



RESEARCH PAPER

Motivation/Demotivation Factors among School Teachers in Public and Private Schools of District Sialkot

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PAPER INFO	ABSTRACT
<p>Received: February 28, 2021</p> <p>Accepted: June 10, 2021</p> <p>Online: June 20, 2021</p> <p>Keywords: Macro- Micro Contexts, Teacher Demotivation Teacher Job Satisfaction, Teacher Motivation</p> <p>*Corresponding Author: m.shahbaz@gc wus.edu.pk</p>	<p>Present research mainly focuses on demotivated factors among language teachers in public and private sectors. With detailed definition of motivation and demotivation, this article reviews the previous study being held in different countries. Therefore, few researches have been done on teachers' demotivation in Pakistan. So, this empirical research has specifically chosen Sialkot teachers' both from public and private school. With the help of mixed method, teachers were asked to fill online questionnaire and some interviews taken from private and public teachers. Cluster sampling and Bronfenbrenner's Ecosystems Model is used as a framework. The findings of this study explained that teachers are highly dissatisfied with administration of their school. They are facing a lot of workload with little amount of salary. Moreover, with scheduled meetings, workshops and paper checking make them psychologically ill and their personal life is also affected. Therefore, it is the duty of govt to provide teachers with facility of technology while private school administration must give relaxation to teachers and consider them human not slaves.</p>

Introduction

The Islamic Motivation is crucial to both individual and organizational performance since even a very able and well-trained member of staff will not perform effectively unless they are motivated to do so (Warr & Wall, 1975). Usually we have seen that people who come late and leave so early. They do not do extra work on breaks and if sometimes they are given extra projects they always complaining about their job because of overburden. Similarly, we also know some people who give 110 percent to any task given them like new projects, they do it with a smile instead of complains. What is the reason that these two types of workers are so different? The answer is Motivation.

In Pakistan, teaching professions has always been considered one of the most prestigious. However, it seems it has lost its value in the last 15 years because of the new text books, new teacher curriculum, and lack of desired facilities, the need of pre-service and in-service training, the number of students and many other issues which teachers often complain which might lead to teacher's de-motivation. It clearly affects the whole

learning process since an unmotivated factor will demolish their learner's interest and willingness towards learning process. This article attempts to provide a clear contribution by doing research in different private and government schools in district Sialkot, which included questionnaires and interviews, particularly, determining the factors which lead teachers to motivation and demotivation.

Literature Review

Motivation is considered a source to learn foreign language to get employment or to improve personal status (Dörnyei, 2001; Gardner & Lambert, 1972). There are two levels of motivation which influence teachers' motivation based on context: macro - contexts and micro - contexts. As concern macro- contextual influence, it deals with intrinsic (personal development to improve community or whole nation relationships and extrinsic (to get high amount to income and to increase social recognition). Therefore, teaching is highly influenced by external factors like politicians, parents and media. On the other hand, micro- contextual influence, it is related to fixed environment; specific institution in which teachers work like classroom and the learners group.

Pennigton (1995) was the one who first studied teacher motivation. His interest was fixed on ESL language teachers. Han and Yin (2016) also explored that a number of researchers seemed interested in studying EFL/ ESL factors which affect teachers' motivation. Another research also highlighted internal over external motivation of (Wild et al., 1997; Kazeem et al., 2001; Erkaya, 2013). Kızıltepe (2018) , focused on motivation and demotivation factors among university teachers. According to his research, motivating factors of teaching have been compressed and categorized under four main units: Students, Career, Social Status and Ideals. Whereas demotivating factors have been compressed and categorized under five different headings: Students, Economics, Structural and Physical Characteristics, Research and Working Conditions.

To add more, (Leung, Siu, & Spector, 2000), elaborate few factors which cause satisfaction and dissatisfaction among teachers. Recognition perceived organizational practices and financial crisis are the main factors to raise motivation and demotivation among teachers. Holdaway (1978), study revealed that student is the basic source of teacher's motivation and demotivation. He did work with some students and gain outcome of teacher's motivation and demotivation depends on students' outcome. Maslow (2016) has its need-based theory of motivation. According to theory, a person has five needs physiological needs, security needs, affiliation needs, esteem needs and self-actualization needs. The teachers have all these needs and when these needs are fulfilled, he will be motivated automatically.

On other hand, Dörnyei (2001, pp. 142-143) explained that demotivation has a connection with external causes that results in reduce interest in any work. It also diminishes motivational basis or attention of an action. He claimed that demotivated person is one who was first motivated than lost his/her interest in a specific field due to some reasons which can be external or internal, but most probably external. Hence, a demotivated teacher is one who seemed motivated once but later lost interest due to fixed factors faced in teaching environment.

Another research also conducted on Iranian English teachers. Their level was senior and junior high school. Results of this research explored demotivating factors; less participation of students in class, students less responsible about home task, lack of suggestions by colleagues, lack of communication among schoolteachers, students irresponsibly towards textbooks and not to carry it with them (Sarmazeh, 2015).

Kiziltepe (2008), explored his research with five headings: students, economics, structural and physical characteristics, working conditions of research. His target area was also demotivating factors; however, results show that turkey students are great source of motivation and demotivation among Turkish university teachers. Christophel and Gorham (1995, 1992) proposed distinct studies about de-motivation. They used qualitative and quantitative methods for their work. five categories have been mentioned; students' dislike about subject being taught by teachers, teachers face problems due to low organization, teachers considered self-centered, biased and rude towards students and authorities. This research truly explained real reason of teachers' attitude towards demotivation.

Zeynep Kiziltepe (2016), conducted a research on Istanbul teachers. Their findings show that administration was primary source of teachers' demotivation while students were secondary source of demotivation among teachers. Educational sectors are not free from getting benefits through employee motivation (Rasheed et al, 2016). Teacher's motivation consider central pillar for students learning and their outcome from learning is very important for all educational institutions and organizations. So, findings suggest lack of teacher motivation is a downfall of students' carrier and causes negative outcome (Creemers, 1994; Scheerens & Bosker, 1997; Guajardo, 2011; Thoonen et al., 2011).Bennell and Akyeampong (2017), suggested that teachers' demotivation create several new factors like absenteeism, irregular class timing, following traditional teaching methods, low attention towards teaching tasks and less attention on job due to adaptation of another job as a source of their secondary income.

- Guajardo (2011) explored low motivation resulted in different devastating changes in teachers' attitude. They lack confidence level, feel high level of attrition, fixed turnover, and changeable professional commitments with their heads. Teachers also suffer due to feelings of inappropriate for improving students and organization's outcome and sometimes their personal clashes with senior staff. Habibi and Safwan (2014) study based on Indonesian Peasantries teachers who were teaching English as a foreign language. They concluded that working conditions like (income issue and workload); curriculum (quick change of Indonesian curriculum and lack supporting materials for teachers); facilities (physical setting of classroom); students (lack of basic information about English subject and demotivated towards learning). All these conditions raise demotivated teachers in Indonesia.

Han and Mahzoun (2017) worked on demotivating factors with the help of qualitative case study between two ERL teachers in Turkey. Rudnai's and Dornyi's works were the beginning to investigate demotivation in the field of language teaching. Rahman et al. highlight motivation and demotivation factors among learners and impact on their outcomes. MacIntyre and Gardner studied relationship between language anxiety and other forms of anxiety.

Material and Methods

We have used mixed method research with the cluster sampling and the tools are questionnaire and interviews. Our theoretical framework is (Bronfenbrenner’s ecological systems theory) .

Data Collection

The questionnaire used in this study was distributed to private and government teachers through online link. The range of teachers completing the instrument was wide. In all, the sample of participants was considered to be representative of Sialkot teachers and school situations. Due to pandemic situation we couldn’t go for other data collection procedures like observation, documents and record analysis.

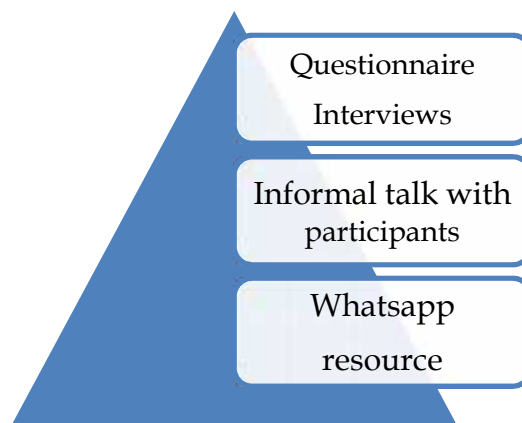


Figure 1: Data Collection Sources

Below we have done both quantitative and qualitative analyses in order to get valid and satisfactory results.

Results and Discussion

Quantitative Analysis

- In which institution you are working now?

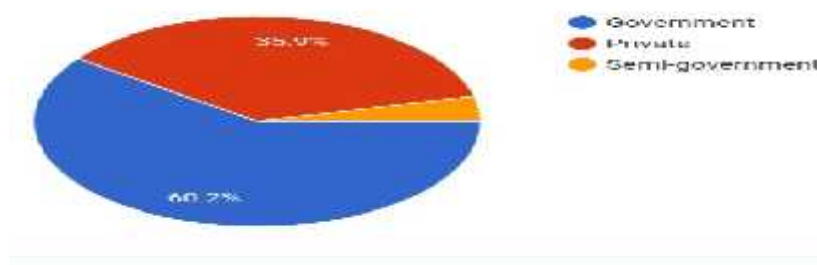


Figure 2:Participants’ serving Institution Type

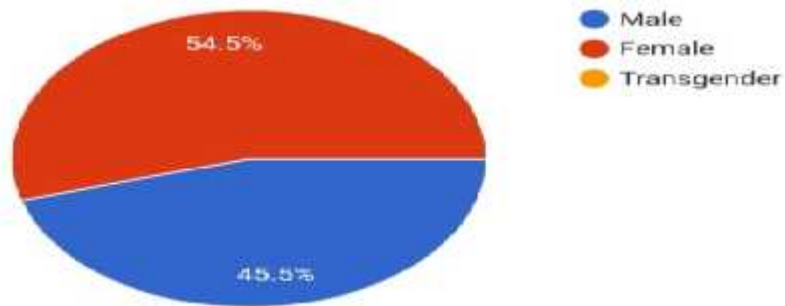


Figure 3: Gender of Participants

Answer for item 'Do you agree that teachers' feeling of exhaustion or accomplishment at work are affected by low wages, lack of appreciation?'

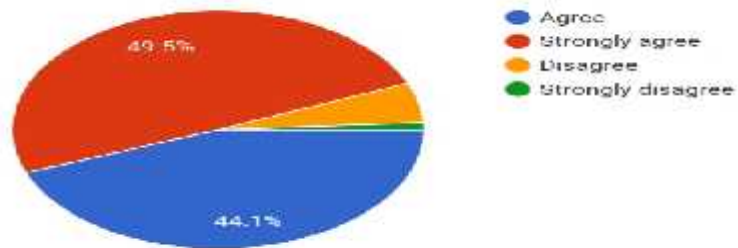


Figure 4: Low wages and Lack of appreciation Factor

Answer for item 'Long hours, high workload e.g. marking, meetings and course planning affects your personal life or routine?'

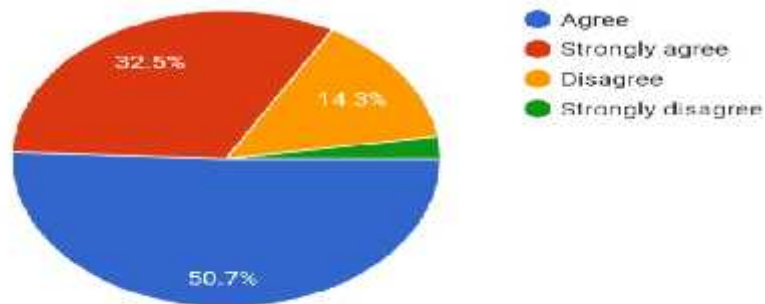


Figure 5: Workload and Personal Life Challenges

Answer to item 'Teachers feel the load of heavy timetable with no break.'

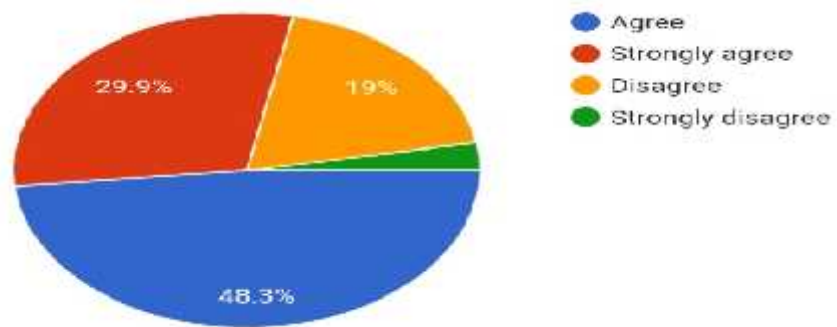


Figure 6: Stress related to Continued classes

Answer to item 'Did you ever face problem due to unavailability of audio, visual materials and equipment?'

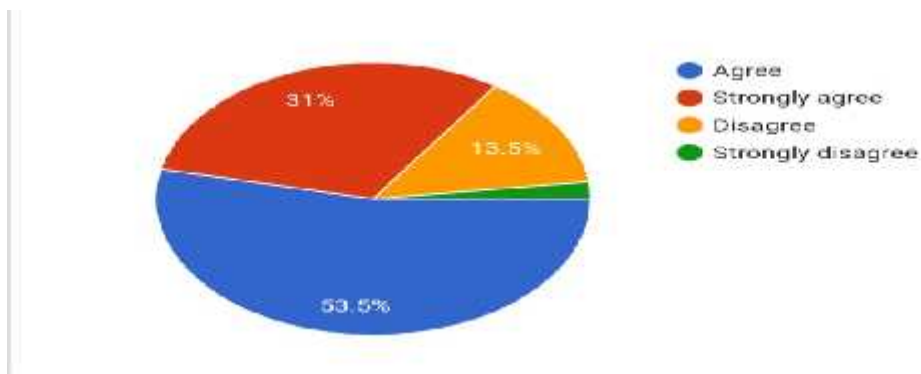


Figure 7: Technological Issues

Answer to item 'Do you face any institutional pressure to continue prepared material for your class?'

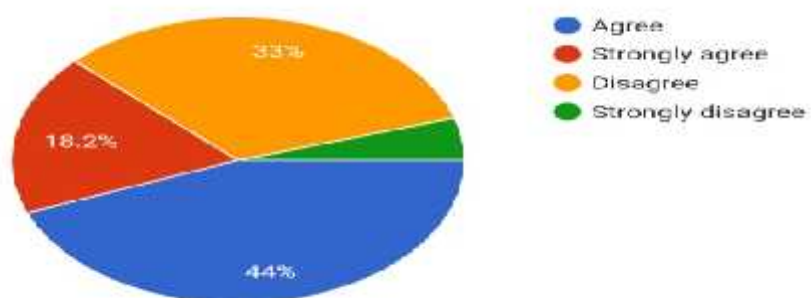


Figure 8: Institutional Pressure to use existing material

Answer to item, 'Are you satisfied with the syllabus or curriculum of English language?'

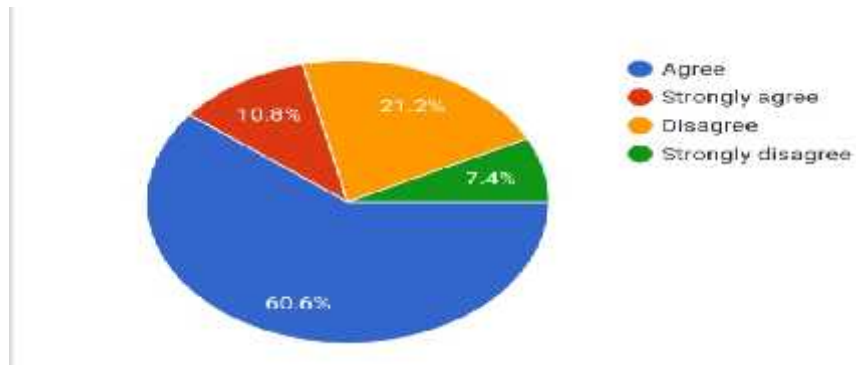


Figure 9: Satisfaction with Syllabus/Curriculum

Answer to item 'Do you think being a teacher of L2 at primary level declines your interests in mother tongue?'

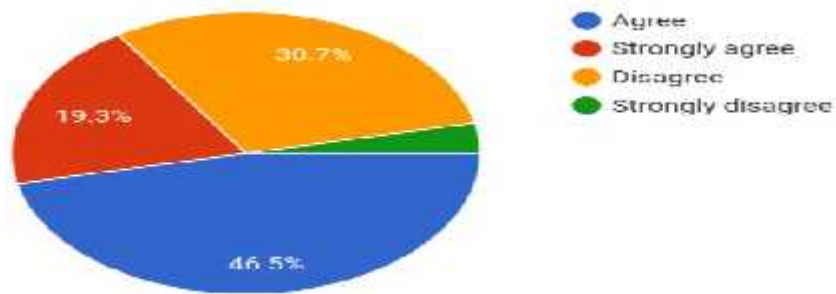


Figure 10: Effects of L2 on Mother-tongue

Answer to item 'Public and private schools are different in structures, subject matters, student wages fee, bureaucratic controls, standardization. Are these differences create demotivation among teachers?'

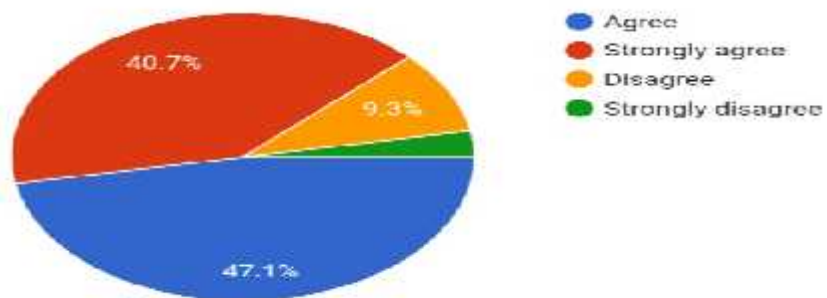


Figure 11: Differences in Public vs Private Schools and Demotivation

Answer to item 'Teachers usually face criticism from other teachers about their classes.'

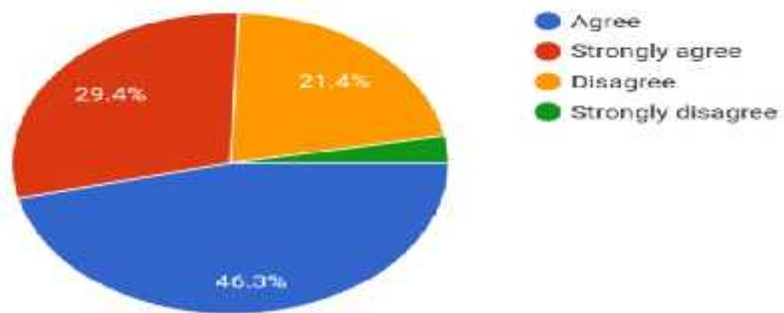


Figure 12: Criticism from Colleagues

Answer to item 'Are you forced to follow teachers' manual for your classroom?'

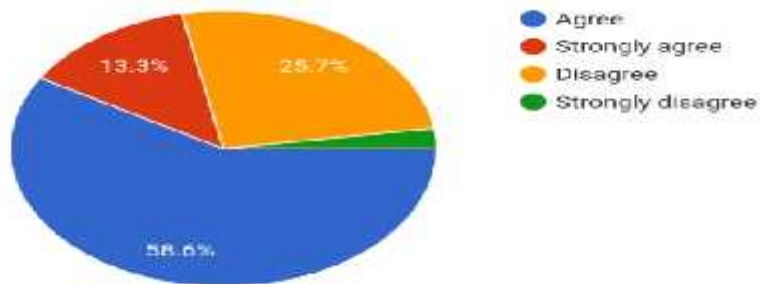


Figure 13: Pressure to use Teachers' Manual

Answer to item 'Monthly or yearly holidays provided by your institution are enough for a teacher?'

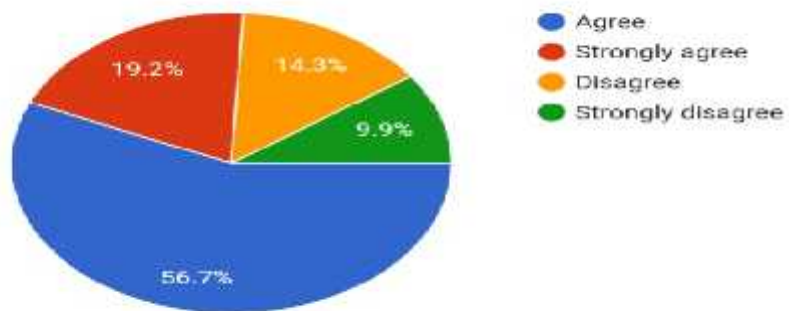


Figure 14: Satisfaction with institutional holidays

Answer to item 'Working with colleagues for academic preparation is best experience?'

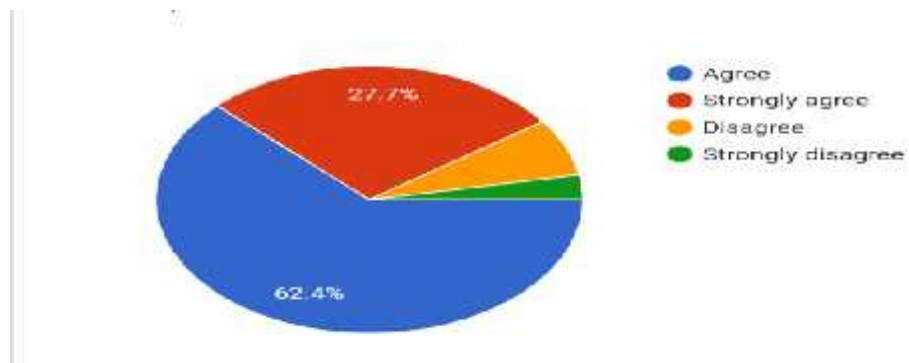


Figure 15: Experiences with colleagues

Answer to item 'Teachers have friendly working environment in their school.'

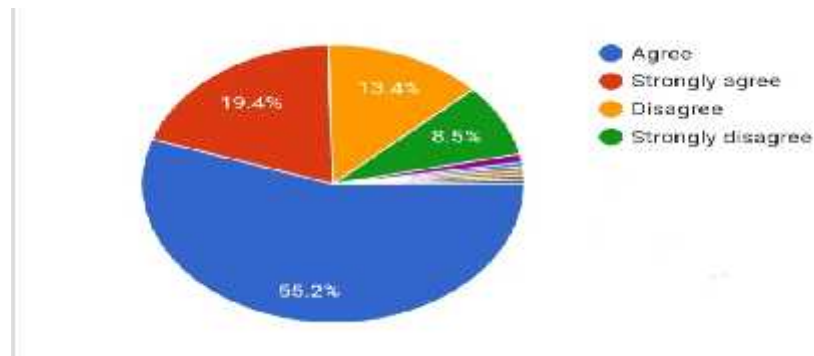


Figure 16: Work environment in schools

Answer to item 'Your supervisor/principal mandates the teaching methodologies for your classroom?'

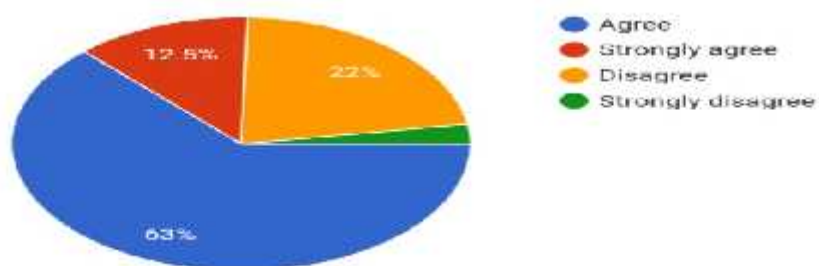


Figure 17: Predetermined teaching methodologies by school authorities

Answer to item 'Do you ever go outside for a trip with your school?'

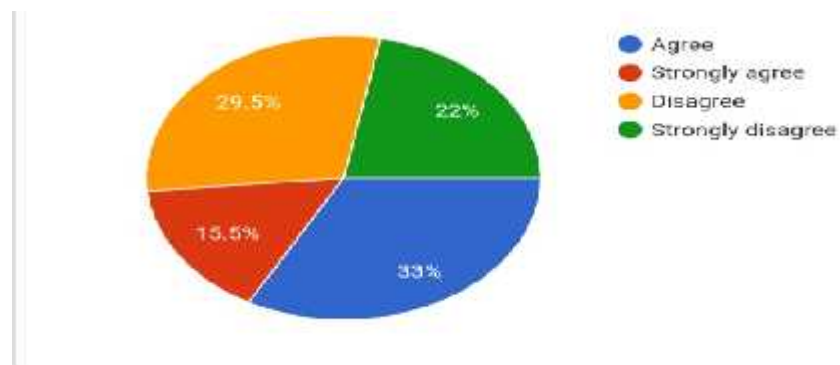


Figure 18: Leisure activities offered by School

Answer to item 'Teachers face financial crisis due to low salary.'

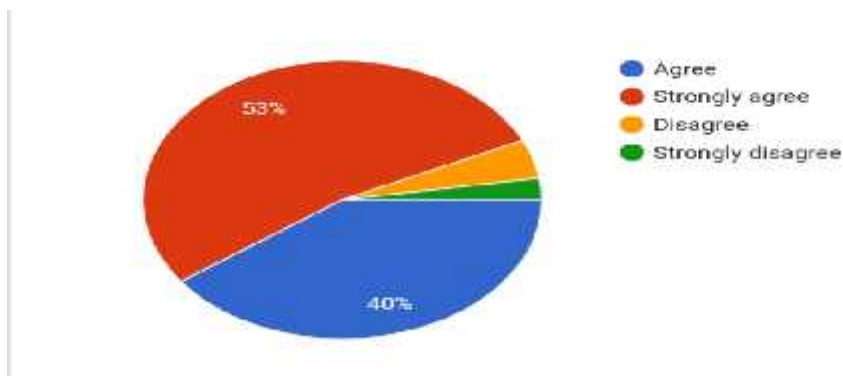


Figure 19: Financial impact of low salaries

Answer to item 'Student's background status causes difficulty in teaching?'

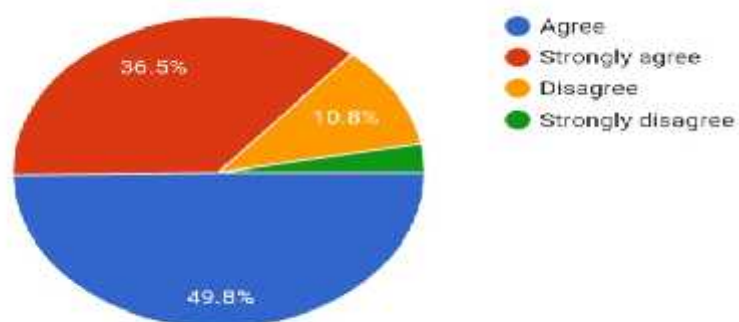


Figure 20: Challenges posed in teaching by diverse background of learners

Answer to item 'Do you want to change texts, activities and teaching practices in current syllabus?'

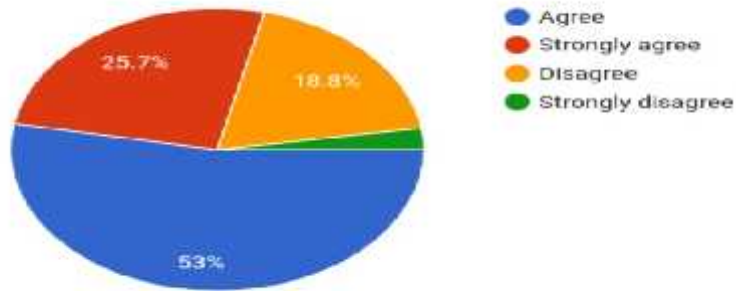


Figure 21: Desire to change current texts, tasks and teaching practices

Answer to item 'Do you agree that Autonomy-supportive working environment helps teacher to reflect on their role within the educational sphere?'

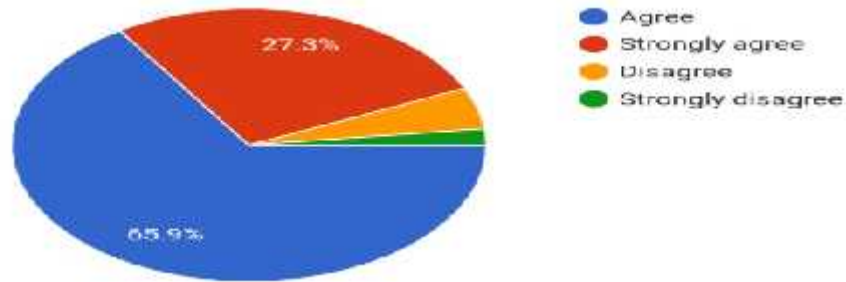


Figure 22: Role of autonomy in teaching

Answer to item 'Do you have any academic freedom from your authorities in your class?'

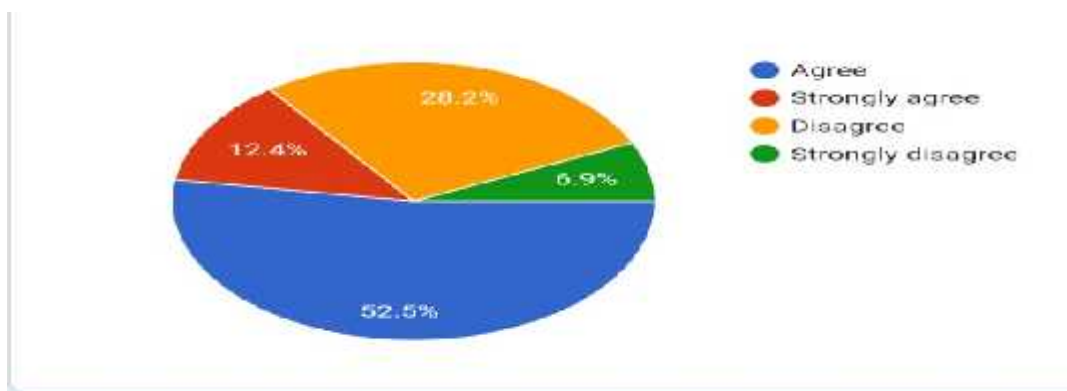


Figure 23: Autonomy Enjoyed by teachers

Results and Discussion

The results in each of the three categories are reported in reverse numerical order with the subcategories with lesser numbers being presented first and advancing to the sub-categories where more responses were made. Besides this, teachers did not feel confident enough in their job positions to contribute information even though it was emphasized that the study was totally confidential. Total 218 teachers have filled the questionnaire and out of 30 questions we received only comments which listed as motivational factors while comments considered as de-motivation. Results show that a great number of teachers who filled questionnaire belong to Govt. sectors and most of them were females between the age of 18-25. All teachers were from city of Sialkot, Pakistan.

Category: 1 Curriculum Matters

The first category of responses was that of Curriculum Matters. Some questions were being asked about curriculum and majority of teachers were demotivated with the syllabus and curriculum run in their schools.

Category: 2 Class Matters

The second category of responses was that of Class matters. Teachers were being asked about behavior and competence level of students regarding L2. Again majority of teachers' responses were listed as demotivated.

Category: 3 Administrative Matters

The third category, that was by far the largest, was that of Administrative Matters. This portion highly presents de-motivated factors among teachers. Only few responses were in the favor of administrative authorities.

Discussion

As far as discussion is concerned, even though the smallest category was Curricular Matters, that does not indicate that it was unimportant to the teachers. Few responses were made concerning exams, but more were made in the area of textbooks where the teachers were mainly concerned with texts that met the objectives of the class. Some teachers were agreed with the curriculum and texts while some were demotivated from textbooks and curriculum. An interesting finding was that teachers wanted to be involved in the development of the curriculum. Some participants found it motivating that they had been asked to participate and others recorded it as a de-motivator that they were not considered. Those who wanted to change syllabuses were interested to bring change in some texts, classroom activities and teaching practices.

The second category Class Matters mainly focused on problems faced by teachers. The great emphasis was given to background status of students. According to results, most of the teachers were facing problems in teaching because students belong to different background status. This fact can be interpreted as a significant but a not surprising fact.

By far the largest category was that of Administrative Matters having greatest response representing 55% of the study were made. The results showed that participating teachers had many diverse and relevant comments concerning administration. However, out of 203 responses, 56.7% teachers were motivated with monthly or yearly holidays provided by their educational institutions. They also motivated with curriculum and extra-curriculum activities conducted in their schools. Even out of 201 responses 55.2% teachers were agreed on friendly working environment in their school which motivate them in teaching field. They were also motivated with mandated policies of their schools. Besides this, as expected, a significant negative correlation emerged between administrators and teachers. Results showed teachers were highly demotivated due to heavy timetable with insufficient break which make them frustrated and bored. They also feel demotivated and exhausted due to lack of appreciation and work overloaded. Some teachers claim that being a teacher of L2 their proficiency and interest for L1 is on declining path. Teachers were also demotivated because of institutional pressure to continue prepared material for their class and low salary which causes financial crisis.

To add more, teachers also give demotivated responses about structures, subject matters, Student wages, bureaucratic controls and standardization between public and private schools. This piece of paper also highlights other demotivated factors such as teachers are being pressurized from institutional authorities to continue prepared material for their classes. As concern technology, teachers also claim lack of unavailability of audio, visual materials and equipment. Teachers are also seemed highly demotivated from high workload, marking, meetings, planning. 50.7% teachers were agreed that their personal life is being affected because of burden being imposed by authorities. A number of teachers were also demotivated due to their supervisors who mandate teaching methodologies for their classrooms. Another demotivating factor among teachers is never get internal promotion or TSC promotion from head. In the last, teachers are in favor of Autonomy-supportive working environment because it makes sense of their roles and the educational sphere.

Interviews

After getting responses from participants through questionnaire. We took interviews of few participants in order to accumulate information but to deepen understanding of both factors by listening to what they have to say and how they say it. The data from both the questionnaire and interviews pointed to the fact that the participants had different attitudes towards language teaching motivating and demotivating factors depending on their interests, family background, teaching environment, language teaching experience, and future career goals. It was obvious that participant's motivation and demotivation changed within and across settings as well as over time.

Furthermore, when we were interviewing, we took gradual step for some gaining participant's interest because they were government employees and always confused about their jobs security job. We assured them it would be confidential. Sometimes we cancelled the interview because participants having online classes due to pandemic covid-19 situation. For each interview we did not formulated a fixed set of questions in advance but rather asked un-structured questions from them regarding their jobs, aims, and their perspectives on education system. Most of the answers we have gotten are like,

“I would like my opinion to be taken into consideration when designing the system the syllabus”.

“If the administration hears what we have to say, to take us into account. Then I guess we will be more motivated “.

Qualitative Analysis

For the qualitative analysis our theoretical framework is “Bronfenbrenner’s ecological systems theory” which is consist of four ecosystems . Its explanation and implementation of this theory is given below.

Bronfenbrenner’s Ecological Systems Theory

Ecological environments theory has been used in the field of psychology to explore human development and behavior. These ecological settings inhabit within one another as complex nested systems and could be used to understand language learning and teaching within and across many interdependent setting called ecosystems.

Ecosystems

Bronfenbrenner’s ecological systems move from the innermost level or immediate setting to the outermost setting, which includes the social and cultural context.

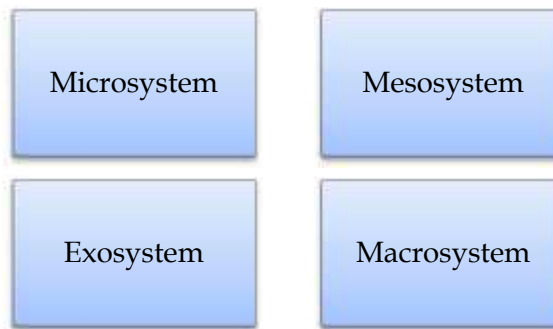


Figure 24: Bronfenbrenner’s Ecological Systems

Micro System

This micro system is the actual environment of the teacher in which factors that are produced or controlled by teachers have been included and it is the innermost layer of the ecosystems, which is the most influential context

Mesosystem

This mesosystem includes the connections between two or more settings in which the developing person (the teacher) is, i.e. “a mesosystem is a system of microsystems” (Bronfenbrenner, 1994).

Exosystem

This Exosystem comprises factors which are present in teachers' professional experiences but cannot be fully controlled by them. It is the links and processes between two or more settings, in one of them the developing person is the teacher not included but is directly or indirectly affected by the circumstances and changes in that setting. For example the job conditions. Like teachers are not active in this system, but they are affected by it and do not have decision-making power within this particular context.

Macrosystem

Factors in the Macrosystem underpin the person's cognitive development, beliefs, and social relations and these factors reach the person through various social channels and cultural materials such as the mass media and people that he/she interacts with. These are the factors which are beyond the control of teacher.

Several researchers have applied Bronfenbrenner's model in SLA to examine the influences of the use of computer technology in language classes (Van Lier, 2000, 2002, 2004), to investigate the dynamic nature of L2 learners' willingness to communicate in language classrooms (Cao, 2009; Peng, 2012) and to explore language anxiety (Gkonou, 2017).

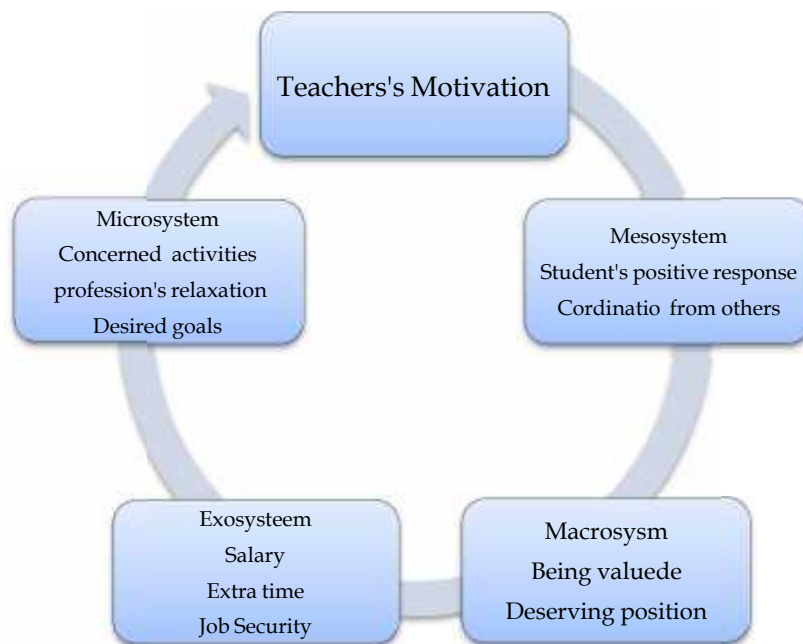


Figure 25: Motivation Systems with reference to Bronfenbrenner's Model

Discussion

As teachers and mentioned by all the participants of our research proclaimed that the ability to shape the future of children was another reason to choose this profession and

to familiar students with different and amazing activities which are fruitful for their future learning process. These are not only a meaningful task but also motivating factor in service which are necessary for them. If students have a positive responses like if they participate in the class and give positive attitude to their teachers as a result teachers enjoy their profession, they would be somehow within to forget negative aspects of teaching once they got their goal and desired aim. Participant when perceived that tasks were successful and great that students responded well to the activities , they felt more motivated therefore their expectations of goals and activities of class motivate them and being able them to achieve their teaching goal in classroom such as discipline progress level in every student and also the effect of being in contact with them. Most participants considered it a good and fruitful relationship with their colleagues superiors and administrative staff as a motivating factor. Teacher’s responded that their salary should be increased every year because it financially motivate them. Participants should give free period instead of giving task in break or during class which shall lead them to stress, fatigue and anxiety. Job security affected the jobs of private teachers comparably to those government teacher who had given NTS and have been awarded as a permanents regular position and stability in job. Participants would be more motivated and stressed free if they are respected and valued by administrative, society and appreciated by parents ,student’s positive feedback and colleagues as well.

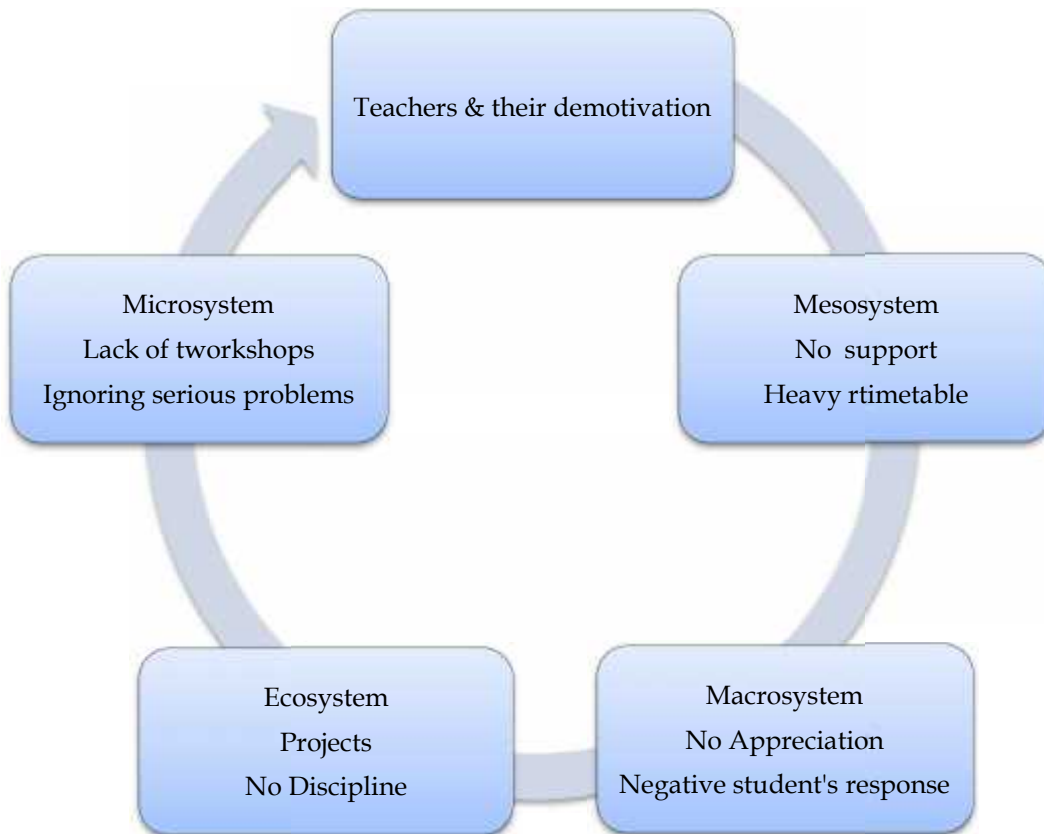


Figure 26: Demotivation Systems with reference to Bronfenbrenner’s Model

Discussion

The major demotivating factors we have found in these ecosystems are mostly related to overloaded work and the lack of teacher's training workshop means there are not much workshop sessions. So, whenever they are given new syllabus teacher's couldn't teach them with great intensions and properly. Another factor is ignoring serious problem whenever, teacher complains about some particular issues administration does not bother to check on them. No support from administration and colleagues demotivate them and stop them from further improvement. Due to heavy time table and extra classes teacher feels stressed and get tired and couldn't perform well. No discipline in the classroom and in the school is a serious issue. When students do not perform well or give positive responses according to teacher's goals teacher's feel demotivated and get worried about it . No appreciation and good feedback from parents and students is a serious issue and basic demotivating element.

Conclusion

To conclude, this study was started with a simple observation and by using simple random sampling. The level of motivation of teachers in Sialkot decreases with the years of their teaching.

The main objective of this paper was to see if there exists a decrease or increase in the motivation of teachers in Sialkot. The results showed that workload is the demotivator and contributes in making teachers go through mental pressure which obviously results in less productivity at workplace. Plus, Teachers are not encouraged to rejuvenate the traditional ways of teaching and are not paid to their level. Less increase in wages even after serving was another factor that counted in the demotivating factors for the teachers. Government need to intervене and play a pivotal role in strengthening the relationships between school authorities and the employees, especially teachers. This would need an enormous change in the already adopted way of treating teachers and will keep them motivated towards their jobs.

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