic needs at the low level belong to the underlying physical requirements such as the need for shelter, food, water, and warmth.. According to Maslow theory, one person cannot demand the second need until the first need is fulfilled and the third demand will generate until the second demand is fulfilled. The five different levels in Maslow (1943) hierarchy is as follows.

1.1.1 Psychological Needs:

Psychological needs are vital for survival; it includes more basic requirements such as the essential for water, food, air, and shelter. According to Maslow who

supposed that these requirements are an intrinsic need that gives the self-satisfaction to person. These needs are psychological, and it is in the priority, and the other needs are in the second priority. For human life, the water, food, and shelter are basic needs for their survival. Air is also necessary to breathe and to maintain body temperature.

1.1.2 Security Needs:

Security needs are also necessary for survival, and it includes safety and security, but these needs are not demanding as psychological needs. Examples of safety needs comprise want for service, healthcare, shelter, and harmless neighborhoods. This need is more complicated than a psychological need because it ranked higher and after the fulfillment of the basic need of the person, they need more safety and control to live. They need care in terms of monetary, bodily and continuing healthy.

1.1.3 Social Needs:

Maslow branded these wants as fewer necessary than psychological and safety needs. Social wants comprise needs for appropriate, love, and fondness. Relations such as relationships, add-ons, and relatives help fulfill this need with company and receipt.

1.1.4 Esteem Needs:

Esteem needs becoming more critical when the first three needs have been satisfied and fulfilled. It belonged to personal worth, self-esteem, social recognition, and accomplishment. When

people accomplish their task, then they need recognition to appreciate their efforts. For their achievements, failing to gain recognition can lead to feelings of failure. People engage in activities such as going to school, playing a sport, enjoying a hobby or participating in professional activities to fulfill this need.

1.1.5 Self-actualization Needs:

This is the uppermost level of Maslow's hierarchy of needs. Self-actualizing humans are self-aware, anxious with claimed development, beneath anxious with the assessment of others and absorbed in accomplishing their mission. After abounding years of Maslow's death, to reflect the latest abreast analysis adapted the bureaucracy by abacus two added levels to the aboriginal pyramid formation, an accumulation of analyst gluttonous to acclimatize Maslow's hierarchy. Rather than alive one akin upwards at a time as Maslow originally proposed, they as well proposed that humans approved to accomplish their wants from altered levels of the pyramid simultaneously. Cognitive needs and aesthetic needs were two added categories (Chapman 2012). Maslow's work held in high regard and remains both relevant today. Proof of this is the fact that is continuing research on motivation; psychologist continually uses it as a framework. Maslow has also credited the human approach in modern psychology with helping found. He accepted and declared as aboriginal as the 1950s his theories are abnormally accordant to this study, advisers in all profession, abnormally agents through their called profession, accept a axiological and

accustomed charge to strive for accomplishment and self-actualization. Due to the alarmingly top amount of agents who assuredly leave the teaching profession anniversary year, abecedary action has as well become an abundant affair in the contempt past. Poor student achievement is often concerned with the lack of teacher motivation and poor reward system. De-motivation of teachers is the result of student learning disabilities. High student achievements can only be possible due to the high motivation level of teachers. Particularly at the academy level, abecedary action depends alarmingly on able management. By the superior of both centralized and alien supervision, abecedary administration is a lot of acute at the academy akin area the accent of agents work, and their adequacy in assuming it is crucially influenced. Anything done to accomplish agents happy, satisfied, committed and committed in such a way that they accompany out best in their places of plan so that teachers, association and acceptance will abundantly account from their casework are accepted as abecedary motivation. An abecedary is empiric to undertake the assignment for its own account who is intrinsically motivated. It provides them the activity of ability and self-actualization. To access some rewards such as salary, the abecedary may accomplish the activities and duties are extrinsically motivated. Therefore, to body and enhance the built-in action for agents to advise finer and at the aforementioned time to accumulation the acquired action forth the way for academy advance should be the aim of the organization. (O'neil,1995). People are precious assets for organizations. Without

people, there is no image of any organization. Without their assets, they cannot invest and cannot earn any profit, and they have no vision, mission, and goals, and its existence will be aimless. Organization needs people who belonged to a different background. For the accomplishment of their goals, both skilled and unskilled people exert their energies.

According to Cole (1997) who explained that to attract and retain the qualified and dedicated workforce is one of the major purposes of employers that are willing to release its creativity and energy in the service of enterprise. According to Beadwell and Holden (1998) who stated that to acquire the appropriate people for the survival and maintenance of the success of the organization is only not necessary but also to give them training for their development and to polish their skills is also mandatory. Then employees can use their best output in the long run. There is no doubt in this reality that the success and failure of the institution are only depending on the teacher's quality attitude and behavior in the workplace. (Mensah 2000). Some schools are providing the certain motivational benefits to teachers in places such as Parent-teacher association motivational allowances, free meals for teachers in the boarding school, extra classes' allowances, award during speech and prize giving days and free accommodation for teachers.

According to Ames and Archer (1998) who appropriate that absorption is focused on acquirements and development rather than on antagonism and allegory because it answer the acquirements acclimatization if

success is abstinent by advance and improvement, an accent is placed on accomplishment and acquirements and mistakes are beheld as allotment of learning. Students with achievement goals wish to attend with good, acute and able to others in adverse to acquirements goals.

➤ **Teacher's effort in terms of motivation is aimed at three types of related outcome.**

- As demonstrated by effort, engagement, and investment in classroom activities to improve students motivation.
- I am relating to self and content to empower student's self-perceptions.
- To improve academic achievements and students learning.

1.2 Statement of the problem:

With the fast changing environment, the competitiveness of private as well as public schools relies on regarding possible, improved and efficient education quality. Thus education quality directly affects student's education. The problem of this research was to identify the effects of salary packages and workload on teacher's motivation in public and private schools of Rahim Yar Khan.

1.3 Research Aims:

The impartial of this research was to examine the possessions of salary packages and workload on teacher's motivation in private and public schools of Rahim Yar Khan. The purpose of this study was to find that up to which extent teachers of private and public schools in Rahim Yar Khan are gratified with their earnings and workplace atmosphere.

➤ **The main objectives of this research will be:**

- To investigate the impact of salary packages on teacher motivation.
- To identify the factors that can enhance the level of teacher's motivation
- To identify those factors that help out the schoolsonhow to maintain the teacher motivation level for a long time.
- To investigate the effect of workload on teacher performance.
- To find out the intrinsic and extrinsic factors to satisfied the teachers.
- To examine the strength of the relationship between teacher's motivation, satisfaction, and their salary packages.

1.4 Research Questions:

- How does the teacher's motivation effect on their level of satisfaction and performance?
- How to enhance the teacher's motivation?
- How does the education sector sustain their teacher's motivation?
- How salary package make an impact on teacher's motivation?
- How does the workload environment make an effect on teacher performance?

1.5 Hypothesis:

- **Alternative Hypothesis:**

H_1 =High salary packages and less workload have high teacher motivation as compared to low salary packages and heavy workload.

- **Null Hypothesis:**

H_0 = High salary packages and less workload do not have high teacher motivation as compared to low salary packages and heavy workload.

1.6 The significance of the study:

Teacher motivation has more significance scope in the education department because without the teacher motivation and quality of education, students cannot feel satisfied and any education sector cannot sustain its position in the competitive market for a long time because it cannot meet the requirements and expectations of teachers. This study payed the more intention to teacher's motivation because if the teacher is not motivated then he/she will not take an interest in performing his/her job, and the job satisfaction and comfort level will be low so that it will show the adverse effect on students education and student cannot be performed up to the mark. It showed the high impact of teacher's performance on student's education. Its scope is broader because in every education sector teacher motivation and satisfaction makes a significant impact on the profitability, productivity, and efficiency of the education sector. So it is more important to make the teachers more satisfied and motivated. Without the satisfaction and motivation of teachers, any education sector cannot earn a profit and cannot move towards success. If the teachers felt satisfied and motivated in the education sector, then their potential future teachers will also be committed and loyal to the education sector. The study was fruitful because nobody has ever checked the impact of these variables with

the teacher's motivation in Rahim Yar Khan.

1.7 Delimitation of the study:

Due to lack of time and resources the researcher has taken data only from District Rahim Yar Khan.

2. REVIEW OF LITERATURE

2.1 Conceptual Framework:

Under the following headings, the literature review of this research was discussed that includes motivation concept, public and private schools, extrinsic and intrinsic factors, pay, benefits, rewards, promotion, job satisfaction, job performance, and workplace condition. According to Ololube (2005) who defined motivation as Motivation is an internal force that influences the influence to behave in a particular way in his working environment. Quality of education delivered to students is shown by teacher motivation. Teacher performance is impacted by teacher motivation in case of attendance, guidance, and delivery of the lesson because Quality of education delivered to students is shown by teacher motivation. The degree of success and failure of any educational institute is based entirely on the performance of the teacher. Successive educational institutions have highly motivated and competent teachers. On the other hand, unsuccessful intuitions have low motivated and incompetent teachers. A person must have his motive to perform the task. Without any objective, the people will not make an effort to achieve some specific goal. Extrinsic and intrinsic both factors play an essential role to enhance the satisfactory performance of the teacher.

For boosting the motivation level of teachers, different education sectors used different incentives. These two significant factors Extrinsic factors such as promotion, incentives, pay packages, allowances and rewards and Intrinsic factors such as achievements, appreciation, recognition, skills and competencies and good relational association make an influence on educator incentive. Ashley KeshwarSeebalck mentioned Lfinedo (2003) who stated that the person who is motivated couldbe spotted as entirely devoted and enthusiastic to his work and he could easily achieve his organizational goals and objectives because motivation is the name to achieve the desired goals. Many organizations can create a motivated environment regarding low workload, better terms, and conditions of service, offering them attractive packages, benefits, incentives, and promotions. According to Kamper.(2006) Motivation comes from needs, desires, and achievements. This research study is also based on Abraham Maslow Theory on human motivation that what are the priorities of human need and want. According to Maslow, he believed that every person possessesstrong desires. To reach a level of self-actualization, he realizes his full potential. He emphasized human beings positive potential. According to (Schacteret al.2012) he stated that he was the founder of human psychology. According to Maslow, to achieve individual needs, our actions as a human being are motivated. In the field of psychology, Maslow introduced a new area of attention. According to Maslow who stated that what are the desires of people. To achieve these ultimate goals, some more basic needs must be met, such

as the need for safety, self-esteem, and love. In terms of a pyramid, the lowest level leads to basic needs while at the top level of the pyramid, the more complex needs are located. The basic needs at the low level belong to the underlying physical requirements such as the need for shelter, food, water, and warmth. To move on to the next level, it is compulsory that the first level of need has to be met first. The second level belongs to safety and security. Maslow explained that the needs of people are psychological increasing and the need for love, friendship and intimacy become more important than any other needs. The feelings of accomplishment and the need for personal esteem become more critical than the lower level. This theory can be applied to an organization and employees performance. According to Maslow theory, one person cannot demand the second need until the first need is fulfilled and the third demand will generate until the second demand is fulfilled. Every person is trying to fulfill his needs and desires. Motivated employees boost up the performance of his organization. On the other hand, demotivated employees slow down the performance of the organization. So this indicates that teacher motivation is directly linked with teacher satisfaction. If the teacher is not feeling satisfied, do not take an interest in his job then how he can motivate his students. Firstly self-satisfaction is most necessary to motivate yourself. Motivation is necessary for the career advancement of everyone.

2.2 Literature Review:

The researcher has focused in this article on the teacher's motivation in private and

public schools. In this research, the researcher has to investigate those factors that influence teacher motivation. This research also relates to the teacher's motivation with their students because the teacher is the leader and role model for his students so one motivated teacher can develop motivation and build a strong character in his student. Teacher motivation is not only important for educational leaders, but it is also a significant concern for the administration of schools. According to Bedassi (1990) that cited in Teresa Kemunto who stated that a person's perception is a function of individual motivation that helps him to achieve his personal goal by increasing his performance in the result of receiving rewards. Teresa mentioned Martin (2003) who stated that organization must have motivated employees that are always ready to learn if it wanted to be successful and maintain it for the more extended period. Motivated teachers are expensive assets of any intuition. Education sectors are established to enhance the standard of quality education for students for their bright future, career growth, and development. Qayyum and Siddique (2003) discussed in his latest research that was conducted on teachers performance that to increase the efficiency of organizations different HRM practices are adopted to increase the motivation and performance of teachers. According to Wikipedia (2014), that motivation is a driving force, and it is hunger that gives employees to fulfill their desires. Education sectors also provide the best opportunities for their teachers to polish their professional knowledge and skills because teaching is not just the

profession; it is the passion to build the nation. Previous studies showed that the teachers who are continuously rewarded are more productive, loyal and fruitful and they are passionate to contribute to the organization in a meaningful way. According to Wright who viewed that through effective practices of HRM, it is necessary for educational intuitions to create an attractive teaching profession. Motivation is a driving force that influences employees to do things. Continuous learning, seminars, and workshops also enhance the professional development of teachers that lead to making the best impact on students learning the outcome. When any institute recognizes the exceptional work of its employees, then their value is increased. So as compared to other countries, in Pakistan low packages are provided to teachers in the education sector that may cause the major problem. While the other countries paying the attractive packages to their respective teachers and the standard of this profession is higher than another profession because this profession is not only respectable but also the noble profession. Many challenges are facing by private and public schools due to the increasing demand day by day. Teacher motivation has a direct impact on their attitude to work. Previous studies showed that in Pakistan the unemployment rate is higher than in other countries. The rules and regulations of private schools are too much strict than public schools. There are mainly two types of education sectors that are discussed below:

2.2.1 Private Schools:

In recent researches, researchers find out that teachers in private schools are less motivated than public schools because they are taking much work from their teachers. There is too much burden on teachers due to heavy workload, but in case of heavy burden, they are providing them with low pay packages as compared to public schools. Private schools hire highly qualified teachers, and their requirements are too much high. They expected from their teachers to follow their rules strictly, but in case of all these factors, they are not motivating their teachers regarding monetary and nonmonetary values. Due to these factors, teacher motivation level will be down, and he will not take an interest in his job. His job performance, productivity, and efficiency will suffer. All these reasons are the major factors that demotivate the energetic performance of their teachers.

2.2.2 Public Schools:

As compared to private, public sectors are paying handsome salaries to their teachers. There is a less burden in the public sector as compared to private. Public schools also give rewards regarding promotion, the increment in their salaries, paying them conveying allowance and scale up gradation. However, except for all these benefits public schools are also facing some problems. The leading causes of these problems are lack of infrastructure, not proper utilization of resources and wastage of valuable assets. There were a lot of many problems in public education sector that they were facing include lack of infrastructure, lack of qualified teachers, inadequate health facilities and inadequate

quality of delivering a lecture to the students but now a day; various research studies investigated that now the public schools have covered all these problems. Now the government is taking strict actions against these problems. In 2017, they had appointed a lot of qualified, skilled, competent and professional teachers in the public schools. They are paying proper attention to their students and facing many challenges day by day to compete for private schools as well as the other educational schools. Now the government is taking initiatives in providing the proper infrastructure as well as also focusing on providing the health facilities to the students. Government is also providing quality education to the students and also evaluating the progress of teachers by checking the monthly reports. New educator teachers are using the new technology and different A.V Aids to enhance the understanding development of their students and for their future growth. Health facilities are also providing through the visits of health officers.

Many researchers investigated that other countries are offering great packages to their primary teachers because the primary section is the base of child education. This is the most critical duration of one's child because in this era he learned from his surroundings, from their teachers, parents, and their fellows. It is the period of their early childhood education. For this purpose, the government has taken the step of making the ECE room for the students so that they can make their personal growth, personality and character building, moral values and career development.

2.2.3 Teacher Motivation:

According to Mifflin(1995) investigated that motivation means to move. Motivated teachers have an expensive gift for their organizations because organizations invest in them regarding rewards, incentives, benefits, and promotions. Organizations also give those nonmonetary values regarding self-esteem, respect, and self-recognition. Rainy pointed out that the work motivation leads to the determination, the way a person makes an effort at his workplace and the excitement level. Motivation is an internal aspiration for man.. Teacher motivation plays the most significant role in the success of schools. De-motivation is the result of removing real motivation due to negative factors. De-motivated teachers are less committed, enthusiastic and loyal and retained with their institutions. According to Kiziltepe (2008) who explained that a teacher who was once motivated is de-motivated due to lack of interest for some reason, This will lower the satisfaction, interest, and performance of teachers. De-motivation can be created by due to these factors that include stress, misbehavior of staff, over workload, non-cooperation among staff, and lack of salary benefits, conflicted school environment, strict police and harsh behavior of administration. Motivated teachers are more enthusiastic, committed and sincere with their job. Wagar (1998) pointed out that for any educational institution it is essential for them to have the skilled and expert human resource to achieve the institutional goals because teachers are the core employees for educational institutions that play an essential role in the promotion and success of that organization. The

motivated teacher will use the teaching A.V aids and technology to enhance the learning ability of students, their knowledge and competencies and lifestyle. In maximizing the teacher performance, teacher motivation is the most significant contributor.(Filak, 2003). With the level of motivation of teachers, it will effect on students motivation that will feel the pride in their work that they have done which is an important feeling to carry through in life. It pushes the student to continue their education and interest in what they are studying. It helps the students to enhance their performance efficiency in all aspects of their school work and make them goal oriented. Teacher motivation is not only beneficial in the aspect of schools but also fruitful for the economy of the country. The teacher is one who plays a role model character for their students. They build the nation. They play the main role in character building and personality development. Teacher not only helpful for students to make them task-oriented but also make them goal oriented.

2.2.4 Teacher Performance:

For the achievement of organizational objectives and goals, performance will be used. Oxford school dictionary defined the performance as it is an act of carrying out the task. For enhancing the effectiveness of the classroom, teacher performance plays an important role, and it is an essential component of teacher motivation. For producing the goods and services, every organization exists with the sole purpose. The effort of the person will help him to increase his performance. Other than effort, the individual personality and his perception also affect his performance.

It does not necessarily that effort of an individual will give the best outcome because it can be ineffective if the knowledge and skills of an individual are insufficient according to his supervisor perception. The study is conducted in Netherland where it is examined that to improve teaching practices and the teacher performance, the impact of teacher motivation plays an important role. When rewards are given to teachers, then their performance contributes to the success of the school. If any educational institution does not meet the expectations of teachers, then it forces the teacher to leave the institute.

2.3 Factors affecting the teacher's motivation:

2.3.1 Reward System:

Bennel,(2004) suggested that reward in the form of payment on employees performance has a substantial impact. Meir (1992) emphasized that to achieve the number of different ends money provide the means. She observes that to keep the teachers in their positions was a salary that was found the strong force. According to Cheptoek(2000) studied that the salaries of the worker should be paying them promptly to ensure job satisfaction because the pay is amore powerful tool for motivation. For the strong organizations, rewards are the most influential tool to enhance the teacher abilities, competencies and performance of teachers because it is the gift of appreciation for the work that is done by the employees. Short term rewards and benefits are used to motivate the employees and have an impact on the bottom line of the organizations. In the previous researches, it is revealed that most of the organizations adopt different

techniques to reward their employees for their goal achievements. There are two types of reward.

2.3.2 Intrinsic Rewards:

Intrinsic motivation referred to an internal motivation that people get from the nature of job, task and working conditions. It results in pride in work and regarding the achievement of goals. Intrinsic rewards are also directly linked to the teacher's motivation. Intrinsic rewards can be given regarding pride in, work, appreciation, self-recognition, self-esteem and praising the performance of teachers. A person who is motivated internally can take the challenging task and can perform it up to the mark. Teaching is a more exciting and enjoyable profession. According to Tella (2007) who viewed that intrinsic motivation is one when it is seen as reward internally, and the person is performing an activity, he takes delight and satisfaction. For both school children and educators, education can be more exciting and enjoyable in many aspects. All types of learning are enjoyable when knowledge actions are organized captivatingly. Without the presence of external rewards, the involvement of the student in the process of knowledge about the creation and helping them to grow their aids and aptitudes is rewarding.

2.3.3 Extrinsic rewards:

External motivation is the result of extrinsic motivation that the person gets from salary packages, rewards, and benefits. Extrinsic motivation is concerned with external rewards that person enjoys after finishes his work. Extrinsic rewards

also create a positive relationship with the teacher's motivation. Extrinsic motivation profoundly affected teachers because extrinsic motivation can be developed on those teachers who are teaching for their salary, arriving on time to school and attending in-service training for promotion. Extrinsic rewards are given regarding monetary value and bonuses like salary incentives, compensation, promotion, allowances and increment in the package. In the case of students, we can take samples of extrinsic inspiration by those students who study firm to received new marks, students who complete their assignments to avoid punishment and, who behave to avoid beating.

2.3.3 Salary and Benefits:

Salaries and benefits are the major factors that influence on teacher motivation and performance. The school district sets the salaries for public school teachers through collective bargaining between teachers union, but in the private sectors, the salaries for teachers are set by their standards and requirements. So they should also consider the benefits for their teachers that include medical, conveyance allowance, house rent, and-hoc relief fund. Lack of salary could affect the regular attendance of teachers in school. If pay packages are high, then the motivation level of teachers will also be high. Salaries of teachers should be set according to the highly competitive market. So that they can survive to compete in the market. There is a positive relationship between these two factors.

2.3.4 Job satisfaction:

Individual satisfaction is the level of commitment to his job. Job satisfaction is the result of positive feelings, emotions, and behavior of one person in term of his job. These include the factors of income, promotions, working conditions and peers relationship. Job satisfaction affects the performance of teachers because if the peer's relationship will be good with the teacher and they will cooperate with him, then he will feel satisfied with his colleague's relationship. If the job design, nature, and condition are according to the expectations and requirements of the teacher, then he will feel more satisfied. Job satisfaction is very significant around the world for the long term growth of any educational institution.

2.3.5 Job design:

Through the organization task and duties to be performed into a unit of work for the achievement of goals and objectives is a concept of job design. Parker (2001) stated that well-designed jobs make the employee happier and he takes an interest in his job, but unorganized jobs make the employee boredom. In achieving the motivated management of employees, well-designed jobs are essential. Job design should be set to attain desirable goals, and the nature of the job should be according to the knowledge, skills, and competencies of employees. If the standard of the job is too much high and not according to his abilities then the employee will demotivated and dissatisfied. M. Imran Rasheed mentioned Clarke and Keating (1995) in his research who stated that teacher motivation is also affected by student's outcome. By teaching to talented and hardworking students, the teacher will

feel more motivated, and it will boost up his morale and satisfaction but her motivation level will be low if he teaches to those students who will meet the desired results and her morale will be low. Davidson (2005) concluded in his research that one of the significant problems of teacher job design is the high workload and burden of noncurricular activities.

2.3.6 Recognition:

Recognition is an essential technique to motivate employees. For increasing the output of the organization and performance of staff, reward and recognition are one of the central policies of the organization. Recognition is the primary critical factor to motivate teachers. For the personally and professionally growth professional development can provide opportunities. According to Maurer (2001) stated that for the achievement of organizational goals rewards and recognition are the critical factors to enhance the employee's satisfaction and motivation. Administration of organizations and institutions should enhance the motivation and satisfaction of their employees by making the arrangements of rewards and recognition. The higher productivity reduced cost and reduced the rework is the result of appreciation through awarding recognition. (Reena et al. 2009).

2.3.7 Work Load condition:

The working conditions of teachers are closely linked to the learning conditions for students. Workload also affects on the level of teacher motivation. According to the research On Nigerian teachers, the working condition of teachers is

unfortunate, but during the last four years, the situation has been improving. In the previous studies, it is studied that mostly in the private schools the administration of schools put the heavy load on teachers and they expect from their teachers that they will give their extra hours to their by staying in school after their off time. Administrative of schools should think about it that if they are taking the extra work from their workers then whether they are paying the salaries, incentives, and rewards to their teachers or not? Many researchers revealed that the person could not bear the heavy workload in their daily routine. He can bear the workload according to his capacity, and he can manage his task more accurately than the person who bears the heavy workload. Workload makes an impact on teacher's expectations and performance because if the administration of any institute will not pay according to the workload of employees, then this will lead towards the dissatisfaction with the job. Everyone wants that the institutions should pay them according to their workload conditions, expectations, and qualification. Heavy workload also makes an adverse effect on the health of employees. For enhancing the motivation level of teachers, schools should provide relaxed and appropriate working conditions for them. Workload gives too much stress and does stressful job for employees. It is the core responsibility of the top management of school that they should give tasks according to the handling capacity of the person because fewer tasks can be performed more efficiently than more tasks. Fewer tasks will not make the job more stressful, and the person can perform

it effectively and productively in his routine. The person with a heavy workload faces too many challenges and risks in his professional life. One positive point of heavy workload is that it makes the person more challenging. There is a close relationship between the quality of education and infrastructure system of the school. Investment in school equipment has been neglected in many countries during recent decades. Providing basic teaching material and school equipment is compulsory.

2.3.8 The behavior of School administration:

The behavior of school administration also makes a significant effect on the teacher's motivation. Motivation reflects the achievement and behavior of the individual. If the behavior of school management with their employees is rude and unfriendly and in need of guidance they will act non-cooperative, then this reaction will de-motivate the teachers. It all depends on the relationship between the higher authority and with their employees. Positivity in the behavior of school administration will motivate their teachers. When the teachers of any institute need any cooperation and guidance from their higher authority, and they show the response with friendly, cooperative and positive behavior; then it will enhance the motivation of their employees.

2.3.9 Peers relationship:

Teacher motivation is also affected by the peer's relationship. According to Castrogiovanni (2002) who stated that the peer group is one where peers shared the same activities, a small group of similar

aged and close friends. According to Santrock (2010), Peers are the individuals who are the same maturity level and similar age. "These people encourage you to do something and to keep you from doing something else, no matter if you want it or not" (Ryan, 2000). In organizations, employees live with their colleagues like a family. Positive peer relationship provides the positive feelings about the school environment. If the colleagues of the organization behave unfriendly, rude and no cooperative with their other colleagues, then it will create the dissatisfactory and de-motivated environment. Negative peer relationship leads to a negative environment and negativity promote the conflicted environment. For making the successive and productive environment, organizations should do the continuous learning of their employees to make a friendly and positive environment, and they will remove the negativity from their organizations. If the relationship between their peers more cooperative and friendly then they wants to be committed and loyal with their organizations they do not want to switch to other organizations and to leave their job. They will feel more sincere and comfortable with their organization. Cooperation and unity among the staff is the sign of the successful organization. Without cooperation, trust and friendly relationship no organization can run successfully.

2.3.10 Training and Development:

Heskett (1991) revealed that investment in machinery is like to invest in the training of employees. To meet the requirement of the global market, now day's organizations

are providing training to their employees to enhance and polish their competencies, skills, and knowledge. Photanan (2004) stated that educational training to enhance the motivation level of teachers is the essential activities of the education sectors. M. Imran Rasheed mentioned Lynn (2001) who stated that to enhance the career growth and professional learning, training should be provided.

2.3.11 School Environment:

Employee performance and productivity are also affected by the school environment. School environment also directly effect on teacher's motivation. There is a great and significant role of the top management of any institute in making the positive, supportive and cooperative environment. It is a tough challenge for the higher authority to maintain a collaborative environment. Different schools have different environment. The teaching and learning environment is conducive and motivated if the school only focuses on providing a favorable climate. If the school environment is comfortable and peaceful, then the teacher will be satisfied and motivated, but if the school environment is not peaceful and satisfactory, then it will decrease the motivation level of teachers.

3. Research Methodology

3.1 Research Design:

According to Orodho (2008) who stated that the syllabus, plan or outlines that are used to generate an answer to research problems are the study design. The research is conducted within the theoretical structure. The research design is based on the collection, measurements,

and analysis of data. The primary purpose of this research designs to achieve the purposes of the research. Survey research is conducted to accomplish the aim of this research. This research aimed to work on the teacher's incentive in private and community schools of Rahim Yar Khan and also clarify the association between educator inspiration and learners education. The focus of this research is to check the impact of reward system, job design, workload condition and behavior of administration on teacher motivation and student education. According to Orji (2011) who stated that the descriptive survey research is conducted when the researcher wants to collect the responses from a large number of respondents. According to Cooper (1996) who viewed that descriptive research is associated with discovery out what, where who and how of a spectacle which is the anxiety of this research. Thus, a Questionnaire survey was considered appropriate for this study. It is based on a questionnaire that include 20 questions on factors, and A five-point Likert scale is used that is from strongly disagree to strongly agree, where point-1 indicate strongly Disagree, 2 Disagree, 3 Neutral, 4 Agree, and 5 Strongly Agree is used in order to check the respondents' level of agreement to the statement. Hence, questionnaires were handed to school teachers who are in near located schools. SPSS statistical tool is used to analyse and interpret the data and results. The purpose of the study is to collect the responses through questionnaire from teachers of public and private schools that are located in the surrounding territories in District Rahim Yar Khan that fulfill the criteria and objective of this paper.

3.2 Population:

According to Sekaran (2010) who defined that the researcher wished to investigate the complete group of persons or things of attention mentioned to the population. The investigator is selected all the teachers from public and private schools of District Rahim Yar Khan for this study.

3.3 Sample:

The sample size of this research is 100 in which data of 50 teachers are taken from public schools, and 50 are taken from private schools of Rahim Yar Khan. The respondents were grouped according to the public and private schools to enable the researcher to collect reliable information.

3.4 Sampling Technique:

For this research, the researcher has taken the information by using the convenient and simple random sampling techniques are used. A convenient technique which involved selecting those situations which are easiest to obtain data. In simple random sampling, equal chances are given to teachers to be sampled for the study, and it is appropriate for those who have specific information that is required for the study.

3.5 Research Instrumentation:

For the selection of the instrument, it is ensured that the instrument that is chosen by the researcher must be appropriate and suitable by considering the availability and standard of literacy of respondents. The researcher used the questionnaire instrument. According to Orodho (2004) stated that a questionnaire is an instrument which allows a quantity for or against a specific lookout and it is used to gather data. He emphasized that a questionnaire is

used to take a quick response to collect a large amount of information. According to Best and Khan (1993) viewed that the questionnaire is helpful for the person to explain to them the determination of the research and to give the sense of the items that may not be clear. Their demographic variable is different in terms of gender, age, monthly income, academic qualification and number of years of service in the teaching profession. According to Nzoka and Orodho (2014) who observed that the survey instrument provide us an approximation against an exact point of opinion. He stated that within a sensible, smart interval of time it could accumulate a considerable measure of data.

3.6 Piloting of the research instrument:

The piloting is to ensure the final instrument that is used for the real data gathering. The instruments were tested in three schools which did not contribute to the actual study. On the other hand, my supervisor gave me a skilled opinion on the gratified validity of an instrument. The purpose of this pilot challenging is to assist in discovering out any weakness that might be limited in the instrument of the research.

3.7 The validity of the instrument:

According to Mugenda (2003) who stated that validity is the degree to which results gotten from the examination of statistics characterize the data under study. A valid gadget should precisely measure. Opinions after my supervisors were used to check on the content validity of tools.

3.8 Data collection:

According to this research method and objective, the questionnaire method is used to collect data. Bell (1999) stated that the questionnaire is helpful to obtain clarification related to questions for the respondents. Through a questionnaire, the primary data is obtained, and it refers to the information that is obtained from the field by the researcher. The responses that are collected through closed-ended have been analyzed by using the SPSS software. Researchers have tried to link the responses of teachers with the previous studies of the researches and have tried to draw a clear picture of different issues related to teacher's motivation in selected schools. Likert scale is used for consistency and ease of answering. Another method that is used to collect data was simple observation method in which the researcher observed the physical environment activities that are taking place in terms of teaching, learning process and the interaction between teachers and students. The questionnaire is a document that contains the questions and another type of items designed to provide information. Questionnaires are used because:

4. To ask the specific questions from respondents to meet the research objectives.
5. By asking the same questions from respondents can save time.
6. It provides greater freedom.
7. It reduces cost.

3.9 Data collection procedure:

From the Ministry of Education, the researcher obtained a letter allowing her

to go to the field. With the principals of sampled schools, she made the appointments to request and notified for permission to research their schools. The researcher gave more time to the respondents to get the response about the questions, and he administered the instrument. It gave a chance for respondents to seek clarification about items which create difficulty. It gave the surety for the achievement of good return ratio.

3.10 Data Analysis:

For the statistical analysis of data, we used statistical tools for analysis and interpretation of results. Data is analyzed through the application of the SPSS statistical Technique because it is appropriate for analysis. To reach over the conclusion, the results of the survey have been interpreted that which issue is more severe toward the teacher's motivation and what are the problems being faced by teachers in selected schools. Quantitative data were examined by using descriptive figures. Pie charts were used to visualize the quantitative data. Data were analysed through SPSS software.

3.11 Data Management:

After administering the instrument, for further analysis, the collected data were entered into the computer, analysed the descriptive statistics and interpret the results. Data were evaluated in the field to ensure that the information collected was recorded accurately.

3.12 Ethical Issues:

During the study, the researcher made ethical considerations. The researcher

followed all the ethical rules strictly in the duration of collecting data. Researcher secured the rights, dignity, and wellbeing of those people who involved in the research project. Researcher provided the surety to respondents in the filling of questionnaires that the information they are providing would be kept confidential. Individual participation was encouraged. He followed all the ethical rules and regulations during his study.

3.13 Trustworthiness and Dependability:

It is defined as the theoretical reliability of the research consequences and is prejudiced by the notion of trustworthiness, conformability, transferability, and dependability (Ibid). Sometimes members distort some information and may also behave abnormally. So to handle this situation, I stayed with my members for a lengthy period and industrialized a sense of trust. On the other hand, Trustworthiness is one of the most serious factors in founding dependability. Credibility is about the congruency of results with authenticity. To ensure this, I used the method of close-ended questionnaire for the data collection.

3.14 Time Schedule:

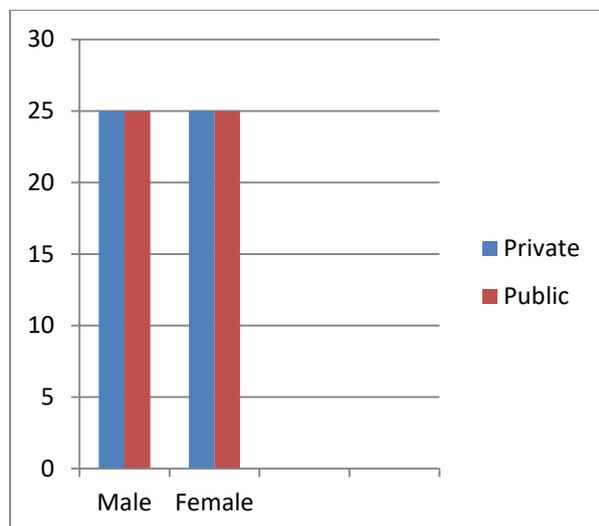
Researcher spent 10 days in making the research proposal. Researcher spent 15 days in the introduction and spent 20 days in the literature review and then he spent 5 days in research methodology. Researcher spent 15 days in the collection of data and spent 10 days in data analysis and then spent 7 days in making findings, conclusions and recommendations.

4. DATA ANALYSIS AND INTERPRETATION

This research was specifically designed to check the impact of teacher motivation in private and public schools of Rahim Yar Khan. Research was descriptive in nature. Data is collected through the research tool. Questionnaire was selected as a research tool. Questionnaire was designed to check

the responses of private and public school teachers about their motivation level with respect to salary package and workload in district Rahim Yar Khan. The sample size of 100 teachers was selected from private and public schools of district Rahim Yar Khan. Data was analysed and interpret by using the statistical formulas and methods. The data is analysed and interpret in the given below.

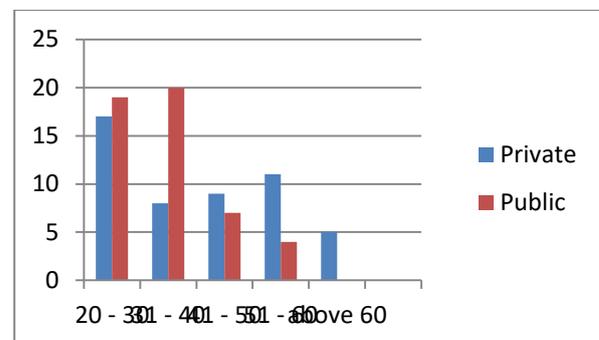
• Graphical presentation of result:



Interpretation of Result:

This interpretation showed that 25% of teachers are female and 25% of teachers are male from private schools whereas 25% of teachers are female and 25% of teachers are male from public schools. Its total mean value is 3.34, median value is 4.00 and standard deviation value is 0.938.

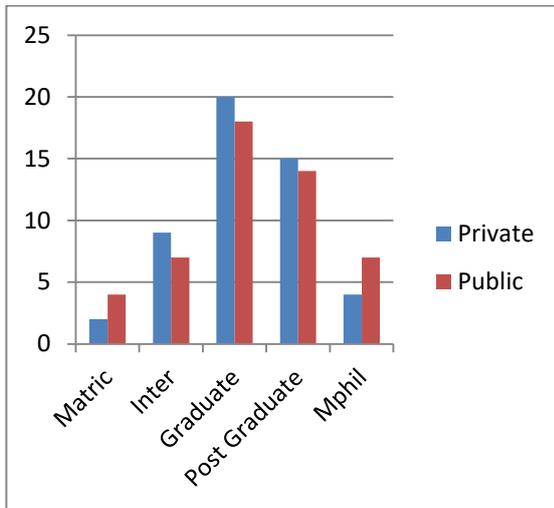
• Graphical presentation of result:



Interpretation of Result:

This interpretation showed that 17% teachers are from 20 – 30 age groups, 8% teachers are from 31 – 40 age groups, 9% teachers are from 41 – 50 age groups, 11% teachers are from 51 – 60 age groups, 5% teachers are from above 60 age groups in the private schools whereas 19% teachers are from 20 – 30 age groups, 20% teachers are from 31 – 40 age groups, 7% teachers are from 41 – 50 age groups, 4% teachers are from 51 – 60 age groups, 0% teachers are from above 60 age groups in the public schools. Its total mean value is 4.12, median value is 4.00 and standard deviation value is 2.447.

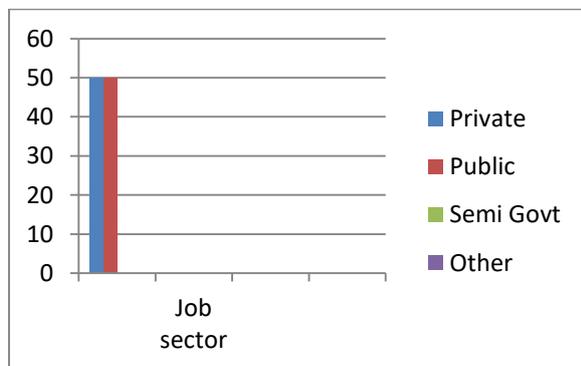
• **Graphical presentation of result:**



Interpretation of Result:

This interpretation showed that 2% teachers have done matric, 9% teachers have done inter, 20% teachers have done graduate, 15% teachers have done post graduate, and 4% teachers have done MPhil in the private schools whereas 4% teachers have done matric, 7% teachers have done inter, 18% teachers have done graduate, 14% teachers have done post graduate, and 7% teachers have done MPhil in the public schools. Its total mean value is 6.08, median value is 6.00 and standard deviation value is 1.947.

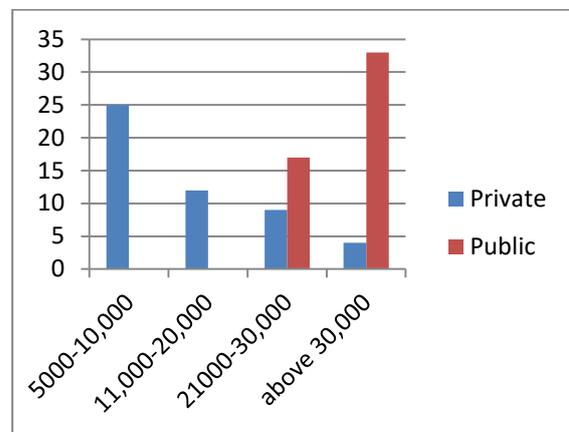
• **Graphical presentation of result:**



Interpretation of Result:

This interpretation showed that 50% of teachers are from private schools, 50% of teachers are public schools, 0% of teachers are from semi government, and 0% of teachers are from others. Its total mean value is 3.00, median value is 3.00 and standard deviation value is .000.

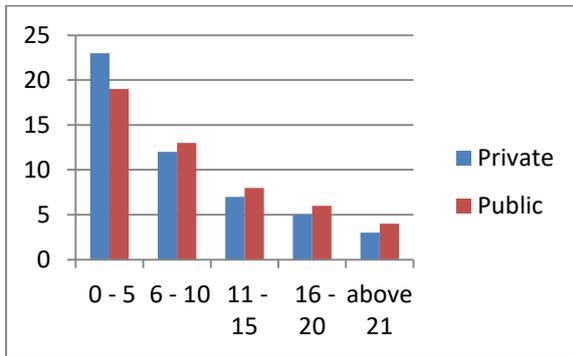
• **Graphical presentation of result:**



Interpretation of Result:

This interpretation showed that 25% teachers have from 5000 – 10,000 monthly income, 12% teachers have from 11000 – 20,000 monthly income, 9% teachers have from 21000 – 30,000 monthly income and 4% teachers have from above 30,000 monthly incomes in the private schools whereas 0% teachers have from 5000 – 10,000 monthly income, 0% teachers have from 11000 – 20,000 monthly income, 17% teachers have from 21000 – 30,000 monthly income and 33% teachers have from above 30,000 monthly incomes in the public schools. Its total mean value is 3.52, median value is 2.00 and standard deviation value is 1.92.

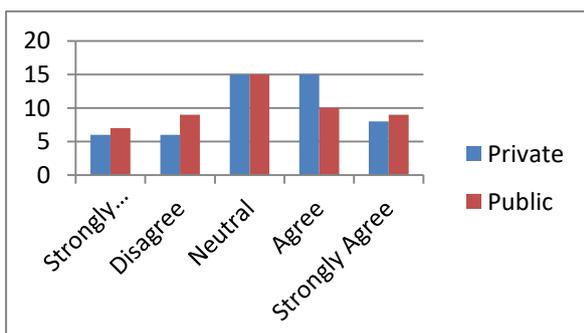
• **Graphical presentation of result:**



Interpretation of Result:

This interpretation showed that 23% of teachers have from 0 – 5 number of years in service, 12% of teachers have from 6 – 10 number of years in service, 7% of teachers have from 11 – 15 number of years in service, 5% of teachers have from 16 – 20 number of years in service and 3% of teachers have from above 21 number of years in service in the private schools whereas 19% of teachers have from 0 – 5 number of years in service, 13% of teachers have from 6 – 10 number of years in service, 8% of teachers have from 11 – 15 number of years in service, 6% of teachers have from 16 – 20 number of years in service and 4% of teachers have from above 21 number of years in service in the public schools. Its total mean value is 4.2, median value is 4.00 and standard deviation value is 2.514.

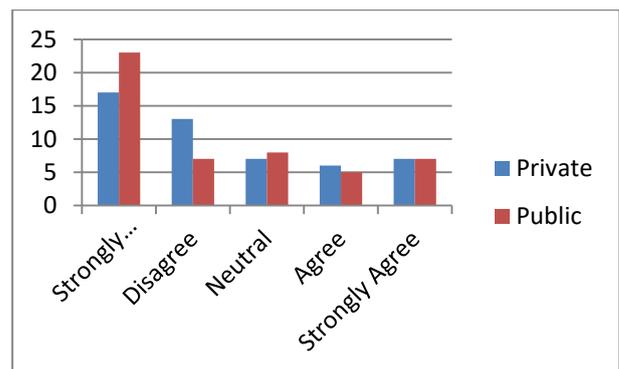
• **Graphical presentation of result:**



Interpretation of Result:

This interpretation showed that 6% teachers strongly disagree, 6% are disagreed, 15% teachers are neutral, 15% are agreed and 8% teachers strongly agreed with their current job in the private schools whereas 7% teachers strongly disagree, 9% are disagreed, 15% teachers are neutral, 10% are agreed and 9% teachers strongly agreed with their current job in the public schools. Its total mean value is 6.36, median value is 6.00 and standard deviation value is 2.524.

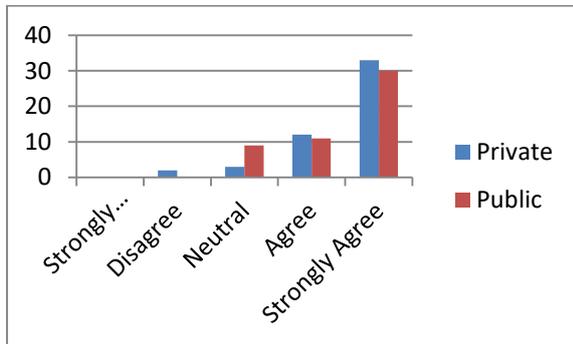
• **Graphical presentation of result:**



Interpretation of Result:

This interpretation showed that 17% teachers strongly disagree, 13% are disagreed, 7% teachers are neutral, 6% are agreed and 7% teachers strongly agreed with their job salary in the private schools whereas 23% teachers strongly disagree, 7% are disagreed, 8% teachers are neutral, 5% are agreed and 7% teachers strongly agreed with their job salary in the public schools. Its total mean value is 4.78, median value is 4.00 and standard deviation value is 2.923.

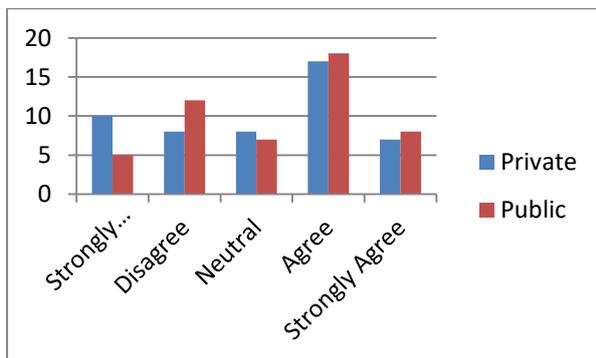
• **Graphical presentation of result:**



Interpretation of Result:

This interpretation showed that 0% teachers strongly disagree, 2% are disagreed, 3% teachers are neutral, 12% are agreed and 33% teachers strongly agreed with the appreciation for good result in the private schools whereas 0% teachers strongly disagree, 0% are disagreed, 9% teachers are neutral, 11% are agreed and 30% teachers strongly agreed with the appreciation for good result in the public schools. Its total mean value is 8.92, median value is 10.00 and standard deviation value is 1.574.

• **Graphical presentation of result:**

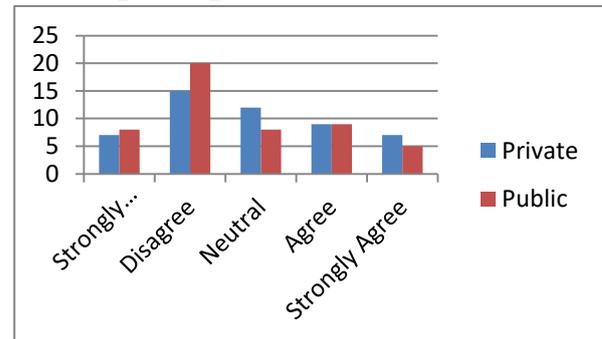


Interpretation of Result:

This interpretation showed that 10% teachers strongly disagree, 8% are disagreed, 8% teachers are neutral, 17%

are agreed and 7% teachers strongly agreed with the Job Benefits in the private schools whereas 5% teachers strongly disagree, 12% are disagreed, 7% teachers are neutral, 18% are agreed and 8% teachers strongly agreed with the Job Benefits in the public schools. Its total mean value is 6.3, median value is 7.00 and standard deviation value is 2.647.

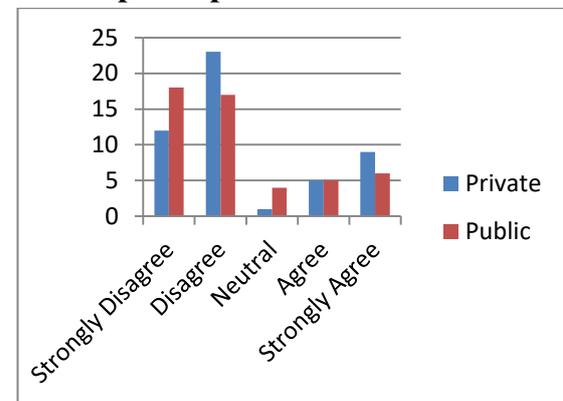
• **Graphical presentation of result:**



Interpretation of Result:

This interpretation showed that 7% teachers strongly disagree, 15% are disagreed, 12% teachers are neutral, 9% are agreed and 7% teachers strongly agreed in the private schools whereas 8% teachers strongly disagree, 20% are disagreed, 8% teachers are neutral, 9% are agreed and 5% teachers strongly agreed in the public schools. Its total mean value is 5.54, median value is 5.00 and standard deviation value is 2.511.

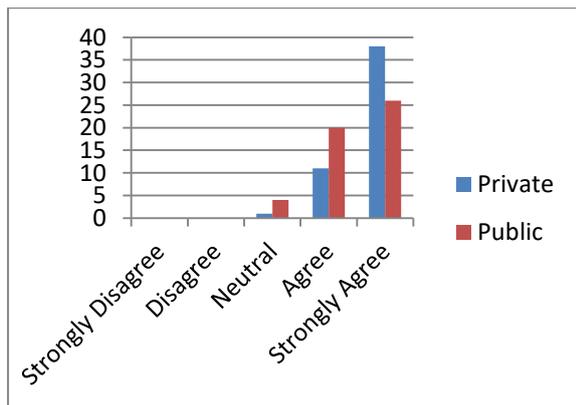
• **Graphical presentation of result:**



Interpretation of Result:

This interpretation showed that 12% teachers strongly disagree, 23% are disagreed, 1% teachers are neutral, 5% are agreed and 9% teachers strongly agreed with their workload in the private schools whereas 18% teachers strongly disagree, 17% are disagreed, 4% teachers are neutral, 5% are agreed and 6% teachers strongly agreed with their workload in the public schools. Its total mean value is 4.8, median value is 4.00 and standard deviation value is 2.803.

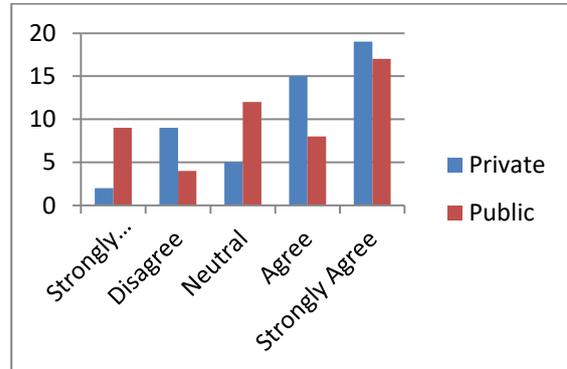
Graphical presentation of result:



Interpretation of Result:

This interpretation showed that 0% teachers strongly disagree, 0% are disagreed, 1% teachers are neutral, 11% are agreed and 38% teachers strongly agreed with their working environment in the private schools whereas 0% teachers strongly disagree, 0% are disagreed, 4% teachers are neutral, 20% are agreed and 26% teachers strongly agreed with their working environment in the public schools. Its total mean value is 9.18, median value is 10.00 and standard deviation value is 1.131.

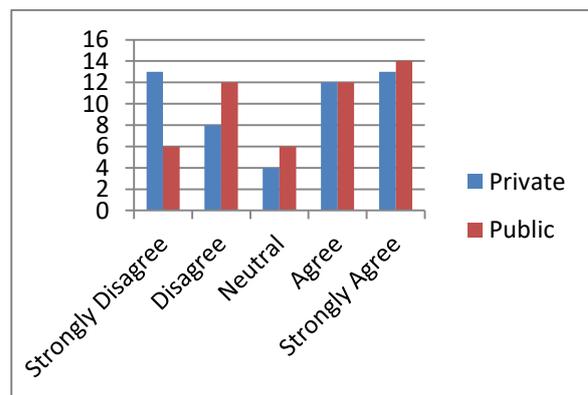
Graphical presentation of result:



Interpretation of Result:

This interpretation showed that 2% teachers strongly disagree, 9% are disagreed, 5% teachers are neutral, 15% are agreed and 19% teachers strongly agreed with their school environment in the private schools whereas 9% teachers strongly disagree, 4% are disagreed, 12% teachers are neutral, 8% are agreed and 17% teachers strongly agreed with their school environment in the public schools. Its total mean value is 7.3, median value is 7.5 and standard deviation value is 2.73

Graphical presentation of result:

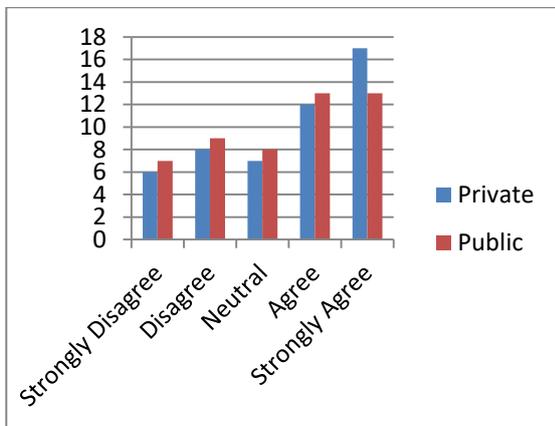


Interpretation of Result:

This interpretation showed that 13% teachers strongly disagree, 8% are disagreed, 4% teachers are neutral, 15%

are agreed and 8% teachers strongly agreed with their staff behaviour in the private schools whereas 6% teachers strongly disagree, 12% are disagreed, 6% teachers are neutral, 12% are agreed and 14% teachers strongly agreed with their staff behaviour in the public schools. Its total mean value is 6.4, median value is 7.5 and standard deviation value is 3.01.

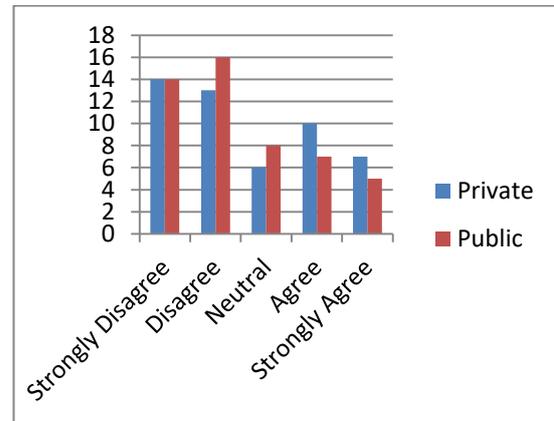
• **Graphical presentation of result:**



Interpretation of Result:

This interpretation showed that 6% teachers strongly disagree, 8% are disagreed, 7% teachers are neutral, 12% are agreed and 17% teachers strongly agreed with their friendly relationship in the private schools whereas 7% teachers strongly disagree, 9% are disagreed, 8% teachers are neutral, 13% are agreed and 13% teachers strongly agreed with their friendly relationship in the public schools. Its total mean value is 6.84, median value is 8.00 and standard deviation value is 2.824.

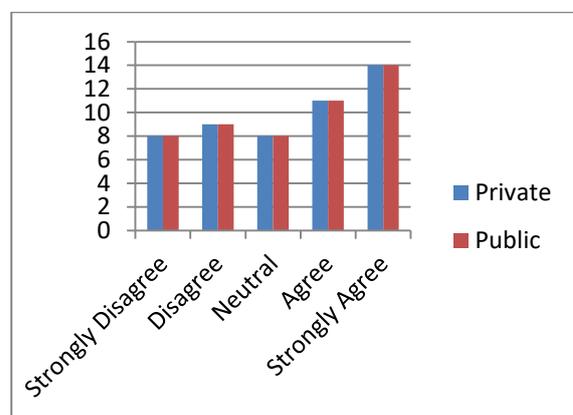
• **Graphical presentation of result:**



Interpretation of Result:

This interpretation showed that 14% teachers strongly disagree, 13% are disagreed, 6% teachers are neutral, 10% are agreed and 7% teachers strongly agreed with their school provides them training in the private schools whereas 14% teachers strongly disagree, 16% are disagreed, 8% teachers are neutral, 7% are agreed and 5% teachers strongly agreed with their school provides them training in the public schools. Its total mean value is 5.12, median value is 4.00 and standard deviation value is 2.573.

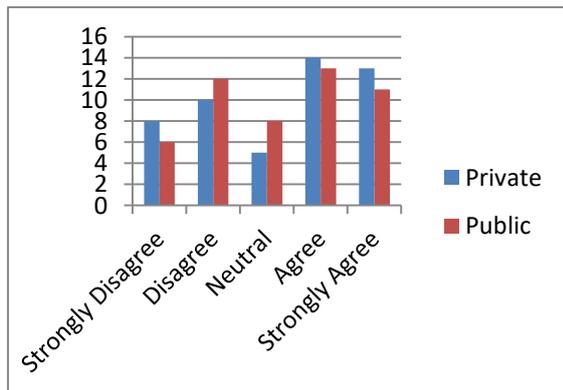
• **Graphical presentation of result:**



Interpretation of Result:

This interpretation showed that 8% teachers strongly disagree, 9% are disagreed, 8% teachers are neutral, 11% are agreed and 14% teachers strongly agreed with their supervisor guidance in the private schools whereas 8% teachers strongly disagree, 9% are disagreed, 8% teachers are neutral, 11% are agreed and 14% teachers strongly agreed with their supervisor guidance in the public schools. Its total mean value is 6.56, median value is 7.00 and standard deviation value is 2.914.

- **Graphical presentation of result:**

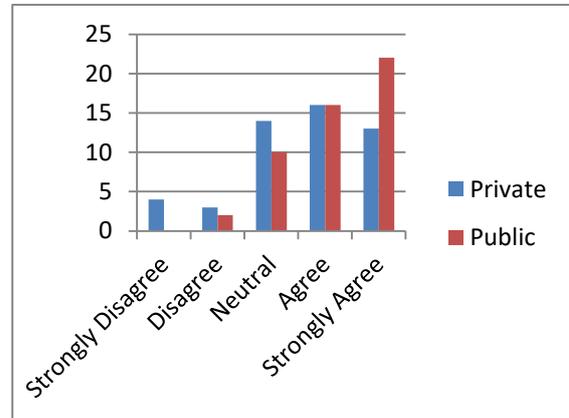


Interpretation of Result:

This interpretation showed that 8% teachers strongly disagree, 10% are disagreed, 5% teachers are neutral, 14% are agreed and 13% teachers strongly agreed with the training that improve their skills in the private schools whereas 6% teachers strongly disagree, 12% are disagreed, 8% teachers are neutral, 13% are agreed and 11% teachers strongly agreed with the training that improve their skills in the public schools. Its total mean

value is 6.5, median value is 7.00 and standard deviation value is 2.817.

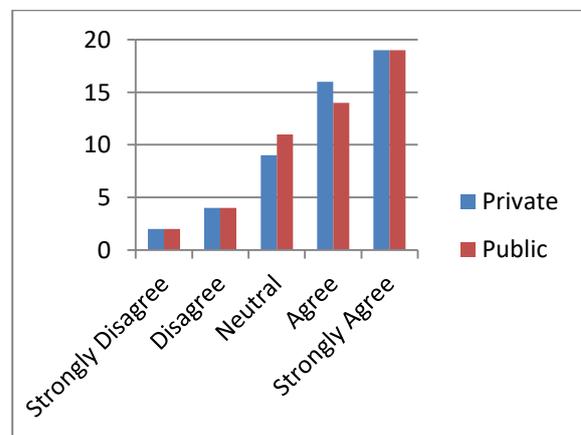
- **Graphical presentation of result:**



Interpretation of Result:

This interpretation showed that 4% teachers strongly disagree, 3% are disagreed, 14% teachers are neutral, 16% are agreed and 13% teachers strongly agreed with the money in the private schools whereas 0% teachers strongly disagree, 2% are disagreed, 10% teachers are neutral, 16% are agreed and 22% teachers strongly agreed with the money in the public schools. Its total mean value is 7.78, median value is 8.00 and standard deviation value is 2.065.

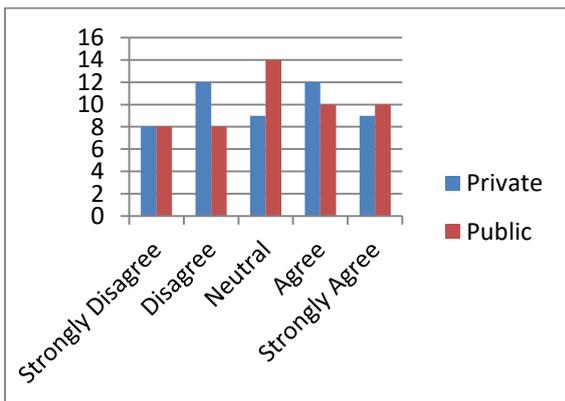
- **Graphical presentation of result:**



Interpretation of Result:

This interpretation showed that 2% teachers strongly disagree, 4% are disagreed, 9% teachers are neutral, 16% are agreed and 19% teachers strongly agreed with their Job working condition in the private schools whereas 2% teachers strongly disagree, 4% are disagreed, 11% teachers are neutral, 14% are agreed and 19% teachers strongly agreed with their Job working condition in the public schools. Its total mean value is 7.8, median value is 8.00 and standard deviation value is 2.258.

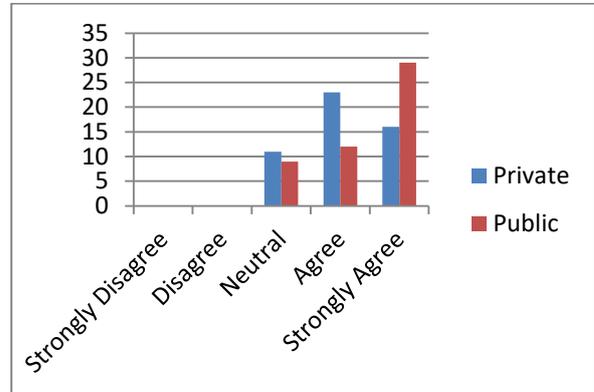
- **Graphical presentation of result:**



Interpretation of Result:

This interpretation showed that 8% teachers strongly disagree, 12% are disagreed, 9% teachers are neutral, 12% are agreed and 9% teachers strongly agreed with their favourable environment in the private schools whereas 8% teachers strongly disagree, 8% are disagreed, 14% teachers are neutral, 10% are agreed and 10% teachers strongly agreed with their favourable environment in the public schools. Its total mean value is 6.16, median value is 6.00 and standard deviation value is 2.72.

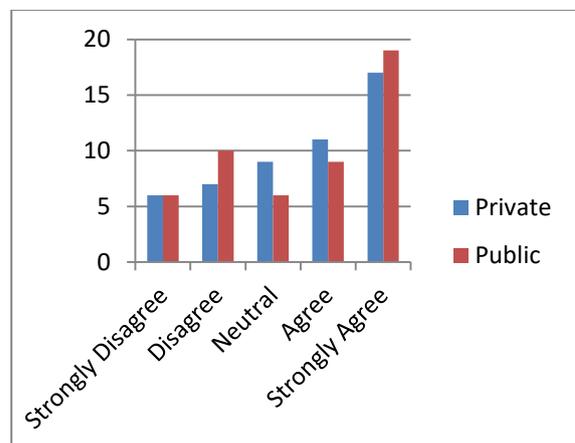
- **Graphical presentation of result:**



Interpretation of Result:

This interpretation showed that 0% teachers strongly disagree, 0% are disagreed, 11% teachers are neutral, 23% are agreed and 16% teachers strongly agreed with their job promotion in the private schools whereas 0% teachers strongly disagree, 0% are disagreed, 9% teachers are neutral, 12% are agreed and 29% teachers strongly agreed with their job promotion in the public schools. Its total mean value is 8.5, median value is 9.00 and standard deviation value is 1.517.

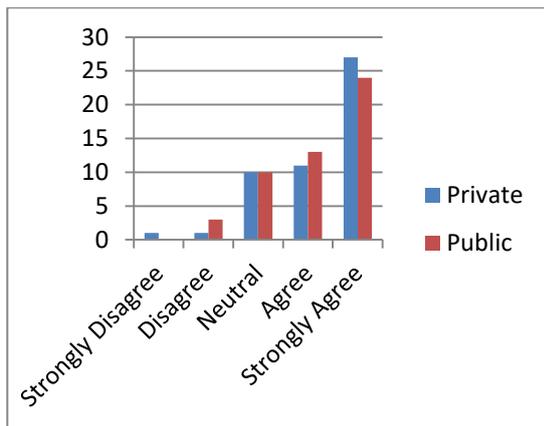
- **Graphical presentation of result:**



Interpretation of Result:

This interpretation showed that 6% teachers strongly disagree, 7% are disagreed, 9% teachers are neutral, 11% are agreed and 17% teachers strongly agreed with respect in the private schools whereas 6% teachers strongly disagree, 10% are disagreed, 6% teachers are neutral, 9% are agreed and 19% teachers strongly agreed with respect in the public schools. Its total mean value is 7.02, median value is 8.00 and standard deviation value is 2.877.

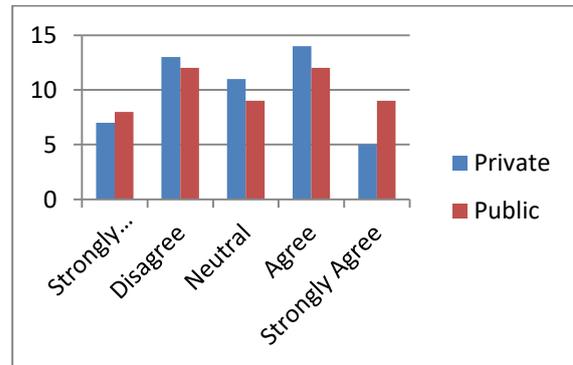
• Graphical presentation of result:



Interpretation of Result:

This interpretation showed that 1% teachers strongly disagree, 1% are disagreed, 10% teachers are neutral, 11% are agreed and 27% teachers strongly agreed with the good salary in the private schools whereas 0% teachers strongly disagree, 3% are disagreed, 10% teachers are neutral, 13% are agreed and 24% teachers strongly agreed with the good salary in the public schools. Its total mean value is 8.4, median value is 9.00 and standard deviation value is 1.936.

• Graphical presentation of result:



Interpretation of Result:

This interpretation showed that 7% teachers strongly disagree, 13% are disagreed, 11% teachers are neutral, 14% are agreed and 5% teachers strongly agreed in the private schools whereas 8% teachers strongly disagree, 12% are disagreed, 9% teachers are neutral, 12% are agreed and 9% teachers strongly agreed in the public schools. Its total mean value is 5.98, median value is 6.00 and standard deviation value is 2.606.

Hypothesis:

Alternative Hypothesis:

Alternative hypothesis is accepted because the result showed that that high salary packages and less workload leads to higher level of teacher motivation. ie;

H_1 = High salary packages and less workload have high teacher motivation as compared to low salary packages and heavy workload.

Null Hypothesis:

Null hypothesis is rejected because the result showed that that high salary packages and less workload leads to

higher level of teacher motivation and the null hypothesis is opposite than results ie;

H_0 = High salary packages and less workload do not have high teacher

5.1 Summary:

The title of this research was “Effects of Salary Packages and Work Load on Teachers Motivation in Private and Public schools of Rahim YarKhan. “The population of this research was all the public and private schools of District Rahim Yar Khan. The sample size was taken 100 from which data of 50 teachers were taken from public schools and data of 50 teachers were taken from private schools. Questionnaire based random sampling technique was used. Data were analysed through SPSS statistical technique. Evidence from this research on the issues of teacher’s motivation indicates that the teachers in private sectors as compared to public sectors of district Rahim Yar Khan are not satisfied and motivated. The main cause of this problem are less salary issue, unfavourable working environment, heavy work load, lack of recognition, rude behaviour of school administration, unsuitable job design, unfriendly peers relationship, non-reward system and no provision of training and development. Due to all these issues they are less satisfied and less motivated from their job. Private and Public sectors both are facing the lot of challenges now days. Education demand is increasing day by day. With the changing life standard of people each sector is doing effort to meet the requirements of teachers and as well the students. In order to sustain the position in market, each sector should meet the needs and expectations of

motivation as compared to low salary packages and heavy workload.

teachers and students. The purpose of this research is to gaze how the teacher motivation level is affected on student’s education in private sectors. In recent years there is no improvement in the educational system of Rahim Yar Khan to increase the motivation level of teachers by providing the attractive packages, best recognition and reward system, suitable job design, favourable working condition, less load of work and provide more opportunities of training and development. The study of this research is based on these objectives i.e.; to investigate the impact of salary packages on teacher motivation, to identify the factors that can enhance the level of teacher’s motivation, to identify those factors that help out the schools on how to maintain the teacher motivation level for a long time, to investigate the effect of workload on teacher performance, to find out the inherent and extrinsic influences to satisfied the teachers, to examine the strength of the relationship between teacher’s motivation, satisfaction, and their salary packages. For this study 100 respondents were taken and their responses were taken on how to enhance their motivation level that will ultimately increase their level of satisfaction and performance and which strategies educational institutions can adopt to sustain their motivation level and to retain them. This study will find out whether the essential inspiration had any effect on teacher presentation. Simple random sampling is used. The size of

sample teachers istakenfrom 8 schools of Rahim YarKhanby convenient sampling. To obtain the relevant data, quantitative technique is used. The questionnaire is used for the collection of data. This will enhance their job satisfaction, performance, professional skills, and career advancement. This study will indicate that there is a direct association between auto inspiration and gratification. Furthermore, this study will suggest that the motivation of teachers would not only base on intangible rewards but also base on tangible rewards.

5.2 Findings:

➤ Findings of this research showed that

- According to Table 4.7 it showed that 6% teachers strongly disagree, 6% are disagreed, 15% teachers are neutral, 15% are agreed and 8% teachers strongly agreed with their current job in the private schools whereas 7% teachers strongly disagree, 9% are disagreed, 15% teachers are neutral, 10% are agreed and 9% teachers strongly agreed with their current job in the public schools.
- According to Table 4.8 it showed that 17% teachers strongly disagree, 13% are disagreed, 7% teachers are neutral, 6% are agreed and 7% teachers strongly agreed with their job salary in the private schools whereas 23% teachers strongly disagree, 7% are disagreed, 8% teachers are neutral, 5% are agreed and 7% teachers strongly agreed with their job salary in the public schools.
- According to Table 4.9 it showed that 0% teachers strongly disagree, 2% are disagreed, 3% teachers are neutral, 12% are agreed and 33% teachers strongly agreed with the appreciation for good result in the private schools whereas 0% teachers strongly disagree, 0% are disagreed, 9% teachers are neutral, 11% are agreed and 30% teachers strongly agreed with the appreciation for good result in the public schools.
- According to Table 4.10 it showed that 10% teachers strongly disagree, 8% are disagreed, 8% teachers are neutral, 17% are agreed and 7% teachers strongly agreed with the Job Benefits in the private schools whereas 5% teachers strongly disagree, 12% are disagreed, 7% teachers are neutral, 18% are agreed and 8% teachers strongly agreed with the Job Benefits in the public schools.
- According to Table 4.11 it showed that 7% teachers strongly disagree, 15% are disagreed, 12% teachers are neutral, 9% are agreed and 7% teachers strongly agreed in the private schools whereas 8% teachers strongly disagree, 20% are disagreed, 8% teachers are neutral, 9% are agreed and 5% teachers strongly agreed in the public schools.
- According to Table 4.12 it showed that 12% teachers strongly disagree, 23% are disagreed, 1% teachers are neutral, 5% are agreed and 9% teachers strongly agreed with their workload in the private schools whereas 18% teachers strongly disagree, 17% are disagreed, 4% teachers are neutral, 5% are agreed and 6% teachers strongly agreed with their workload in the public schools.

- According to Table 4.13 it showed that 0% teachers strongly disagree, 0% are disagreed, 1% teachers are neutral, 11% are agreed and 38% teachers strongly agreed with their working environment in the private schools whereas 0% teachers strongly disagree, 0% are disagreed, 4% teachers are neutral, 20% are agreed and 26% teachers strongly agreed with their working environment in the public schools.
- According to Table 4.14 it showed that 2% teachers strongly disagree, 9% are disagreed, 5% teachers are neutral, 15% are agreed and 19% teachers strongly agreed with their school environment in the private schools whereas 9% teachers strongly disagree, 4% are disagreed, 12% teachers are neutral, 8% are agreed and 17% teachers strongly agreed with their school environment in the public schools.
- According to Table 4.15 it showed that 13% teachers strongly disagree, 8% are disagreed, 4% teachers are neutral, 15% are agreed and 8% teachers strongly agreed with their staff behavior in the private schools whereas 6% teachers strongly disagree, 12% are disagreed, 6% teachers are neutral, 12% are agreed and 14% teachers strongly agreed with their staff behavior in the public schools.
- According to Table 4.16 it showed that that 6% teachers strongly disagree, 8% are disagreed, 7% teachers are neutral, 12% are agreed and 17% teachers strongly agreed with their friendly relationship in the private schools whereas 7% teachers strongly disagree, 9% are disagreed, 8% teachers are neutral, 13% are agreed and 13% teachers strongly agreed with their friendly relationship in the public schools.
- According to Table 4.17 it showed that 14% teachers strongly disagree, 13% are disagreed, 6% teachers are neutral, 10% are agreed and 7% teachers strongly agreed with their school provides them training in the private schools whereas 14% teachers strongly disagree, 16% are disagreed, 8% teachers are neutral, 7% are agreed and 5% teachers strongly agreed with their school provides them training in the public schools.
- According to Table 4.18 it showed that 8% teachers strongly disagree, 9% are disagreed, 8% teachers are neutral, 11% are agreed and 14% teachers strongly agreed with their supervisor guidance in the private schools whereas 8% teachers strongly disagree, 9% are disagreed, 8% teachers are neutral, 11% are agreed and 14% teachers strongly agreed with their supervisor guidance in the public schools.
- According to Table 4.19 it showed that 8% teachers strongly disagree, 10% are disagreed, 5% teachers are neutral, 14% are agreed and 13% teachers strongly agreed with the training that improve their skills in the private schools whereas 6% teachers strongly disagree, 12% are disagreed, 8% teachers are neutral, 13% are agreed and 11% teachers strongly agreed with the training that improve their skills in the public schools.

- According to Table 4.20 it showed that 4% teachers strongly disagree, 3% are disagreed, 14% teachers are neutral, 16% are agreed and 13% teachers strongly agreed with the money in the private schools whereas 0% teachers strongly disagree, 2% are disagreed, 10% teachers are neutral, 16% are agreed and 22% teachers strongly agreed with the money in the public schools.
- According to Table 4.21 it showed that 2% teachers strongly disagree, 4% are disagreed, 9% teachers are neutral, 16% are agreed and 19% teachers strongly agreed with their Job working condition in the private schools whereas 2% teachers strongly disagree, 4% are disagreed, 11% teachers are neutral, 14% are agreed and 19% teachers strongly agreed with their Job working condition in the public schools.
- According to Table 4.22 it showed that 8% teachers strongly disagree, 12% are disagreed, 9% teachers are neutral, 12% are agreed and 9% teachers strongly agreed with their favorable environment in the private schools whereas 8% teachers strongly disagree, 8% are disagreed, 14% teachers are neutral, 10% are agreed and 10% teachers strongly agreed with their favorable environment in the public schools.
- According to Table 4.23 it showed that 0% teachers strongly disagree, 0% are disagreed, 11% teachers are neutral, 23% are agreed and 16% teachers strongly agreed with their job promotion in the private schools whereas 0% teachers strongly disagree, 0% are disagreed, 9% teachers are neutral, 12% are agreed and 29% teachers strongly agreed with their job promotion in the public schools.
- According to Table 4.24 it showed that 6% teachers strongly disagree, 7% are disagreed, 9% teachers are neutral, 11% are agreed and 17% teachers strongly agreed with respect in the private schools whereas 6% teachers strongly disagree, 10% are disagreed, 6% teachers are neutral, 9% are agreed and 19% teachers strongly agreed with respect in the public schools.
- According to Table 4.25 it showed that 1% teachers strongly disagree, 1% are disagreed, 10% teachers are neutral, 11% are agreed and 27% teachers strongly agreed with the good salary in the private schools whereas 0% teachers strongly disagree, 3% are disagreed, 10% teachers are neutral, 13% are agreed and 24% teachers strongly agreed with the good salary in the public schools.
- According to Table 4.26 it showed that 7% teachers strongly disagree, 13% are disagreed, 11% teachers are neutral, 14% are agreed and 5% teachers strongly agreed in the private schools whereas 8% teachers strongly disagree, 12% are disagreed, 9% teachers are neutral, 12% are agreed and 9% teachers strongly agreed in the public schools.

5.3 Discussion:

It plays the vital role in the motivation and performance of employees if they get the regular appreciation from their supervisors or managers. In directive to provide excellence of teaching, educator incentive

plays a significant part. The quality of education is very much dependent on the motivation of teacher. Only those teachers can provide the quality of education who is fully satisfied with their job. To influence the level of teacher's motivation, it is important to recognize those socio-psychological factors. According to Davidson (2005) who showed that in improving the quality of educational institutions, it is important to recognize the teacher motivation. This research was carried out with an objective to check the influence of salary packages and workload on teacher's motivation in public and private education institutions of Rahim Yar Khan. According to the Bohlander et al. (2001) emphasized that for motivating teachers in the educational institutions, compensation packages should be the most important consideration for managers and administrators. Tangible reward motivates employee highly. According to Maslow et al. (1996) stated that in educational institutions those teacher who are getting low salaries get too much stress. He further suggested that in order to get higher motivation and to retain teachers in the organizations, their salaries should be market competitive. Wright (1985) also suggested that low internal motivation of a teacher is mostly due to salary issue and work load conditions. According to Davidson (2005) who is mentioned in Imran Rasheed article who revealed in his research that high work load and Non-teaching activities are the main cause of low level of motivation of teachers. According to this study it is found that teacher's motivation in educational institutions is affected by working environment. Photanan (2004) give his

opinion that training is the most essential activity used by organization for motivational program of employees. According to Bohlander et al. (2001) stated that to survive in the current scenario provision of training to employees is very crucial for organizations. According to Leslie (1989) investigated that professional growth is very essential for motivation of teachers and professional learning is the basic element of teacher career development. Growth opportunities and professional learning should be provided to teachers for motivation. Mostly teachers view that to satisfy and motivate them; there should be some new in packages of benefits. They also get salary increment after their good performance. It has been observed that in Rahim Yar Khan the first preference and objective of private schools are just to earn profit instead of providing the quality education to students and meeting the educational standards. According to Tealdi (2005) who revealed that in the environment of competitive market, the compensation packages and financial incentives are the most essential factors for teacher's motivation in the educational sectors but some other factors like job design, work load conditions, Recognition, school administrative and staff behaviour, school environment and training and development are also significant. This research showed the findings that the teachers in private schools of district Rahim Yar Khan are less satisfied and less motivated and the findings of this research provides the results that the main cause of their problem is that they are not satisfied with their job salary, job benefits, working environment, appreciation, work load

conditions, behaviour of school staff and training opportunities. Due to unemployment in Pakistan, the educated and master degree holders apply in the educational sectors. But as compared to public schools, private schools don't provide them attractive salaries and benefits. According to Stafyarakis (2002) who stated that the supervisors of private schools don't even give respect to their teachers because according to their opinion they think that teachers are low level staff and they don't have any value. They don't use the words of appreciation for their best performance and they also don't provide them training for their career development. Due to all these reasons, teachers in private schools get disappointed and de-motivated and they don't have any other option except to take resign from their job. It's not only the major drawback of losing the educated teachers but it is also the major drawback for private institutions to make the good and positive reputation in the market and to sustain their position. Without their motivated teachers, they cannot retain their educated and skilled teachers in their organizations and also cannot provide the quality education to their students and instead of earning profit they will just earn loss. It is obsession for needy person to continue his job.

Mostly parents want that their children get the best education so that they enrol them in private schools and ready to pay more fees but in reality the education of students are too much dependent on the efficiency and effectiveness of teacher and on the methodology of teacher that he/she adopt. Due to lack of motivation, the performance level of the teachers decreases. The main

reason of this problem is that the administrative staff of school do not recognized or acknowledged for the contribution they make for the organization. It is the natural fact that every person want both type of motivation i.e.; intrinsic and extrinsic. To enhance the standard of every educational institution it is important for them to provide both motivations to their teachers to achieve the set standard targets. But unfortunately in Pakistan, there are no attractive packages provided for this profession that is why this profession is considered noble. Especially this profession has the significant importance for females. They feel safe by choosing this profession. If we see it in the Islamic point of view, then our prophet Muhammad (PBUH) also chosen this profession and he served his life in teaching Islam. He was a role model for all human beings. That is why this profession is chosen to inspire students by acting as a role model for them.

5.4 Conclusion:

The conclusion and facts and figures of this research showed that 17% teachers strongly disagree, 13% are disagreed, 7% teachers are neutral, 6% are agreed and 7% teachers strongly agreed with their job salary in the private schools whereas 23% teachers strongly disagree, 7% are disagreed, 8% teachers are neutral, 5% are agreed and 7% teachers strongly agreed with their job salary in the public schools. According to the workload, 12% teachers strongly disagree, 23% are disagreed, 1% teachers are neutral, 5% are agreed and 9% teachers strongly agreed with their workload in the private schools whereas 18% teachers strongly disagree, 17% are

disagreed, 4% teachers are neutral, 5% are agreed and 6% teachers strongly agreed with their workload in the public schools. In this competitive society no any private and public schools can exist if their teachers will not be motivate they will perform dissatisfactory and the productivity as well as the position of that sector will be down as compared to other sectors. The purpose is to study why mostly teachers in private sectors are demotivated and dissatisfied. So researcher find the conclusion that due to inadequate rewards and salaries, heavy work load, lack of promotions and lack of appreciation mostly teachers found dissatisfied and de-motivated and it directly impact on their job performance. So in the conclusion of this research, researcher suggest that if the private sectors want to do progress day by day and want to survive in the competitive market as like the public sector then private sectors should meet the increasing need, demand and expectations of teachers as well as students. For enhancing the level of teacher's motivation, this study will have some implications practically. A key determinant for student motivation and teaching effectiveness has been identified that is the teacher motivation. For educational administration it is particularly useful to formulate practical strategies to stimulate teacher's motivation so that they can improve the learning outcomes of both teaching and learning. The study concludes that motivation ensures that an worker's services are applied efficiently because when motivation of both intrinsic and extrinsic will be given then employees will use their skills fully, it will give them greater satisfaction, their abilities and

skills will be polish and provide them chance to communicate and learn from others. This will boost the satisfaction of employees when they feel that organization actually owes them. Job itself is motivating if the management of the institute providing their employees attractive packages and benefits, challenging and interesting environment, praising for doing their job well done all these things will ultimately increase their presentation and their incentive level. The study accomplishes that job design has an effect on employees motivation in educational sectors of Rahim Yar Khan because good job brings more motivation to employees and bad job designs brings less motivation for the employees. These both variables move in the same direction and they have the positive relationship between them. The management of the institute will ensure that jobs are well organized to keep workers motivated by providing the monetary and non-monetary reward.

5.5 Recommendations:

In the recommendations, researcher give the recommendation to private sectors of Rahim Yar Khan if they hire the qualified teachers then they would give them handsome packages and would give them incentives, rewards and bonuses time to time according to their performance progress they would also provide them rewards and provide them comfortable and safe environment instead of heavy work load environment. Researcher also recommends that private sectors would also make the policy of training for the professional development and career

advancement of their teachers and they can also polish their skills and knowledge.

- It is the responsibility of Upper level of management of the institute to take interest to enhance the level of performance of teachers by doing their professional growth.
- They should give them workload according to their stamina or capacity.
- They should ask the opinion of their staff members about reward for their motivation and they should also welcome their new ideas and consider it.
- Intrinsic and extrinsic motivation will have the great source for management to maintain the good performance of employees.
- Head of the institute should personally thank the teacher for performing their job well done. What was good and why you are appreciated should be mentioned by him.
- Praising him by saying thank you will be very meaningful it means that you are valuing the specific person.

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- This research highly recommended that the level of teacher's motivation should be improved by giving rewards, attractive packages and bonuses.

5.6 Ideas for further study:

- This study was limited only in private and public schools of Rahim Yar Khan.
- This study may be carried out in the public and private colleges of Rahim Yar Khan.
- The study was restricted to teacher motivation and the salary package and work load affect on teachers motivation in public and private sectors of Rahim Yar Khan.
- Research may be done on the effect of salary packages and work load on the level of teacher's satisfaction and their retention.
- This can be done on the college level of both public and private sectors.
- Investigator also observed that not considerable investigation has been done on the educator's inspiration at college level of Rahim Yar Khan. This can be an area of further research

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