

---

## Relationship between Motivation and Team Performance

ARIF ULLAH KHAN

BS Petroleum and Gas Engineering  
BUIITEMS, Quetta  
Pakistan

SYED NISAR AHMED

BUITMES, Quetta  
Pakistan

MOHAMMAD TARIQ<sup>1</sup>

Department of Earth Sciences  
COMSATS Institute of Information Technology  
Abbottabad, Pakistan

MUHAMMAD FAROOQ

Department of Earth Sciences  
COMSATS Institute of Information Technology  
Abbottabad, Pakistan

### Abstract:

*Present research is intended to find the relationship and dependency of motivation and team performance on each other. For analyzing the data in primary data collection technique questionnaire was used. Questionnaire's included ten items, was distributed among hundred people. Study result reveals that team performance is positively influenced over motivation. Team performance is positively influenced by the motivational events available to each individual in a team or in a group. If the motivational events are enhanced then team abilities get affected, when positively performed.*

**Key words:** Motivation and Team Performance

---

<sup>1</sup> Corresponding author: dgmtariq@gmail.com

## **Introduction:**

Motivation is complicated efforts, needed to drive tensions status. Such efforts are the mechanism within us that generates and causes voluntary activities towards the gaining or obtaining the personal required goals and objectives. OR An Employee motivation is “psychological forces” or effort which identifies the direction of organization individual levels of efforts. An individual level of persistence motivation and employee motivation are two different and distinct topics. Employee motivation plays a vital and most essential role in a group or team in a business or any other organization. From the conclusion of the study conducted by the Oklahoma fire department that moral does in fact has a direct effect on the employee productivity. Motivation has a significant impact on the employee. Job motivation is the individual internal dispositions which are related with and tends to reach toward the positive incentives and avoids negative incentives. Based on general consensus motivation involve three psychological processes as:

- 1) Arousal, it is an entity which initiate actions.
- 2) Attention focuses the particular issues of people tasks.
- 3) Persistence.

Preventing the individuals from the goal seeking behavior Mitchell and Dannie defines motivation as, “The behavior produced to reach a particular goal”. Motivation is a driving force especially a psychological force that compels and reinforces the action towards a distinct and required goal. For example, “hunger is a motivation which diverts you towards eating”. Measuring team performance can be approached in four ways: two (2) ways measure performance at the individual level and the other two measures at the team level. Individual contributions measure how well they work among the team individuals. Individual team work products contribute to the

final team product. Team performance measures its internal group dynamics. To estimate how well a person works in a group is, effective team forms the most essential part of almost every organization. Team and group are two different entities. Group is used in broader-sense than team and has been assigned to a larger number of organizational or social forms (Hackman, 1990). Group is composed of individuals whose functions are interchangeable while team generally has distinct functions. For example surgeon and anesthesiologist in the operating room.

## **Literature review**

### **Motivation**

Motivation is concerned with those reasons which under lie the behavior, characterized by willingness and volition (Pintrich & De Groot, 1990). In all the business organization one the biggest question asked more often by majority of the people that how to motivate an employee? In the business world and the organization, motivation plays a vital and essential crucial role. Motivation forces the whole organization and affects its performance. For an affective and well performance the most prominent and essential element is motivation. Motivation needs to be given greater attention because it influences every aspect of the business.

### **Team performance**

Actual productivity of the team is its achievement in which the whole team is participant. The basic element of an organization is unsuccessful without its employee working together as a team approaching the particular goal. However home study reveals that the worker performance is too much influenced by the ability of the manager, who is handling and communicating with in the team. For each employee the work place is a social system.

## **Link**

The link between motivation and team performance could be unfolded. At work place we face a problem when is the time to decide what leadership style must be used in the company. The manger can shape team culture in variety of ways like by charismatic speeches of motivation or by incentives, i.e. assigning the desired task and by punishing unwanted activities (Gurerk, Irlenbush and Rockenbuck, 2009). To feel the employee safe and tranquil it is very important to create pleasant environment within company. Abarham Maslow has developed a theory in which he has divided behavioral / performance features of each employee (team members). It has hierarchical shape. Research of motivation includes three points as:

- 1: Can I do this task?
- 2: Can I want to do this work and why?
- 3: Why should I do it in order to succeed in this task?

H1: Motivation is positively related to team performance.

HO: Motivation is not positively related to team performance.

## **Methodology:**

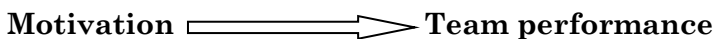
Primary data was collected from the students and teachers (table 1) of Baluchistan University, Information Technology, Engineering and Management Sciences (BUIITEMS), Quetta, Pakistan. All students who marked the questionnaires were of BS level. All questionnaires were self-administered. Neither postal mailing nor e-mailing address was used for the data collection.

**Table: 1: 100 Questionnaire demographics results**

		Frequency	%age
<b>MALES</b>	STUDENTS	80	80
	TEACHERS	20	20
<b>Age</b>	20-29	95	95
	30-39	5	5
	40-49	0	0
<b>Education</b>	Bachelors	100	100
	Masters	0	0
	M.phil.	0	0
	Ph.D.	0	0
<b>Experience</b>	1-4	97	97
	5-9	3	3
	10 & above	0	0

Questionnaires contained ten items and its hundred copies were disbursed (table 2). Distribution and collection were performed hand to hand. Therefore hundred out of hundred were received back, with response rate of 100%. The questionnaire contained a total of ten items out of which 7 items (M1 to M7 in table 2) were of motivation and 3 items (P1 to P3, table 2) were of team performance. Both motivation and team performance items were adopted and adapted. The reliability values of the scale are shown in the correlation metrics ahead. Regression and correlation analysis were used in order to test the hypothesis.

### Model of the study



### Results and discussion:

#### 1. Correlation Analysis:

Result from correlation and analysis between the two variables of motivation “M” and team performance “P” is listed in the matrix correlation table 3. These results show positive correlation. Table 3 show variable to variable matrix correlation, as shown in the table that motivation to motivation

is 100% and motivation to team performance show .380\*\* correlation

**Table 2. Table of item to item Matrix Correlation.**

		M1	M2	M3	M4	M5	M6	M7	P1	P2	P3
M1	Pearson Correlation	1	.673**	.564**	.499**	.176	.413**	.491**	.299**	.131	.124
	Sig. (2-tailed)		.000	.000	.000	.081	.000	.000	.003	.195	.223
	N	99	99	99	99	99	99	99	99	99	99
M2	Pearson Correlation	.673**	1	.582**	.511**	.231*	.393**	.531**	.374**	.038	.063
	Sig. (2-tailed)	.000		.000	.000	.021	.000	.000	.000	.704	.536
	N	99	100	100	100	100	100	100	100	100	100
M3	Pearson Correlation	.564**	.582**	1	.628**	.361**	.490**	.370**	.407**	-.045	.079
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000	.655	.436
	N	99	100	100	100	100	100	100	100	100	100
M4	Pearson Correlation	.499**	.511**	.628**	1	.300**	.418**	.341**	.419**	.088	-.065
	Sig. (2-tailed)	.000	.000	.000		.002	.000	.001	.000	.386	.521
	N	99	100	100	100	100	100	100	100	100	100
M5	Pearson Correlation	.176	.231*	.361**	.300**	1	.356**	.257**	.271**	.052	.108
	Sig. (2-tailed)	.081	.021	.000	.002		.000	.010	.006	.607	.286
	N	99	100	100	100	100	100	100	100	100	100
M6	Pearson Correlation	.413**	.393**	.490**	.418**	.356**	1	.471**	.361**	.088	.143
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000	.383	.154
	N	99	100	100	100	100	100	100	100	100	100
M7	Pearson Correlation	.491**	.531**	.370**	.341**	.257**	.471**	1	.346**	.214*	-.008
	Sig. (2-tailed)	.000	.000	.000	.001	.010	.000		.000	.033	.941
	N	99	100	100	100	100	100	100	100	100	100
P1	Pearson Correlation	.299**	.374**	.407**	.419**	.271**	.361**	.346**	1	.368**	.043
	Sig. (2-tailed)	.003	.000	.000	.000	.006	.000	.000		.000	.672
	N	99	100	100	100	100	100	100	100	100	100

P2	Pearson Correlation	.131	.038	-.045	.088	.052	.088	.214*	.368**	1	.080
	Sig. (2-tailed)	.195	.704	.655	.386	.607	.383	.033	.000		.429
	N	99	100	100	100	100	100	100	100	100	100
P3	Pearson Correlation	.124	.063	.079	-.065	.108	.143	-.008	.043	.080	1
	Sig. (2-tailed)	.223	.536	.436	.521	.286	.154	.941	.672	.429	
	N	99	100	100	100	100	100	100	100	100	100
**. Correlation is significant at the 0.01 level (2-tailed).											
*. Correlation is significant at the 0.05 level (2-tailed).											

intensity at .01 significance level and P value is .000 highly significant ,99 is no of observation, so team performance to motivation is same and P is also same. Correlation is positively correlated with each other, and the correlation value shows that team performance is strongly and positively correlated at .000 significance level of 0.01.

**Table 3. Correlation between motivation “M” and team performance “P” variables.**

		<b>M</b>	<b>P</b>
M	Persian correlation	1	.380**
	Significant (2 –tiled )		.000
	N	99	99
P	Persian correlation	.380**	1
	Significane (2-tailed )	.000	
	N	99	99

## 2. Regression Analysis:

To test the hypothesis of study, regression analysis was used as a third step, in order to examine the H1 and H0 of the study. Regressions were run keeping motivation as independent

variable and team performance as dependent variable. The result of which are as follow in table 4:

**Table 4. Regression Analysis.**

Variable	B	t - stats	significance
motivation	.359	4.044	.000
R square=14.4%	Adjusted R square =13.5%		

The table 4 reveals that coefficient of motivation is .359 which is positive and highly significance at significance level .00. The t-stats of motivation is 4.044 which is significant. It means that one unit increase in motivation will cause increase in team performance. The overall fit of model is 14.4 % and adjusted R square is 13.5%. Hence motivation is positively related with team performance, so enhance hypothesis H1 is accepted

### **Recommendations and particle implications:**

Based on given research study, the following recommendations were made:

- In any organization motivation positively influences the team performance.
- By bringing betterment in motivational items, team and group functionality becomes better.
- Rather than promotion, leaves during the job and recognition salary greatly motivate the people among all organization.
- Incentives and other benefits also influence individual performance.
- The results may be more positively influenced, if it is conducted among more experienced peoples
- Performance appraisal activities are helpful to get motivated.
- Managers should focus equal and handsome pays structure in every organization among the employees so



that the employees can be rewarded well in comparison to the market.

### **Limitations and future research:**

In the Author's point of view the research work has the limitation which should be avoided if any other researcher wants to promote it further.

- The time was too narrow for the conducted research.
- Due to resource shortage the data was not collected from a diverse set of organization from all fields of life.
- The research was limited to 2 variables only. The questionnaires items were few in numbers not defining the complete areas of both motivation and team performance.
- Majority of the questionnaires (80%) were marked by the students and they were lacking in experience. Teachers' contribution was 20%, from the same university

Future research is directed to have a larger sample in order to study such a relationship. The data should be collected from a much diverse set of organizations. Research should conduct the study from different sectors of life and organization in order to increase its generalization and also to find better results.

### **References**

- Cooke-Davies, T. J. and Arzymanow, A. 2003. "The maturity of project management in different industries: an investigation into variations between project management models." *International Journal of Project Management* 21: 471-478.
- Deutsch, M. 1958. "Trust and suspicion." *Journal of Conflict Resolution* 2: 265-279.

- Hackman, J. Richard. 1990. *Groups that work (and those that don't): Creating Conditions for Effective Teamwork*. San Francisco, CA: Jossey-Bass.
- Kozlova, V. N. and Atamanova, V. I. 2013. "The development of undergraduates motivation for research." *Elsevier Procedia-Social and Behavioral Sciences* 93: 498-502.
- Lewicki, R.J. and Bunker, B.B. 1996. "Developing and maintaining trust in work relations." *Trust in Organisations: Frontiers of Theory and Research*. Sage Publications, Thousand Oaks, CA, 114-39.
- Margerison, C.J., McCann, D.J., and Davies, R.V. 1995. "Focus on Team Appraisal." *Team Performance Management* 1(4): 13-18.
- McCann, D.J., and Aldersea, R. 2002. "Managing Team Performance: Unrealistic Vision or Attainable Reality?" *HRM Review*, February Edition, 28-31.
- Pan, S., Lee, J. and Tsail, H. 2014. "Travel photos motivations image dimensions, and affective qualities of places." *Tourism Management* 40: 59-69.
- Pintrich, P.R. & De Groot E. 1990. "Motivational and self-regulated learning components of classroom academic performance." *Journal of Educational Psychology* 82(1): 33-50.