

## Factors Impacting on Teachers' Performance in the Private Schools

Raju Bhai Manandhar\*

### ABSTRACT

Teachers play the vital role in the learning process of students. They are the pivot of any education system and develop performance style. Teacher performance is a key determinant of the quality of education. Their performance is highly influenced in school by different factors. The aim of the present study is to exam the association of communication, motivation and pressure with teachers' performance. The present study is descriptive in nature. The primary data is main sources of information to analyze and find out the result of the survey. Structured questionnaire under survey approach is applied for collecting primary data with six point likert scale. The population of this study targeted the teachers of private school in Kathmandu valley. 200 teachers are selected as sample size through judgmental sampling technique in this research to make this study more inclusive and representatives. Descriptive statistics and inferential statistics such as mean standard deviation and correlation have been used to analyze the collected data. The study found that motivation has positive association with the teacher's performance but pressure and communication have negative association with the teacher's performance.

**Keywords:** Privates schools, motivation, communication and pressure teacher's performance.

### Background of the study

Teachers play a pivotal role in sharing knowledge to the students. Every school strives to recruit good and qualified teachers that can deliver quality education to its students. Only qualified and committed teachers can produce effective results by producing good quality

of students, who contribute to their country in future. Therefore, it's rather important to understand that teacher unquestionably plays an important part in the development of a student's career and his or her results (Hanif & Pervz, 2004). Thus, it is crucial for schools to keep the talented teaching staff. Because only qualified teachers can give best education to the students. But if the qualified teachers have leaving intentions from the school, then it will have negative impact on students and school's performance as well. Thus, it is very essential to retain the highly qualified teachers to deliver good quality of education.

## **1.1 Study Background**

### **1.3 Problem Statement**

Organizations consider their employees as a key factor to perform in their firm as an asset to have better improvement in the productivity and performance of the overall organization (Khan et al. 2019; Kanyurhi & Buganda Mungu Aknokwa, 2016). Most researches are conducted on different factors that influence the performance of an employee. However, it was identified that very few studies were carried out on these three variables such as motivation, communication and pressure additionally, all these variables are used in different settings (Hasting & Bauman, 2016). Moreover, a few studies are conducted in school settings, which highlight its importance, and significance as this field should be considered for research. Like other employees, teachers are considered as the backbone of any education system and their failure may have an unfavorable effect on the overall performance of students (Amin, Shah, Ayaz & Atta, 2013).

Teachers are the creators of future leaders. Thus, there is truly need indeed to keep teachers satisfy from their jobs and careers. They will not only produce good quality leaders of future but also will contribute in the development of any country by education the future generation.

### **1.4 Research Question**

Teacher performance is a key determinant of the quality of education and this is true principally at the school level. However, as it leads to attaining of the set goals and objectives. In practice, teachers from private and government schools perform differently.

This can be attributed to several factors while there are several contributory factors affecting teachers' performance in private schools.

### **Research Objectives**

The major objectives of this study are to explore the association between and impacting factors and teachers performance in private school. And some of other specific objectives are mentioned bellow.

1. To examine the association between motivation and teachers' performance.
2. To assess the association between communication and teachers' performance.
3. To evaluate the association between pressure and teachers' performance.

### **Literature Review**

#### **Motivation**

Motivation is a psychological process initiated by the emergence of needs involving a goal directed action and behavior aimed at satisfying a particular desire. Motivation is an art targeted to getting people work willingly, and an art of inducing one to behave in a particular manner to achieve a task. (Mee-Edoiye & Andawei, 2002) Viewed motivation as a human engineering approach being triggered by the individual needs. Motivation increases the job involvement by making the work more meaningful and interesting as we as the fact that it keeps the employees more productive and improves their subsequent job performance (Kamery, 2004) and (Ekerman, 2006).

Kamery (2004) investigated that motivation increases the job involvement by making the work more meaningful and interesting as well as the fact that it keeps the employees more productive and improves their subsequent job performance. Aiyetan and Olotuah (2006) on his work study about the impact of motivation on workers' productivity in the Nigerian construction industry. It identified a number of motivational schemes that enhance the performance of workers. The operatives were asked the kind of motivation the management gives to them and conclude that motivation has the significant relationship with productivity of the labor.

### **Communication**

Communication refers to the act, contact or double interacts among the individuals in delivering information, meanings and understanding. Several professionals have expressed mixed opinions on communication competency used as a predictor of employee success (Ryan & Sackett, 1987). The importance of communication cannot be denied for organizations as applied to their ability to influence the bottom-line- as found in growing evidence linked with work productivity (Camden & Witt, 1993) and (Snyder & Morris, 1984).

Femi (2007) examined the impact of communication on worker's performance in Nigeria. This study examines the significant relationship between communication and workers' performance in some selected organizations in Lagos State, Nigeria. The result of this study reveals that a relationship exists between effective communication and workers' performance, productivity and commitment. The study recommended that managers will need to communicate with employees regularly to improve worker's commitment and performance.

### **Pressure**

Pressure is defined as the harmful physical and emotional responses that occur when job requirements do not match the worker's capabilities, resources, and needs (National Institute of Occupational Safety and Health 1999). Pressure is an undesirable response people have to tremendous pressures or other types of demands placed upon them (Health Safety Executive UK). The possibility of stress influencing one's performance is great (Tuten & Neidermeyer, 2004). Each individual is exposed to a range of stressors both at work and in his or her personal life which ultimately influences work performance (Feddock, 2007).

Raeissi and Tavakoli (2002) examined the relationship among employees' job pressure on organizational performance in Hamadan Urban Health centers. The main purpose is to

investigate that a small amount of pressure can bring about an increase in personnel's efficiency, while too much pressure results in negative mental and physical changes.

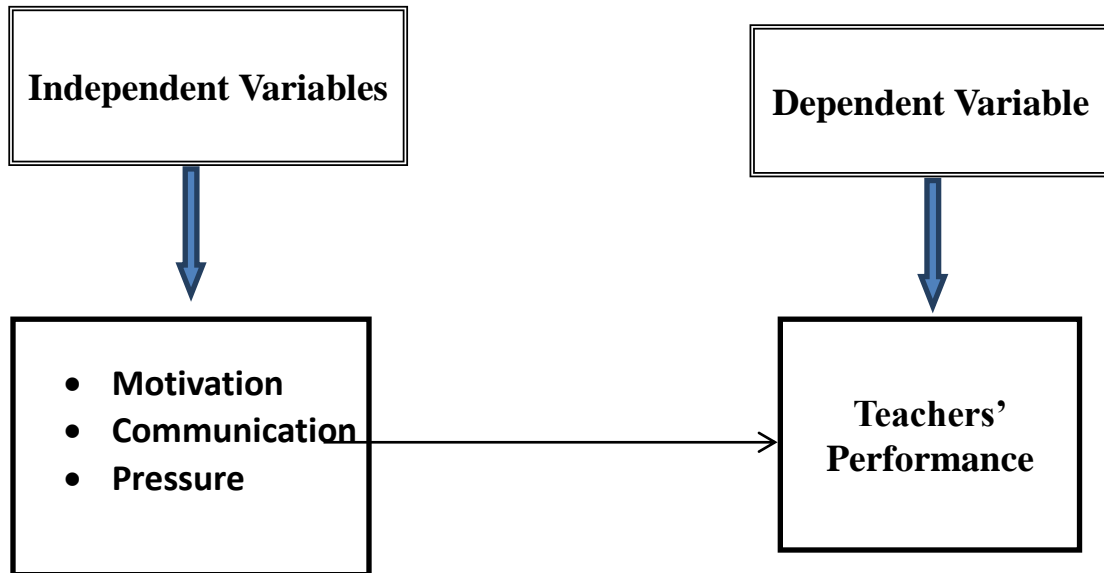
### **Teachers' performance**

Performance is a major multi-dimensional construct aimed to achieve results and has a strong link to strategic goals of an organization (Mwita, 2000). Teacher performance is the activities related to job and how well those activities were executed by them. Job performance is defines as the total expected value to the organization of the discrete behavioral episodes that an individual carries out over a standard period (Motowidlo, 2003). Thus, the teacher's performance is defining by the actions judgmental and evaluative processes but not the actions itself. For every school, the most important element is the teachers' performance because the success or failure of schools is depending on the performance of an employee.

### **Conceptual Framework**

Depending upon the studies of the previous research, different variables like promotion motivation, communication, pressure, training, age, and gender were identified. In this research Teachers' performance is considered as the dependent variable. The general relationship of these variables is summarized as below:

**Figure 2.1: Conceptual framework**



### 1.1 Research Hypotheses

The study is based on the formulation of the following alternative hypotheses. The research hypotheses are proposed as follows:

H1: There is association between motivation and teachers' performance.

H2: There is association between communication and teachers' performance.

H3: There is association between pressure and teachers' performance.

### Data collection Process

The present study is descriptive and analytical in nature. The main aim of this study is to reveal attitude on shopping mall purchasing behavior of consumers in Kathmandu Valley. In this research, primary data is main sources of information. This research is almost based on primary data to analyze and find out the result of the survey. However secondary data is used at the time of setting objectives, hypotheses formulation and literature review.

Survey method is adopted for collecting primary data as research approach and questionnaire is applied as research instrument to obtain pertinent information from respondents so that it is possible to find out right output. The questionnaire is prepared in

6 points Likert Scale containing strongly disagrees, disagree, moderately disagree, moderately agree, agree and strongly agree. The questionnaire contains 25 questions all are close ended.

This survey is conducted in Kathmandu Valley containing 2.5 million populations (Census 2013) retrieved from retrieved from ([www.bossnepal.com/Popular](http://www.bossnepal.com/Popular) shopping center in Kathmandu) and it focuses those people who have at least little knowledge about shopping mall. They may be potential customers or regular customers or none customers. They are living in Kathmandu Valley even they are from out of Valley. Pilot test had been done conducting with 50 respondents at different areas of Kathmandu valley.

### **Research Methodology**

In this research various methods and process have been applied to answer the problem and accomplish the objectives. It includes research design, nature and sources of data, research approach, research instruments, population and sample and data analysis tools.

### **Research Design**

The study was based on the descriptive research design because it has described the demographic distribution of respondents and also shows the relationship between the variables.

### **Sampling Design**

The study had adopted the judgmental sampling method. In this survey, 200 questionnaires were distributed to the target samples of different categories of teachers of different private schools in Kathmandu Valley.

### **Data collection Process**

The present study is descriptive in nature. The primary data is main sources of information. This research is almost based on primary data to analyze and find out the

result of the survey. However secondary data is used at the time of setting objectives, hypotheses formulation and literature review.

Survey method is adopted for collecting primary data as research approach and questionnaire is applied as research instrument to obtain pertinent information from respondents so that it is possible to find out right output. The questionnaire is prepared in 6 points Likert Scale containing strongly disagrees, disagree, moderately disagree, moderately agree, agree and strongly agree. The questionnaire contains 22 questions all are close ended.

This survey is conducted in Kathmandu Valley and it focuses teachers of private schools in Kathmandu. They are living in Kathmandu Valley even they are from out of Valley.

## **Methods of Analysis**

### ***Reliability Analysis***

In the research reliability and validity test is must. For the reliability test of the questionnaire, most of the researchers use Cronbach's Alpha. It ranges from 0 to 1.0; if the scale items are well correlated, Cronbach's Alpha will be high. Thus, in the current research, the main calculation method is simple scale measurement for Cronbach Alpha. Result of Cronbach's Alpha analysis is first examined for reliability and validity of each question in the data set(Gliem and Gliem, 2003).

All constructs comprising of variables such as motivation, communication, pressure and teachers performance were separately tested to make certain all designed question are reliable. The following table shows the reliability of the items indicating that the scale has good reliability.

**Table 3.1: Reliability results of study variables**

<b>S.N.</b>	<b>Variables</b>	<b>Cronbach's Alpha Coefficient</b>	<b>No.of Items</b>	<b>No. of Item Deleted</b>
1	Motivation	0.705	5	2
2	Communication	0.720	4	1



3	Pressure	0.690	4	0
4	Teachers performance	0.810	4	1

According to above table Cronbach's Alpha of Motivation is 0.705, Communication is 0.720, pressure is 0.690 and Teachers performances 0.810. The table shows that Cronbach's Alpha of the entire variable are greater than 0.650. That indicates the consistency of the items taken for the study.

### *Descriptive Statistics*

The primary data have been analyzed by calculating mean, standard deviation, standard error, graphs etc.

### *Correlation Analysis*

*Correlation analysis is the statistical tool to identify mutual association between two or more variables. The study has applied correlation analysis to evaluate the relationship between two variables.*

### **Result and Discussion**

Present study purposes to examine the relationship between and among the teachers performance as dependent variable with taking motivation, communication and pressure as independent variable.

First, the reliability of used measurement scales is tested using Cronbach's alpha coefficient. Altogether twenty two questions have been created taking, shopping mall purchase advertising and purpose to visit in questionnaire.

### **Demographic status**

The study had collected the demographic information of respondents to know the demographic distribution of teacher's performance. The demographic characteristics include the gender, profession, age, location. The study also analyzed the types of shopping mall chosen by the consumers.

**Table 4.1: Profile of respondents by gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	120	60
Female	80	40
Total	200	100

Table no. 4.1 displays that 60 percent respondents are male whereas 40 are female. The respondents of female are higher than male.

**Table 4.2: Profile of respondents by Income**

<b>Income</b>	<b>Frequency</b>	<b>Percent</b>
Bellow 10000	6	3
!0000-20000	92	46
20000-30000	74	37
30000-40000	24	12
Above 40000	4	2
Total	200	100

According to the above table, the more number of respondents are below 10000 income group accounting for 3 percent, followed by 10000-20000 income group 46 percent, 20000-30000 income group 37 percent, 30000-40000 income group 12 percent and respondents in the above 40000 income group 2 percent.

**Table 4.3: Profile of respondents by age**

<b>Age</b>	<b>Frequency</b>	<b>Percent</b>
Bellow 20	20	10
20-30	112	56
31-40	58	29

## IMS Ghaziabad University Courses Campus

---

Above 40	10	5
Total	200	100.0

According to the above table, the more number of respondents are below 22 age group accounting for 10 percent, followed by 20-30 age group 56 percent, 31-40 age group 29 percent and respondents in the above 40age group 5 percent.

**Table 4.4: Profile of respondents by location**

Location	Frequency	Percent
KTM Valley	142	71
Out of KTM valley	58	29
Total		

Table no. 4.4 shows that 71 percent of the respondents are permanent residents of Kathmandu valley and whereas 29 are from out of Kathmandu valley temporarily living in Kathmandu valley.

### **Descriptive Statistics Analysis**

In this study mean and standard deviation analysis are used. When there is higher mean value, it shows that more number of respondents agree to association or impact on shopping mall purchase.

#### *1.1.1 Summary of Mean and Descriptive Statistics Analysis*

**Table 4.6: Overall Mean and Standard Deviation of Variables**

Description	Mean	Standard Deviation
Motivation	4.5	0.57
Communication	4.28	0.47
Pressure	3.25	1.08
Teachers Performance	4.15	0.53

The table 4.6 shows the mean and standard deviation of the entire variables under study. All together it includes 4 variables which consist of 22 questions asked to give their

opinions. Mean of all are greater than 3.5 exception of pressure. This indicates that respondents tend to agree with the statements. Mean value of pressure 3.25, so it is not in to agree.

### Correlation Analysis

In this study is teachers' performance taken as the dependent variable, motivation, communication and pressure are independent variable. To measure the correlation coefficient, Karl Pearson's adapted formula is used. As correlation is run, there is shown the relation of the all variables on the below table:

**Table 4.7: Correlation Analysis**

	Motivation	Communication	Pressure	Teachers Performance
Motivation	1			
Communication	0.127	1		
Pressure	0.351*	0.581**	1	
Teachers Performance	0.251*	-0.354*	-0.163**	1

From the table, the relation of teachers' performance with motivation, communication and pressure have been investigated using Pearson correlation coefficient. The analysis of correlation is obtained and shown here.

The correlation between teachers performance with motivations 0.251, teachers' performance with communication is -0.354 teachers' performance with pressure - 0.163. Similarly correlation between motivations with pressure is 0.351, pressure with motivation is 0.581 at 99 percent confidence level. It is clear that there is negative relationship among all the independent variables with teachers' performance. However, there is strong relation between pressure and motivation, pressure and communication and communication and motivation. Correlation among independent variables is significant at 99 percent confidence level.

## Major Findings

- ⦿ There is positive association between motivation and teachers' performance.
- ⦿ There is negative association between communication and teachers' performance.
- ⦿ There is negative association between pressure and teachers' performance.

## Discussions

This study found that motivation has positive association on teachers' performance in private schools in Kathmandu. The result is consistent with the findings of (Kamery, 2004), (Aiyetan & Olotuah, 2006), (Hunjra, 2010),(Idham,2014) and (Khojamli, 2014), (Kamery, 2004) proved that motivation increases the job involvement by making the work more meaningful and interesting as well as the fact that it keeps the employees more productive and improves their subsequent job performance. It is in line with the earlier studies by (Aiyetan & Olotuah, 2006) revealed that the motivation has significant relationship with productivity of the labor in Nigerian construction industry, and (Idham, 2014) showed that motivation have significant relationship in Malaysia (Khojamli, 2014) showed that motivation has significant relationship with labor productivity.

This study found that there is negative relationship between communication and teacher's performance in the private schools of Kathmandu. The study is not consistent with the findings of (Femi, 2007) showed that the relationship exists between effective communication and worker's performance, productivity and commitment.

The study has also found the negative relation of pressure on teacher's performance in the private schools of Kathmandu. The result is consistent with the findings of (Raeissi & Tavakoli, 2002). (Racissi & Tavakoli, 2002) showed that a small amount of pressure can bring about an increase in personnel's efficiency, while too much pressure results in negative mental and physical changes.

## **Conclusion and Implications**

### **Conclusion**

From the above analysis, results can be concluded as the management of the private school should consider different aspects of teachers such as training, promotion, timely payment salary, rewards to motivate them positively. Similarly, inaccurate, and required information is not transferred timely it cannot make them effective and efficient for performing their job on the time. And management should also praise to encourage them rather than pressure to have better performance for achieving objectives and goals.

### **Implications**

The management needs to analyze the teachers' performance carefully using the reasonable teaching knowledge. Furthermore, management should provide both the financial and non-financial rewards increase their commitment towards the school. They should evaluate all the variables in the environment instead of considering only one variable. Management also needs to diversify their teachers in different activities by career development and training programs.

## **References**

- Aiyetan, A. O., & Olotuah, A. O. (2006). *Impact of Motivation on Workers' Productivity in the Nigerian Construction Industry*. Department of Quantity Surveying. Nigeria Federal University of Technology.
- Amin, M., ullah Shah, R., Ayaz, M., & Atta, M. A. (2013). *Teachers Job Performance at Secondary Level in Khyber Pakhyunkhaw, Pakistan*. Gomal University Journal of Research, 29(2), 100-104.
- Camden, C. (1993). *Manager Communicative style and Productivity: A study of Female and Male Managers*. International Journal of Women's Studies, 6(3). 258-269.

- Camden, C., & Witt, R. M. (1993). *Manager Communicative Style and Productivity: A Study of Female and Male Managers*. International Journal of Women's Studies, 6(5).
- Ekerman, G. (2006). *Job Enrichment and Staff Motivation Human Resources Management*. CapeTown: Maskew Miller Longman (Pvt) Ltd.
- Feddock, C. A. (2007). *Do Pressure and Fatigue Influence Resident Job Performance*. MedicalTeacher, 29(5), 495-497.
- Femi, F. (2007). *The Impact of Communication on Workers' Performance in selected organizations in Lagos State*. Journal of Humanities and Social Science, 19(8), 75-82.
- Hastings, N. B., & Bauman, J. A. (2017). *Best Practices and Current Research in Organizational Training and Performance: An AECT Division of Organizational Training and Performance Special Issue of Tech Trends*. TechTrends, 61(1), 2-3.
- Hanif & Pervz, (2004). *Factors Affecting Teacher's Performance: Evidence from Private Secondary Schools of Karachi, Pakistan*.
- Hunjra, A. I. (2010). *Financial Management Practices and Their Impact on Organizational Performance*, SSRN Electronic Journal, 9(9), 997-1002.
- Idham, R. M. (2014). *Factors Affecting Labor Productivity in Malaysia: An overview*. International Journal of Economics, Commerce and Management, 2(10), 39-52.
- Kamery, R. H. (2004). *Motivational Techniques for Positive Reinforcement. A Review Allied Academics International Conference*, 8(2), 415-437.
- Khan, M.M.S, Ghayas, M.M. & Kashif, S. (2019). *Why firms fail to sustain? Evidence from Dow Jones Index*. South Asian Journal of Management Sciences, 13(1), 116-136.

- Khojamli, M. (2014). *The Relationship between Work Experience, Motivation, Training and Stress with Labor Productivity*. Kuwait Chanter of Arbian Journal of Business and Management Review, 3(9).
- Mee-Edoiye, M., & Andawei, K. L. (2002). *Motivation. An Alternative to Improve Workers Performance in Today's Construction Industry*. The Quantity Surveyor, 40(3), 2-6.
- Motowidlo, S. J. (2003). *Job Performance: Handbook of Psychology*. Journal of Applied Psychology, 43(9), 1851-1861.
- Mwita, J. I. (2000). *Performance Management Model*. International Journal of Public Sector Management, 13(1), 19-37.
- Racissi, P., & Tavakoli, M. (2002). *Impact of Occupational Stress on Mental Health and Job Performance in Hospital managers and matrons*. Hakim, 4(5), 247-254.
- Ryan, A. M., & Sackett, P. R. (1987). *A Survey of Individual Assessment Practises By I/Psychologists*. Journal of Personnel Psychology, 74(4), 568-579.
- Snyder, R. A., & Morris, P. (1984). *Organizational Communication and Performance*. Journal of Applied Psychology, 69(7), 461-465.



**Author**

\* PhD Scholar

Faculty of Management

Tribhuvan University, Kathmandu, Nepal

Email: [raju.pyc@gmail.com](mailto:raju.pyc@gmail.com)