

## **The Impact of Post-Work Incentives on Secondary School Teachers' Motivation**

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### **Abstract**



*The main objective of the study was to find out the impact of post work incentives on secondary school teachers' (SSTs) motivation. Specifically, the main focus of the study was to determine the perceptions of SSTs about post work incentives and the role of these incentives in building their motivation. The population of study was all the male and female SSTs working in Government secondary schools of district Sargodha. Out of 171 government secondary schools of Tehsil Sargodha, 86 schools were randomly selected. From these schools 344 SSTs were selected by using multistage sampling. This study was quantitative in nature. Adapted questionnaires were used to gather the data from the respondents. Cronbach alphas reliability of both the questionnaires was calculated after pilot testing. Cronbach alphas values were 0.835 and 0.775 respectively. Descriptive statistics i.e. frequency, percentage, mean and standard deviation (SD) were used in analyzing the data. In inferential statistics, regression was used to find out the influence of post work incentives on SSTs' motivation. The study concluded that there was a significant influence of post work incentives on SSTs' motivation. On the basis of conclusion it was recommended that Government of Punjab should develop strategies to increase post work incentives of SSTs to enhance their motivation level.*

**Keywords:** Post-work Incentives, SSTs' Motivation, Mean Score

### **Introduction**

Teachers act as the front liners in whole educational process (Cabaron & Oco, 2023). Teaching is indeed a dutiful job as they carry a big responsibility of producing productive members of society. Teachers' role has been extended far beyond from mere imparting knowledge in classroom but they also play a significant role in social, emotional and intellectual development of students (Wijaya et al., 2023). They encourage students to excel personally and academically. They have the privilege to shape future generations of society therefore, their determination may be very high to cope with challenges.

In this regard, motivation is a driving force which may inspire employees to achieve organizational goals (Forson et al., 2021). It can be both intrinsic or extrinsic (Kayode, 2016). Motivation is one of the important factors that affect work performance of teachers (Rouadi et al., 2020). Motivated teachers are more likely to show dedication and enthusiasm for their work, creating a vibrant learning environment (Nahid et al., 2023). They are more committed to professional responsibilities that can benefit not only the students but the whole educational system (Hung, 2020).

As far as post work incentives are concerned, these incentives are provided to teachers as a reward of their lifelong services to society (Johnson & Kolasi, 2020). Retired employees often have decades of experience and have contributed significantly to the institutions (Liu et al., 2024). Post-work incentives i.e. pension ensure that these employees have financial security after leaving their work place (Wytenburg et al., 2021). These incentives may support them to sustain their living standards and live a dignified life after retirement without facing a constant financial pressure (Rhee & Joyner, 2019). Post work incentives may motivate people to join government service. Young individuals may prefer to work in public sector because of post work incentives like pension and other retirement benefits (Siddiky & Akter, 2021). So keeping in view the importance of post work

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incentives, it is considered significant to conduct a study on the SSTs' perception of post service incentives and to determine the role of incentives in forming their motivation.

## **Literature review**

### **A. Incentives**

Incentives are rewards or benefits given to encourage employees, to act in a desired way (Apay et al., 2024). Organizations use various incentive schemes to encourage and motivate employees. Teachers' incentives are provided to teachers in recognition of their work and contribution to education. The main purpose of these incentives is to improve teachers' performance and retain the most efficient workers in the profession (Mbukwana & Ayandibu, 2023).

Incentives can be categorized into two categories: financial i.e. bonuses or pensions, or non-financial, such as appreciation, recognition, (Alnajem & Al-sudani, 2024).

#### **1. Financial Incentives**

Financial incentives are the monetary benefits given to teachers. These incentives include salary, pension, leave encashment, and other cash-based rewards (Proudfoot, 2024). Financial incentives can be further categorized as in-service incentives and post work incentives.

##### **i. In-service financial incentives**

In-service or immediate financial incentives are the monetary rewards given to teachers while they are still working. These include monthly allowances, performance bonuses, salary increases and extra duties payments (Imthiyas & Arshard, 2024).

##### **ii. Post-work incentives**

Post-work or delayed financial incentives are the benefits given to teachers after their retirement from service. These incentives include pensions, commutation amount, and leave encashment etc. Such incentives provide long-term financial security and help retired teachers to manage their expenses when they are no longer earning a salary. They reduce financial stress after retirement and support teachers to live with dignity and stability in their later years (Khawar, 2024). Therefore, these retirement incentives are considered as a biggest charm of public sector. (Siddiky & Akter, 2021) conducted a study to determine the key factors influencing students' career choices and their strategies for job readiness. Data were gathered from 120 students at Noakhali Science and Technology University using snowball sampling. The study introduced a theory suggesting that career choices are shaped not just by personal interest but by various social, cultural, and economic influences such as pension opportunities, job security, family influence, teachers' guidance and professional growth. It was revealed that joining public sector is a preferred career choice among young generation because of incentives like pension, job security, remunerations job prestige and other retirement benefits. Various types of post work incentives are provided to teachers such as monthly pension, family pension, commutation and leave encashment (*Punjab Pension Reform Plan*, 2025). It is a way of rewarding teachers for their years of service by ensuring their financial security in old age

#### **2. Non-Financial Incentives for Teachers**

Non-financial incentives are rewards that do not involve direct money but still motivate teachers. These incentives focus on recognition, respect, and creating a supportive work environment (Bawalla & Omolawal, 2023). These incentives make teachers feel valued and encourage them to perform better (Uddin & Ashfaq, 2019).

### **B. Teachers' motivation**

The word 'motivation' derived from the Latin term *movere* which means 'to move' (Tohidi & Jabbari, 2012). Motivation is a desire that forces an individual to initiate goal directed behavior (Pincus, 2023). Motivation does not have any standard definition however, various scholars have defined it from their own perspectives (Bandhu et al., 2024). Zig Ziglar referred motivation as a fuel essential for smooth functioning of human engine (McAlister, 2018). John Adir defined it as an internal driving force within an individual that compels him to pursue his goals whereas, Tony Robbins perceived motivation as a spark that starts the engine of human success (Singh & Kaur, 2025).

Motivation can be positive or negative (Aichouche & Maamri, 2025). Positive motivation encourages people to act by anticipating a reward or benefit such as incentives, appraisals or recognition. In negative motivation, people are encouraged to act in a desired way to avoid something unpleasant i.e. punishment, pain, failure or criticism (Zahid & Cheema, 2023). Similarly, teachers'

motivation is the level of enthusiasm, commitment and dedication that teachers have towards their professional responsibilities (Hung, 2020). Teachers' motivation is an essential factor for positive outcomes in academic setting (Zahid Muhammad Sharif et al., 2025). It empowers teachers to work with passion to achieve organizational objectives and is crucial for the success of any educational institution (Hanus & Fox, 2015).

There are two main types of motivation i.e. intrinsic motivation and extrinsic motivation (Davidovitch & Dorot, 2023).

**1. Intrinsic Motivation**

Intrinsic motivation is an internal driving force to achieve objectives. It comes from internal desire to do something. According to (Dwi Lestari, 2022), following are the factors of intrinsic motivation.

**i. Work efficiency**

Intrinsic motivation leads to work efficiency (Tovmasyan & Minasyan, 2020). If teachers are internally motivated, they enjoy their work and willing to work hard. This inner desire motivates them to meticulously organize classes which results in high academic performance of students (Ahmad et al., 2025). On the other side, if teachers are intrinsically unmotivated then they feel stressed which reduce their efficiency in long run.

**ii. Occupational commitment**

Occupational commitment refers to dedication and loyalty of people for their profession (Yousaf et al., 2015). Intrinsically motivated teachers like teaching for their own satisfaction. This inner desire strengthens their attachment to their career. They want to stay longer in the profession. Intrinsic motivation builds a sense of love and pride for the profession that develops occupational commitment (Bytyqi, 2020).

**iii. Self-efficacy**

Self-efficacy and intrinsic motivation go hand in hand (Celcima et al., 2024). Self-efficacy refers to a person's belief in his ability to do a task effectively (Karimi et al., 2022). Teachers gain confidence when they believe they can perform well. This confidence boosts their intrinsic motivation. On the other hand, when teachers doubt their ability, their motivation suffers. High self-efficacy motivates teachers to keep working hard (Li et al., 2025).

**2. Extrinsic motivation**

Extrinsic drive stems from external rewards or pressures rather than internal desire (Suman, 2023). People perform a work for the purpose of gaining or avoiding something. Extrinsic motivation for teachers includes promotions, retirement benefits, rewards or even fear of penalties (Pal, 2025).

**C. Incentives and teachers' motivation**

A study to identify various intrinsic and extrinsic factors that motivate teachers for teaching, was conducted by (Begum, 2021). One hundred teachers were participated in the research. Findings of the study showed that 77% respondents considered democratic behavior of head teacher as a motivation factor, 76% respondent teachers considered salary as a motivation factor whereas, 100 % respondents considered pension and gratuity as the source of motivation for working in teaching profession. Another study examined the strategies for implementing pension policies to enhance teachers' motivation in Nigerian public schools (Michael & Tekena, 2022). Descriptive survey design is used in this research on a sample of 490 teachers. This study concluded that financial resource management through savings, facility to access account balance, and an advisory plan for retirement leads to higher job motivation among teachers. However, this research also recommended that teachers should save amount during service years rather than fully relying on retirement funds.

(Muhamad et al, 2024) investigated how monetary incentives impact teacher performance in Uganda's central region, grounded on both Herzberg's Two-Factor Theory and Adams's Equity Theory. 300 teachers participated in the study. The study aimed to determine whether teachers perceive their financial rewards as fair and motivating. Correlation analysis revealed a statistically significant positive relationship between monetary rewards and teacher performance ( $r=0.4193$ ,  $p<0.001$ ). Furthermore, perceptions of fairness also mediated this relationship such as when teachers felt that the reward distribution was fair, their performance and motivation increased positively. The

study reinforced that transparent, equitable financial rewards are influential drivers of teacher effectiveness in resource-constrained educational settings.

A study was conducted by (Berhanu & Sabanci, 2019) to determine the influence of various factors on motivation of primary school teachers. Two principals and six teachers participated in the research. Semi structure interviews were conducted to collect data from participant. The study concluded that salary, working conditions, fairness and quantity of incentives are major source of motivation for teachers whereas for principles, salary is the biggest motivational factor. Another study was conducted by (Kontar et al., 2025) to find out the factors which effect the motivation of teachers working in Lebanese private schools. The study concluded that rewards systems have a significant but negative influence on teachers’ motivation.

A study was conducted by (Mussa & Boniface, 2025) to determine whether salary is motivation factor or hygiene factor for teachers. Qualitative approach was used in the study. Purpose sampling technique was used to collect data from 56 participants (7 headmasters and 49 teachers). The study concluded that salary is motivation factor which significantly impact job satisfaction and work commitment of teachers. Another study investigated the role of rewards such as increments in salary or performance bonuses in shaping teachers’ motivation (Khalid & Shaiq, 2025). Teachers working in 250 private schools in Karachi participated in the survey. The study found a positive impact of salary increments and performance bonuses on enhancing teachers’ motivation.

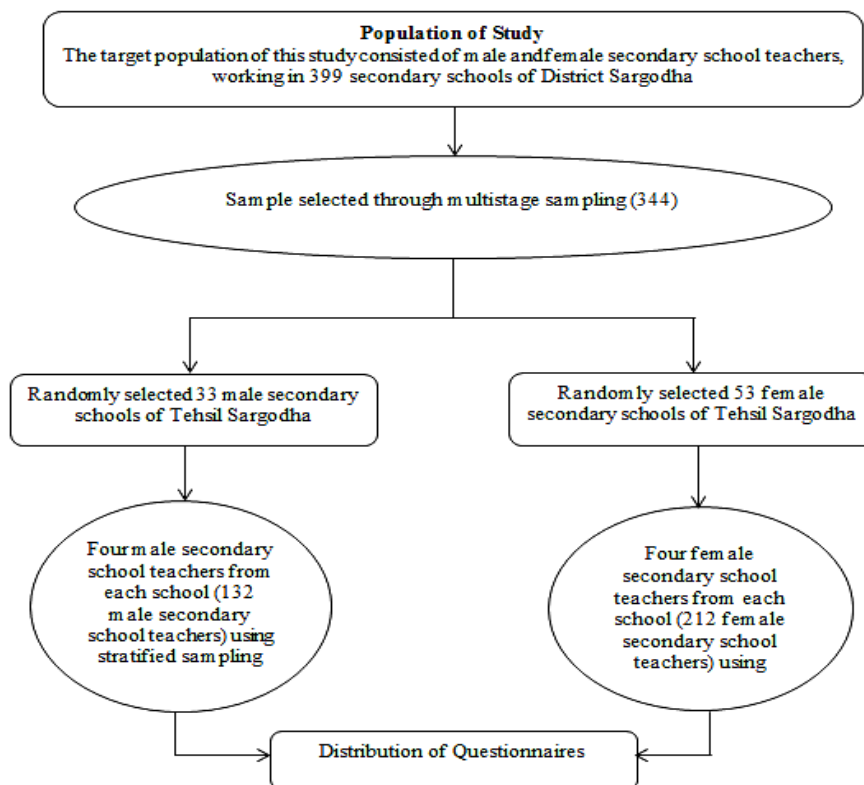
**Objectives of the Study**

The objectives of the study were

- 1) To determine the perception of SSTs about post work incentives.
- 2) To explore the level of SSTs’ motivation due to post work incentives.
- 3) To determine the influence of post work incentives on SSTs’ motivation

**Methodology of the study**

The study used quantitative approach with descriptive research methods (Leedy & Ormrod, 2019). Survey technique was used to collect data. Data collected from 33 male and 53 female secondary schools by self-visits. Methodology of the study is shown in figure 1 below.



**Figure 1: Research methodology**

**i. Population of the study**

The target population of the study consisted of all the male and female SSTs' working in 399 male and female Government secondary schools of district Sargodha. Sargodha Tehsil was purposively selected from all the Tehsils of District Sargodha because it has greater number of secondary schools as compared to other Tehsils. Multistage sampling technique was used in the research. The procedure of sampling was carried out as follow:

1. First of all, from all tehsils of district Sargodha, tehsil Sargodha was selected purposively.
2. On the basis of 50% selection criteria, 86 secondary schools were selected from total 171 (105 female secondary schools and 66 male secondary schools) secondary schools of Tehsil Sargodha randomly.
3. From each school, four SSTs' were selected using stratified sampling, making a total of 344 SSTs as sample.

**ii. Research Instruments**

Two adapted questionnaires were used in the study to collect data from SSTs; one to collect data about SSTs' perception of post work incentives and second to collect data about SSTs' motivation due to prospect of receiving post work incentives.

Questionnaire for collection of data about SSTs' perception of post work incentives was adapted from (Sahibzada & Pandya, 2023). Similarly, questionnaire for data collection about SSTs' motivation was adapted from (Ahmed et al., 2023). Necessary amendments were made to make it suitable for SSTs. There were four main factors for measuring SSTs' perception of post work incentives, i.e. monthly pension, family pension, commutation and leave encashment. In monthly pension factor, 7 statements were included whereas, in family pension factor, 5 statements were included, 5 statements were included in leave encashment factor and 4 statements were included in commutation factor.

There were two main factors for measuring SSTs' motivation, i.e. intrinsic motivation and extrinsic motivation. Intrinsic motivation factor further consists of three more factors i.e. work efficiency, occupational commitment, self-efficacy. In work efficiency factor, 7 statements were included whereas, in occupational commitment factor, 10 statements were included and 6 statements were included in self-efficacy factor. There were 9 statements in extrinsic motivation factor.

To ensure both face and content validity, the instruments were validated through opinion of five experts having PhD degree in Education. After incorporating the experts' recommendations, pilot testing was conducted to ensure the reliability of instruments. Both questionnaires were administered to 70 SSTs for pilot testing. The reliability coefficient Cronbach's alpha values for both questionnaires were calculated, which were 0.835 and 0.775 respectively.

**iii. Data Collection and Analysis**

Data were collected by self-visits of 86 secondary schools. Respondents were 344 SSTs of these schools. Questionnaires, including cover letter and demographic information, were personally distributed to each respondent. The collected data were coded and organized into tables prior to statistical analysis and interpretation. Since both questionnaires did not include any negative statement, reverse coding was not required. SPSS software was used for data analysis. Data collected from SSTs about their perception of post work incentives, were categorized on their average score basis, as per following criteria:

- If, M.S = less than 2.5 = lower
- M.S = 2.5 – 3 = low
- M.S = 3.01 – 3.5 = moderate
- M.S = 3.51 – 4 = high
- M.S = 4.01– 5 = higher

Similarly, data collected about SSTs' motivation were also categorized on their average score basis, as per following criteria:

- If, M.S = less than 2.5 = poor
- M.S = 2.5 – 3 = satisfactory
- M.S = 3.01 – 3.5 = good
- M.S = 3.51 – 4 = very good
- M.S = 4.01– 5 = excellent

**Results**

Data analysis results are as follows:

**Table 1:** Perception of SSTs about post work incentives

Sr.	Construct	SAG f(%)	AG f(%)	UN f(%)	DA f(%)	SD f(%)	Total	Mean	SD
1	Monthly pension	685 29%	1450 60%	102 4%	123 5%	48 2%	2408 100%	4.08	0.83
2	Family pension	699 39%	923 54%	27 1%	57 3%	44 3%	1720 100%	4.23	0.84
3	Leave encashment.	484 28%	1074 62%	20 1%	83 5%	59 4%	1720 100%	4.07	0.88
4	Commutation	424 31%	834 61%	20 1%	55 4%	43 3%	1376 100%	4.12	0.86

Table 1 represents that most of SSTs (89%) with supporting average score=4.08 and SD= 0.83, were agreed towards monthly pension factor in post work incentives. This shows the trend that monthly pension is considered as an essential factor in SSTs’ post work incentives. Almost all of the SSTs (93%) with supporting average score=4.23 and SD= 0.84, were agreed towards family pension factor in post work incentives. This shows the trend that family pension is considered as an essential factor in SSTs’ post work incentives. Most of SSTs (90%) with supporting average score= 4.07 and SD= 0.88, were agreed towards leave encashment factor in post work incentives. This shows the trend that leave encashment is considered as an essential factor in SSTs’ post work incentives. Almost all of the SSTs (92%) with supporting average score=4.12 and SD= 0.86, were agreed towards commutation factor with respect to post work incentives. This shows the trend that commutation is considered as an essential factor in SSTs’ post work incentives.

**Table 2:** Levels of SSTs’ perceptions of post work incentives

Level	Mean range	Frequency	Percent	Weighted Mean	SD
Lower	Less than 2.5	4	1%		
Low	2.5 – 3	4	1%		
Moderate	3.01 – 3.5	23	7%	4.45	0.77
High	3.51 – 4	114	33%		
Higher	4.01– 5	199	58%		
Total		344	100%		

Table 2 showed that overall 58% of SSTs having frequency 199, showed higher level of influence of post work incentives while 33% of the SSTs having frequency 114, showed high level of influence of post work incentives. Similarly 7% SSTs having frequency 23, showed moderate level of influence of post work incentives, with average score 4.45 and SD = 0.77. This reflects a trend that post work incentives have a higher level of influence on SSTs.

**Table 3:** SSTs’ motivation due to prospect of receiving post work incentives

Sr.	Construct	SAG f(%)	AG f(%)	UN f(%)	DA f(%)	SD f(%)	Total	Mean	SD
1	Work efficiency	703 29%	1315 55%	112 5%	129 5%	149 6%	2408 100%	3.95	0.69
2	Occupational commitment factor	933 27%	1784 52%	253 7%	212 6%	258 8%	3440 100%	3.85	0.86
3	Self-efficacy factor	625 30%	987 48%	176 9%	170 8%	106 5%	2064 100%	3.90	0.95
4	Extrinsic motivation	1107 36%	1662 54%	165 5%	103 3%	59 2%	3096 100%	4.18	0.81

Table 3 represents that most of SSTs (84%) with supporting average score=3.95 and SD= 0.69, were agreed towards work efficiency factor in SSTs’ motivation. This shows the trend that work efficiency is considered as an essential factor in SSTs’ motivation. Majority of SSTs (79%) with supporting average score=3.85 and SD= 0.86, were agreed towards occupational commitment factor with respect to SSTs’ motivation. This shows the trend that occupational commitment is considered as an essential factor in SSTs’ motivation. Majority of SSTs (78%) with supporting average score=3.90 and SD= 0.95, were agreed towards self-efficacy factor with respect to SSTs’ motivation. Self-efficacy is considered as an essential factor in SSTs’ motivation. This table reveals that it was

revealed that most of SSTs (90%) with supporting average score=4.18 and SD= 0.81, were agreed towards extrinsic motivation factor with respect to teachers’ motivation. This shows the trend that extrinsic motivation is considered as an essential factor in teachers’ motivation.

**Table 4:** Motivation level of SSTs due prospect of receiving post work incentives

SSTs’ motivation					
Level	Mean range	Frequency	Percent	Weighted Mean	SD
Poor	Less than 2.5	1	0%		
Satisfactory	2.5 – 3	10	3%		
Good	3.01 – 3.5	24	7%	4.39	0.77
Very good	3.51 – 4	127	37%		
Excellent	4.01– 5	182	53%		
Total		344	100%		

Table 4 showed that overall 53% of SSTs having frequency 182, showed excellent level of motivation while 37% of SSTs having frequency 127, showed very good response towards motivation, whereas 7% of SSTs having frequency 24, showed good response with average score 4.39 and SD = .77, towards motivation. This reflects a trend that teachers’ motivation is at excellent level due to prospect of receiving post work incentives.

**Results of Regression Analysis for determining the impact of post work incentive on SSTs’ motivation**

The results of regression analysis between post work incentives and SSTs’ motivation is given below:

H<sub>0</sub>: There is no significant impact of post work incentives (monthly pension, family pension, leave encashment and commutation) on SSTs’ motivation.

**Table 5:** Regression analysis of the impact of post work incentives on SSTs’ motivation

Model	Sum of Squares	df	Mean square	F	R	Sig.
Regression	12003.162	4	3000.791	29.241	0.506 <sup>a</sup>	.000 <sup>b</sup>
Residual	34789.663	339	102.624			
Total	46792.826	343				

a. Dependent Variable: SSTs’ motivation

b. Predictors: (Constant), Commutation, family pension, monthly pension, leave encashment

Table 5 shows significant impact of post work incentives on SSTs’ motivation  $R_{(343)}=0.506$ ,  $p<0.05$  indicated that null hypothesis “There is no significant impact of post work incentives on SSTs’ motivation” is not accepted. The table shows that there is a strong and positive relationship,  $F=29.241$  between post work incentives and SSTs’ motivation.

**Table 6:** Impact of various types of posts work incentives i.e. monthly pension, family pension, leave encashment and commutation on SSTs’ motivation

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	75.006	4.925		15.230	.000
	Monthly pension	.817	.220	.259	3.714	.000
	Family pension	.623	.290	.141	2.148	.032
	Leave encashment	0.546	.210	.128	2.600	.010
	Commutation	0.894	.316	.189	2.827	.005

a. Dependent Variable: SSTs’ motivation

The table 6 shows that monthly pension, family pension, leave encashment and commutation have a significant impact on SSTs’ motivation.

**Discussion**

The primary objective of the study was to find out the influence of post work incentives on SSTs’ motivation.

According to the perception of SSTs, it was found that post work incentives positively influence the motivation of SSTs. This result was supported by the research of (Ghosh & Mishra, 2023), which showed positive correlation between motivation of teachers and financial incentives like retirement benefits and annual increments. This may happens because post work incentives may give a sense of long-term financial security to SSTs which help them to cope with retirement anxiety and

stress of becoming a burden on their families at despairing stage. This assurance may boost their self-efficacy and occupational-commitment which ultimately enhance their level of motivation.

### **Conclusions**

From the findings, the following conclusions were drawn

1. It was found that that almost all of the SSTs agreed towards family pension, leave encashment and commutation factors with respect to post work incentives whereas, most of SSTs agreed towards monthly pension factors with respect to post work incentives.
2. From findings it was drawn that that most of SSTs agreed towards work efficiency and extrinsic motivation factors with respect to SSTs' motivation whereas, majority of SSTs were agreed towards occupational commitment and self-efficacy factors with respect to SSTs' motivation.
3. From finding it was revealed that there was a significant impact of post work incentives on SSTs' motivation. It was revealed that different types of post work incentives i.e. monthly pension, family pension, leave encashment and commutation have a significant impact on SSTs' motivation.

### **Recommendation**

- 1) Results of the study showed that recent amendments in family pension rules and changes in pension calculation formula, made teachers feel less motivated. Therefore, it is recommended Government of Punjab may repeal these amendments in family pension rules and restore the old formula for calculation of teachers' post work incentives i.e. pension.
- 2) According to results, many teachers are serving for decades in the of hope of receiving post work incentives as a reward of their fruitful efforts but sudden reductions in post work incentives left a negative influence on their motivation and. So it is suggested that instead of reducing post work incentives, the government may introduce a structured retirement incentives scheme similar to employees' old age benefits institution (EOBI) to ensure long-term financial security of retirees and attract qualified individuals to the teaching profession.

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