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# The Motivation Level of Trained Male and Female Teachers at Higher Education Level in Pakistan: A Comparative Study

Fakhra Aziz [*], Muhammad Saeed Akhtar [**] & Muhammad Rauf [***]

**Abstract**

*This study was conducted to determine the motivation level of male and female teachers in higher education institutes of Pakistan. The study also aimed to highlight the motivating factors for the teachers and implication of Maslow's need hierarchy and Herzberg's two factor theory on teachers at higher education level in Pakistan. In this research Teachers Motivation Questionnaire (TMQ) consisted of 20 factors was used to measure the motivation. This study included a sample of 298 trained teachers. The sample in this study had different educational background, years of experience, age, and area of specialization. The study provided objective findings on male and female teachers' motivation. The study also revealed the factors, which were motivating for the teachers at higher education level. The empirical findings from this study would help in describing or explaining the pivotal role of motivation on the needs satisfaction of Pakistani teachers' in line with other theories that are reviewed in this work.*

**Keywords:** Higher education, Motivation level, Motivating factors, Needs satisfaction, Pakistan

## Introduction

Academic staff motivation promotes a positive and healthy university climate. Motivation leads to job satisfaction and provides energy for success. It is a significant and crucial factor among the factors or indicators of success and performance of teachers and institutes like professional competencies, educational possessions and strategies etc. At higher education level in Pakistan, teachers are expected to deliver a very

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high job performance that leads to the quality education. Unfortunately for low quality education, they are accused of slackness, sluggishness, focused exhaustion, and lack of allegiance and passion to perform their job. Teachers are highly qualified and competent in Pakistan but their job performance is still questionable.

Lack of training may be one factor but during the last decade, since the establishment of Higher Education Commission (HEC), a series of professional development program is going on but still quality education cannot cross the milestone. Siddiqui, Aslam, Farhan, Luqman and Lodhisay that teachers are less motivated to acquire training and do not know the importance of training.[1] Hoodbhoy[2]; Khawaja[3]; Ahmed[4]; and Ali[5] reported ineffective and conventional teaching methods used in higher education institutes. Handling the challenging situation, there is a great stress on teachers in higher education institutes. Alongside designing the teachers' professional development programs and developing teachers' competencies standards, their motivation has an important role in their job.

## Conceptual Framework

Luthan defines motivation as, "a process that starts with a physiological deficiency or need that activates behavior or a drive that is aimed at a goal incentive''. Several broad approaches *vis-à-vis* content or need based theories, process theories and reinforcement theories have been used to study motivation. Motivation is mostly elaborated as a behavior that develops intrinsically or within an individual by need-based approach.[6] Ololube recognize two need-based theories: Maslow's hierarchy of needs and Herzberg, Mausner and Snyderman's two factor theory.[7] Maslow's hierarchy of needs is often illustrated as a pyramid with the survival need at the base and the self-actualization need at the apex. Safety, love, belongingness, and esteem needs come between them in sequence. According to Maslow, need satisfaction at lower level causes to motivate employees' behavior and they are motivated by the need at the next level up the hierarchy.[8] Herzberg's theory of motivators and hygiene factors further explained people's attitudes about work. Herzberg, Mausner and Snyderman identified motivating factors as those factors that make workers work harder. They categorized company policy, supervision, interpersonal relations, working conditions, and salary as hygiene factors while achievement, recognition, the work itself, responsibility, and advancement as motivators. In short, the motivators are related to action or job of a person while the hygiene factors are related to the situation in which the person performs his or her job.[9] Ololube opined that highly motivated and need satisfied teachers can

create a good societal, psychological and physical climate in the classroom.[10] Trigwell, Ashwin, Lindblom-Yla¨ nne, and Nevgi found motivation as an integral part of teachers' awareness, which can change according to their perception of the situation. They studied relationship between teaching approaches and motivational aspects in teaching.[11] Bailey reported the result of his study that higher qualifications are positively correlated with teachers' motivation and self-efficacy for doing research, but not with teaching. The low success in research was correlated with higher motivation in teaching. Males were less motivated in teaching than female teachers were. However, there was no difference in female and male teachers' self-efficacy beliefs on teaching.[12] George and Sabapathy opined that Job or work of people, which satisfies their needs, can motivate them.[13] There are a number of studies which reported different motivating and hygiene factors having different degree of influence. The authors of these studies derived factors from Maslow's hierarchy of needs and Herzberg, Mausner and Snyderman's two factor theory. Goswami and Dwivedi conducted a research to identify the factors determining the motivational level of male and female academicians. They reported the level of satisfaction and motivation was high among professional academicians but the level of hierarchy was not rigid. They found some controversy in relationship of factors at workplace with the level of motivation/satisfaction and de-motivation/ dissatisfaction. They further stated that due to exceptional cases some of the hygienic factors were also associated to motivation and satisfaction along with the level of de-motivation and dissatisfaction.[14] Dörnyeiv presented four motivational aspects related to teacher motivation. Intrinsic component, contextual factors, temporal dimension, and negative influences. [15] Ololube in his study assessed the differences and relationship between the level of teachers' job satisfaction, motivation and their teaching performance in Rivers state of Nigeria. He concluded that teacher related sources of job satisfaction seem to have a greater impact on teaching performance, as teachers are also dissatisfied with the educational policies and administration, pay and fringe benefits, material rewards and advancement.[16] Iguisi presented the analysis of motivational values across cultures in his study and reported the results of his research that the different management theories of motivation in the form they have been developed and applied in the West may not or only partially fit in Africa culturally speaking. [17] Bishay conducted a study to measure the Levels of job satisfaction and motivation by using the Experience Sampling Method (ESM). He found that gratification of higher-order needs is most important for job satisfaction.[18]

Following are the factors which have been used to measure the motivation level of teachers in different studies. Competence, autonomy, rewards, relatedness, a sense of belonging and acceptance, recognition, potential for professional growth, interpersonal relationships with colleagues, salary, job security, status, interpersonal relationships with administrators. Sense of achievement, working conditions, responsibility, potential for advancement, interpersonal relationships with students, work itself, a one-time monetary award. Being selected as 'Teacher of the Year' at higher education level, having students thank a teacher for aiding in the understanding of a difficult concept, early retirement/contract buy-out, and being awarded a plaque by students.

## The Present Study

Pakistan is facing the problem of lack of quality in higher education. It has become a burning issue of today. Teachers' performance is most reported factor in this regard. Teachers' performance depends on their commitment and motivation. It is highly needed and desired to explore the factors associated with teachers' motivation at higher education level.

*Research objectives*

- To compare the level of motivation among male and female teachers at higher education level in Pakistan.
- To analyze the implication of Maslow's need hierarchy and Herzberg's two factor theory on teachers at higher education level.
- To describe the job satisfying or motivating factors and job dissatisfying or hygiene factors for teachers in Pakistan.

*Research questions*

- What is current motivation level of teachers in higher education in Pakistan?
- Is there any difference between motivation level of trained male teachers and trained female teachers at higher education level?
- Are there any significant differences in the intensity of motivating factors of Pakistani teachers?
- Is there any significant relationship between factors that tend to motivate teachers in terms of need satisfaction and motivation.

## Method

*Site and participants*

The present study is based on the primary data. Two Hundred and Ninety-Eight (298) male and female teachers, who were trained by Faculty Professional Development Program (FPDP) from various institutes of higher education in Pakistan, were selected as sample by census-sampling technique. Lists of participants of 10 batches of Faculty Development Program (FDP) were obtained from HEC, Islamabad.

*Instrumentation*

A structured questionnaire (TMQ) was used by the researchers for collecting data from the sample.[19] The instrument consisted of two parts. First part for collecting data related to demographic features and second part was consisted of 20 factors. On 5-point Likert type scale, respondents were asked to indicate the degree to which each of them serve as a motivating factor or unmotivating factor. All factors included were derived from Maslow's Hierarchy of need and Herzberg's two factors. Following items were included in the first part: Gender, age, qualification, teaching experience, university or college (where they were teaching), area of specialization, and region (province). These factors could highly influence the dependent variables. Therefore, to manipulate them, data were collected. The instrument was administered to 40 teachers at University of the Punjab for pilot testing. Among them 50% were male and 50% females. Instrument was pilot tested for its validity too. The experts in the field of test and measurement verified face validity and content validity.

*Data collection*

Mostly data from participants of 1$^{st}$ batch to 10$^{th}$ batch were collected by mail. Whenever was possible and those who were in access, researchers personally met them and collected data. Especially data from the participants of 8$^{th}$, 9$^{th}$ and 10$^{th}$ batch were collected at the last day of training in HEC Islamabad.

*Data analysis*

Data were analyzed by using the software Statistical Package for Social Sciences (SPSS) version 16.0. To measure the motivation level both cohorts (male and female) after applying 'Levene's Test for Equality of Variances' t- test was used. Cohen's d was calculated by using means & standard deviations of both groups. Blank responses and items marked incorrectly were not included in the analysis. Where duplicate responses were given for one factor listed, the lowest response was recorded. Means and standard deviations were obtained from each of the item (factor) of the instrument.

## Results

Means and standard deviations are used to measure the motivation level of teachers. Teachers at higher education level are motivated although are not highly motivated. Equal variances of the two groups (i.e. Female & Male) were assumed for motivation score as the 'Levene's Test for Equality of Variances' was insignificant. After verifying the assumption of homogeneity of variances the appropriate approach was used to report the significance through t-test. The 68 male ($M = 111.97$, $SD = 19.04$) and the 71 female ($M = 105.59$, $SD = 18.13$) teachers, demonstrated a significant difference in motivation sores ($t\ [137] = 2.023$, $p < .05$); as trained male teachers were more motivated as compared to female trained teachers. (Table-1)

Among twenty factors, following nineteen were considered as motivating factors for the teachers. Recognition, potential for professional growth, interpersonal relationships with colleagues, salary, job security, status, interpersonal relationships with administrators, sense of achievement, working conditions, responsibility, potential for advancement, interpersonal relationships with students, work itself, a one-time monetary award, being selected as 'Teacher of the Year' at higher education level, having students thank a teacher for aiding in the understanding of a difficult concept, being awarded a plaque by students. Remaining one which was early retirement/contract buy-out rated as demotivating. Both male and female rated the factors similarly although there was difference in their means. Factors related to motivation of male and female teachers were not different. This study assessed the means on individual factors related to motivation derived from Maslow's hierarchy of needs and Herzberg, Mausner and Snyderman's two factors theory with the intention of identifying the significance of each factor.

Having students thank a teacher for aiding in the understanding of a difficult concept was the factor at the top with mean 4.32 of female and 4.24 of male. Sense of achievement and being selected as 'Teacher of the Year' at higher education level were the second in this list as female 's mean was 4.23 for both factors and male's was 3.72 and 4.18 respectively. Third most motivating factor was being given the opportunity to participate in teacher projects (e.g., research, curriculum development) as female's mean was 4.17 and male's mean was 3.96. Responsibility, Potential for professional growth, Job security, Recognition, Interpersonal relationships with students and Potential for advancement were the next six important motivated factors in this sequence. Remaining sequence of motivating factors with respect to significance given by teachers were as following. Status, A one-time monetary award, Interpersonal relationships with colleagues, Salary,

Working conditions, Work itself, Teacher evaluation, Being awarded a plaque by students, and Early retirement/contract buy-out.

According to female teachers status and one time monetary award are contributing equally to their motivation, while male teachers give more importance to status than one time monetary award. Both genders were undecided about Early retirement/contract buy-out. They were mot rated as motivating factor or de-motivating. Factors related to self-esteem and self-actualization needs appeared more motivating than factors related to lower levels of needs. These results warrant a reexamination of the general considerations related to improving teacher motivation at higher education level.

## Discussion

Research results show that trained male teachers are more motivated than trained female teachers. Job satisfaction is described as an index of morale and motivation for teachers.[20] In this context, the results of the present study are contrary to Noordin and Jusoff who conducted a study to measure the levels of job satisfaction amongst Malaysian academic staff. They reported that that overall the staff of the university had a fair level of job satisfaction and there was no significant difference between male and female respondents with regard to general satisfaction.[21]

The tendency for women to place a greater emphasis on status and one time monetary award than men may be shaped by societal norms. Whatever the reasons, that the women in this study placed greater value on self-esteem needs has several implications, especially when considered along with their lower satisfaction and motivation levels. It should be noted that teachers at higher education level have different priorities related to their needs. Female at this stage are more conscious about status and recognition than at lower levels. Male teachers responded similarly but to less extent.

Present study reports that factors related to self-esteem and self-actualization needs are more motivating than factors related to lower levels of needs. These results are in line with the results of Castillo and Cano who concluded the findings as Job satisfying (motivator) factors investigated at the end of their study were: achievement, advancement, recognition, responsibility, and the work itself. They further reported that Job dissatisfying (hygiene) factors investigated were: interpersonal relations, policy and administration, salary, supervision, and working conditions.[22] Present study results are somewhat different from Umur who conducted a study to determine the level of teachers' job satisfaction and motivation at the European University of Lefke, English Preparatory School (EULEPS). He presented positive motivational aspects

respectively: a permanent administration, an increase in salary, increase in annual leave, flexible working hours and better working conditions.[23] Present study confirms that these are positive motivational aspects but self-esteem and self-actualization needs come first. Data supports the Sylvia and Hutchinson who reported the factors on which teacher motivation depends as freedom to try new ideas, achievement of appropriate responsibility levels, and intrinsic work element. They further opined that true job satisfaction and motivation can be achieved by the gratification of higher-order needs, "social relations, esteem, and actualization" rather than lower-order needs.[24]

Current study does not support the findings of Goswami and Dwivedi [25] who concluded that biological and physiological need comes at first rank, cognitive need comes at second rank, safety need comes at third rank, Transcendence need comes at forth rank and belongingness and love need comes at fifth rank. Current study reveals that self esteem and self actualization needs of teachers of both genders at higher education level are most important. They rated factors related to these needs comparatively high scores. These results support the list of motivating factors provided by Maslow's hierarchy of needs and Herzberg, Mausner and Snyderman's two factors theory but order of significance is different. Participants of present study consider all the factors related to different need levels as motivating but they opined that factors like having students thank a teacher for aiding in the understanding of a difficult concept, achievement and being selected as 'Teacher of the Year' at higher education level are more motivating than salary, working conditions, work itself and teacher evaluation.

It should not be forgotten that every teacher is not motivated entirely by the same demands and needs.[26] Teachers at higher education level have different demands and needs from teachers at lower levels. In Pakistan due to political interference and many other social and economical factors, teachers' motivation towards their job is under crises. Without having motivation, lack of success is unavoidable. If there are not any factors motivating teachers, the quality education will decrease dramatically. It is obvious that factors related to self-esteem and self-actualization needs of teachers should be taken into consideration along with the other factors related to lower levels of needs for getting required and desired education.

*Implications*

Pakistan is experiencing many political, economical, and social problems since last decade. It is natural that human resources are affected more than others in this situation. A significant part of these damages is

observed in quality of education, which depends upon teachers' performance. Respect to their performance their motivation, needs and satisfaction appeared be addressed. In this context, the study has implications for policy-makers of education, Higher Education Commission, heads of higher education institutes, and teachers. Policy-makers need to plan a strategy for enhancing teachers' motivation at higher education level. They need to implement a comprehensive policy based on teachers self esteem and self actualization needs as an individual is best off when his or her needs are satisfied, and worst off when they are not satisfied.[27] Higher Education Commission needs to integrate motivational aspects in designing their professional development programs. Since a study of this kind has never been carried out on this scale in Pakistan before now, using the motivational factors and their hierarchy based on their significance will be a guide for further research to be carried out on a large scale as a way of finding a lasting solution to teachers' best performance.

*Challenges*

Role of motivated teachers is undeniable. Changing scenario requires quality education to compete rest of the world. Quality education demands motivated teachers. Challenges faced by the sector of higher education are: to address the issues related to motivation of teachers, and how to satisfy their needs to enhance their motivation? etc.

## Conclusion

Teachers' motivation is different at different levels. Self-esteem and self-actualization needs are comparatively more significant for teachers at higher education level than teachers at lower levels. Further male trained teachers are more motivated than female teachers. Hierarchy of needs is not rigid but it is changed in specific context. Although Herzberg's hygiene and motivating factors theory and Maslow's hierarchy of needs may still have extensive applicability in education sector, but there is some disagreement and does not apply in the case of teachers at higher education level in the way as they wished-for. Hence in the light of findings of this study, it is recommended that the concerned authorities should conduct more researches, to explore the factors affecting motivation level of teachers at higher education level in Pakistan. New comprehensive and revolutionized strategies should be developed to address the issue of teachers' motivation.

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## Appendix

Table-1: Motivation level of male and female teachers

| Motivation | Male | | | Female | | | Independent sample t-test | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | M | SD | n | M | SD | Df | T | P | D |
| Trained | 68 | 111.97 | 19.04 | 71 | 105.59 | 18.13 | 137 | 2.023 | .045* | |

* significant at p < .05
Cohens d is calculated by using means & standard deviations of two groups

Motivating Factors of Trained Male & Female Teachers

Table -2: Recognition

| Gender | N | Mean | Std. Deviation | p-value |
|---|---|---|---|---|
| Female | 78 | 4.06 | 1.121 | .023 |
| Male | 68 | 3.60 | 1.306 | |

Table -3: Potential for professional growth

| Gender | N | Mean | Std. Deviation | p-value |
|---|---|---|---|---|
| Female | 78 | 4.13 | 1.073 | .043 |
| Male | 68 | 3.74 | 1.253 | |

Table-4: Interpersonal relationships with colleagues

| Gender | N | Mean | Std. Deviation | p-value |
|---|---|---|---|---|
| Female | 78 | 3.94 | .888 | .328 |
| Male | 68 | 3.78 | 1.020 | |

Table -5: Salary

| Gender | N | Mean | Std. Deviation | p-value |
|---|---|---|---|---|
| Female | 78 | 3.91 | 1.119 | .076 |
| Male | 68 | 3.53 | 1.409 | |

Table-6: Job security

| Gender | N | Mean | Std. Deviation | p-value |
|---|---|---|---|---|
| Female | 78 | 4.12 | 1.162 | .037 |
| Male | 68 | 3.68 | 1.332 | |

Table -7: Status

| Gender | N | Mean | Std. Deviation | p-value |
|---|---|---|---|---|
| Female | 78 | 3.99 | 1.145 | .034 |
| Male | 68 | 3.54 | 1.332 | |

Table -8: Interpersonal relationships with administrators

| Gender | N | Mean | Std. Deviation | p-value |
|---|---|---|---|---|
| Female | 78 | 3.31 | .997 | .634 |
| Male | 68 | 3.22 | 1.208 | |

Table-9: Sense of achievement

| Gender | N | Mean | Std. Deviation | p-value |
|---|---|---|---|---|
| Female | 78 | 4.23 | 1.018 | .007 |
| Male | 68 | 3.72 | 1.220 | |

Table-10: Working conditions

| Gender | N | Mean | Std. Deviation | p-value |
|---|---|---|---|---|
| Female | 78 | 3.79 | 1.242 | .248 |
| Male | 68 | 3.56 | 1.177 | |

Table-11: Responsibility

| Gender | N | Mean | Std. Deviation | p-value |
|---|---|---|---|---|
| Female | 78 | 4.14 | 1.090 | .026 |
| Male | 68 | 3.72 | 1.170 | |

Table-12: Potential for advancement

| Gender | N | Mean | Std. Deviation | p-value |
|---|---|---|---|---|
| Female | 78 | 4.00 | 1.128 | .280 |
| Male | 68 | 3.81 | .981 | |

Table-13: Work itself

| Gender | N | Mean | Std. Deviation | p-value |
|---|---|---|---|---|
| Female | 78 | 3.69 | 1.143 | .447 |
| Male | 68 | 3.54 | 1.202 | |

Table-14: Interpersonal relationships with students

| Gender | N | Mean | Std. Deviation | p-value |
|---|---|---|---|---|
| Female | 78 | 4.06 | .972 | .240 |
| Male | 68 | 3.85 | 1.188 | |

Table-15: A one-time monetary award

| Gender | N | Mean | Std. Deviation | p-value |
|---|---|---|---|---|
| Female | 78 | 3.99 | .933 | .002 |
| Male | 68 | 3.46 | 1.099 | |

Table-16: Being selected as 'Teacher of the Year' at higher education level

| Gender | N | Mean | Std. Deviation | p-value |
|---|---|---|---|---|
| Female | 78 | 4.23 | 1.127 | .780 |
| Male | 68 | 4.18 | 1.221 | |

Table-17: Having students thank a teacher for aiding in the understanding of a difficult concept

| Gender | N | Mean | Std. Deviation | p-value |
|---|---|---|---|---|
| Female | 78 | 4.32 | .987 | .589 |
| Male | 68 | 4.24 | .900 | |

Table-18: Being given the opportunity to participate in teacher projects (e.g., research, curriculum development)

| Gender | N | Mean | Std. Deviation | p-value |
|---|---|---|---|---|
| Female | 77 | 4.17 | 1.018 | .264 |
| Male | 68 | 3.96 | 1.239 | |

Table-19: Early retirement/contract buy-out

| Gender | N | Mean | Std. Deviation | p-value |
|---|---|---|---|---|
| Female | 78 | 2.56 | 1.244 | .338 |
| Male | 68 | 2.76 | 1.271 | |

Table-20: Being awarded a plaque by students

| Gender | N | Mean | Std. Deviation | p-value |
|---|---|---|---|---|
| Female | 73 | 3.56 | 1.213 | .988 |
| Male | 68 | 3.56 | 1.013 | |