
EFFECT OF SELECTED DEMOGRAPHIC VARIABLES ON TEACHER MOTIVATION IN SECONDARY SCHOOLS OF LAHORE, PAKISTAN

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ABSTRACT

Teacher motivation has been directly linked with teachers' job performance (Inayatullah, & Jehangi, 2012; Nyakongo, 2015), classroom effectiveness (Carson & Chase, 2009) and students' academic outcomes (Guajardo, 2011). The study was intended to assess the level of teacher motivation as perceived by private secondary school teachers working in Lahore, Pakistan. It also examined the effect of selected demographics (gender, age, academic qualification, and professional experience) on teacher motivation. A questionnaire namely Work Extrinsic and Intrinsic Motivation Scale (WEIMS) was administered to more than 700 teachers in 24 private schools located in Lahore. A total of 530 teachers' responses were gathered. Frequencies, percentages, mean, and standard deviations were calculated to assess the level of teacher motivation. Inferential Statistics (t-test, One-way ANOVA) were applied to analyze the statistically significant differences (if any) among teachers grouped on the basis of gender, age, academic qualification, and professional experience. The results indicated that the respondent teachers had higher intrinsic motivation than the extrinsic motivation while no significant differences were observed when teachers were compared based on gender, age, and academic qualifications. However, significant differences were identified among teachers with different span of professional experience. Teachers with the least experience were found to be highly motivated as compared to highly experienced teachers.

KEYWORDS

Teacher motivation, Private schools, Academic qualification, Professional experience

INTRODUCTION

Teacher motivation has been directly linked with teachers' job performance (Inayatullah, & Jehangi, 2012; Nyakongo, 2015). Many research studies have emphasized the significance of teacher motivation and proved that teachers who are satisfied with their profession produce good results and can arouse students' achievement in a better way (Bennell, & Akyeampong, 2007; Guajardo, 2011). Teacher motivation has a significant effect on students' satisfaction with their learning and their success (Atkinson, 2000). Sargent and Hannum (2005) stated that teacher job satisfaction can be measured through his/her job involvement, work commitment, and teaching motivation and is positively correlated with teacher work performance.

LITERATURE REVIEW

The term motivation has been defined in several different ways by the researchers. Kim (2000) refers to motivation as an inner desire that urges and triggers interest in an activity. Green (2002) views motivation as an internal condition that starts, directs, and sustains behavior while Gagne (2004) regards it to be a state that assists the development of high achievement. Iliya and Ifeoma (2015) define motivation as an internal process that inspires a person to move towards a specific goal. Teacher motivation has been directly linked with classroom effectiveness and student learning achievements (Bennell & Akyeampong, 2007; Carson & Chase, 2009; Guajardo, 2011).

Sinclair (2008) defined teacher motivation in terms of "attraction, retention, and concentration as something that determines what attracts individuals to teaching, how long they remain in their initial teacher education courses and subsequently the teaching profession, and the extent to which they engage with their courses and the teaching profession".

The researchers distinguish two types of motivation; extrinsic and intrinsic motivation. Intrinsic motivation refers to the motivation that creates fun and enjoyment in a certain activity for its inherent satisfactions and not for other separable consequences such as external pressures and/or rewards (Ryan & Deci, 2000). Extrinsic motivation is however, derived from the external and outside concerns of a certain activity. Self Determination Theory (SDT) explains extrinsic motivation as categorized into four different types namely; "integrated regulation, identified regulation, introjected regulation, and external regulation" (Ryan, & Deci, 2000). Amotivation, on the other hand, is a state that reflects the absence of desire for a certain action. Eyal and Roth (2010) considered intrinsic motivation an outcome of autonomous motive and extrinsic

motivation as a product of controlled motive.

Teachers with high level of motivation involve students in classroom learning and implement educational reforms (Nayakundi, 2012). Teacher motivation directly influences classroom effectiveness and leads to school improvement (Ofoegbu, 2004). Alam and Farid (2011) studied the factors that affect teacher motivation at secondary schools in Rawalpindi, Pakistan. Socio economic status of the teaching staff, the reasons behind their selection of the teaching profession, students' behavior, and job stress were the major factors that were highlighted by the researchers. In another study carried out by Adjei and Amofa (2014), pays and salaries were declared the most effective motivational factor for the employees.

Matoke, Okibo, and Nyamongo (2015) identified that developmental, environmental, leadership, and remuneration factors affect teacher motivation significantly. Developmental factors involved teachers' qualification, in-service training, and promotions whereas teaching and learning resources, working conditions and workload were part of environmental factors. Different leadership styles as chosen by the head of the institute added to leadership factors and remuneration factors included salary, rewards, and fringe benefits.

RESEARCH OBJECTIVES

1. To analyze the teachers' perceptions regarding their motivation in private secondary schools of Lahore
2. To examine the effect of demographic variables (gender, age, academic qualification, and professional experience) on teachers' perceptions regarding teacher motivation

RESEARCH QUESTIONS

1. What are the teachers' perceptions regarding their motivation in private secondary schools of Lahore?
2. Does teacher motivation differ between male and female teachers?
3. What is the effect of age on teacher motivation?
4. What is the effect of academic qualification on teacher motivation?
5. Does teacher motivation differ on basis of professional experience?

RESEARCH METHODOLOGY

A quantitative survey method was used to carry out this study. It was more appropriate for this type of study, as suggested by Ary, Jacob, Razavieh, and Sorensen (2006), to use a scale that could be filled by majority of participants in a shorter period and with nominal expenses.

Population and sample

The population of the study included private secondary school teachers of Lahore. Through stratified random sampling, 24 schools from three different school types were selected and approached. These types included elite schools that target the affluent society, the middle class schools that focuses on teaching children from the middle-income group, and street schools that cater the educational needs of low-income families residing in Lahore. Data was collected from 530 teachers from 24 selected schools (7 elite, 11 middle-class, and 6 street schools).

Instrumentation

The present study followed a survey design aimed at examining the perceptions of the participants regarding their motivation level in schools. In this research, a structured questionnaire was used to gather data from the participants. It is easy and feasible for the participants to answer structured questionnaires (Ary et al., 2006). The total number of questionnaires administered was around 700, out of which 530 filled questionnaires were received making a response rate of 75.7%. The questionnaire had two sections. Section A inquired four questions for recording participants' demographic information about their gender, age, academic qualification, and professional experience. In Section B, The "Work Extrinsic and Intrinsic Motivation Scale" (WEIMS) was used to measure teacher motivation. There are 18 items in this questionnaire, which are clustered in six subscales: "Intrinsic Motivation, Integrated Regulation, Identified Regulation, Introjected Regulation External Regulation, and Motivation".

The questionnaire was translated into Urdu language as English is the second language in Pakistan. It was done to ensure better understanding of all the items on the questionnaire. The reliability for the WEIMS scale was found to be 0.82.

DATA ANALYSIS AND RESULTS

Data were analyzed by using both the descriptive as well as inferential statistics. Distribution of the participants according to the demographic variables was represented through frequencies and percentages. The participants' perceptions regarding their motivation were determined by using frequencies and percentages of their responses. Moreover, mean and standard deviation were also computed. Independent sample t-test was applied to analyze the statistically significant differences (if any) in teachers' perceptions about teacher motivation based on gender. One-way ANOVA was used to analyze the differences in teachers' perceptions regarding teacher motivation grouped on the basis of age, academic qualification, and professional experience. Furthermore, post hoc tests were performed to further explore where the differences occurred between groups.

Table 1 shows that the majority of the sample teachers (419) were females, which constituted 79% of the total sample and around 21% of the teachers, were male. This difference in the ratio of male and female secondary school teachers was the true representation of the whole population as mostly female teachers are preferred to teach even in boys' secondary schools in private sector of Lahore. Most of the teachers (53.2%) were 20-29 years old, whereas only 5.1% teachers were of the age of 50 and above. More than half of the teachers (59%) were Master's Degree holder and only 10.2% were either M.Phil. or pursuing doctoral studies. A very small number of teachers (5.5%) were Intermediate.

The largest percentage of secondary school teachers (36.4%) reported that they have less than 5 years of experience in teaching. There were only 6% of the teachers who had 21 years or above of the teaching experience.

Table 1: *Demographic Characteristics of the Respondents*

Variables	Category	Frequency	Percentage
		(n)	(%)
Gender	Male	111	20.9
	Female	419	79.1
Age	> 20 years	27	5.1
	21 to 30 years	282	53.2
	31 to 40 years	132	24.9
	41 to 50 years	62	11.7
	< 50 years	27	5.1
Academic Qualification	Intermediate	29	5.5
	Undergraduate	135	25.4
	Graduate	312	58.9
	Postgraduate	54	10.2
Professional Experience	> 5 years	287	54.2
	6 to 10 years	122	23.0
	11 to 15 years	64	12.1
	16 to 20 years	25	4.7
	< 21 years	32	6.0

Participants' Perceptions Regarding Teacher Motivation

The information regarding what the respondents perceived of their motivation at their work place was gathered through WEIMS. Responses to the items in this scale ranged from 1 (strongly disagree) to 5 (strongly agree). Frequencies and percentages as well as the mean and standard deviation of the responses were computed which will be discussed with respect to the sub-scale they belonged to.

Most of the respondents (92%) admitted that they derived pleasure from learning new things at work. Almost 84% of the respondents experienced satisfaction from taking on interesting challenges as well as from success at doing difficult tasks. Overall, the responses for all the items in the subscale namely 'Intrinsic Motivation' indicated that most of the respondents perceived themselves as intrinsically motivated. Majority of the teachers opined that their job had become an essential and basic part of their personality (83%) and of their life too (85%).

The findings for the subscale 'Identified Regulation' indicate that motivation played a major role in building up professional motivation among teachers. Most of the respondents agreed that they had chosen teaching to attain a certain lifestyle (73%); to accomplish career goals (79%); and to achieve certain important objectives in life (76%).

The results of the items incorporated in subscale, 'Introjected Regulation' illustrated that the vast number of private school teachers internalized the external controls regarding their jobs. Almost 80% of the participants wanted to be successful in their jobs in order to avoid shame and a similar number of teachers (80%) did not want to face disappointment in their work. Around 76% of the respondents wish to feel like a "winner" in their lives. The analysis of the responses related to 'External Regulation' indicated that 80% of the teachers considered that the profession of teaching provided them with security which was somehow more important to them as compared to income (58%) or money (64%) earned from their jobs.

Sixty three percent (63%) of the respondents disagreed that they were unable to handle the tasks related to their work. To the question asking about the unrealistic working conditions, 18.7% strongly agreed that they were provided with such situations and nearly 54% of the respondents agreed that their jobs sometimes expected too much from them.

Table 2: *Teachers' Perceptions Regarding Teacher Motivation*

Sub-scales in TM	Mean	SD
Intrinsic Motivation (IM)	4.30	.612

Integrated Regulation (IR1)	4.16	.7387
Identified Regulation (IR2)	4.03	.721
Introjected Regulation (IR3)	4.12	1.003
External Regulation (ER)	3.79	.889
Motivation (LM)	3.09	.915

Note. N = 530

The research findings, as mentioned by Table 2, indicate that the respondent teachers had higher level of Intrinsic Motivation (IM). Among the extrinsic motivation subscales, the teachers had the highest level of motivation in Integrated Regulation (IR1) followed by Introjected Regulation (IR3), Identified Regulation (IR2), and External Regulation (ER) respectively. Motivation (LM), which is considered as lack of motivation, was found to have the least mean values.

Effects of Demographic Variables on Teacher Motivation

The study intended to examine the effects of demographic variables including gender, age, academic qualification, and professional experience on teachers' perceptions regarding their professional motivation. In this section, the effects of all demographic variables are measured and analyzed.

Respondents' gender and teacher motivation. To determine the differences between male and female teachers regarding their perceptions for teacher motivation at the workplace, t-test was administered. Table 3 showed that male and female teachers had almost similar means on all the sub-scales of teacher motivation. No statistical significant differences were found between male and female private secondary school teachers regarding their perceptions on motivation.

Table 3: *Results of t-test showing Differences between Male and Female Teachers' Perception*

'Work Extrinsic and Intrinsic Motivation Scale' (Sub-scales)	Male (n=111)		Female (n= 419)		t	df	Sig.
	Mean	SD	Mean	SD			
IM	4.27	.585	4.30	.619	-.456	528	.648
IR1	4.19	.738	4.15	.739	.548	528	.584
IR2	4.05	.829	4.02	.691	.345	152.83	.730
IR3	4.17	.504	4.10	.820	.447	127.81	.655
ER	3.68	.873	3.83	.892	-1.519	528	.129

Respondents' age and teacher motivation

One Way ANOVA was applied to find out if there is any difference between teacher motivation based on teachers' age. Table 4 provides statistical evidence ($F = 1.552$, $df = 4,524$, $p = .186 > 0.05$) that teacher motivation was almost similar for all age groups. It can be assumed that motivation among teachers did not change with age.

Table 4: *Result of One Way ANOVA showing No Differences in Perceptions among Age Groups*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.917	4	.479	1.55	.186
Within Groups	161.78	524	.309		
Total	163.69	528			

Respondents' academic qualification and teacher motivation

To find out the differences in teacher motivation based on teachers' academic qualifications, One Way ANOVA was performed. Table 5 indicates that teacher motivation for all the groups was nearly similar ($F = 1.257$, $df = 3,525$, $p = .289 > 0.05$) showing no statistical significant difference.

Table 5: *Result of One Way ANOVA showing Differences in Perceptions among Academic Qualification Groups*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.167	3	.389	1.257	.289
Within Groups	162.530	525	.310		
Total	163.698	528			

Respondents' professional experience and teacher motivation

Table 6 shows that teacher motivation changes with teacher professional experience. Statistical significant differences were observed among different groups based on experience ($F = 5.087$, $df = 4,524$, $p = .000 < 0.05$), therefore, Post Hoc Test was applied to further probe which groups of teachers were showing these differences.

Table 6: *Result of One Way ANOVA showing Differences in Teacher Motivation among Different Professional Experience Groups*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.119	4	1.530	5.087	.000
Within Groups	157.58	524	.301		
Total	163.69	528			

The results of the Post Hoc Test (Table 7) show that teachers with different professional experiences were arranged in two groups according to their mean values

for teacher motivation. It was interesting to note that teachers having 6-10 years' of teaching experience had the highest mean ($M = 4.10$) while the group of teachers having 16-20 years of teaching experience showed the least mean value ($M = 3.77$).

Table 7: *Result of Post Hoc Test showing Differences in Teacher Motivation among Different Professional Experience Groups*

Groups (Professional Experience)	N	Subset for alpha = 0.05	
		1	2
16 to 20 years	25	3.77	
> 21 years	32	3.83	3.83
< 5 years	287	3.85	3.85
11 to 15 years	64	3.94	3.94
6 to 10 years	121		4.10
Sig.		.417	.056

DISCUSSION AND CONCLUSION

The research findings indicated that the respondent teachers had higher intrinsic motivation than the extrinsic motivation. In extrinsic motivation, the teachers had the highest level of motivation for 'Integrated Regulation' followed by 'Introjected Regulation', 'Identified Regulation', and 'External Regulation' respectively. The majority of teachers in private schools perceive that teaching as a profession offered them with many opportunities to learn new things, take on interesting challenges, and embark on difficult tasks. Teachers regard teaching as being personally important to them. They view their profession as a fundamental part of their lives and lifestyle. Teachers to satisfy some internal contingencies adopt the profession of teaching. They want to succeed at their work and become a winner. Teachers seem to give the teaching profession due value and importance as it helps them to attain their career goals and enjoy a certain lifestyle. Some teachers choose the profession of teaching for the sake of certain benefits like salary and job security. The respondent teachers also highlighted that their jobs are provided with unrealistic working conditions such as ensuring 98% of the attendance, 100% of student performance, and maintenance of extreme discipline during classroom teaching. Overall, the teachers did not show lack of motivation.

Many studies support the argument that gender is not related to teacher motivation (Wanakacha, Aloka, & Nyaswa, 2018; Clifford, 2015; Recepoglu, 2013). However, there are some researches that found female teachers to be more motivated as compared to their male counterparts (Lee, Rhee, & Rudolf, 2019) and some showed the reverse results (Triyanto, 2016). The current study finds no significant differences

between male and female teachers regarding teacher motivation. Similarly, no significant differences in teacher motivation were observed among different age groups. The findings of the present study reinforce some previous researches (Tanriverdi, 2007; Wiyono, 2016) which illustrate similar results.

Academic qualification, analogous to gender and age, was found to have no effect on teacher motivation. Highly qualified and the least qualified teachers experience similar teacher motivation levels. These findings align with some previous researches (Tanriverdi, 2007; Wiyono, 2016) while contradicts with the results of Triyanto (2016) wherein the researcher concluded that teachers with higher qualifications are less motivated.

Groups of teachers with different professional experiences illustrate significant differences in their motivation level. The study showed that teachers having 6 to 10 years of teaching experience were on the highest level of teacher motivation followed by teachers with 11 to 15 years of teaching experience. On the other hand, the teachers with job tenure of 16 to 20 years had the lowest motivation. It means that junior teachers have higher motivation as compared to their senior colleagues. Teachers in Pakistan lose their motivation with the passage of time. This finding is supported by Triyanto (2016) who claims that as the professional experience of teacher's increases, their motivation level declines.

RECOMMENDATIONS

The study concluded that the teachers in private secondary schools of Lahore are intrinsically motivated. Gender, age, and academic qualifications do not affect teacher motivation, however, professional experience shows a negative impact on motivation level of public school teachers. School administration could utilize intrinsic motivation in the best possible way to enhance school success. They should work on strategies that are aimed at raising teacher motivation especially among senior employees. To elevate teachers' extrinsic motivation, good salary packages should be offered with other fringe benefits. School management should focus on enhancing collegial relationships among their staff members to elevate their motivation level.

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