



Exploring the Motivation Amongst Learners and Teachers in Public-Sector University of Pakistan: A Qualitative Inquiry of Shaheed Benazir Bhutto University (SBBU), Nawabshah

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Abstract

This qualitative study studied how public sector faculty members perceive and affect student motivation, as well as the impact of classroom atmosphere and practices. Data was gathered through classroom observations, semi-structured interviews with lecturers, and focus group interviews with students from batches I and II of four different departments of Shaheed Benazir Bhutto University (SBBU), Nawabshah. Thematic analysis revealed that instructors were demotivated owing to limited professional development possibilities, poor social standing, and lack of decision-making power. The instructors were extrinsically motivated by salary, job stability, and reduced working hours. However, classroom observations revealed a lack of spirit and enthusiasm in their activities. Students' focus group interviews expressed unhappiness with professors' instructional approach and lack of motivation. Recommendations drawn from findings include elevating public sector university teachers' prestige in society, encouraging teacher engagement in decision-making, and providing professional development opportunities. Teachers should use several ways to motivate students and improve learning outcomes.

Keywords: *Extrinsic, Intrinsic, Motivation, Teachers, Public Sector, University*



Introduction

Motivation is the driving force that inspires good ideas and behaviours and motivates corresponding actions (Recepoglu, 2013). According to Ates and Yilmaz (2018); Bardach and Klassen (2021); Pekrun (2021); Thommen et al. (2021) teachers' motivation and performance are linked as they impact student learning and foster a collaborative classroom atmosphere, resulting in positive outcomes.

Hung (2020) and Perkun (2021) stated that research in underdeveloped nations shows that instructors are demotivated owing to economic worries, lack of social recognition, and poor working circumstances. African nations such as Gambia, Tanzania, and Uganda are working to address the issue of demotivated lecturers (Singh, 2021).

Classroom instructors in Indian public universities are demotivated by unfair accountability mechanisms and dishonest local government (Kapur 2019). According to Anjum et al. (2021), teachers in Bangladesh are often dissatisfied with their pay and lack of resources. Research of Ashraf et al. (2015); Gul et al. (2020) and Shahbaz et al. (2021) suggests that instructors in Pakistan's public sector schools are undermotivated and lack knowledge of ideas, thereby impacting the performance and learning of students. Studying variables affecting public school instructors' motivation is crucial for ensuring effective learning for youth.

Research Objectives

1. Investigate whether instructors of Government University perceive motivation and the elements that impact it.
2. To investigate the effects of the classroom atmosphere and pedagogical approaches on teacher motivation.
3. To investigate the impact of instructor motivation on student learning.

Research Questions

1. How do public sector university lecturers perceive motivation?
2. What variables impact public-sector teachers' motivation?
3. How do classroom atmosphere and pedagogical practices impact instructors' motivation?
4. How do instructors' classroom techniques impact student motivation and attitude towards learning?



Literature Review

Motivation drives individuals to take both mental and physical actions to accomplish their goals (Cherry 2022). According to Aslam (2013), Cherry (2022), and Salifu and Agbenyega (2013), motivated individuals strive to overcome barriers and achieve their goals.

Intrinsic Motivation

According to Mruma (2013), intrinsic motivation can positively affect behaviour, performance, and happiness. Intrinsically driven people strive hard to achieve their goals (Perlman, 2013) and (Fishbach & Woolley 2022) with enthusiasm and delight. Intrinsic motivation stems from feelings of happiness and delight, without the need for financial possessions (Legault, 2016).

Extrinsic Motivation

Extrinsic incentive refers to the concrete perks of a work, including income, fringe benefits, and facilities (Legault, 2016). Extrinsic motivation refers to people's desire to engage in activities that provide rewards, such as income or incentives (Shaikh et al., 2015). Extrinsic motivation can stem from organisational policy, technical supervision, and interpersonal relationships with peers, subordinates, and superiors (Ates & Yilmaz, 2018).

Factors Influencing Lecturer Motivation and the Impact on Performance of Students

Teachers are motivated by school leaders who urge them to reach their maximum potential. Börü (2018); Thommen et al., (2021) stated that principals may empower teachers by including them in administrative decisions, delegating tasks, and rewarding them. Professional development options can enhance students' performance. According to Gbollie and Keamu (2017), Mangaleswarasharma (2017), and Pekrun (2021), teacher motivation and student accomplishment are influenced by institutional regulations, school atmosphere, resources, salary, and class size. Motivated teachers improve learning outcomes and inspire pupils to take on demanding activities (Aslam, 2013; Kapur, 2019).

Global Empirical Research on Teaching Motivation

International research has explored the relationship between teacher motivation and student learning. conducted a qualitative study on the impact of motivational and incentive variables on instructors at public and private institutions in Telangana, Malaysia (Hamzah & Begum, 2017) . The study found that the absence of incentives and rewards reduced teacher motivation in public as well as private universities. The study found that effective communication between principals and teachers, as well as outstanding discipline, helped instructors focus on pedagogy in class.



Ngozi et al. (2021) studied how instructors' motivation affects student learning in Nigeria using a mixed methods approach. The study found that instructors were driven by extrinsic factors such as salary payment, promotions, academic resources, healthcare, and refundable loans.

Empirical research on motivation for teachers in Pakistan's public sector institutions

Akhtar et al. (2017) performed a quantitative investigation on the influence of instructors' intrinsic motivation on students' academic progress in high schools throughout all five districts in Lahore Division, Punjab, Pakistan. The poll found that instructors were motivated by the opportunity to share responsibilities. Teachers concentrated on teaching, which improved pupils' academic progress. Students' achievement was found to be directly connected with their intrinsic motivation.

Shahbaz et al. (2021) studied teacher motivation and demotivation in both public and private educational institutions in Sailkot, Pakistan, using a mixed methods approach. The survey found that private school instructors were unsatisfied with their school's management, faced high workloads, and received inadequate pay. According to Solangi, et al. (2015) excessive meetings, seminars, and exam paper grading can negatively impact students' mental health and personal life. Public school teachers reported dissatisfaction with their pay, limited professional development opportunities, and lack of technology assistance.

Research Methodology

A qualitative research technique was appropriate for this setting since it allows for in-depth exploration of individuals' experiences and insights into their thought and behaviour. According to Denny and Weckesser (2019); Patton (2014), qualitative research provides many ways to data gathering and interpretation. Data were obtained from nine teachers at Shaheed Benazir Bhutto University, Nawabshah, comprising six females and three men. The current research used focus group, and 09 nine respondents were involved as a sample. This study was exploratory in nature, with the aim of gaining in-depth knowledge of Exploring the Motivation Among Learners and Teachers in Public-Sector Universities of Pakistan (Creswell, 2014), which made the the sample size justifiable. The sample size was sufficient to ensure that no new themes appeared beyond theoretical saturation as claimed by (Glaser and Strauss, 1967). The semi-structured interview guide was created using motivation theories and a thorough analysis of the literature. Criteria-related validity was tested by data saturation and pilot testing.



Individual, semi-structured interviews were performed in Urdu with instructor participants. Interviews were conducted in Urdu and Sindhi since Pakistani teachers at public institutions prefer to express themselves in the country's official language. All teacher participants held an M.Ed. degree and had 10-25 years of teaching experience. The disciplines they taught were Math, English, Social Studies, Science, and Islamiyat. Two observations were undertaken for each teacher's class, totaling 18 observations. Focus group interviews were done with students from batches I-II at from different departments in same university. Focused groups were selected in order to take use of the richness of data and group dynamics (Stewart & Shamdasani, 1990); (Morgan, 1997); (Krueger & Casey, 2000). The study question's intricacy was addressed by this technique, which also made data collecting effective (Krueger & Casey, 2000). Each discussion group had nine learners. Informed permission was acquired from all participants, including learners, departmental heads, and parents. Participants' identities were protected by using pseudonyms in accordance with study ethics.

Data Analysis

The interview material was translated and reproduced in English to describe the research findings. According to Corbin and Strauss (2008) and Saldana (2013), thematic analysis was conducted using qualitative data analysis methodologies from. Once coding was accomplished, related codes were merged to create more advanced concepts or themes. Themes were found based on the recurrent appearance of topics in interviews, using Corbin and Strauss's (2008) continual comparative approach. Qualitative research relies heavily on trust and trustworthiness. Nowell et al. (2017) define credibility as the "fit between respondents' views and the researchers' representation of them," which may be achieved through data triangulation. Triangulation combines many ways to address research issues. Heale and Forbes (2013) define that this gives a balanced as well as holistic picture of the outcomes. Data for this study was triangulated through interviews along with observation in the classroom of the same instructors. This allowed us to validate what they stated during interviews by witnessing them in action in the classroom.

Findings and Discussions

The first study question addressed instructors' perceptions of motivation. Participants' interviews revealed that motivation for teachers includes working willingly and honestly, being dedicated to their profession, displaying positive emotions, and being physically and mentally ready to



achieve goals. Memon of department A, who has 23 years of teaching experience, stated that matching drive with willingness is crucial.

“Motivation is demonstrated by a person's willingness to work hard for their goals. Motivation comes from a want to work. Without it, individuals cannot motivate others. You cannot force anyone to work.”

Shahida, an experienced teacher from Department B, defined motivation as passion and commitment to one's work.

“This indicates that you are devoted to what we do. Motivation requires self-submission in order to achieve the desired result. I passionately lecture science to my pupils and do experiments in the lab to demonstrate concepts.”

Participants reported that motivation for instructors and other professions involves avoiding distractions and creating an environment that fosters a desire to work. Naila, a 15-year teaching veteran from Department B, shared the following snippet from her interview:

“Motivation for work must come from within, not from outside sources.” Motivation inspires individuals to take on tough tasks with enthusiasm. Motivation refers to the drive to attain ambitious goals.”

Three participants' data revealed a relationship between motivation, mental readiness, and physical ability. Jameel, a teacher with 10 years of experience from Department C, stated:
“Motivation requires both physical and mental preparation for hard labour towards goals. For instance, one's mental aptitude to focus prevents them from being negligent while working. To be an enthusiastic worker, it's crucial to be in good physical condition. For example, if someone is sick yet comes to work just for money, they may struggle to focus.”

The bulk of individuals shared similar opinions but expressed them differently. Motivation is hindered by a lack of willingness and dedication to work. Mental and physical health also plays a significant role.

The second research question focused on factors impacting teacher motivation, including job security, compensation, working hours, professional growth, work environment, leadership position, and social standing.

All research participants cited job stability as a key motivator. They believed that without job security, they were always in risk of losing their jobs. Sharmeela, a department B teacher with 12 years of experience, shared her thoughts as follows:



“Job stability is crucial for maintaining motivation in any profession, including teaching. Knowing you can't be dismissed makes you feel comfortable and pleased. This results in motivation. I'm satisfied with my employment since it's stable.”

Teachers also emphasised the importance of an attractive wage as a motivator.

They emphasised the need of job stability and a competitive wage package for employee motivation. The majority of respondents were satisfied with their job's compensation. They viewed government jobs as advantageous due to their generous compensation. Farheen of Department D provided the following statement:

“My public-sector school job pays well. Inflation has made it difficult for a single individual to manage household expenses. I prioritise my children's requirements, thus my wage, together with my husband's, is crucial for meeting our family demands.”

Ismail representing Department B, who held a similar view on wages, stated:

“A competitive compensation is one of the benefits of working in the public sector. My pay covers my family's basic needs. We receive a significant increase when the yearly budget is revealed. Teachers in the private sector receive either a minor or no salary increase during budget cycles.”

Participants were satisfied with their working hours, citing increased motivation and freedom to pursue other activities after work. Naila of Department B stated:

“University hours are shorter, from nine in the morning to 3:00 p.m.” My job requires only 6 hours each day, unlike other occupations that require long hours from morning to evening. Teaching requires less time; I can also cook and do housework. I feel driven since I work less hours. Also, I still have enough of time to relax at home interacting with my family.”

Participants emphasised the importance of professional development in teacher motivation and willingness to take part in training programmes. However, eight of the nine teachers reported a lack of professional development opportunities in government-run universities. Naveed, a participant from Department A, stated:

“The educational department under the Sindh administration never organises any training or seminar for experienced or inexperienced instructors to enable participants to understand whatever improvements have occurred in teaching methods.”

All research participants agreed that motivational incentives, such as appreciation letters and awards for outstanding performance, are important aspects in keeping instructors engaged.



Samina of Department D raised concern about the absence of incentives and gratitude for instructors.

"The government does not recognise the importance of rewarding hard work." Including a gratitude letter or trophy in an event would benefit instructors greatly. Annual awards from the government education department, such as those for outstanding activity, punctuality, and outcomes, might push teachers to strive for excellence."

Seven among the nine individuals cited social status as a motivator, expressing discontent with their current place in Pakistani society.

They believed teachers were undervalued compared to other professions such as bankers, engineers, and physicians. Hassib's sentiments are expressed in the following quote:

"Nobody appreciates the education profession or instructors, particularly if they are a government professor: if I inform anyone that I am a public sector instructor, I get devalued both an individual and a professionally since it is regarded a lowest priority option for a profession."

Some research participants believe principals should take a more active role in motivating teachers. However, they also noted that in their existing settings, principals are often inactive and have little engagement with instructors. Naveed, a teacher in Department A, stated:

"The Departmental head ought to respect their instructors, however this does not happen in our school. The principal is rarely in the workplace and shows little regard for us. Teachers may have flaws, but their boss should assist them in improving. "

Teachers' engagement in administrative decision-making was identified as a motivating element. Only one senior instructor voiced this idea, hence it cannot be deemed a theme from the research. This has been included because to its importance in literature.

The third study topic focused on the classroom setting and its impact on teacher motivation. Data regarding this topic were collected through teacher interviews and classroom observations.

Participants emphasised the importance of creating a positive learning environment for both instructors and students. However, eight among the nine participants reported that this was inadequate in their schools. Teachers reported low motivation due to inadequate ventilation and lighting in their classes. Teachers reported little resources and no access to teaching materials.

Farheen from Department D stated the following.



"My classroom is quite dismal and gloomy. The lights are broken, and there isn't any ventilation. We are breathing dust from blackboard chalk. Both professors and students are dissatisfied with the current scenario."

Three teachers identified collaboration among colleagues as a key factor in creating a suitable workplace, in addition to limited resources and ventilation. The following passage from Haseeb's (Department C) interview explains his perspective:

"A pleasant learning atmosphere can be achieved through collaboration among staff members." For instance, if I lack understanding on a subject, I should seek assistance from my coworkers. In this sense, the school develops a learning community."

Results from Classroom Observations

Classroom observations were done to address the third study question: how the learning environment and pedagogical techniques affect teacher motivation. The observation guide was taken from two sources: Aga Khan Educational System, Pakistan (AKES, P 2003) and the USC Centre for Excellence in Teaching (2018).

Teachers in each of the four departments were consistently late for lecture and did not provide students with an explanation. The teachers lacked lesson planning skills and were unable to offer an outline of lessons for the observed session, despite researchers' requests. The teaching methods were outmoded, with a teacher-centered approach. The teacher provided all teaching, leading to passive learning among the students.

Teachers did not allow pupils to raise questions, and students did not appear to be interested in doing so. There was no debate or group work in class.

All nine classes were set up with conventional desks. Desks were organised in straight rows, limiting group and pair work opportunities. Only two out of the nine rooms have sufficient ventilation, while the others had closed windows due to instructor concerns about outside noise. Due to closed windows, seven classrooms had weak lighting and faulty light bulbs. Teachers often had to maintain control over their pupils, who were constantly chatting to one another throughout class. Inadequate classroom discipline impeded teaching and learning. However, social skills were only practiced in one school, where pupils requested permission from their professors before entering or leaving class.

The fourth study question examined how instructors' classroom activities influenced student motivation. Three interviews with focus groups were conducted with students in batch I-II (first



& second batch) across four departments. The study found that pupils were unsatisfied with their professors, citing a lack of good relationships and connection. Students said that professors seldom expressed appreciation or encouragement.

If any student gave the correct answer or showed good manners such as, raising hand for giving an answer, rubbing the blackboard for the teacher or providing chalk for writing, no teacher said “good” or “well done” or similar words. Furthermore, they found teaching strategies very dull and monotonous and that they did not enjoy their classroom experiences. The only teacher they praised was one who taught science Ms. Shahida from department B. A student participant from department B in the focus group shared his views regarding pedagogy of the English teacher in the following way:

"I do not prefer English as our English instructor cannot clarify things; if you request him to describe something, he begins shouting, that's why we get frightened of him."

Another student in the department According to a focus group,

"Some students are afraid of their professors due to their loud voices. They frequently arrive late to class and request that we replicate what they put on the board. If we are unwilling to accomplish so, they begin shouting at us and occasionally slapping us. "We want polite teachers."

A student in the university's Department B focus group stated the following:

"Some of our instructors belittle us if any of the day you do not have any kind of stationary or our guardians do not possess money to purchase the stationary, they commence saying which your parents are uneducated and you individuals are cheap; their speech hurt us and after or twice while I complained for the head of state, that she did not just say a thing to them, learning here is boring."

Discussion and Conclusion

This qualitative research aimed to identify factors influencing teacher motivation and its influence on student learning. Although all teachers had similar ideas on motivation, there were significant variances. Shishigu's (2015) study found that instructors characterise motivation as a high degree of commitment and dedication, which aligns with our findings. Akhtar et al. (2017) found that emotions play a crucial role in motivating individuals towards physical fitness. In contrast to Akhtar and Iqbal's study that focused on accomplishing organisational goals, participants in the present study described emotion as enthusiasm for demanding tasks.



However, classroom observations contradicted instructors' comments regarding motivation. Except for a few professors who confirmed their motivational statements during interviews, the majority of the participants seemed unmotivated. The majority of students arrived late to class, and three professors seemed unconcerned with students wandering in and out, even when they ate sweets throughout class. All nine instructors' teaching tactics lacked innovation and excitement, failing to engage pupils. Using triangulation to validate data from observations and interviews, it was discovered that while instructors accurately defined motivation, it was not evident in the classrooms. A number of investigations have shown that intrinsic motivation is important for teachers to enjoy their work (Gbollie & Keamu, 2017; Tanveer et al., 2012; Thommen et al., 2021). However, this research did not identify any factors related to intrinsic motivation. One instructor, Shahida, demonstrated intrinsic motivation by teaching science with zeal and taking pupils to the laboratory for experiments.

Teachers in Pakistan stated a need for social prestige and respect, which they now lack. They desired a say in decision-making and professional growth. Ahmed et al. (2013) found that a lack of professional development programmes in Pakistani government-run universities prevents teachers from using up-to-date teaching strategies. This lack of professional development has a direct impact on students' ability to make meaning of their learning. Javaid (2009) emphasises the importance of teachers' involvement in curriculum design, policy making, and textbook production when evaluating their decision-making abilities.

The study found that instructors at all three schools were more motivated by external variables such as job security, income, flexibility, incentives, and rewards, rather than intrinsic motivation. All nine panellists emphasised the importance of secure employment in the public sector as a motivator for staying in their present roles. In Pakistan's public sector universities, principals lack the ability to hire or fire instructors and personnel. According to Bari (2017), public sector principals lack the ability to hire and fire teachers, as well as to enforce their obligations. Parveen et al. (2012) did a study on teacher motivation in Karachi, Pakistan, and found that job security in public sector universities leads to instructors abusing their position and authority.

Furthermore, lack of accountability led to teachers ignoring students' learning outcomes.

In research done in Punjab, Pakistan, Nadim et al. (2012) found that while public sector teachers' incomes increased in 2010, they were dissatisfied with the rise because their costs exceeded their earnings. The current study's findings on wage satisfaction differ from earlier studies.



This study also identified working hours as an extrinsic motivation component. Teachers representing all three departments were satisfied with the half-day schedule. Cents-Boonstra et al. (2022) found that shorter teaching hours can lead to greater teacher motivation. The survey found that instructors in all three departments at SBBU, Nawabshah were neither recognised nor given incentives. Khadakaj's (2021) research suggests that financial and non-financial rewards can significantly boost teacher motivation.

There has been much research on how the environment affects teacher motivation. Classroom observations corroborated the instructors' statements of a lack of facilities and sanitary difficulties. Gitonga (2012) found that teacher motivation is heavily influenced by the classroom setting. That's consistent with our findings. Teachers are motivated when their working environment is pleasant (Yarborough & Fedesco, 2020).

Students expressed dissatisfaction with the teacher's disrespectful behaviour, which hindered their enjoyment of lessons and learning. This demonstrates that the student-teacher relationship was not strong. A positive relationship between instructors and students is essential for improving learning outcomes. Instructors play a crucial role in helping students achieve their objectives by being friendly and supportive (Agyekum 2019; Aspelen 2020).

According to Maxwell (2012), qualitative research often focuses on a small group of persons or settings, limiting the ability to generalise findings to a wider population. This study examined nine instructors from four Departments of SBBU to assess their motivation and the impact of their instructional practices on student progress. As a result, the findings are limited in their generalizability. A small number of pupils representing took part in the focus group discussions. This research will help policymakers, administrators, and instructors better their efforts in relevant domains. The study found that teacher motivation involves both extrinsic and intrinsic factors. This research highlights difficulties such as a lack of professional development programmes for the government sector university instructors, limited participation in decision-making, and lack of respect.

According to this research, instructors should be taught to demonstrate ownership and responsibility for their job, allowing them to feel proud of their work. This may be accomplished through teacher professional development and workshops for principals, emphasising the need of encouraging teachers to accept responsibility for their job.

Recommendations



1. Policymakers should prioritise professional development programmes for both pre-service as well as currently employed educators, regardless of seniority. Training programmes provide instructors with access to cutting-edge teaching approaches, allowing them to effectively engage pupils.
2. Department heads should monitor the performance of their workers, particularly teaching staff.
They should offer teachers a say in school-related issues. This can significantly boost motivation among public sector university professors.
3. Teachers must prioritise understanding students' needs and designing activities that align with their academic levels. Teachers' ought to be urged to employ various tactics during professional development, such as collaboration, working in pairs, and discussions.
4. Teacher development programmes should include techniques to improve teachers' mindsets and increase their appreciation for their vocation.
5. Teachers should also utilise technology resources that might encourage pupils.
Teachers should build positive relationships with their pupils to increase trust and vice versa.

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