



## Motivational Factors for Teachers towards Active Teaching

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### Abstract

This study aimed at investigating the motivational factors of English language teachers at primary and elementary level in rural and urban areas of Pakistan. To achieve the goal of the study, the researchers used a language teachers' questionnaire. A sample of one hundred and five English language teachers that teach in primary, elementary and secondary schools from government and private sector in District Pakpattan (Punjab, Pakistan) population had been purposefully selected to get responses to the questionnaire. Data obtained revealed that the school heads, the English language teachers' colleagues and their students do not motivate the English language teachers in the public schools. The study also explored that the teachers of English language are motivated because they like their jobs, social status, respect, self-esteem, self-confidence and teaching will help them in their future. Now a days teaching as an English language teacher also gives them security (financially and morally) for their families and it is prestigious to be an English language teacher because now English has become an internationally social language.

**Keywords:** Factors, Motivation, Teacher, Pakistan

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## **1-Introduction**

External and internal factors that stimulate desire and energy in peoples to be continuously interested and committed to a job ,role or subject or to make an effort to attain goal. Motivation results both conscious and unconscious factors such as:

- (i). Intensity of desire or need
- (ii). Incentive or reward value of the goal
- (iii). Expectations of individuals

Teachers' motivation develops and improves the achievement of students and then positively affects the process of education. This is because any human's behavior is controlled by the pleasure/pain principle where people seek to maximize the pleasure linked to success and minimizes the pain generated by failure (Weiner, 1992, p. 200).

Education is a process of behavioral change and development that occurs continuously throughout every stage of life. Teachers are active in every stage of that process. The formation of desirable behavior in the student is closely linked to the motivation levels of the teacher, as well as the teacher's attitude and behavior. Low motivation levels in the teacher, who is in a critical position in the education and schooling process, has a negative impact on the achievement of high standards in education (Kocabas, 2009). Motivation is not an observable event, nor is it an object that can be examined under a microscope. Factors affecting motivation can only be understood by interpreting the behavior of individuals and by conducting surveys (Celtek, 2004).

Ofoegbu (2004) considered "Teachers' motivation" one of the important factors that would lead to classroom effectiveness and school improvement. It has to do with the teachers' desire to participate in the educational process and also to the teachers' attitude to work within the school environment. He also declared that teachers' motivation is anything done to make teachers happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work so that students, parents and society will greatly benefit from their services.

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According to Davidson (2007) teachers' motivation became a critical factor. On one level, teachers' motivation is determined by a long list of variables, such as the existence of the enabling environment and the equipment that help teachers to carry out their roles. However, at a basic level, teachers' motivation is linked to how teachers feel they are being treated and to the way they perceive their own working and living conditions. For example, if a teacher feels that he or she is being asked to teach too many hours per week, the problem needs to be addressed, regardless of whether or not others in the education system perceive the teacher's workload is too high.

In short Davidson (2007) believed that the "fundamental importance of the teachers' role in ensuring effectiveness of education must be recognized, understood, and taken into account. Further, the rights of teachers must be realized in order to secure and strengthen their own commitment to achieving quality education for all." (p. 3)

Wang (2005) conducted a study that aimed to explore whether or not extrinsic and intrinsic motivation affect teachers' satisfaction in China. In-depth interviews based on semi-structured questionnaires were used as the major research method. The survey was conducted on a sample of sixteen teachers who were selected from four schools, two public and two private. The study resulted in that teachers in private schools seem to be more dissatisfied than their counterparts in public school. Wang also maintained that teachers' motivation has been concerned with three

Major factors influencing their motivation and occupational choices: demographic traits, intrinsic factors relating to their inner feelings about the job, and extrinsic factors relating to the objective characteristics of the work itself.

## **2-Review of the Literature**

Pakistan is developing country where progress without scientific developments is a dream. However, this is an admitted fact that development in science without knowing English language is impossible because English language is the language of science and technology. So the teaching of English in Pakistan has been a matter of great concern since the establishment of Pakistan. Most important thing in facilitating the teaching of English is the application of

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motivational factors. To support the prospective study, it was felt necessary to explore the motivational factors affecting to the actively teaching of English to which following previous studies were reviewed.

Skinner E.A and Beumont M.J (1993) conducted study on motivation in the class room and effects of teacher behavior and students engagement across the school years. They examined effects of three dimension of teacher behavior (involvement, structure and autonomy support) on children behavioral and emotional engagement across a school year. Correlation and path analysis revealed that teacher involvement was central to children experiences in the class room and that teacher provision of both autonomy support and optimal structure predicted children motivation across the school years.

Motivating teaching and learning methods | TL+Q | Inspiration Book 3 (may 2012) The main aim of TEACH, LEARN AND QUALITY or TL+Q is to improve the quality of vocational education and training within Europe by means of creative and motivating teaching and learning methods which are embedded in a quality system supported by industry and service.

TL+Q focuses on actions that affect school management and class practice. The produced didactic support and tools for quality assessment have been tested, evaluated and validated during the project. All testing took place in cooperation with the associated partners such as industrial enterprises and services, advisory bodies and in-service training institutions. Validation was achieved by the TL +Q industrial partners.

Moreover, the validation process was also monitored by official educational policymakers. Setting up a quality system in schools stimulates reflective skills and competences.

Gradual but constant improvement of the school quality results in a better educational performance and an enhanced employability. By introducing creative and motivating methods, students' attitudes will improve and their eagerness and readiness to keep learning for life will be stimulated. Teaching and learning will keep pace with the changes and demands of industry and services.

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Schmid et al. (1996) reported research was stimulated by both practical and theoretical considerations in the field of foreign language learning and teaching. The topic of motivation is of practical interest to language program designers and administrators, who want to attract students to programs that will motivate them to learn by being congruent with their needs and interests, to teachers, who would like to use pedagogical techniques that reinforce and develop student motivation, and to learners themselves, who must sometimes struggle to maintain their internal motivation in order to persist in the inherently difficult task of learning a foreign language. Our initial interest in investigating EFL motivation was prompted by the following question: What spurs thousands of Egyptians to exert the effort required and pay the fees for private instruction in English? The specific context within which we asked this question was the program of EFL classes in the Center for Adult and Continuing Education (CACE) at the American University in Cairo, which enrolls over 10,000 adults annually and which is only one of many programs offering classes in English in Egypt. Although we do not claim that our results generalize beyond the context of adult Egyptian learners, personally financed language classes are common in many European and Asian nations, and future research may identify commonalities with the Egyptian case.

Hanrahan, M. (1998) reported a qualitative study of the learning environment of a Year 11 Biology class. The research was originally framed in a constructivist epistemology, but was also informed by an emancipator interest. The main methods used for data gathering were participant observation, Interviewing and a written response survey (CES, Tobin, 1993a). It was found that, even though the Students viewed the class positively, and described themselves as highly motivated to learn, the level of cognitive engagement was affected by two interrelated factors: the control the teacher had over almost all activities, and student beliefs about learning in this context. The data suggests that both intrinsic and extrinsic motivation which could lead to deep involvement in learning is constrained by a preponderance of teacher-centered methods of instruction. A model is proposed relating intrinsic and extrinsic interest to cognitive engagement. It is concluded that more activities should be used which either implicitly or explicitly reinforce positive beliefs about the need for self-direction in learning. A Personal perspective has been included in this paper to indicate the non-linearity of the development of theory.

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Eison, J. (2010) Active learning instructional strategies can be created and used to engage students in

- (a) Thinking critically or creatively,
- (b) Speaking with a partner, in a small group, or with the entire class,
- (c) Expressing ideas through writing,
- (d) Exploring personal attitudes and values,
- (e) Giving and receiving feedback, and
- (f) Reflecting upon the learning process

It should also be noted that active learning instructional strategies can

- (a) Be completed by students either in-class or out-of-class,
- (b) Be done by students working either as individuals or in group, and
- (c) Be done either with or without the use of technology tools

When an instructor employs active learning strategies, he or she will typically will spend greater proportion of time helping students develop their understanding and skills (promoting deep learning) and a lesser proportion of time transmitting information (i.e., supporting surface learning). In addition, the instructor will provide opportunities for students to

- (a) Apply and demonstrate what they are learning and to
- (b) Receive immediate feedback from peers and/or the instructor.

Gautreau C. (January 2011) narrates that Online courses taught using a learning management system are common in higher education. Teaching online requires a new set of skills, knowledge, and professional growth. Faculty development programs often overlook factors that promote or inhibit the use of technologies among professors. This study identified the motivation factors that faculty consider relevant to their personal decision to adopt a learning management system. A needs assessment evaluation methodology was applied to investigate two research questions. The first question analyzed the demographics of the participants in this study including gender, age, tenure status, department, and years of experience using a technology and using an LMS. The second research question investigated the intrinsic and extrinsic factors that motivate faculty to adopt a learning management system in their instruction. Participants (N = 42) were tenured and tenure track faculty instructing at a four-year public university in California.

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Palmer D. (December 2005) Constructivist and conceptual change perspectives on learning have given rise to a number of models of constructivist classroom teaching. Motivation has been recognized as an important factor in the construction of knowledge and the process of conceptual change, so one could expect that motivation strategies would be integral components of constructivist-informed teaching. The purpose of this paper was to examine, by literature review, the extent to which motivation strategies have been included in extant models of constructivist-informed teaching. The study involved the development of a list of motivation strategies, based on current motivation constructs. Several constructivist-informed teaching models were then analyzed. It was found that these models were rather limited in the extent to which they had explicitly integrated motivation. It was also found that some aspects of the models were not entirely in accord with current views of motivation. Finally, a motivational model of constructivist-informed teaching was developed and its three components were described.

All of the above review provided the researchers a gape to find out the motivational factors for active teaching methodology contributing to the teaching of English.

### **3-Objectives**

Following objectives were set to conduct the study:

1. To explore the motivational factors for active teaching methodology
2. To provide effective motivations to the teaching of English in Punjab, Pakistan.

### **4-Methodology and Procedure**

The current study was basically descriptive research which required a survey from the teachers teaching English at Government and Private Institutes in Punjab, Pakistan. The researchers adopted quantitative and qualitative paradigms to obtain results and analyzing the study. The target population was the all the English Teachers of Punjab but due to the economy of time and space the research found their sample population from District Pakpattan including its sub-division Arif Walla in Punjab.

### **5-Research Tool/Instrument**

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To achieve the goal of the study, the researchers used a language teachers' questionnaire. A sample of one hundred and five English language teachers that teach in primary, elementary and secondary schools from government and private sector in District Pakpattan (Punjab, Pakistan) population had been purposefully selected to get responses to the questionnaire. Data obtained revealed that the school heads, the English language teachers' colleagues and their students do not motivate the English language teachers in the public schools. The collected data were analysed by using Statistical Package for Social Sciences version 20 and results were discussed according to their mean and standard deviation. The results in the table were discussed in details in keeping with observed current situation in Government Institutions of Punjab, Pakistan.

## 6-Data Analysis

**Table showing results about motivational Factors for Active Teaching Methodology**

| Statements  | N   | Mean | Std. Deviation |
|---|-----|------|----------------|
| Good salary package encourages the teachers towards active teaching and learning process.                       | 105 | 1.38 | .526           |
| The teachers must have authority to tackle the students effectively for active teaching and learning process.   |     | 1.72 | .563           |
| Proper training of teachers motivates them towards active teaching and learning process.                        |     | 1.75 | .647           |
| Refresher courses on new content and techniques motivate teachers towards active teaching and learning process. |     | 1.69 | .670           |
| Effective guide books for teachers motivate them towards active teaching and learning process.                  |     | 1.67 | .689           |
| The teachers must be equipped with latest information and communication technology.                             |     | 1.65 | .693           |
| Well decorated classrooms motivate the teachers towards active teaching and learning process.                   |     | 1.76 | .714           |
| Internet facility must be available for teachers for getting insight into latest teaching approaches.           |     | 1.74 | .680           |
| Proper AV aids according to the topic motivate the teachers towards active teaching and learning.               |     | 1.62 | .611           |
| Appreciation certificates on best performance motivate the teachers towards active teaching and learning.       |     | 1.56 | .649           |

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The above show mean score about motivational factors helpful for teaching actively in the class room setting. About salary package mean score is 1.38 with standard deviation .526 that clearly reveals that teachers tendency towards salary package as motivation for their actively teaching. Mean score regarding authority to tackle the students effectively is 1.72, proper training of the teachers is 1.75, regarding refresher courses on new contents and techniques is 1.69, effective guide books for the teachers is 1.67, Teacher's equipment with latest information and communication technology is 1.65, well decorated class rooms is 1.76, regarding internet facility is 1.74, about Proper A.V aids according to topics is 1.62, appreciation certificates on best performance is 1.56. Mean score in the table regarding all the variables reveal that teachers are very much in favor of adopting and using such techniques and instrumental factors which provide motivational factors towards Active Teaching.

## **7-Discussion**

Motivational factors for teachers towards active learning process play a vital role to facilitate the teaching of English as the current study highlighted the common factors which might be useful in bringing new cult of methodology to replace the traditional and opaque sort of approached applied in the teaching of English at Government Institutions of Punjab, Pakistan. We have collected data from different sources. Teachers those are working in this environment, most of them have different opinion and commented:

- (i) Process of teaching will be active and affective if teachers have authority to tackle the class and have no other duties as (election, upe, use, exam duty, marking, daily meetings, security measures, day teachers, record completion, polio day, censure etc.
- (ii) Teacher must be free from all other external and internal duties only teacher have to focus on their sole responsibilities just teaching and learning process. Only then teacher can improve his pedagogical skills, enhance his education, work with creativity and activity based learning. Only then teacher can improve his teaching abilities by using the best available recourses. He can fulfill the needs of class-rooms activities. He can pay his full attention without any prior disturbance and over-work.
- (iii) Training and guide-books can be helpful but feedback from teachers, educationists and other responsible persons should add in these guide books day by day.

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- (iv) A teacher should have the facility of internet to accomplish his needs to create new activities, meaning and usage of words, problematic terms, pictures of every world, learning methodologies, preparation of low cost and no cost material, enrich with day by day initiative, handling with perfection so that teacher will give positive and constructive results.
- (v) Salary package of teachers must be improved according to the skills, creativity, enrollment of students and environmental factors in which he works. His credibility, importance in school, worth for society and most important his results of his class. He must have courage to improve all these factors with facilitative way.
- (vi) Education should be technical and creative and not in narrative form. It should be practical and functional and for daily use.
- (vii) Education should be technical and need based. If the need of that area is agriculture and industrial then an institution for the training of that type of education must be established.
- (viii) One language laboratory will make difference towards active learning process of any language.
- (ix) For record completion and any other work for school, teacher should have more time for this. He must pay a negotiable salary, not for the forced peoples but for the interested ones.
- (x) Department should trust on the teachers and their work. Department should not underestimate them. They should have free hand to work and complete objectives.
- (xi) It is not the responsibility of teacher to take the student in school but it should be the responsibility of parents to send their children. Fine should be put on parents not on teachers.

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| Sr.# | STATEMENTS | Strongly agree | Agree | Disagree | Strongly disagree |
|------|------------|----------------|-------|----------|-------------------|
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Appendix

**The University of Lahore Department of English Language (Applied Linguistics)  
Baba Frid Campus Pakpattan Sharif**

Research Topic: Motivational factors toward Active Teaching and Learning Process.

NAME: \_\_\_\_\_ Post Held: \_\_\_\_\_

School: \_\_\_\_\_

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|           |   |  |  |  |  |
|-----------|---|--|--|--|--|
| <b>1</b>  | Good salary package encourages the teachers towards active teaching and learning process.                       |  |  |  |  |
| <b>2</b>  | The teachers must have authority to tackle the students effectively for active teaching and learning process.   |  |  |  |  |
| <b>3</b>  | Proper training of teachers motivates them towards active teaching and learning process.                        |  |  |  |  |
| <b>4</b>  | Refresher courses on new content and techniques motivate teachers towards active teaching and learning process. |  |  |  |  |
| <b>5</b>  | Effective guide books for teachers motivate them towards active teaching and learning process.                  |  |  |  |  |
| <b>6</b>  | The teachers must be equipped with latest information and communication technology.                             |  |  |  |  |
| <b>7</b>  | Well decorated classrooms motivate the teachers towards active teaching and learning process.                   |  |  |  |  |
| <b>8</b>  | Internet facility must be available for teachers for getting insight into latest teaching approaches.           |  |  |  |  |
| <b>9</b>  | Proper AV aids according to the topic motivate the teachers towards active teaching and learning.               |  |  |  |  |
| <b>10</b> | Appreciation certificates on best performance motivate the teachers towards active teaching and learning.       |  |  |  |  |

Comments (if any):

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