



Effect of Non-Financial Incentives on Teachers' Performance in Private Agha Khan Schools in Chitral

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Abstract: Non-financial incentives have a great role on employee's job performance. These incentives may lead to enhance and encourage the employee's motivational level high to provide quality of services in the organizations. The main purpose of this study was to explore the effect of non-financial incentive on teacher's performance of Agha Khan Schools in district Chitral. Extrinsic incentives such as (accommodation, free meal, transport, monthly leaves, medical treatment and free tickets) and intrinsic incentives (recognition, praise, achievement, job satisfaction, career development and teaching enjoyment) and absence of any one of them lower the performance of the teachers in the schools. Descriptive research design is used in the study and quantitative approach is adopted which statistically indicates the influence of these incentives on teacher's performance. Sample population was 140 respondents and data was analyzed by the help of descriptive statistical method of SPSS compilation. The result of this study shows that the teachers of Agha Khan Schools think that the utilization of extrinsic incentives is inadequate instead of intrinsic incentives. Now the finding recommends that the extrinsic incentives have equal influence for the teachers so that it is essential to provide both incentives in proper way to the teachers in their schools.

Keywords: Extrinsic Incentives; Intrinsic Incentives; Teachers; Performance; Satisfaction.

1. Introduction

Non-financial incentives have a big influence on teacher's performance than other things that organizations need to understand the preferences and needs of teachers and offer more than a good paycheck. The affecting expectations of teachers present various challenges to managers (1). The teachers look for valuable and inspiring opportunities, the relationship between individual and organization values as well as determination to individual preferences and differences. Payment is important for the teachers, but what really effect teachers on a routine basis are the quality of their work experience (2).

Many researchers of the UK evaluated the performance of the teachers based on non-financial incentives system in the current year. There are 75 percent of institutions serving in the UK which have a non-financial reward system, in addition, there are many industries having effective benefits to retain and make their customer loyalty. Many other sectors such as property engineering and manufacturer also follow non-financial compensation (3). Most institutions are neither sensitive to the various requirements of their teachers nor differentiate among diverse forms of needs and demographical should be consider before planning the reward strategies for the teachers (4).

To make the teachers confident and to advance their potential, non-financial incentives play a fundamental role in various educational institutes. All those teachers who are highly encouraged by giving incentives always play a major role in their duties and responsibilities at the workplace (5). The private school's teachers in Kenya

are facing challenges due to the absence of non-financial incentives and they are always seeking for site to join public sectors because of well benefits provided by the government such as job flexibility and job security (6).

Study suggests that employees are looking for more exciting and significant task than normal routine activities because of individual preferences and differences which takes places in the organization. Financial incentives are important for the employees but the things really affect the employees are quality of their services (7).

1.1. Non-financial incentives and employees performance

Some organization has work breaks and they arrange music within this break so that employees can enjoy the music and dance to reduce stress and workload. (8). Appreciate of employees as they complete the work immediately. Regarding them by taking the name before the staff, mentioning name and put photographs in the yearbook, arrange lunch, dinner program, and surprise program. All these arrangements are encouraging staff to make strong relationships with personnel at the workplace (9).

Non-financial incentives are those incentives that are not part of employee's pay. These are the little cost of the company but have a significant influence on personnel performance and output of the organization. Non-financial incentives such as promotion, insurance, decision making, appreciation, and admiring are the key tools to effort employees to enhance their performance in their schools (10).

Job-related non-monetary incentives provide internal pleasure to the employees and it has many benefits to the organization. Firstly, it is decreasing the extrinsic rewards which are more expensive instead of intrinsic incentives to the institution. Secondly, there is no need for supervision because they have abilities to do work; so this motivational drives make them to a high level of performance in the organization. Third, different motivational techniques are used e.g. sending their personnel abroad for the trip, arranging seminar and workshop for enhancing skills are the best techniques used to satisfy the personnel (11).

There are many incentives which affect an individual motivational level intrinsically or extrinsically. It is essential to see how these incentives are more valuable for the employees as well as less costly to the organization. Monetary, as well as non-monetary incentives, are both necessary tools which should be provided to personnel as motivational tools (12).

Intrinsic motivation feeling comes from a person by himself or herself internally, which influence him or her to do a work in a particular way with confidence. Intrinsic incentives for motivation come from creating an opportunity for personnel in different ways like take interest to help subordinates responsibilities, enhancing individual growth, relaxation in time to complete the project, support them for challenging tasks (13).

Psychological literature indicates that intrinsic motivation is an internal need for a person to do any responsibility with pleasure and it is an important tool to create capabilities by a person himself in the organization (14)

Extrinsic incentives are known as tangible rewards such as fringe benefits, salaries, wages, security, free dinner, cash bonuses. All those rewards that have a physical existence in the organization to motivate the employees for quality performance (15).

1.2. Statement of the Problem

Problem statement provides information about what is deliberated and what has not mentioned the proper way in an earlier study(16). The previous studies presented the effect of many non-financial incentives on teachers' performance at national and international level. Many studies have been conducted on the basis of different topics based on financial incentives and non-financial incentives in different regions of Pakistan However, there has not been any study conducted on the performance of the Agha School's teacher in District Chitral. So, this study explores the non-monetary incentives and their effects on the performance of private Agha Khan School's teachers in District Chitral.

1.3. Objective of the Study

The general objective of this study is to find out the effects of non-financial incentives on teacher's performance in Agha Khan School in Chitral.

The Specific objectives of the study are;

- 1) To explore the effect of intrinsic incentives on teacher's performance in Agha Khans Schools in Chitral.
- 2) To explore the effect of extrinsic incentives on teacher's performance in Agha Khan Schools in Chitral.

1.5 Significance of the Study

This study has a significant impact on the performance of Agha Khan School's teachers in district Chitral.

- 1) This study has a great connection with the Agha Khan School's objectives, which will help them to provide basic quality of education.
- 2) It will help the policymakers to make policy in a way that they will use this strategy to motivate the teachers, enhance their knowledge and skills.
- 3) It will not only improve the teachers' performance but also encourage the students indirectly to improve their academic career.
- 4) Finally, it will encourage further research based on non-financial incentives as a trigger to enhance the employee's performance of any organization.

1.4. Justification of the Study

Incentives always remained the main issue in any organization. All the organizations are seeing onward to assure it succeeds. Employees have retained in the organization not only due to financial incentives as well as due to non-financial incentives. Non-financial incentives are the combination of sources and tactics, which make the employees, continue in their struggle to accomplish the goals. According to the Need Theory, employees motivate by unmet needs, so in order to stimulate an employee organizations should realize what their needs are. It is clear that financial incentives are not only the reason to keep the employees motivated but what the other things, which motivate the personnel within a particular organization, are job security, advancement, working condition, decision making, and challenging work.

2. Literature Review

There are enduring concerns about the private school system in Chitral. Agha Khan Education System is one of the private schooling systems providing education to the people of Chitral. This chapter describes the non-financial incentives and motivational factors that have an essential meaning for those teachers who are working in various rural schools in Chitral. This portion reviews the related important conception of theories defined by different researchers inside and outside of Pakistan. All these theories provide a plate form to understand the non-financial incentives in the form of job security, promotion, employees' empowerment, and accommodation. This chapter also reviews those studies, which conducts on employees' motivation and their performance in the organization. Issues in teachers' performance due to the absence of non-financial incentives and motivational factors are the part of this section.

2.1. Link of motivation theories with non-financial incentives

2.1.1. *Hertzberg theory*

This theory explains the ideas having strong relationships with others and represents a view of perceptions. This study describes two main dynamics as satisfaction and dissatisfaction caused by the task from an individual done at the workplace. Hertzberg indicated two diverse influencing tackles of an individual at the workplace are satisfaction and motivation. He developed a theory named Hertzberg theory to explain the motivation and satisfaction in influencing an individual performance in the organization. On the basis of these factors, he developed a theory named motivation-hygiene theory. He revealed satisfiers as a motivator and dissatisfies as

hygiene. Now the motivator factors are those which itself present in the job as you work hard, you will achieve e.g. achievement, accomplishment, and challenging work. Hygiene factors are those which depends on the environment based on policies and administration (17). All other factors related to motivator factors and hygiene factors are shown in table 2.1 below.

Table 1.Two-factor theories

Motivating Factors for Satisfaction	Hygiene Factors for Dissatisfaction
Achievement Recognition The work itself Responsibility Advancement Growth	Company policies Relationship with boss Relationship with peers Work conditions Salary Status Security Personal life

Source: (Hertzberg, 1959, p.237)

Hertzberg considered that there are two essential aspects at the workplace, which added to individual behavior discretely, one is satisfaction and another is dissatisfaction through questioning hundreds of employees at the time when they were vastly satisfied and the time when dissatisfied at the workplace. He concluded that the factors through which workers are getting satisfied are quite different from that of dissatisfaction. So these are not considered the opposite of one another(18). The reasons through which employees get internally pleased from the job is known as job content given to the person by the help of that they struggle to get motivation and another factor is environment is not under control of personnel that make the workers unhappy (19).

2.1.2. McClelland's Needs Theory

There are few needs preserved by the people throughout the lifetime. Individual learn through the experiences where they work rather than being born with these needs. He described some classes of needs exist in the organization required for employees motivation. Need for accomplishment, need for relationship and need for authority (20).

The study indicates that the relationship has a positive connection with employees' performance. As a result of these relation employer understands level about the reason and factors of good performance is increased. These factors can be used to satisfy the employees and they can be motivated at the workplace (21).

There are two types of schools private schools and government schools in Pakistan as well all over the world. Private schools are growing rapidly instead of government schools even the costs of government schools is much lower than private schools. Private schools have the best system for teachers and pay more incentives and providing a system where the teachers get achievements leading to teacher motivation (22).

2.1.3. Valence, instrumentality and expectancy (vie) theory

This theory emphasizes on motivation through various non-financial incentives. One of them is expectancy which is the capability of a person which attract him to perform better than others for expected reward. There are two essential factors, effort and performance based on this expectancy is only possible for performance. People with higher expectancy are higher motivated at work because this is the tool which leads an individual to get rewards. Second is known as instrumentality which is obtained by the combination of performance and output. There is a strong relationship between performance and reward, as the performance of employees is good there will be more chance of getting more and better rewards that are indicating the direct relationship between performance and rewards. Good performance leads to better outcomes which are a trigger that takes employees to reward directly.The last one is valence which is the values of outcomes done by an individual. When a person doing things well as a result of that he is given a reward by the organization is the best effort. If a

person is a good sportsman and he is given free tickets to participate in the game and he will be much motivated, if he is not appreciated by his skills and not given any reward will be caused lower motivation (23).

Table 2. VIE Theory

Effort	Performance	Output →	Motivation
Expectancy It is the belief of a person if he or she works hard then it can be possible to perform better if don not than there is less chance of good performance.	Instrumentality The faith of an individual that he or she can be rewarded if the performance is good. Reward on the base of performance as it is done better way rewards will be more.	Valence It is the value of outcome given to a person. All those rewards which are given to an individual on the bases of output.	

Source: (Malos 2003, p.243)

2.1.4. *Hierarchy of Need theory*

There are some fundamental needs of human life which have an important role to motivate and satisfy the people. These needs are divided into five different categories orderly in one hierarchy and further categorized into two parts. First, part consist of those needs that are known as lower order needs and another level is considered as higher level needs. Lower level needs are three such as physiological needs, safety needs, and social needs. Physiological needs are those which are essential for life without these a person cannot survive for example air, water, food and shelter for every individual and different in the organization for employees. Employees are given a salary, heat, air, information, decision making measured as basic needs in order to these necessities personal can endure his performance in the organization. Second is safety needs consist of all those which can save the employees and used for retention just as the permanency of job, safety clothes working with machines and medical insurance and housing allowances. The third one is social needs where the employee wants to interact himself or herself with the group for making good relation and especially with a supervisor, love people and expect to be loved by other members of the group.

The next part consist of two higher level needs to be known as esteem and self-actualization. Esteem is referred to those wishes which a person achieve from consideration of people to him, get some special achievements as organizing anything better way, recognizing problems, giving the best solution and developing new ideas. Appreciation, making good relation and enhance the morale of employees is also part of Esteem. Last is self-actualization, in this stage, a person desires for fulfillment. It is key for an individual to develop himself at all levels. He has to become creative and fully satisfy from the job. For fulfillment a person should be very competitive, have a potential to do everything, creating best opportunities for people and have the capability to train the personnel at the workplace which meets the organizational goals (24).



Figure1. Maslow Need Theory

Source: Maslow hierarchy of need (Maslow, 1943 p.323).

Independent Variables

Dependent Variable

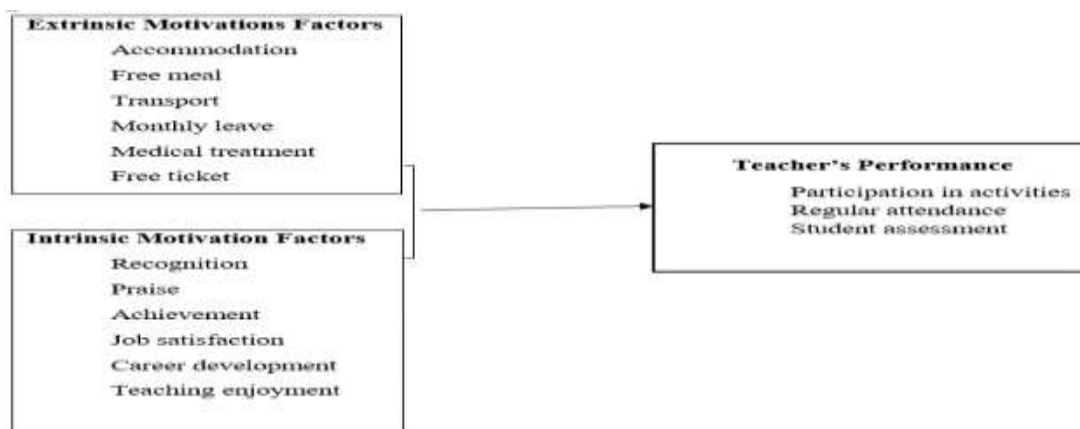


Figure 2. Conceptual Framework

2.2. Theoretical Framework of the study

2.2.1. *Intrinsic motivation factors*

Intrinsic is derived from the word "internal" which describes that anything coming from inside. Intrinsic motivation is that feeling or inspiration which is achieved by a person inside or from the activity itself, that positively affect the behavior of individual work in the organization and the performance as well, and the happiness of employees. All these forms of motivation are produced when an individual is self-motivated primarily. All these internally motivational keys that an individual struggle to achieve is autonomy(e.g. freedom to a person what to do and how to do a task) competence (e.g. doing things with full ability by himself or herself) and relatedness (e.g. performing task in good relation with boss and colleagues (25). all those employees who have the freedom to express their creativity in the organization, have a possibility and chance for advancement as promotion from lower level to upper level (26), while another study describe intrinsic motivation are , giving recognition to an employee for his or her best contribution, humble meeting with employee and respect for everyone, selecting for the position where individual can face challenging

environment (27), assigning task that a person can easily accomplish and get internal pleasantness helping the employees to solve the difficult assignment, give relaxation in working hour, flexibility to accomplish the task at home, many researcher have agreed that intrinsic motivation has a positive and ongoing effect on employee's performance and regarded as "true motivation" (28).

2.2.2. Extrinsic motivation factors

All those factors which concern to external, means the incentives or rewards come from outside the job. There is a strong diversity of extrinsic motivation factors from that of intrinsic motivation factors. In extrinsic motivation, employees are expected to get a reward from the organization (29). Extrinsic motivations are available in the form of non-monetary rewards such as car, providing to the personnel. In addition, some researchers indicated furthermore tangible non-monetary incentives to the workforce for their commitment to their duty. Rewarding medals, tickets for the tour, tickets for a movie, best performance certificates are the attractive incentives for the personnel (30). It has been indicated that there is a positive effect of tangible incentive to the employees to achieve short term goals and these are a solid trigger for attracting expertise to the organization (31). In the case of the educational field, tangible incentives still have a strong effect when there is an absence of intrinsic incentives under different circumstances. Extrinsic motivation is like providing free accommodation, free lunch, tea, free weekly leave, and monthly leave, medical treatment to the employees are included in extrinsic motivation (32).

On the base of literature it has been concluded that non-financial incentives demarcated from various philosophers such as Maslow, Victor Vroom and Herzberg are the most essential triggers to run the organization in proper track, and make the employees motivated, retain and loyal for their job as well more productive and competitive for the organization in the current challenging market.

3. Research Methodology

Research methodology indicates the way of describing the problem in a proper way(32). This chapter identifies the concrete direction to the research problem and clarifies that how the study is conducted and structured. It also articulates the proper steps to be taken generally for the study by various researchers in the past decades and used in the modern era. This is also exploring the whole scheme and reason behind them. So this chapter contains all the information about methodology is used to complete this research.

3.1. Research Design

The research design is known as the guidance for the researcher to accumulate data, examine all the concerning data and explain the data in appropriate way for the study (33).Descriptive survey approach being preferred in this study to collect data from the respondents. The main purpose of the descriptive study is most often explaining or clarifying the subject through generating a cluster of people, events and problems by gathering facts and figures using arrangement of frequencies on research variables and their relation. A descriptive research design usually determines the objectives taken for the study, sample size that has been surveyed and lastly, the method of analyzing in the study before starting the data collection.

3.2. Target Population

The target population is referred to the whole group of individuals through which researchers draw a sample for their analysis (30,15). In this study, the researcher has targeted the Agha Khan primary School, Middle school, secondary school, and high secondary school as well. There are a total of 45 Agha Khan Schools in Chitral consisting of 22 primary schools, 11 middle schools, 10 secondary schools, and 2 higher secondary schools out of that 18 Schools selected for sample size for the study.

3.3. Sampling

The Sample size is a small part of the total population that researchers use represents the reference population (34).There are many techniques used by different scholars to adjust the sample size of the total population from the targeted area. The general rule formula 40 percent is applied in this study. This sample size represents the whole population accurately and precisely of the research area. In this research method the main deliberation

was the validity and reliability of the data. There are total 350 teachers in Agha Khan Schools from that 140 teachers are taken as sample size from the whole population and out of 45 schools 18 were taken as sample size.

Table 3. Sample Size of Schools

S.No	Respondents	Number of schools	Sample Size
1	Primary Schools	22	9
2	Middle Schools	11	4
3	Secondary Schools	10	3
4	Higher Secondary Schools	2	2
5	Total Schools	45	18

Table 4. Sample Size of Teachers

S. No	Respondents	Number of Teachers	Sample Size
1	Primary Schools Teachers	130	52
2	Middle Schools Teachers	90	36
3	Secondary Schools Teachers	90	36
4	Higher Secondary Schools Teachers	40	16
5	Total Teachers	350	140

3.4. Data collection tool (questionnaire)

A questionnaire is an instrument through which information is collected. It is preferred because of the respondent provide various information at a short time. (35). Questionnaire was chosen because it is valuable in term of time, money, and vitality (36). Using questionnaire is the best technique to collect primary data. Primary data are those data which are taken for the first time from the respondent and consider very fresh data and be measured as unusual in a manner (33,31).

3.5. Statistical techniques

Simple random sampling technique used where each participant has an equal chance of selection independently and included in the sub-group which represent the whole population. Questionnaires were distributed among teachers and received after few days. Pick and drop is good way of collecting questionnaire leading to high, correct and complete responses chances by the respondents (30, 28). The questionnaires were designed with close-ended questions because respondents are allowed to answer only one of the options requested, (e. g Likert Scale agree, strongly agree, neutral, disagree, strongly disagree).

3.6. Validity

Validity refers to how well a piece of paper measure and how well it claims the reality to represent (32,34). The concept of validity is defined as the appropriateness and accuracy of the research. The validity of this research is analyzed by the supervisor. After making a questionnaire pre-test has taken by tenth teachers from the sample. By the help of this test, the undefined question in the questionnaire replaced and re-structures the questions according to the objectives of the study. So the application of validity is the claim of precision and accurateness of instrument measure used in the study.

3.7. Reliability

Reliability of research instrument depends on the uniformity of the method, condition and the result of repeated application a researcher apply in a study (31). In this research, the Reliability of an instrument has achieved by pre-testing. Ten respondents were taken from the sample of the targeted population for the purpose of the uniformity and preciseness. Their responses and suggestion were put in an instrument and tested again before applying in the study.

3.8. Research ethics

Ethics is the branch of philosophy, which deals with right, and wrong, where we have to take care of participant's trust, values and standards (35). Ethics in data collection includes five principles, which are, minimizing the risk of harm, obtaining the approval of respondent, secrecy, and confidentiality, avoiding fraudulence and providing the right to withdraw (11, 26). This study followed all the ethical responsibilities that are in favor of ethical consideration where activities have taken place to avoid the detriment, deception, consent, and concealment were the main subjects in the study.

4. Results and Findings Conclusion and Discussion

4.1. Introduction

This chapter aims to represent the analysis of the data, which describes the mathematical and statistical representation of data that is used in the study. The analysis is the systematical and technical evaluation of data which is achieved by the researcher (35,16).

4.2. Research Results

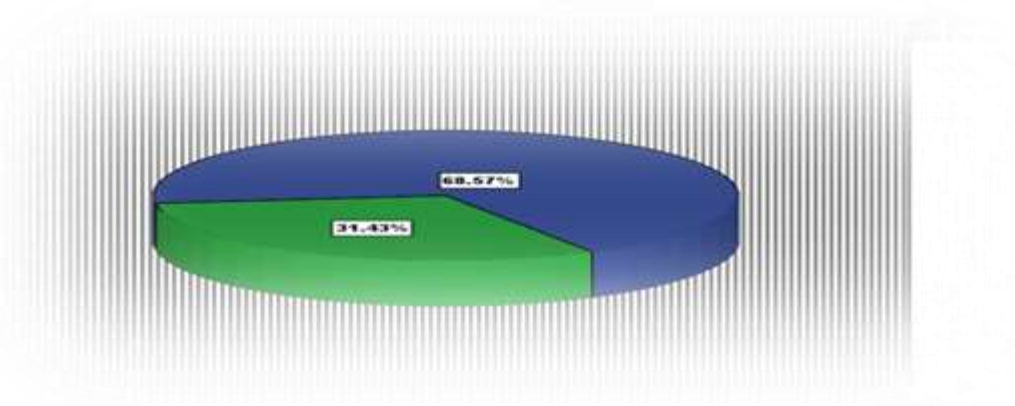
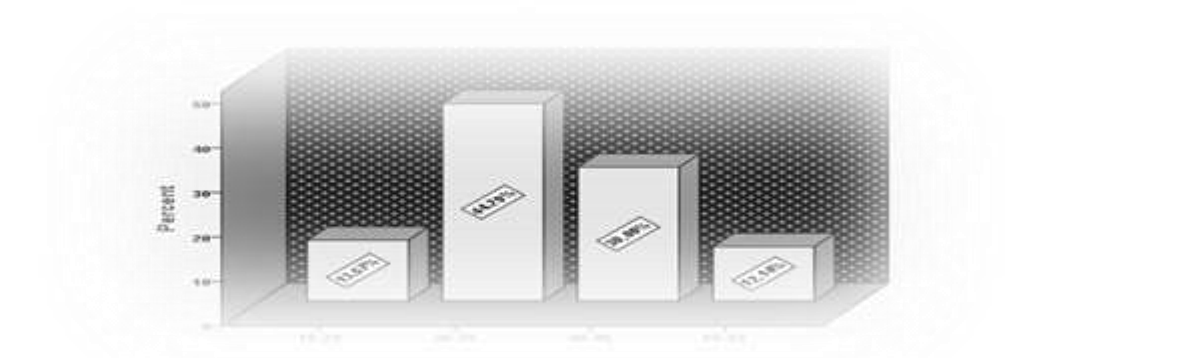


Figure 3. Participant's Gender

Figure 4.1 shows that 69% of respondents were male while 31% of respondents were female.



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Figure 4.Teacher's Age

4.3. Teacher's Age

Figure 4.2 shows that the large numbers of teachers are among 30 to 39 which are 44.29 % and in second number 30.13 % who come among 40 to 49. Teachers age 18 to 29 are 13.57% and last least number of teachers age 50 to 59 is 12.14%.



Figure 5.Teacher's Qualification

Figure 4.3 shows that there are 47.14% of teachers who are bachelors and degree holders are in the second number with 45.71% while the less number of diploma holders are about 7.14%. All the respondents are fairly presented in the study.

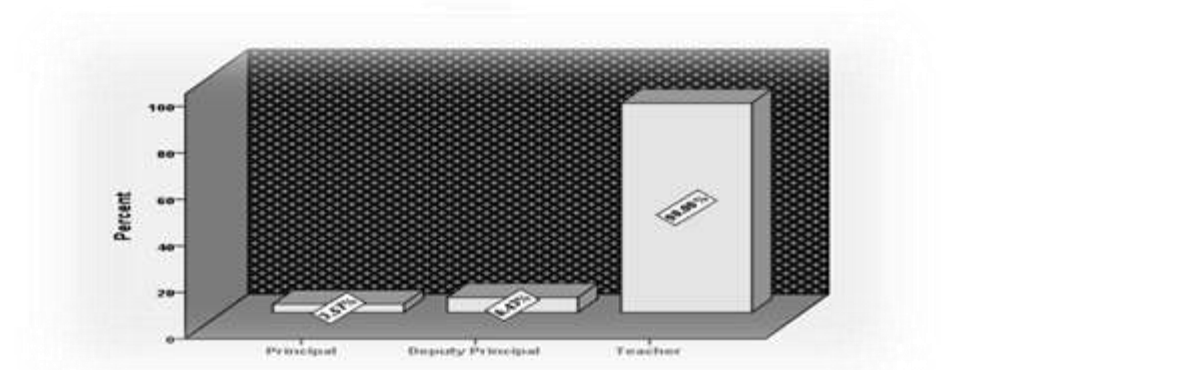


Figure 6. Teacher's Position

Figure 4.4 shows the number of respondents at large number were teachers with the highest rate of 90% while 6.43% was deputy principal and a very less number of respondents were principals of Agha Khan Schools are 3.57%.

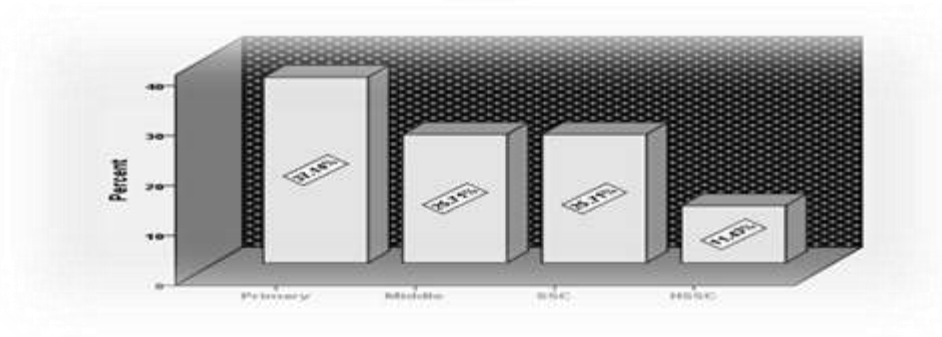


Figure 7. Categories of Schools

Figure 4.4 shows the numbers of levels of schools. Primary schools are in maximum numbers with 37.14%, middle schools are second number with 25.71% that is equal number of secondary schools while 11.43% of higher secondary schools are there in Chitral.



Figure 8. Teacher's Experience

Figure 4.5 tells about the teacher's experience in the Agha Khan Schools. Majority of teachers are having experience of 27.86% in the group of the category of 10-15 while the second number of teachers has experience of 26.43%. Some of the teachers are in the group of 5-15 which is 25.71%. Teachers who are in the group of 15-20 with 13.57% and the less experienced teachers are 6.43% in the group of 20+ group category.

Table 5. Intrinsic motivational factors

Table 4.1 Intrinsic Motivational Factors	Responses of Participants							
	Strongly Agree		Agree		Neutral		Total	
	F	%	F	%	F	%	F	%
1. Teaching gives me a great deal of job satisfaction.	70	50	57	41	13	9.3	140	100%
2. The challenging nature of teaching has kept me in the profession.	59	42.1	57	41	24	17	140	100%
3. Teaching gives me recognition and respect from the community.	72	51.4	64	46	4	2.9	140	100%
4. I have vision for career development in the teaching profession.	70	50	57	41	13	9.3	140	100%
5. I am more useful to the community as a teacher than any other profession.	60	42.9	64	46	16	11	140	100%
6. Teaching is a competitive profession in this school.	17	12.1	98	70	25	18	140	100%
7. The responsibilities I perform in the school give a sense of control over others.	30	21.4	76	54	34	24	140	100%

Source: Field Data (2019)

F= Frequency

Table 4.4 indicates that how much the teachers of Agha Khan Schools are intrinsically motivated and their responses are as follows.

1. the first question about intrinsic motivation shows that the majority of teachers are responded as strongly agree 50% and response of agree is 40.7% while the minimum responses of teachers are 9.3 %. The responses of this statement show that the level of motivation of teachers is higher.
2. Teaching as a challenging profession responded 42.1% as strongly agree 40.7% agree and less number of responses given by the teachers is neutral 9.3%.
3. Recognition through teaching and respect by the community 51.5% strongly agree 45.7% agree while the neutral is 2.9%.
4. Teaching profession is the way of creating a vision 50% strongly agree, 40.7% agree and the last responses of this statement is 9.3% neutral which reflects the increase of moral of teachers.
5. This profession is better than others to make the value in the community 46% agree, strongly agree 42.9% and 11.4% neutral.
6. Teaching is considered a competitive profession in this school 70% agree 17.9% neutral and 12.1% strongly agree. The rate of agree in this statement is higher than others.
7. Responsibilities I perform in the school is giving me an ability to control others 54% agree and 21.4% strongly agree most of the respondents in favor of agree and neutral is 24%.

Table 6. Extrinsic motivational factors

Table 4.2 Extrinsic Motivational Factors	Reponses of Participants							
	Strongly Agree		Agree		Neutral		Total	
	F	%	F	%	F	%	F	%
8. The school provides me free accommodation.	72	51.5	31	22.1	37	26.4	140	100%
9. The school organizes end of year party for teachers.	58	41.4	78	55.7	4	2.9	140	100%
10. I get free meals at school.	88	62.9	23	16.4	29	20.7	140	100%
11. The school is providing transport facilities to the teachers.	100	71.4	10	3.4	30	25.2	140	100%
12. Teachers who perform well are given prizes.	33	20.7	17	9.9	90	69.4	140	100%

Source: Field Data (2019)

F = Frequency

8. Extrinsic motivation such as free accommodation is provided to teachers 51.5% strongly disagree and the same responses for disagree while the neutral is 22.1% is less in these statements.

9. Parties are arranged for the teachers yearly by the school 55.7% neutral 41.4% strongly disagree and 2.9% is disagree to the statements.

10. School is providing free lunch for the teachers 62.9% strongly disagree 20.7% disagree while 16.5% neutral.

11. The school provides transportation facilities 71.4% strongly disagree 25.2% disagree and 3.4% neutral.

12. All those teachers who perform well-given prizes 69.4% disagree 20.7% strongly disagree and fewer responses 9.9% in favor of neutral.

In brief, the results of these extrinsic motivations are showing that the teachers are not motivated due to lack of extrinsic motivation in Agha Khan Schools in district Chitral. Free accommodation 26.4% strongly disagree which is equal the percent of disagreeing and transports facility 71.4% strongly disagree as shows in the table. The lack of these incentives already discussed earlier (24,16). Extrinsic drives such as prizes and parties to the teacher are also vague in the schools which lead to de-motivate the teachers to perform well as mentioned before cited by (6).

Table 7. Performance indicators

Table 4.3 Performance Indicators	Reponses of Participants									
	Strongly Agree		Agree		Neutral		Disagree		Total	
	F	%	F	%	F	%	F	%	F	%
13. Teachers come very early at school.	62	41	70	50.1	4	5.1	4	3.8	140	100%
14. Teachers always come with lesson plans in class.	25	18	100	71.4	14	10	1	1	140	100%
15. There is regular marking of tests and feedback to students.	53	38	60	42.9	22	16	5	3.1	140	100%
16. Teachers are efficient at maintenance of student's discipline.	32	23	60	42.9	30	21	18	13.1	140	100%
17. There is regular testing and examination of students.	45	32	70	50.1	17	12	8	6	140	100%
18. The improvement of teachers in staff meetings is high.	70	50	56	40	5	3.6	9	6.4	140	100%

Source: Field Data (2019)

F= Frequency

13. Teacher's opinion about presence in the schools 50.1% agree is the highest rate, 41% responded strongly agree 5.1% neutral and the fewer responses were given 3.8% disagree.

14. Respondents answered 71.4% agree at maximum number 18% strongly agree and 10% neutral while few of them in favor of 1% disagree. All performance indicators show that the teachers come to schools with lesson plans.

15. The responses of the participants about regular testing of students as well feedback to students supported 42.9% agree with the statements while the second number of responses are 38% strongly agree and 16% neutral while few one preferred 3.1% disagree as least responses by the participants.

16. Teachers efficiency regarding maintaining the student's discipline in the class 42.9% agree 23% strongly agree and the respondent's opinion about neutral is 21% and some of them believed in 13.1% disagree of the performance indicators.

17. Regular testing and taking an examination of the students 50% agree 32% strongly agree and 12% neutral supported by the teachers and 6% disagree showed by some one of them.

18. The positive effect of teachers meeting causes to leading to their improvements 50% strongly agree 40% agree and 3.6% neutral while someone approved 6.4% disagree. Most participants are supported that improvement of teachers increased due to a staff meeting in the school.

5. Conclusion

On the bases of the study, it has concluded that non-financial incentives such as intrinsic motivational tools as well as extrinsic motivational tools are most important to enhance the quality of performance of teachers in any organization. All these incentives which should be offered to the teachers are not provided them an inadequate way. Due to the absence of extrinsic incentives, the teachers of Agha Khan Schools are not fully satisfied with their job and this dissatisfaction level could somehow lead them to poorer the performance of the teachers in district Chitral. Intrinsic motivational tools are quite enough to motivate them but the maximum level of extrinsic incentive deficiency move them to feel the lack of basic need in their lives, which is essential to survive in the schools for internal as well as external satisfaction which emerge a sense of providing higher services in their schools. Each incentive have their own value to motivate the teachers for their better performance and lack of any

incentive discouraging them in some way so, all the incentives are not offered to the Agha Khan School's teachers equally and adequately therefore, they are extrinsically not fully satisfied in their duties in various schools in Chitral.

5.1. Recommendations

Specified the framework and results of the study, it is easy to conclude that there is a place for non-financial incentives. It is suggested that educational institutions frequently evaluation their reward executes to confirm arrangement with the probable influence of modifications in the macro environment and to make budget for diverse necessities based on the demographic causes of their personnel. The indicator that most of the staffs varied in their sentiments of some rewards like prizes, transportation and free accommodation show that different employees have different desires and some rewards may not satisfy them therefore, an employer should differentiate their returns to include the different demographics of his employees to make them provide quality services in the organizations.

5.2. Limitations

This research is limited only to the private Agha Khan schools within the region of district Chitral and sample is 140 teachers of the schools, and can also be applied on any other organizations as they are profitable organizations or Non-profitable organizations.

5.3. Suggestions for Further Research

The study suggests that non-financial incentives have a leading place in gratifying personnel. However, based on this paper further research is possible to take larger size of the sample in less demanding economic conditions. This study is used in educational sector only other can use this one for different organizations to improve their personnel performance.

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