

Does motivation theory really play any significant role on explaining university teachers' performance: Understanding Bangladeshi context

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Abstract

The development of human capital is significantly impacted by the way teachers nurture and expand their students' intellectual capacity. The motivation of teachers is a crucial determinant of their performance, and consequently, it influences the success and achievements of their students. In the context of Bangladesh's tertiary education system, the purpose of this study is to look into the implications of motivational theories on explaining and improving university teachers' performance. Along with the Maslow's and Herzberg's needs theory, there are other motivation theories and this study will investigate the current aspects that affect teachers' performance. A convenience sample of 200 randomly chosen informants is obtained via structured survey. To evaluate the study's hypotheses, factor analysis is used. The results indicate that most instructors in Bangladesh lack intrinsic motivation, which has no visible impact on their performance. Conversely, extrinsic incentive and instructors' performance are positively and significantly correlated. The whole basic wage package seems to have the greatest influence on teachers' motivation among all other elements. Finally, the study recommends that stakeholders should prioritize and enhance incentives, putting an emphasis on sustainable development to raise living standards in rural areas for teachers to boost their level of motivation and performance.

Introduction

From the beginning of human existence on this planet, motivation has been the primary driving force behind any person's action directed toward goal-achieving. Keeping employees motivated and productive at work is both a target and a challenge for managers. Managers need to understand how each worker behaves and what could inspire them. Managers can choose what incentives to provide to motivate staff members by learning about their needs (Shikalepo, 2020; Mohd Ali, et al., 2020). University teachers are vital contributors to the academic and social development of a nation. Their role is not limited to imparting knowledge but extends to shaping future professionals, thinkers, and leaders. Dian et al. (2022) postulated that in order to build a nation with qualified human resources, the government and policymakers must attract, retain, and develop qualified teachers. In recent years, there has been growing attention to the factors that influence teachers' performance at the university level, particularly in developing countries like Bangladesh (Alam et al., 2024a). One such factor that has drawn significant interest is motivation. Understanding what drives teachers to perform well can provide insights into improving the quality of education, fostering professional growth, and creating an engaging academic environment (Hossan et al., 2022). This paper examines the relevance of motivation theory to university teachers'

performance within the context of Bangladesh and seeks to explore whether these theories hold significant influence in this unique educational setting.

While intrinsic motivators such as passion for teaching, research opportunities, and the desire for intellectual growth remain key drivers for university teachers globally, extrinsic factors like salary, job security, and institutional support can significantly influence motivation in developing countries (Appova & Arbaugh, 2018; Layek & Koodamara, 2024). For example, Bangladeshi university teachers, both in private and public universities, often struggle with delayed promotions, political interference, and a rigid administrative system that hampers their academic freedom. These external pressures might affect their job satisfaction and overall performance, posing a challenge to motivation models that predominantly focus on internal drivers (Ahmed & Uddin, 2018).

The period from 2020 to 2024 has also been marked by global challenges such as the ongoing COVID-19 pandemic and economic downturns, which have further stressed the education system in Bangladesh. The pandemic disrupted traditional teaching methods, forcing universities to shift to online platforms, which brought about new challenges regarding technological readiness and adaptability. The teachers' ability to stay motivated in such a drastically changed environment becomes a focal point for analyzing whether traditional motivation theories are still applicable in this evolving context (Alam et al., 2024b; Alam & Mahbub, 2024).

A number of academics have attempted to define the idea of motivation. Legotlo (2014) refers to motivation as the energy of behaviors that drives employees' conduct at the workplace. Halif et al., (2020) further defined motivation as the combination of rewards and punishments that affect workers' initial and ongoing commitment to their jobs. Thus, encouraging individuals to give their best work is crucial. Furthermore, motivation and performance are key factors to academic success and students' achievements for which skilled and competent teachers are required (Flitcroft & Woods, 2018; Fidan, 2023). Hence, it is important to investigate the connection that exists between a teacher's level of motivation and performance.

Getting employees to perform sustainably is a concern that all businesses have. It is important to consider the most effective ways to encourage people through leadership, incentives, and other means. In light of Bangladesh's educational system, this paper makes an effort to suggest and evaluate the elements that inspire teachers. The most important component and secret to every organization's success, as recognized globally, is motivation (Kumar, 2023). The level of motivation may also rise when the teacher feels valued and satisfied with what he or she does. Moreover, motivation determines the teachers' responsibility towards the organizational rules, codes, and conducts, initiating employees' behaviors to achieve the ultimate target (Callo, 2014). Otherwise, the teacher's performance would be highly hindered without motivation.

Motivation, both intrinsic and extrinsic, is considered a critical factor in addressing these challenges. Theories of motivation, such as Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory, and Self-Determination Theory, have been widely studied in organizational settings, but their application in educational contexts, particularly in Bangladesh, remains under-researched. This study seeks to address the gap in understanding the role of motivation in university teachers' performance within the Bangladeshi context. The objective is to explore how motivation theories can be applied to address the unique challenges faced by Bangladeshi university teachers and to identify strategies for improving their job satisfaction and performance. Several recent studies have contributed to the understanding of motivation in educational settings, highlighting that motivational factors such as recognition, salary, work conditions, and opportunities for professional growth significantly impact teachers' productivity and satisfaction (Ali et al., 2023; Rahman et al., 2023). This research, therefore, seeks to bridge the gap in understanding the practical implications of motivation theory within the Bangladeshi higher education sector.

The lack of a decent salary package, promotions on time, incentives, or other benefits is the obstacles that have a negative impact on teachers' performance. Due to society's economic constraints and lack of financial benefits, teachers have to support their income with agricultural work, for which they have less time to devote to their classroom duties (Hardiansyah & Zainuddin, 2022). One major issue in rural academia is the high rate of turnover caused by the increased

workload, larger class sizes, and less favorable working conditions that teachers must endure. This research offers a solution by examining the monetary and non-monetary aspects, such as instructors' emotional and psychological demands that affect and motivate their performance. Mainly three theories of motivation, Maslow's, Herzberg's, and Self-Determination theory, have been consulted in this research to analyze organizational or employee behaviors and assess their performance. Therefore, the stakeholders need to focus more on encouraging teachers in the aforementioned areas as well as the growth of their personalities, self-esteem, self-cultivation, and research mindset (Hossain & Rahman, 2023; Khan & Hasan, 2023).

This paper's main addition is the confirmation of previous research on teachers' motivation and effectiveness in Bangladesh needs to be re-investigated through a broad scale analysis in the light of motivational studies. This analysis is crucial since it affects the right kind of motivational strategies that can improve teachers' performance. The paper first conceptualizes motivation before summarizing it so that readers can understand a teacher's motivation and logic. Numerous academics have studied and written extensively regarding different theoretical frameworks to motivate and bring out the best output from employees. Following this, the paper's theoretical framework, which measures teacher effectiveness, applies Maslow's and Herzberg's needs theories.

Literature Review and Hypotheses Development

Motivation is acknowledged as the fundamental element that enables a person to exhibit particular activities, desires, behaviors, and performances. The relationship between motivation and job performance is a well-explored area in organizational behavior, and its significance has been widely acknowledged in various professional fields, including education (Gkorezis & Panagiotis, 2021; King, 2014). This literature review seeks to examine the role of motivation theories in influencing university teachers' performance, particularly within the Bangladeshi academic environment.

Maslow's Hierarchy of Needs is one of the most influential motivation theories that individuals are motivated by the desire to satisfy a hierarchy of needs, ranging from basic physiological needs to higher-order needs such as self-actualization. For university teachers in the Bangladeshi context, ensuring basic needs, such as competitive salaries and job security, is a starting point for fostering motivation. According to Herzberg, hygiene factors prevent dissatisfaction, but only motivators can drive true satisfaction and improved performance. In the Bangladeshi context (Islam & Rahman, 2022; Rahman & Kabir, 2022), where economic constraints and limited resources often result in dissatisfaction with working conditions, intrinsic factors such as the opportunity to contribute to the academic community and engage in research are highly motivating for university teachers in Bangladesh (Ahmed & Sultana, 2022; Kanya, 2021). For university teachers in Bangladesh, the Self-Determination Theory can be particularly relevant, as many educators often feel restricted by bureaucratic systems and limited autonomy in decision-making. When teachers feel micromanaged or constrained by bureaucratic processes, intrinsic motivation tends to diminish. However, institutions that provide more academic freedom and professional development opportunities see better performance from their faculty (Shikalepo, 2020; Begum & Sultana, 2022).

In the context of university teachers in Bangladesh, motivation is seen as a crucial factor in shaping teaching effectiveness, academic productivity, and overall job satisfaction. There are two types of motivation identified in the literature to encompass the general framework: intrinsic and extrinsic. To find out how motivational theories affect teachers' performance in the educational system, a total of 56 research publications from 2014 to 2024 are read. The survey results are used as validation for the findings.

Extrinsic Motivation

Employees who are motivated by extrinsic factors place more emphasis on the results of their work than on the work itself (Alexandra et al., 2015). Whether intrinsic or extrinsic motivation is preferable for effective performance has been the subject of ongoing discussions. According to Falola et al. (2014), external motivation works to obtain benefits that are given by outside sources.

Nilaweera et al. (2023) opine financial rewards, including base pay and salary, employee benefits, cash bonuses, risk allowance, and other material incentives, are examples of extrinsic motivation. Performance and external motivation have been the subject of numerous reports in the literature. For instance, Falola et al. (2014) assert that in order to motivate employees to work long hours in order to fulfill organizational targets and goals, extrinsic motivation is necessary. Against the inconsistent salary payment with the rising inflation, an average Bangladeshi employee tends to be more performance-driven when he is entertained with extrinsic motivation, rather than intrinsic motivation (Aydos et al., 2024).

H₁: Extrinsic motivation enhances teachers' performance and sustainability.

Intrinsic Motivation

The term "intrinsic motivation" describes the inner drive or desire that arises within a person to partake in a behavior or activity for its own intrinsic fulfillment and enjoyment as opposed to external incentives or rewards. According to Alexandra et al. (2015), intrinsically motivated individuals perform any activity or assigned task voluntarily. A study found that teachers who are firm, confident in their abilities, and driven by high intrinsic motivation are more productive at work. Darazi et al. (2023) describe internal motivation as self-actualization brought on by pressure to complete a task that has significance. In other words, intrinsic drive arises from the inside and is therefore not influenced by financial incentives that typically result in varied degrees of good behavior. Olushola and Adewumi (2021) argue that when workers believe they have little or no influence over their tasks, their performance drops. As a result, the fallout also stems from feelings of insecurity, inadequate training and recognition, rude treatment, and restricted involvement in decision-making, all of which are demotivating elements that lower employees' productivity at work. This argument reflects the situation in Bangladesh, where the government and other stakeholders fail to recognize and reward teachers fairly, which leaves them highly dissatisfied and demotivated (Elstad & Christophersen, 2017; Muflihan et al., 2024).

H₂: Intrinsic motivation enhances teachers' performance and sustainability.

Job Enrichment and Performance

Job enrichment creates a sense of belonging among the employees to the company, which in turn boosts their productivity. This can lead to greater job satisfaction and engagement, resulting in improved employee performance in the organization (Saleem et al., 2020). According to Vijay and Indradevi's (2015) article on enhancement of jobs and motivation, jobs need to be redesigned to better suit employees' needs and goals as people, not as machines. The authors also claimed that job enrichment is a method of managing activities that links the organizational structure to the company concept and encourages employees to participate in a legitimate way, rather than a technique. Furthermore, job enrichment increases employees' motivation, performance at work, and likelihood of achieving goals (Raj, 2017; Darazi et al., 2023).

H₃: Job enrichment and performance enhance teachers' performance and sustainability.

Relationship and Security

Employees need to feel valued and connected to their coworkers in order to believe in the organization's success. An employee's job happiness can be impacted by their relationships with coworkers, as explained by Herzberg's theory and model. According to the theory, a person's relationship with their coworker can be seen as a source of motivation, and motivation is seen to have a positive effect on job performance over an extended length of time. It is crucial to remember that the first step to happiness is having good relationships with coworkers (Matemba, 2024). Employee motivation studies consistently show that an employee's pay serves as the strongest source of motivation. Therefore, if there is no job security, an employee can eventually stop getting paid. Artz and Kaya (2014) found that among the seven crucial employment qualities, job security is the most important one. This research validates that job stability is the greatest incentive that a company can offer its workers. Therefore, employees usually only show a semblance of devotion

to a corporation when their job stability is at risk. For the majority of employees, having a stable job is both a fundamental right and the greatest source of motivation (Amini et al., 2022).

H4: Relationship and security enhance teachers' performance and sustainability.

Authority Decision and Equity

The performance of teachers is also influenced by their level of autonomy and decision-making power within the educational institution. Anho (2022) found that a person's happiness with the teaching profession is positively correlated with teachers' involvement in decision-making. Qalati et al. (2022) also noted that teacher involvement in the process of decision-making might lead to better results, happiness, and efficiency, even while decisions made unilaterally do not assist the growth or improvement of performance. Additionally, such involvement enhances staff morale, dedication, and teamwork while fostering trust, assisting teachers in learning new skills, and improving school effectiveness (Haider et al., 2022; Lizette Neng & Cheo, 2022). In addition, equity and justice in the workspace provide equal opportunity to develop valuable skills and knowledge that help them live an entire life to build society. The goals of effective and sustainable education must be met by redesigning the current educational frameworks while maintaining teacher effectiveness.

H5: Authority decision and equity enhance teachers' performance and sustainability.

Proposed Conceptual Framework

A proposed motivational theories model with five independent variables of the various private and public universities analyzed in this study takes the hypothesis into consideration and uses the teacher's performance and sustainability as the dependent variable (See Figure 1).

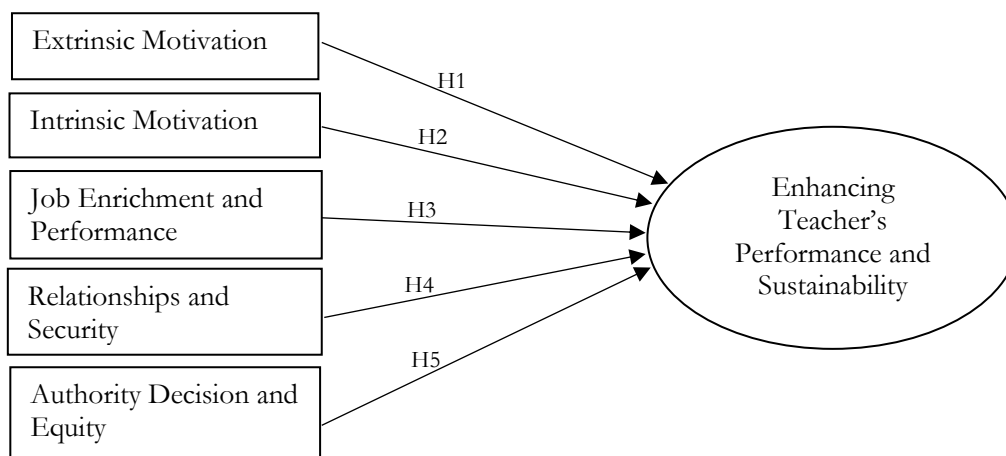


Figure 1. Conceptual Framework

Research Methods

Questionnaire and Measurement Drivers

For the researchers, the data collection method is important. An organized questionnaire was used to collect data for the study and distributed to a total of 250 participants. However, out of them, just 200 people answered the survey. The respondent's demographic information and total job experience are requested in separate sections of the questionnaire. Regarding Bangladesh's educational framework, the general section of the survey presents questions regarding the influence of motivational theories on educator's effectiveness. A 5-point Likert scale was employed in the survey (1 being strongly disagreed, 2 being disagreed, 3 being neutral, 4 agreeing, and 5 being strongly agreed) to measure respondents' levels of approval or disapproval of a number of assumptions related to educational sustainability. Convenience sampling methods are used to pick respondents and universities to collect data quickly, affordably, with few restrictions, and with a

sample easily accessible for research. A pilot survey with 30 participants is also carried out to evaluate the questionnaire's validity and solve possible ambiguity (See Table 1).

Table 1. Sample Attributes (n=200)

Demographic Elements	Respondents	Percentage (%)
<i>Gender</i>		
Male	115	57.5
Female	85	42.5
<i>Age (years old)</i>		
Below 35	72	36
36-45	90	45
46-55	28	14
56 and above	10	5
<i>Designation</i>		
Lecturer	75	37.5
Assistant Professor	96	48
Associate Professor	20	10
Professor	9	4.5
<i>Monthly Income (BDT)</i>		
Below 35,000	70	35
36,000-45,000	92	46
46,000-55,000	26	13
Above 55,000	12	6
<i>Total Job Experience (years)</i>		
≤ 5	99	49.5
5-10	71	35.5
10-20	22	11
≥ 20	8	4

Data Analysis Techniques

Factor analysis is used to evaluate the data and identify the components that are critical to raising teachers' performance. The respondents' demographic attributes are determined using frequency distribution and percentages. After the data is gathered, a reliability test is conducted to evaluate its internal consistency. A correlation test has been run to determine how closely the various variables are related. Additionally, using the multiple regression method, it was also determined how teachers' performance (the dependent variable) related to the following independent variables: intrinsic motivation, external motivation, relationships and security, authority decision-making, job enrichment and performance, and equity. After reviewing the available literature, the study proposes the regression model and analyzes the information using SPSS software.

Results

This research employs an exploratory factor analysis to ascertain the latent variables' structure. Factor analysis has been done by principal component analysis (PCA), which uses varimax rotation techniques to extract the largest variance from the variables. For this criterion factor, Eigenvalues greater than 1.0 are regarded as required. When the Kaiser-Meyer-Olkin (KMO) metric is 0.50 or higher, data appears adequate for the suggested factor analysis. For factors, a loading value larger than 0.50 is regarded as sufficient (See Table 2).

Additionally, the study deemed all factors appropriate when the Average Variance Extracted (AVE) for every established surpassed 0.5 (Spencer & Byrne, 2016). The Kaiser-Meyer-Olkin (KMO) test result in this study ranged from 0.602 to 0.774, which is an extremely acceptable range for analysis. Furthermore, reliability analysis uses Cronbach's Alpha to identify the six determinants, whose values range from 0.729 to 0.989. The factor loadings are sufficient if each item's Cronbach's Alpha value exceeds 0.6.

Table 2. Overview of the Rotated Component Matrix, Eigenvalues, Variance, Cronbach's Alpha, and Kaiser-Meyer-Olkin (KMO)

Factors	Variables Items	Items Loading	Cronbach's Alpha	KMO	% of Variance [Cumulative]	Eigenvalues
Extrinsic Motivation	Extrinsic motivation (EM1)	.901	.806	.755	46.125 (46.125)	2.105
	Extrinsic motivation (EM2)	.884				
	Extrinsic motivation (EM3)	.856				
Intrinsic Motivation	Intrinsic motivation (IM1)	.790	.729	.642	54.072 (54.072)	2.113
	Intrinsic motivation (IM2)	.888				
	Intrinsic motivation (IM3)	.748				
	Intrinsic Motivation (IM4)	.766				
Job Enrichment and Performance	Job enrichment and performance (JEP1)	.763	.989	.774	58.352 (58.352)	2.124
	Job enrichment and performance (JEP2)	.862				
	Job enrichment and performance (JEP3)	.852				
	Job enrichment and performance (JEP4)	.870				
Relationships and Security	Relationships and security (RS1)	.833	.833	.602	62.441 (62.441)	2.120
	Relationships and security (RS2)	.825				
	Relationships and security (RS3)	.817				
Authority Decision and Equity	Authority decision and equity (ADE1)	.886	.857	.629	65.067 (65.067)	2.032
	Authority decision and equity (ADE2)	.875				
	Authority decision and equity (ADE3)	.872				
Teacher's Performance and Sustainability	Teacher's performance and sustainability (TPS1)	.897	.864	.636	54.881 (54.881)	2.128
	Teacher's performance and sustainability (TPS2)	.890				
	Teacher's performance and sustainability (TPS3)	.869				
	Teacher's performance and sustainability (TPS4)	.860				
	Teacher's performance and sustainability (TPS5)	.887				

Table 3. Correlation Evaluation

	TPS	EM	IM	JEP	RS	ADE
Teacher's Performance and Sustainability	1	.966**	.954**	.977**	.839**	.984**
Extrinsic Motivation	.966**	1	.980**	.973**	.950**	.939**
Intrinsic Motivation	.954**	.980**	1	.949**	.863**	.929**
Job Enrichment and Performance	.977**	.973**	.949**	1	.945**	.984**
Relationships and Security	.839**	.950**	.863**	.945**	1	.963**
Authority Decision and Equity	.984**	.939**	.929**	.984**	.963**	1

** At the 0.01 level of significance, the Pearson correlation (2-tailed).

N=200

TPS: Teacher's Performance and Sustainability; EM: Extrinsic Motivation; IM: Intrinsic Motivation; JEP: Job Enrichment and Performance; RS: Relationships and Security; ADE: Authority Decision and Equity

Table 3 displays a correlation matrix containing all (r) values for the independent components and the dependent variable. The correlation coefficient between Pearson's (r) results shows a strong relationship between teacher's performance and extrinsic motivation ($r=.966$, $p<0.01$), intrinsic motivation ($r=.954$, $p<0.01$), job enrichment and performance ($r=.977$, $p<0.01$), relationships and security ($r=.839$, $p<0.01$), and authority decision and equity ($r=.984$, $p<0.01$).

Table 4. Coefficient of Determination and Anova Result

Model	Regression Evaluation			Anova		
	R Square	Adjusted R Square	Durbin-Watson	Df	Mean Square	F
1	0.980	0.987	1.592	6	10.544	8745.644***

*** Significant at 0.000.

Dependent: Teacher's Performance and Sustainability (TPS).

Predictors: (Constant), Extrinsic Motivation (EM), Intrinsic Motivation (IM), Job Enrichment and Performance (JEP), Relationships and Security (RS), Authority Decision and Equity (ADE).

Table 5. Multiple Regression Analysis Result

	Beta Coefficient	Std. Error	t-value	Sig.
Extrinsic Motivation (EM)	.248	.032	22.015	.000***
Intrinsic Motivation (IM)	-.157	.034	6.452	.828
Job Enrichment and Performance (JEP)	.181	.019	6.513	.000***
Relationships and Security (RS)	.243	.039	-5.600	.000***

Note. * $p < 0.05$; ** $p < 0.01$; *** $p < 0.000$

Dependent: Teacher's Performance and Sustainability (TPS)

In Table 4 and 5, the explanatory variable extrinsic motivation has ($\beta=0.244$, $p=.000$), which shows that maintaining the other factors constant, a one-unit change in extrinsic incentive resulted in a 0.244 unit change in the teacher's performance and sustainability. The remaining explanatory variables intrinsic motivation with ($\beta=0.347$, $p=.000$); job enrichment and performance with ($\beta=0.164$, $p=.000$); relationships and security with ($\beta=0.102$, $p=.000$); authority decision and equity with ($\beta=0.344$, $p=.000$), we conclude that single unit change of these variables brought the change in teacher's performance and sustainability while keeping the others variables constant.

Table 6. Summary Result of Testing Hypotheses

Hypotheses Statement	Decision
H ₁ Extrinsic motivation enhances teachers' performance and sustainability	Supported
H ₂ Intrinsic motivation enhances teachers' performance and sustainability	Not supported
H ₃ Job enrichment and performance enhance teachers' performance and sustainability	Supported
H ₄ Relationships and security enhance teachers' performance and sustainability	Supported
H ₅ Authority decision and equity enhance teachers' performance and sustainability	Supported

Discussions

The results confirm hypothesis H1, which states that extrinsic motivation enhances teachers' performance and sustainability. Teachers need financial rewards (extrinsic factors) to cover basic expenses like housing, food, and clothes before they can focus on satisfying higher demands like personal growth and self-actualization, work environment, training, and career development which are motivated by intrinsic factors (Piyasena & Kottawatta, 2018). Furthermore, extrinsic motivation, which comprises base pay, incentive bonuses, retirement benefits, and leave allowance, is positively correlated with teachers' performance (Yidana & Partey, 2018).

H2 is not supported, as there was no significant correlation found in the regression analysis between teachers' performance and intrinsic motivation. This outcome is consistent with research by Akanbi et al. (2022), which reveals that intrinsic motivation has no appreciable correlation to workers' performance and is not highly valued by employees in the form of recommendations and praise. This suggests that the circumstances at work, recognition, atmosphere, support from leadership, professional development, and training and growth have no correlation relationship with teachers' performance. Maslow's "Hierarchy of Needs" theory, which maintains that

fundamental wants like food and shelter must be satisfied before higher demands may inspire performance, is supported by this (Aluko & Mampane, 2022; Okwelle et al., 2022).

Furthermore, H3 is supported, which states that job enrichment and performance enhance teachers' performance and sustainability. A good source of incentives are also performance reviews and job enrichment. From a psychological standpoint, these components' consequences are greater. Employee performance will be more convenient and easy in a pleasant working environment. Similarly, an employee should expect to perform better if they are aware that upper management and their peers are praising their good work. However, employees may experience pressure from an excessive workload and responsibilities at times, which can be demotivating (Nugraha et al., 2024).

In addition, H4 is endorsed; relationship and security are crucial for improving teachers' performance and sustainability. As per the aforementioned survey, relationships between peers and superiors hold significant importance. Similarly, employee performance is positively impacted by job security since it gives workers greater confidence to carry out their responsibilities. Moreover, H5 is supported, as authority decision and equity enhance teachers' performance and sustainability. It has been determined that effective educational management and overall performance depend heavily on participatory decision-making (Omemu, 2018; Rahman et al., 2024). It not only makes judgment easier to implement fairly, but it also gives teachers a sense of authority and respect.

Implication and Conclusion

Motivational theories can also be applied to the educational context, allowing teachers and educators to develop strategies that enhance their job engagement and performance. As diverse as they are, motivational theories are comprehensive and encompass a wide range of issues and requirements related to teachers that can provide insights into cultivating and maintaining workplace motivation by addressing various needs. Employers should apply the many theories of motivation they are aware of in the workplace to inspire their staff to produce higher-quality work. Universities are among the organizations that have a periodic staff turnover rate and achieve performance levels that may be higher. The reason for this is that the many motivational theories have not been well implemented or conceptualized by the organizations. Overall, in educational institutions like universities, having a motivated workforce may be ensured by having a solid understanding of motivational theories and their fair application.

There are ample opportunities for further research on motivation. The current study has been conducted taking the education sector into consideration only, but other sectors such as industry, marketing, business, banking, etc., that contribute significantly to a country's economy are overlooked here. A country can drive its own development by improving outcomes in these key sectors. As the research noted above demonstrates that motivation significantly affects employee performance, further exploration of the most effective motivational strategies in these sectors could also be applied to accelerate the steering of a country's economy.

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