

Comparative Study of Motivation Attributes among Teachers at Cadet and Public Sectors Colleges

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Abstract

Motivation refers to a reason that motivates manners that is characterized by readiness and wish. This research was focused to compare the intrinsic and extrinsic motivation of teachers teaching in Cadet and Public sector colleges. The population of this study was comprised of all Cadet and Public Colleges of Khyber Pakhtunkhwa (Pakistan). One hundred teachers teaching in Cadet and Public sectors colleges included in the sample. Probability sampling technique was used to select sample of the study. The study was descriptive in nature therefore a questionnaire was used as an instrument to collect the data. The researcher developed the questionnaire by using five point Likert Scale on the basis of Literature, related studies and under the guidance of supervisor. The questionnaire was consisting ten statements related to the motivation. Findings based on intrinsic and extrinsic motivation of teachers teaching in Cadet and Public sectors colleges showed that no significant difference was found between intrinsic and extrinsic motivation of Cadet and Public sectors college's teachers. Keeping in view the objectives of the study the statistical analysis and findings of the study the following conclusions were derived that the cadet and public colleges teachers have the similar opinion regarding the intrinsic and extrinsic motivation relating their job because both sectors teachers can meet their living needs from their jobs.

Keywords: motivation, intrinsic motivation, extrinsic motivation, cadet colleges, public colleges, Khyber Pakhtunkhwa Pakistan.

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Introduction

Motivation is that characteristics that make us to perform or not perform something. Motivation engages a collection of directly connected ideas, conception, principles, interests, and actions. Motivation in individuals is inclined to vary across subject field, and this field requirement raised with time. Early age motivation guesses motivation in and the steadiness of this association become stronger with time. Customarily, educationists believed intrinsic motivation is much wanted and to consequence in effective learning achievements as compare to extrinsic motivation. In common, children come out to go through school with standard degrees of intrinsic motivation, though motivation is likely to turn down as the improvement children during school. Study recommends some educational performance, while research shows together effective and ineffective inspiration. The awarding of prizes can also promote or weaken motivation, depending on the kind of prize and the background in which they are distributed. Teachers must try to provide students much power or manage on their understanding by permitting them to create options and utilize joint or supportive learning concept. Teacher must build a cooperative class atmosphere with regard to objective formation, acknowledgement and outer assessment. There are many tests to evaluate motivation in particular children (Guay et al., 2010).

Motivation is the complex of forces starting and keeping a person at work in an organization. Motivation is something that puts the person to action, and continues him in the course of action already initiated. Motivation means to the method a individual is stimulated at task to increase his wish and readiness to utilize his abilities for the attainment of association's goals. It is somewhat which make an individual into act and persist him within the way of act excitedly (Dubrin, 2004).

Types of Motivation

Intrinsic motivation refers to an action for natural pleasure for materialist results. When intrinsically encouraged people involved in actions those achieve their focus and to carry it so liberally, with full feelings wants and with no need of materialist prize or restraint. This kind of motivation is considered to be very self-determined because the person consider ineffective feelings when carrying out the actions (Ryan and Deci's2000).Intrinsic motivation is related with high degree of try and task presentation for requirement (Noels et al., 1999). which are desirous qualities to improve among those students who may lastly

challenging in the high education group in history (Patall, Cooper, & Robinson, 2008). Students those have much developed Intrinsic motivation are more preferred as compare to those who prove efficient conceptual knowledge improved remembrance and high standard presentation in school (Gottfried, 1990). Students possessing high degree of intrinsic motivation are expected to perform a situation of thoughtful assignment attractive and quality presentation. Researchers have proved that students with much intrinsic motivation at the start of semester showed more insistence and were less likely to go down of educational organization (Vallerand & Bissonnette, 1992; Hardre & Reeve, 2003).

The psychologist of school may trained parents and teachers to improve independent motivation by the factors supportive communication: empathic statement, allowing students to generate their own choice at right time, allowing students that they value creative self-expression, giving students opportunities suggestions or sign only when needed; straining the striking or meaningful qualities of an assignment or duty; questioning students that achieve good marks with what they understood; fairly than just celebrate the marks and using encouraging portrait, like carrying home work as like to sow seeds, lastly you may receive a large amount of production of precious understanding and skills. An independence supportive teaching methodology can start flowing outcomes that develop classroom and school situation. When receive much supportive independence and distribute their own enthusiasm for subject matter, they will not only develop the intrinsic motivation of their students, but those motivated the students will too expand their encouragement to their companion in other classes (Radel, Sarrazin, Legrain, & Wild, 2010).

Likewise, students who are inherently encouraged draw out improved independence assistance from their instructor much as the lesson of organizational year, that leads to more advancement in student intrinsic motivation (Skinner & Belmont, 1993). The motivation can be enlarge from the teacher to the students and then from the students to their companions. The motivated volunteer teacher encourages intrinsic motivation in students, while the reluctant teachers improved extrinsic motivation in the pupils. Likewise, when the pupils of the motivated volunteer were trained to educate the same lesson to their companion, they encouraged intrinsic motivation and complete participation among companions, when as a student of reluctant teacher improved extrinsic motivation. Thus teacher can affect their pupils encouraging by supporting the worth of their own encouragement to the process of learning: beneficial characteristics independence supportive communication is that it can be mix up with appreciation to develop

intrinsic motivation, quite than decrease it, like others form of conducts prize (Rhode, Jenson & Reavis, 1992).

While students are inherently encouraged to use much of their opportunities and deal others good, they are actually managing to contribute his character to the development of community. In regard to develop intrinsic motivation to study among students, Psychologists of school may consider the supportive community of school as a probable avoidance planning for their area. Due to durable benefits related with improving intrinsic motivation (Cleary, 2009).

It deal us just psychologist to place in attitudes from intrinsic motivational theories and examine knowing motivation and meddling. The school psychologists are ready to develop mental health and academic performance. It is chance to carefully develop intrinsic motivation to learn in school, for it is relation between mental pleasure and academic performance (Froiland, 2011b; Froiland & Smith, 2012).

Intrinsic motivation is the motivation which is active by individual pleasure, curiosity or enjoyment. Intrinsic motivation strengthens and maintains actions through the impulsive contentment intrinsic in efficient volitional activity. It is obvious in attitude like as play, searching and challenging searching that individuals usually perform for outer prize (Deci et al, 1999).

Extrinsic Motivation

Usually researchers compare intrinsic motivation with extrinsic motivation; the motivation is ruled by reinforcement possibilities. Customarily educators think intrinsic motivation to be much attractive and to product improved learning results as compare to the extrinsic motivation (Deci et al., 1999).

Extrinsic motivation in dissimilarity to requirements on means between the act and several isolatable punishment like as material or verbal prizes, so pleasure appears from the act itself but quite from the external results to the act guides (Deci et al., 1991; Ryan & Connell, 1989). That is, the conduct is not performed for its own advantages, but in its place to achieve a prize or to remain away from several punishments a time the conduct has completed (Pelletier et al., 1997). Intrinsic motivation was calculated self-autonomy when in extrinsic motivation there is absence of self-autonomy. In condition a student effort hard in his learning to present most excellent in an examination as good marks will support him to win a prize, so the motivation is the learning is not that it demonstrated to carry out: achieve knowledge, learning information is a pre-requisite to understanding while, it is commonly affected to lead an

extra objects such as money, gratitude or power. Adding an extrinsic incentives to study or complete a task has been examined to decrease intrinsic motivation (Hoyenga & Hoyenga, 1984). It is important to focus on external variables so they will not be challenging in the environment of classroom. To facilitate student's development intrinsic motivation, it is necessary to describe the factors those developed motivation (Dev, 1997). Researches have explored such as family unit and teacher's hopes, money and peers happiness. The total of these factors connect indicating one ability to another capability. Extrinsic students show one ability while intrinsic students improve the other capability. These factors do not properly explain that why several students carrying on a task although they have no preference to that task. Extrinsic motivation has two significant factors such as power motivation and fright of failing.

Power motivation is commonly found in students, especially in situation of college. The student who is encouraged by power believes the need to arrange his environment to carry this to show their competencies to others. Power motivation is difficult to notice in student; they develop achievement methodologies (Hoyenga & Hoyenga, 1984). This is due to that achievement decrease vulnerability. This kind of motivation may be examined as a private need that must be gathering in organization to believe able like as a student.

The research showed hypothetical academic capability to be candidly related to independent academic motivation. That is heading for connection to the presentation of school achievement. Putting all these information collectively, we can presume that power motivation can be simply to release difficulties. The power motivation may practice distress and weak (Fortier, Vallerand, and Guay 1995). If the situation is like this then we can find out that intrinsic student may performing constantly in challenging tasks while power motivation would depart in the face of difficulties. That these both are totally different, the means are the similar. Although this variable may be difficult to break up from intrinsic motivation, it is very damaging to allow like that student to perform like server concern when it comes out to classroom tasks. This type of manner may lead to a reluctant reaction to education.

Fright of failing carries relating avoidant means to environment in respect to remain away from like this fright. The motivation to remain away downer is a general nature to remain away the downer or the capability to react with dishonor and embarrassment when the outcome of an achievement task is come down. The easy ways to remain away come down to remain away an achievement task. One can examine that this avoidant conduct undersized the intrinsic motivation. Research studies show that Fear of downer is found much when students are in

given quite difficult task to achieve (Hoyenga & Hoyenga, 1984). Reasons for this may be that these students commonly presentation attained at relatively easy tasks. If the task is simple, then the need to remain away downer will motivate the students to find the necessary means to achieve. Although, if the task is quite difficult, the uneasy that may build up can causes avoidant replies to like this task and grip back the necessary means to achieve.

Both these factors are the characteristics of intrinsic motivation. Just carry the decrease efficient manners, but they may cause students to remain away academic all collectively. One way of finding if these intrinsic academic variables are actually extrinsic encourager is to generate a record that include all factors of intrinsic motivation and perform may reliable and valid studies.

Academic motivation explains as “pleasure of learning of school characterized by a standard direction, interest, perseverance, assignment-endogamy, and the understanding of demanding hard and new assignments (Gottfried, 1990). While it believes that motivation to be identical with mental commitment, that it explains as unpaid utilizing of standard degree self-regulated educational plans, like as giving concentration, association, preparing, and examining (Turner,1995).

Teacher motivation is founded in the autonomy to attempt modern thoughts, attainment of suitable duties stage, and inherent work factors. Found on our results plans like as merit disburses were guess to be counter creative. They describe that real work fulfillment is derived from the satisfaction of standard order-requirements, societal relationship, respect and actualization, fairly than low order- requirements(Sylvia & Hutchinson,1985).compare the safety and economic reasons for joining teaching in the despair times with existing day idealistic and logical confidence, particularly as other occupations give evenly well or improved (Rothman,1981). The finding that short time lecture by the teachers and long time class discussions links effectively to the confidence further assists the significance of standard order requirements (Greenwood & Soars, 1973).

Greatly encouraged teachers are the important elements of an effective system of education. Motivation includes power and take to understand, perform positively and attain latent (Pamela, 2005).A research study managed about the motivational skills utilized by the senior teachers in Pakistan and terms of principal's anticipation regarding the performance of teachers enable to encourage them. The teacher inspiration has a significant role in teaching career attainment discussion. Public Perception of teachers' motivation.

There are various perceptions related to the motivation of teacher in Pakistan. In Pakistan teachers are not encouraged effectively due to the mixing of job discontentment and low confidence, less inducement and weak management and other manners sanctions, because of that standards of occupational conducts and achievement are less and declining (Din & Inam Ullah, 2008). A quasi-experimental research conducted on ninth graders in public zone. According to him the outer social reinforce effectively and ineffectively contributed to improved academic learning attainment and contrast to the control set educated by customarily, teaching that commonly included questions dictation and utilize oral and corporeal punishment (Bhutto, 2011).

A study conducted on very small sample of 40 secondary school teachers of Kohat, Pakistan regarding the elements inspiring motivation within representation approved teaching service. By evaluates of mid propensity the writer investigated that economic prizes and inducement placed major provider to the motivation of teachers, and the other side, the social-position, examination pressure and teaching as a first option comparatively less inspired teacher's encouraged. The suggested attractive package of salary for Government school teachers (Nasser Ud Din, Tufail, Shereen, Nawaz, and Shahbaz, 2012). A research study was conducted including various degrees of teachers made conclusion that teachers of Kotli (Azad Jammu Kashmir District) were investigated less-motivated and discontented with their profession. The research study found out critical elements reasoning less motivation and discontent of teachers: teachers were generally discontented with income, pay and promotion criterion; teachers demonstrates unease over contribution of political involvement in their appointment, placement, transfer, large size classes, also undermined profession contentment of teachers; shortage of subject experts in secondary schools discouraged other teachers who were enforced or reluctantly educate the subject, weak answerability at organizational degree was one of the main problem; weak managerial dealings and judgment making ineffective inspiration teachers, job-contentment and performance (Salma and Sajid, 2012).

An expert teacher may know the information that to engage students in process of learning with no appropriate motivation may be ineffective. As if the pupils are not included or not took interest to be included in the continuing learning practice, they won't be eager to understand so, for their effective understanding. It is essential that pupils should be ready to understand and also participate vigorously in the process of learning. The majority of the teachers valued to the motivation degree of pupils like they believe it the very essential elements for facilitating effective teaching. As they believe participation of the pupils

as an essential feature so they give precedence to the degree of motivation of a pupil. Degree of prospect from the pupil and degree of atmosphere occurrences those inspire the conducts regarded to the motivation. Assisting pupils improve the honor and power of personality that train them for leadership can be the very demanding and significant objectives of standard education (King, 1997). Improving standard education is being twisted in a way for possible modification provided its important position in improving leadership ability among the youth of today (Astin, 1993; Astin & Astin, 2000; Morse, 2004).

Statement of the Problem

Motivation Attributes of the teachers was falling low in the colleges of Khyber Pukhtunkhawa .This study aimed at finding out how the intrinsic and extrinsic improve the performance of teachers.

Research Hypotheses

The following null hypotheses were formulated for this study.

1. There is no significant difference in intrinsic motivation attributes among teachers at cadet and public sector colleges.
2. There is no significant difference in extrinsic motivation attributes among teachers at cadet and public sector colleges.

Research Questions:

The following research questions are answered in this study

1. Is there any significant difference between the intrinsic motivation of teachers at cadet and public sectors colleges?
2. Is there any significant difference between the extrinsic of teachers at Cadet and Public sectors colleges?

Research Methodology

All the cadet and public sector colleges of Khyber Pukhtunkhawa were the focus of this study. A random sampling technique was used for the selection of the sample. Total ten colleges included five cadet and five public sector colleges included in the sample. One hundred teachers were also selected randomly as the sample of the study. A questionnaire was used for the collection of data. Collected data were tabulated, analyzed and interpreted in the light of objectives of the study.

Table 1

Mean of Intrinsic and Extrinsic Motivation of cadet colleges teachers.

S. No.	Variables	Mean	Remarks
1	Intrinsic Motivation.	4.60	Mostly true
2	External Regulation.	3.84	Usually true
3	Introjected Regulation.	4.52	Mostly true
4	Identified Regulation	4.15	Usually true
5	Integrated Regulation	4.51	Mostly True

Table 1 shows mean of variables of intrinsic and extrinsic motivation. 4.60 for intrinsic motivation, 3.84 for external regulation, 4.52 for introjected regulation, 4.15 for identified regulation and 4.51 for integrated regulation and overall mean of intrinsic motivation is 4.25.

Table 2

Mean of Intrinsic and Extrinsic Motivation of public colleges teachers.

S. No.	Variables	Mean	Remarks
1	Intrinsic Motivation.	4.52	Mostly true
2	External Regulation.	4.12	Usually true
3	Introjected Regulation.	4.53	Mostly true
4	Identified Regulation	4.30	Usually true
5	Integrated Regulation	4.26	Usually true

Table 2 shows mean of variables of intrinsic and extrinsic motivation. 4.52 for intrinsic motivation, 4.12 for external regulation, 4.53 for introjected regulation, 4.30 for identified regulation and 4.26 for integrated regulation and overall means of extrinsic motivation is 4.30.

Table 3

Difference between Intrinsic motivation of cadet and public sector colleges teachers

Sector	N	Mean	Std. Deviation	t	df	Sig.
Cadet	50	46.04	5.079	1.579	98	1.051
Public	50	45.26	4.712			

Level of significance: 0.05

Table No.3 indicates that 't' value (1.579) is not significant at 0.05 level of significance, So the null hypothesis stating that there is no significant difference between motivation attributes of cadet and public sector colleges teachers is accepted and it is concluded that there is no significant difference between intrinsic motivation of cadet and public sector colleges teachers.

Table 4
Difference between Extrinsic motivation of cadet and public sector colleges teachers.

Sector	N	Mean	Std. Deviation	<i>t</i>	<i>df</i>	Sig.
Cadet	50	42.40	7.028	1.745	98	0.128
Public	50	42.84	6.844			

Level of significance: 0.05

Table No. 4 indicates that 't' value (1.745) is not significant at 0.05 level of significance, So the null hypothesis stating that there is no significant difference between motivation attributes of cadet and public sector colleges teachers is accepted and it is concluded that that there is no significant difference between extrinsic motivation of cadet and public sector colleges teachers.

Findings

1. Mean of intrinsic motivation of cadet colleges teachers is 4.60 (Table.1).
2. Mean of extrinsic motivation of cadet colleges teachers is 4.25 (Table.1.).
3. Mean of intrinsic motivation of public colleges teachers is 4.52 (Table.2).
4. Mean of extrinsic motivation of public colleges teachers is 4.30 (Table 2)
5. No significant difference was found between intrinsic motivation of cadet and public sector colleges teachers (Table.3).
6. No significant difference was found between extrinsic motivation of cadet and public sector college's teachers (Table.4).

Conclusion

It was concluded that there was no significant difference found in the intrinsic and extrinsic motivations attributes of cadet and public sectors college teachers. The result of the study proves that the cadet and public sector college teachers have the similar opinion regarding the intrinsic and extrinsic motivation relating their job because both sectors teachers can meet their living needs from their job.

Recommendations

1. The higher authorities of college level educational institutions may manage training workshops to develop teacher's intrinsic and extrinsic motivation of teachers.
2. The cadet and public teachers requires improving the ability to feel satisfaction and happiness by the completion of an assignment.
3. The cadet and public sector college's teachers may be motivated by giving them prizes and others incentives to perform their responsibilities effectively.

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