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ZAFARULLAH SAHITO

**JOB SATISFACTION AND THE MOTIVATION OF TEACHER
EDUCATORS TOWARDS QUALITY EDUCATION**

A Qualitative Study of the Universities of Sindh, Pakistan

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ABSTRACT

For studying the needs and requirements, perception, attitude and efforts of teachers and teacher educators, this research was designed to study the job satisfaction and motivation of teacher educators towards the quality education. This study examines three indicators through the qualitative research paradigm such as job satisfaction, motivation and quality education. Four sub-studies were conducted including two on job satisfaction in order to explore the dimension and factors; one on motivation in order to know the perception and experience; and one on the quality education to know the perceptions and practices of teacher educators regarding the dimensions of quality education.

The empirical research in this study consists of four sub-studies undertaken between the years 2015 and 2018 and published in international journals. In the first sub-study, the dimensions of teacher educators' job satisfaction; in the second sub-study, the factors affecting job satisfaction of teacher educators; in the third sub-study, the perception and experience of teacher educators concerning their motivation; and in the fourth sub-study, the dimensions of quality of teacher education were investigated. The content and process theories of job satisfaction and motivation were used to develop the theoretical framework, depending on lower-order and higher-order needs and followed by the inputs and outputs. These theories provide the foundation for hygiene and motivators and rewards and punishment rules respectively, which are used as the foundational information and knowledge to develop the interview questions. The qualitative research methods with the case study research approach were used to collect data that was then analysed through thematic-narrative techniques. The in-depth semi-structured interviews were conducted and fieldwork observations were recorded on TEs (n = 40), who are working as lecturers, assistant professors, associate professors and professors at fourteen departments at seven universities of the Sindh, Province of Pakistan.

The first study revealed the six dimensions of job satisfaction: work, assignments and workload; opportunities for advancement, growth and development; financial and fringe benefits; supervisory support, permissions, and freehand; working and sympathetic relationships; and available facilities and working environments. The sixteen factors of job satisfaction of teacher educators were revealed by the second study with factors of job dissatisfaction such as the autocratic and vertical style with poor administration and management system; mistrust of the faculty members; insecurity; lack of social interaction and appreciation system. All of these factors of dissatisfaction create the psychosocial issues in the personal and professional lives

of the majority of teacher educators. The third study revealed the sixteen types and conditions of motivation, perceived and experienced by teacher educators in their professional and personal life. Planning, organizing, leading, controlling and adopting were revealed by the fourth study to be the five types of activities and initiatives that are performed and taken by the teacher educators on a regular basis, who wanted to maintain quality in their department.

The explored dimensions and factors of job satisfaction; types and conditions of motivation; and activities and initiatives to maintain quality have highlighted the significance and usefulness of the sub-studies. The perception of teacher educators about motivation was found to be a desire, willingness and intention that stimulate the energy and behaviour of employees to work with interest, dedication and commitment to achieve organisational goals. This consists of actions, desires and needs of the employees, which gives them a proper direction for their behaviour towards positivity, achievement and success. The findings of all sub-studies would be helpful to understand the position of teacher educators, the phenomena and the causes of job satisfaction, dissatisfaction, motivation, demotivation, and quality education in order to bring proper solutions of the problems of teacher educators, their departments, institutions and organisations.

Keywords: *job satisfaction, motivation, quality education, teacher educators, teacher education, perception, practices, experiences, and thematic-narrative analysis*

TIIVISTELMÄ

Opettajien ja opettajankouluttajien tarpeiden ja vaatimusten, käsitysten, asenteiden ja pyrkimysten tutkimiseksi tutkimuksen tarkoituksena oli tutkia opettajankouluttajien työtyytyväisyyttä ja motivaatiota laadukkaan koulutuksen turvaamiseksi. Tutkimuksessa tarkastellaan kolmea indikaattoria kvalitatiivisen tutkimusparadigman mukaisesti: työtyytyväisyyttä, motivaatiota ja koulutuksen laatua. Artikkeliväitöskirjassa suoritettiin neljä osatutkimusta, joista kaksi käsitteli työtyytyväisyyttä sen ulottuvuuksien ja tekijöiden tutkimiseksi; yksi motivaatiota, jotta voisimme ymmärtää opettajankouluttajien käsityksiä ja kokemuksia; ja yksi laadukasta koulutusta, jotta voisimme ymmärtää opettajankouluttajien käsityksiä laadukkaan koulutuksen ulottuvuuksista ja käytäntöjä niihin pyrkimiseksi.

Väitöskirjan osatutkimukset on tehty vuosien 2015 ja 2018 välillä ja julkaistu kansainvälisissä lehdissä. Ensimmäisessä osatutkimuksessa selvitettiin opettajankouluttajien työtyytyväisyyden ulottuvuuksia; toisessa osatutkimuksessa tekijöitä, jotka vaikuttavat opettajankouluttajien työtyytyväisyyteen; kolmannessa osatutkimuksessa tarkasteltiin opettajankouluttajien käsityksiä ja kokemuksia työmotivaatiostaan ja neljännessä osatutkimuksessa tutkittiin opettajankoulutuksen laadun ulottuvuuksia. Tutkimuksen teoreettisena viitekehyksenä käytettiin työtyytyväisyyden ja motivaation sisältö- ja prosessiteorioita käsittäen sekä alemman ja korkeamman tason tarpeet, että panokset ja tuotokset. Nämä teoriat tarjoavat perustan motivaation hygieniatekijöille ja motivaattoreille sekä vastaavasti palkkioille ja rangaistuksille, joita käytettiin tietoperustana haastattelukysymysten laadinnassa. Tutkimusaineiston keruuseen käytettiin laadullisia menetelmiä tapaustutkimuksen tutkimusstrategiaa hyödyntäen, ja aineisto analysoitiin temaattis-narratiivisen analyysitekniikan avulla. Aineisto kerättiin puolistrukturoitujen syvähaastattelujen ja havainnoinnin avulla opettajankouluttajilta (n = 40), jotka työskentelivät lehtoreina, apulaisprofessoreina ja professoreina 14:ssä osastossa Sindhin maakunnan seitsemässä yliopistossa Pakistanissa.

Ensimmäinen tutkimus paljasti työtyytyväisyyden kuusi ulottuvuutta: työ, tehtävät ja työmäärä; etenemisen, kasvun ja kehityksen mahdollisuudet; taloudelliset ja luontoisetuudet; esimiestuki, oikeudet ja vapaudet; työ- ja myötäelämisen suhteet; sekä käytettävissä olevat tilat ja työympäristöt. Toisessa osatutkimuksessa löydettiin opettajankouluttajien työtyytyväisyyden kuusitoista osatekijää, joissa oli tyytymättömyyden tekijöitä, kuten autokraattinen ja hierarkkinen johtamistyyli, johon sisältyi huono hallinto- ja johtamisjärjestelmä; epäluottamus tiedekunnan jäseniä kohtaan, turvattomuus, sosiaalisen vuorovaikutuksen ja tehtävässä etenemismahdollisuuksien puute. Kaikki nämä tyytymättömyystekijät luovat psykososiaalisia ongelmia opet-

tajankouluttajien enemmistön henkilökohtaiseen elämään ja työelämään. Kolmas osatutkimus paljasti opettajankouluttajien havaitsemat ja kokemat motivaation kuusitoista tyyppiä ja olosuhdetekijää, jotka vaikuttavat heidän ammatilliseen ja henkilökohtaiseen elämäänsä. Neljännessä osatutkimuksessa kävi ilmi, että suunnittelu, organisointi, johtaminen, kontrolli ja omaksuminen ovat viisi toimintatapaa, joita opettajankouluttajat, jotka halusivat säilyttää laadun laitoksellaan, suorittavat ja toteuttavat säännöllisesti.

Työtyytyväisyyden tutkitut ulottuvuudet ja tekijät, motivaation tyypit ja ehdot sekä laadun säilyttämiseen tähtäävät toimet ja aloitteet ovat nostaneet esiin osatutkimusten merkityksen ja hyödyllisyyden. Opettajankouluttajien käsitysten motivaatiosta havaittiin olevan halu, halukkuus ja pyrkimys, jotka edistävät työntekijöiden tarmoa ja käyttäytymistä työskentelemään kiinnostuksen, omistautumisen ja sitoutumisen avulla organisaation tavoitteiden saavuttamiseksi. Tämä koostuu työntekijöiden toimista, toiveista ja tarpeista, mikä antaa oikean suunnan heidän käyttäytymiselleen kohti myönteisyyttä, saavutuksia ja menestystä. Kaikkien osatutkimusten tulokset ovat hyödyllisiä auttaessaan ymmärtämään opettajankouluttajien asemaa, työtyytyväisyyden ilmiöitä ja syitä, tyytymättömyyttä, motivaatiota, demotivaatiota ja laadukasta koulutusta, jotta opettajankouluttajien ja heidän laitostensa ja organisaatioidensa ongelmiin voidaan vastata asianmukaisesti.

Asiasanat: *työtyytyväisyys, motivaatio, laadukas koulutus, opettajankouluttajat, opettajankoulutus, käsitys, käytännöt, kokemukset ja temaattis-narratiivinen analyysi*

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LIST OF SUB-STUDIES (ARTICLES)

ARTICLE I

Dimensions of Job satisfaction of Teacher Educators: A Qualitative Study of the Universities of Sindh Province of Pakistan. Journal of Curriculum and Teaching, 5(2), 43-54.

ARTICLE II

Factors Affecting Job Satisfaction of Teacher Educators: Empirical Evidence from the Universities of Sindh Province of Pakistan. Journal of Teacher Education and Educators, 6(1), 5-30.

ARTICLE III

Perception and Experience of Teacher Educators about their Motivation: A Case Study Approach. Journal of Language Teaching and Research. 9(3), 480-490.

ARTICLE IV

Dimensions of Quality in Teacher Education: Perception and Practices of Teacher Educators in the Universities of Sindh, Pakistan. International Journal of Higher Education, 6(5), 44-54.

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MAIN ABBREVIATIONS AND ACRONYMS

ADE	Associate Degree in Education
B.Ed.	Bachelor's of Education
B. Ed (H) Elem:	Bachelor's of Education (Honors) Elementary
B. Ed (H) Sec:	Bachelor's of Education (Honors) Secondary
BT	Bachelors in Teaching
CT	Certificate in Teaching
GCE	Government Colleges of Education
GECE	Government Elementary Colleges of Education
HEC	Higher Education Commission
HSC	Higher Secondary Certificate
JS	Job Satisfaction
JSM	Job Satisfaction and Motivation
JV	Junior Vernacular
MoE	Ministry of Education
MSTs	Middle School Teachers
NEP	National Education Policy
OT	Oriental Teacher
PSTs	Primary School Teachers
PTC	Primary Teaching Certificate
QE	Quality Education
SSC	Secondary School Certificate
SSTs	Secondary School Teachers
SV	Senior Vernacular
TEs	Teacher Educators

1 INTRODUCTION

1.1 STATEMENT, PURPOSE AND IMPORTANCE OF THE STUDY AND PROBLEM

Job satisfaction and motivation (JSM) is important, necessary and good for employees as well as for employers. It increases the productivity, growth and development of the whole staff and the organisation. However, if teacher educators (TEs) are not satisfied with their profession, they cannot be in a sound position to increase their performance and contribute towards learning and quality education, research and development. It is important for university teacher educators to be satisfied with their profession, which can make them devoted and committed to their responsibilities and duties. However, such satisfaction can be hindered and made difficult by some organisational, social as well as cultural phenomena present in developing countries like Pakistan.

The main purpose of the study is to explore and explain the level of JSM among teacher educators of the province of the Sindh, Pakistan and their efforts and activites towards quality education. The primary purpose is to enquire and test above all ideas in educational environments, rating job satisfaction and motivation of TEs and available resources as primarily described by many studies such as of Herzberg, Mausner, Peterson & Capwell (1957) and Maslow (1943; 1970). In this regards, the perception, attitude, experiences and activities of TEs about the job satisfaction, motivation and quality education were discovered. The dimensions and factors of job satisfaction, motivation and quality education were explored. From international perspectives, different types of studies have been conducted on job satisfaction, motivation and quality education. However, only some studies have been conducted focusing on teachers in Pakistani educational institutions and little research is available on their job satisfaction, motivation, quality education, and their relationships, which are conducted on TEs in Pakistan and especially those from the Sindh Province. Some factors have been found by many international studies conducted on job satisfaction, motivation and quality education, which ranges from four to eight and maximum of twelve factors.

For the extensive focus on JSM and its criteria to judge the level of satisfaction of TEs, a mathematical model was developed, called the diagonal model of JSM. It provides the mathematical values in percentages as criteria to judge the JSM levels of TEs such as the explored level of JSM were (a). Less than 60% is dissatisfied; (b). 61 to 71% are satisfied; (c). 72 to 89% are highly satisfied; and (d). 90 to 100% are extremely satisfied (Sahito & Vaisanen, 2017c). Furthermore, this model has been used to finalise and summarise overall results of the study on its given criteria, which were developed from the extracted values of different famous content and process theories of JSM (Lynne, 2012). This topic of research is multidimensional in nature and touches the six main fields of study such as organisational development, human resource development, organisational behaviour, psychology, human resource management and sociology. Where organisational development is concerned with the development of the teacher education department and institutions, which are considered the departments of human resource development to enhance the

behaviour of the employees or teacher educators towards the achievement of the organisational goals. Before every input, the psychological and sociological needs of all the stakeholders must be considered on a priority basis for the management of all human resources in order to create effective and sound employees. These are employees who can carry their responsibilities and duties honestly, sincerely and efficiently to become a dedicated, committed and trustworthy workforce to work for the betterment of the organisation. This whole approach moves around management and public administrative studies to bring radical reforms in an organisation from the bottom to the top, which is accepted and recognised as the evergreen and scientific approach in the field of human resource management of management sciences. This scientific approach consists of major theories of JSM to get maximum output from employees without fatigue. JSM levels of TEs are concerned with the psychological and sociological states and approaches of individuals and organisations, which appreciate the individuals to work well for the progress, growth and development of themselves and ultimately their organisations.

1.2   CONTEXT OF THE STUDY

This research was conducted in the province of Sindh, Pakistan, to explore the perception, ideas and experience of TEs about the JSM towards the QE. In the response to organisational studies, their progress and struggling for QE, it was indispensable to have a vigilant and sensible administration to overcome the problems with TEs to sustain and maintain their working environment for present and future endeavours. All of these all struggles have been taken to explore the hidden causes and reasons influencing the JSM of TEs in teacher education departments and institutions to bring the real facts to the forefront of the national and international stakeholders, so they will understand the phenomenon in order to bring QE to their respective organisations. The findings of the study will be helpful toward working for the betterment of the TEs, their students, organisations and country to bring sound economic development to survive and stay in the international race for development.

For the enhancement of QE in Pakistani teacher education institutions, the teacher education curriculum was reviewed, upgraded, updated and documented recently with the help of national and international experts in collaboration with the Michigan State University, and sponsored by Pre-Step programme of USAID and higher education commission (HEC), Islamabad, Pakistan. Many professional trainings were conducted and the TEs of the universities and colleges of education were trained for proper implementation of the new curriculum and four-year degree programmes, were started for sustainable development of the teacher education system. The sustainability of teacher education is considered to be the sustainability of education and economic development of the country. The school system is an integral part of the education, which provides learning and training opportunities to children during their formal education phase that leads them towards sustainable development through learning the school curriculum (Ministry of Education [MoE], 2005). The curriculum is designed to infuse critical and advanced thinking among children on major issues in order to stimulate a revolutionary and constructive society, which depends on fundamental issues such as increase in population, health and care issues, human rights, democracy, hunger, peace and prosperity. It is the prime responsibility of TEs and schoolteachers to ensure effective learning through quality

education (Kanyimba, 2009) and training for sustainable development to carry out their responsibilities sincerely, honestly and efficiently. In this regard, the JSM of TEs and teachers was perceived as a very important factor to study in order to explore the authentic causes and reasons for understanding the phenomena associated with the perception and opinions of the participants. Because economic development purely depends on the quality of education, it cannot be maintained without the JSM of TEs and teachers. It was observed that the number of teacher education institutions (TEs qualification, professional capacity and delivery; the formal teacher education programmes and their time duration) the conditions of the institutions, feeling and fulfilment of their responsibility and efforts for QE were not found suitable to cater to the needs of the people of the province of Sindh, Pakistan. This is because, of the politics of administration, faculty members, weak academic system, laissez-faire style of administration or leadership, ineffective assessment system, poor resource development and management, inequity, inequality, non-transparency and injustice. All of these flaws and lack of research in the field of education and especially in teacher education remained a big hurdle to manage and maintain the proper systems of the organisation, recruitment, human or employees' rights, management and leadership, and facilitation of getting work done to achieve organisational goals. In this regard, the main problem that was observed is the improper system of respect, awards and rewards based on inequity, inequality and injustice principles, which is a major problematic factor of the system.

1.3 HISTORICAL BACKGROUND AND DEVELOPMENT OF TEACHER EDUCATION IN PAKISTAN

Teacher education in Pakistan mainly consists of two main eras before and after independence. The roots of teacher education originated in a wave of modern education, started in British India in the mid-19th century. At that time, the teacher education system was derived from the British model of post-academic programmes and training courses. The established institutions began to offer the Junior Vernacular (JV) programmes, because since the start, most of the institutions were basic education institutions. There were no institutions, especially for teachers and that is why all the teachers were given the same training called the general training of teaching. However, the education system developed and settled down into the levels of schooling. The new colleges and universities were opened to fulfil the needs of people and government through starting new programmes, especially in teacher education. The range of the programmes started for teachers were post-academic courses and programmes, depending on two phases of postsecondary education. The focus was on the specialisation of subject matters, their pedagogy and practicum credentials, which were acquired separately from other subjects. The Oriental Teacher (OT) and Bachelor in Teaching (BT) required more specialised subject-matter education and other programmes were more general in nature. The detail of programmes, their duration, pre-requisite weightage and operation by institutions can be seen in Table (1).

Table 1. Post-academic programmes (for In-service and Pre-service teachers)

Programme	For whom	Pre-requisite	Course Time	Course Credits	Practicum Time	Offered by
Primary Teaching Certificate (PTC)	Primary teachers	SSC - II	1 to 1 ½ years	10 courses (30 credits)	4 weeks of practice teaching	Government Elementary Colleges of Education and Institutions
Certificate in Teaching (CT)	Middle school teachers	HSC - II	1 to 1 ½ years	10 courses (30 credits)	4 weeks of practice teaching	Government Elementary Colleges of Education and Institutions
Bachelor of Education (B. Ed.)	Secondary school teachers	Bachelor's Degree	1 ½ to 2 years	10 courses (30 credits)	4 weeks of practice teaching	Government Colleges of Education and Universities

(NEP, 1951; 1972; 1979; 1992)

The roots of the Pakistani teacher education system are strongly connected with the education and teacher education system of British India. After Pakistan's independence in 1947, there were mainly five teacher education programmes to train teachers for different stages of education. There programmes were called JV, SV, CT, OT and BT. The first two teacher education institutions were established in two main Pakistani cities: Karachi and Lahore. The historical development of Pakistani teacher education can be divided in to four different periods as per their time and initiatives for developments and changes. The first period of the development of teacher education was a continuation of the British model, its further growth and expansion. The twenty-seven institutions were engaged in preparing primary school teachers (PSTs) and middle school teachers (MSTs), while six institutions had responsibility for preparation of secondary school teachers (SSTs) to hold the day-to-day classroom responsibilities. The education and teacher education systems remained influenced by the US education system during that time. The normal schools were converted to Government Elementary Colleges of Education (GECE) and Government Colleges of Education (GCE) to prepare elementary and middle school teachers and secondary school teachers respectively. The second developmental period began after the partition of the country forming East Pakistan, now known as Bangladesh. The political and constitutional development changed the governance and administration of education and teacher education from a strongly centralised to a provincial subject. The new constitution of 1973 changed Pakistan into a federation of four provinces and four federally administered territories. However, the federal government kept the role of providing policy-level guidelines and the supervision of the education systems in order to ensure the alignment between the education system at provincial and federal territories with national goals. The third period starts from 1991 with many significant changes and the rapid growth of market-model programmes such as the establishment of many in-service professional development courses and programmes. During this period of development, the federal government issued the teacher education policies distinctly and national professional standards and the national accreditation council were developed for teacher educators and teachers. The privatisation and decentralisation policies were initiated by the government under the pressure of global organisations such as the International Monetary Fund (IMF), The World Bank (WB) and other donor agencies (Ahsan, 2005; Ali, 2009).

Table 2. Pre-Service programmes (New reforms-based programmes)

Programme	For whom	Pre-requisite	Course Time	Course Credits	Practicum Time	Offered by
Associate Degree in Education (ADE)	Elementary school teachers	HSC - II	2 years	67 to 80 credits	6 credits of practice teaching	GECE, GCE and Universities
Bachelor of Education (Honors) Elementary B. Ed (H) Elem.	Elementary school teachers	HSC - II or ADE admit to 3rd year	4 years	135 to 155 credits	15 credits of practice teaching	GECE, GCE and Universities
Bachelor of Education (Honors) Secondary B. Ed (H) Sec.	Secondary school teachers	HSC - II or ADE 3rd year	4 years	135 to 155 credits	15 credits of practice teaching	GECE, GCE and Universities

(NEP, 1998 & 2009)

A detailed chapter on teacher education, quality education and teaching was included in the National Educational Policy (NEP) of 1998-2010 and 2009. HEC and its efforts have been appreciable since its inception, which have sent university teachers and other individuals abroad through foreign scholarships and has facilitated master's and doctoral candidates inside the country to complete their research degrees. Especially helpful were the refunding of fees, awarding laptops and stipends to a majority of the research degree students. In this regard, a major reform was initiated in 2002 by the government of Punjab through establishment of the University of Education Lahore and all GCEs and GECEs of the province were affiliated with this university. Afterwards, this university began to offer a four-year B.Ed degree. The Pakistani government launched the Pre-Service Teacher Education Project (Pre-STEP) in 2006 in collaboration with US-AID funding to support and reform the policy and programme. Associate degree in education (ADE) was started in different GECE, GCE and universities throughout the country to replace the PTC and CT. However, after 2018, four-year honours degree programmes such as B.Ed (H) elementary and B.Ed (H) secondary shall replace all kinds of programmes in teacher education, which was the commitment made by the federal government through the launching of new education policy (NEP, 2009). After 2018, the ADE and B.Ed (H) Elem: will be offered by GECEs and GCEs, while B.Ed (H) Elem: and B.Ed (H) Sec: will be offered by the universities, depending on their capacity and resources.

There are two types of teacher education organisations in Pakistan: teacher education departments in universities and colleges known as government elementary colleges of education and colleges of education. The university departments recruit the TEs through their selection boards, while college TEs are used by provincial public service commission departments. The basic requirement for a teacher educator's lecturer position in a university is a master's and a bachelor's for the lecture of college teacher educator. In this case, some universities require two degrees, such as a master's degree and bachelor's degree with some required field specialisation such as science education (physics, chemistry, biology and computer), mathematics, social sciences, humanities, religious education, English language, art and other regional languages.

2 THEORETICAL FRAMEWORK

2.1 LITERATURE REVIEW

The literature review was researched by using different important data by key terms like job satisfaction, motivation, quality education, job satisfaction of teachers, motivation of teachers, job satisfaction of teacher educators, motivation of teacher educators, job satisfaction and motivation of teachers, job satisfaction and motivation of teacher educators. After literature review, the main gaps in the existing literature concerning the factors that affect the level of job satisfaction, motivation and quality education were found. These included administrative and leadership styles and approaches, will power, commitment and dedication of the concerned stakeholders, participation in decision-making, implementation of rules and regulations, equity, equality and justice, and employee unions. However, this study has explored more factors and dimensions of JSM up to sixteen each, which have been supported and proved by content and process theories. A majority of the study findings, such as the explored activities, experiences, factors and dimensions of TEs about each phenomenon has been supported by different studies and the remaining activities, experiences, factors and dimensions are an addition to the literature. Finally, the findings of this research were compared with the findings of other studies conducted by different renowned authors within and outside of the field of education. In the theory section, the two groups of theories are discussed and compared to make the theoretical framework for the study. The detailed description of every theory is added in this chapter.

2.1.1 Job Satisfaction

Before going into the theoretical framework, it is important to understand the definition, description and the details about the basic variables of the study: job satisfaction, motivation and quality education. The term satisfaction is derived from the Latin words *satis,* which means enough and *facere,* meaning to do or enough quoted by Oliver, (2010). These are connected with the Locke's definition that feelings of happiness or pleasure that a person experiences when they achieve something or obtain something want. JS means a pleasurable or positive emotional state or condition resulting from the appraisal of a job or job experience (Locke, 1976); these concepts have been used in attempts to define the specific term of job satisfaction during the last few decades (Okaro, Eze & Ohagwu, 2010). There is no permanent and accurate universal definition of job satisfaction available in the literature but it varies from researcher to researcher and author to author. Although there might be some international trends to focus on the research and role definition to understand the meaning and description of job satisfaction (Vandenberg, 2002) with in the context that seems to be the powerful predictor (Dinham & Scott, 2000). Because there is no clear, common and agreed concept and definition of job satisfaction found in the views of writers and researchers (Bernal, Castel, Navarro & Torres, 2005; Monyatsi, 2012; Oplatka & Mimon, 2008). There is no unique and universal concept and definition of job satisfaction available (Oplatka & Mimon, 2008) that is not conceptually problematic (Rhodes, Nevill & Allan, 2004). However, due to

its complexity, the various different concepts and their interpretations are available about job satisfaction. That is why; the concept comprises numerous related elements (Okaro et al., 2010), differences in culture, beliefs, values and environment that affects the writers' understanding of the definition of the concept.

Job satisfaction is concerned with the pleasurable, psychological and emotional condition or state of an employee / teacher depending on the appraisal of his or her job. It is an attitude, which effects emotions, beliefs and behaviours (Weiss, 2002) connected to one's feelings and a state of mind towards the nature of his or her work. The main factors of job satisfaction are work and content, salary, administration and its evaluation, development and advancement, opportunities, environment, etc. Job satisfaction refers to a collection of attitudes that workers have about their jobs (Johns & Saks, 2001). These attitudes may be derived from the faces of the workers or from their discussion and acts. It is very important to see and study the faces of employees to see if they are satisfied or not. If they are not satisfied, then it is the duty of the administration to make employees satisfied because job satisfaction exhibits more and strong positive feelings, thoughts and actions of workers towards their job at any time and condition. It is expected that the employees prefer to stay with their organisation when they can see a strong linkage between their organisation and their work. In this regard, work-place stress is concerned with job dissatisfaction, which is a very bad and considered as a severe disease caused by different conditions, situations, relations and decisions made by the heads, supervisors and co-workers in any organisation. It is a condition, which negatively affects an individual's performance as well as the body and mind. It also destroys and damages the health, mind state, functioning and peaceful state of life of any individual in any organisation.

Job satisfaction is the combination of multidimensional psychological and personal responses, such as cognitive (evaluative), affective (emotional) and behavioral components (Hulin & Judge, 2003). Cognitive refers to objective condition in nature and depends on the different facets of a job, while affective means a subjective condition that represents the feelings connected with the happiness of individuals about the job (Spector, 1997; Thompson & Phua, 2012). The organisational health, wealth, progress and quality can be perceptible only through the image of the employees' job satisfaction, which depends upon the human resources (Crossman & Abou Zaki, 2003). Teachers and TEs, who were planning and preparing to leave their profession were affected by more negative attitudes towards their teaching career due to less satisfaction and motivation or total dissatisfaction and demotivation (Smith, 2007). The main purpose of a job is to earn salary and it is very natural to have a handsome, which brings more satisfaction (Tasnim, 2006). In this regard, pay is found to be a key factor behind job satisfaction, in addition to promotion, recognition, job involvement, and commitment of teachers (Kamal & Hanif, 2009). The youngest teachers are satisfied with their salary, but the experienced ones are not paid accordingly to their experience and abilities. Therefore, wage structures require further attention (Khan, Aslam & Lodhi, 2011). Intrinsic rewards like acknowledgements, admirations and authorisation have no value in increasing the job satisfaction of teachers (Hafiza, Shah, Jamsheed & Zaman, 2011). Job design, work environment, feedback, recognition, decision-making and participation are the potential factors to satisfy the teachers of higher education institutes (Rasheed, Aslam & Sarwar, 2010). Furthermore, the salaries, physical environment, job security, desired profession, job matching with academic qualification, vacations and fringe benefits affect the job satisfaction among higher education institutions (Katoch, 2012).

Reward, recognition and working environment have been found to be the foundational factors prompting job satisfaction (Jun, Cai & Shin, 2006). Job performance and performance of students have a noteworthy relationship to each other, which have a positive link with the safe environment, supportive administration, career progression, attractive salary, supportive work team and attraction towards a job (Muindi, 2011; Noordin, 2009). True autonomy should be a privilege of university teachers, which empowers them to operate with full vigour in order to fulfil the goals of an educational system (Muindi, 2011; Noordin, 2009). Performance standards, responsibility, unity, reward, success, leadership and the organisational climate (Treputtharat & Tayiam, 2014), teacher-principal relationship, provision of instructional materials, attitude towards the teaching profession and belief in the social contribution of teaching (Korb & Akintunde, 2013) were the factors that have a significant positive relationship with the job satisfaction of teachers. Principals' transformational leadership skills positively affect teachers' job satisfaction in Nigeria (Ejimofor, 2007). The freedom and flexibility of teachers bring a noteworthy increase in their satisfaction (Bender & Heywood, 2006). Professional recognition, attractive salary, social relations, job security, professional growth and advancement, favourable working conditions, supervision, achievement and promotional opportunities given in due time are the prime factors of job satisfaction (Osakwe, 2003). The quality and quantity of trainings workshops and career opportunities were the main factors (Ewen, 2008) of a teachers' job satisfaction that are directly correlated with each other (Stephen, 2007). The employees remained interested in working in the institutions where they feel satisfaction. The JS or job dissatisfaction is a result of their perceptions of the availability of opportunities and important provisions that enable them (Luthans, 2005) to work well and enjoy their work. That is why; Sohail and Delin (2013) suggested decision-making bodies for making employee friendly policies for future growth and development.

2.1.2 Motivation

The term 'motivation' is derived from the Latin word *movere, which* means to move (Kızıltepe, 2008; Steers, Mowday & Shapiro, 2004). It constitutes the investigation in different areas of research especially in psychology and education (Kızıltepe, 2006). Many definitions of motivation have emerged originating from many researchers in the last century (Campbell, 2007; Roos & Eeden, 2008). These deal with promotion and achievement of goals (Malik & Naeem, 2009) depending on willingness and self-interest (Robbins, 2003) to satisfy individual needs with a specific direction (Campbell, 2007; Schunk, Pintrich & Meece, 2008) to perform a job well (Ryan & Deci, 2000a); to work for the achievement of organisational goals. Because the motivation of an employee is considered an inner force affected by personal factors of the individuals from time to time (Lindner, 1998; Roos & Eeden, 2008) depending upon certain needs and requirements that influenced by a direction, generosity and determination of an individual's behaviour and attitude produce a variety of results through using different concepts and strategies (Halepota, 2005). Thus, like satisfaction, there is no clear, unique and universally accepted concept and definition of motivation (Locke & Latham, 2004; Ololube, 2006; Rhodes, 2006).

Motive, motivate, motivation or motivity are the words used interchangeably in the literature by different authors and researchers, which are hard and unclear to define

and understand due to lack of consensus (Rhodes, 2006). Generally, it refers to the force to motivate individuals to do something, which is concerned with active participation and commitment; the willingness to exert high efforts and orientations (Vázquez & Rapetti, 2006), to energise, direct and sustain the employees' behaviours (Santrock, 2004) and to achieve organisational goals. It is the power of initiating derived from the Latin word movere, which means to move was quoted by Ruthankoon and Ogunlana, (2003). It is developed from motive means desire and wish refer to the inner feelings towards work, relationship and environment influenced the behaviour (Elkin, Jackson & Inkson, 2004) positively. An internal process may be highly influenced by external environmental conditions to achieve a goal.

The importance of motivation can be seen in the professional life of employees and their organisations depending on their performance, which is considered extremely important (Addison & Brundrett, 2008) for their progress and long retention. Highly motivated individuals are inclined to perform properly and well during their work and become more conscientious and responsible (Shaari, Yaakub & Hashim, 2002) with respect to their duties to bring higher productivity and generate higher profits for their organisation (Halepota, 2005). Furthermore, motivation enables employees to increase and improve their performance, helps them to modify and change indifferent and negative behaviours and attitudes and reduce individuals' turnover rate, absenteeism and resistance to change. Motivation also affects teachers' attitudes and working conditions, enthusiasm and endeavours to carry out their work and willingness to remain in the profession of teaching and education (Moreira, Fox & Sparkes, 2002). It also affects teachers' and students' motivation to learn well and more (Jesus & Lens, 2005; Recepoglu, 2013), which contributes well in the promotion of quality education and development of students (Rasheed et al., 2010) has a positive correlation with teachers' motivation and students' achievement. Conversely, this negatively affects demotivated teachers, quality education, students' learning and wellbeing (Otube, 2004). These few examples show the complexity of the motivation or demotivation, which have no clear explanation due to the multidimensionality of thinking and understanding. However, teachers' motivation is still important for educational reforms (Jesus & Lens, 2005), policy reforms, self-satisfaction of teachers and for the achievement of the goals that contribute towards long-term achievement, performance and success of the overall system of education (Otube, 2004; Recepoglu, 2013).

Motivation of teachers is a complex force, desires, needs, tension states, or other mechanisms that start and maintain voluntary activity directed towards the achievement of goals (Hoy & Miskel, 2001), which is the intensity of a person's desires to engage in some activities to achieve objectives or required outcomes (Dessler, 2001). The continuity of teachers in their profession depends upon an arrangement of personal, social, cultural, economic and geographical conditions and factors that direct the working environment to influence motivation (Donelson, 2005; UNESCO, 2000). Where motivation is inseparable from culture (Wlodkowski & Ginsberg, 1995) and hence, culture influences the motivational practices (Crow, 2009; Helou & Viitala, 2007), the geographical isolation and social factors interfere with motivational beliefs (Helou & Viitala, 2007). The five influencing factors of motivation are relationship between motivation and the usefulness of teaching (Han & Yin, 2016b); student stimulus; research on motivation across the different fields and disciplines of studies; and the instruments used to assess the motivation (Han & Yin, 2015). These are important and consist of the theoretical perspectives, research methodology,

research content, contextual issues and potential directions for future research (Han & Yin, 2016b). Furthermore, researchers have been highly interested to explore the influencing factors of motivation or demotivation of teachers (Erkaya, 2012), while, the student attitudes, teaching materials and methods, working circumstances, physical facilities and human interactions were found to be strong demotivating factors of teachers' motivation with school-specific and cultural factors (Sugino, 2010). Intrinsic, self-sacrificing and extrinsic motivations were found to be the major explanations for entering into teaching. While intrinsic and altruistic motivations were found to be the critical factors to satisfy and encourage teachers to continue their job and career found by (Brookhart & Freeman, 1992; Karavas, 2010; Kyriacou & Coulthard, 2000), which increase the high teacher attrition rates (OECD, 2005; Richardson & Watt, 2006; Watt & Richardson, 2007; Watt, Richardson, Klusmann, Kunter, Beyer, Trautwein & Baumert, 2012) in developed countries. Intrinsic and extrinsic factors such as self-sufficiency, working interactions, self-realisation, official support and appreciation were found to be direct and indirect factors of motivation respectively (Praver & Oga-Baldwin, 2008). The micro and macro, the two categories of contextual factors influenced teacher motivation (Dinham & Scott, 2000), which have been re-defined as school-based systemic factors (Dörnyei & Ushioda, 2011).

Intrinsic factors play a vital role in the motivation of Chinese teachers (Tang, 2011) depending on the values to teaching. In comparison, teacher attrition is identified in many developed countries such as in the USA, UK, Australia and New Zealand (Dinham & Scott, 2000; Watt & Richardson, 2008) and is labelled as teacher demotivation, concerned with negative factors (Dörnyei & Ushioda, 2011). The negative effect may be related to specific experiences, events and factors in any social environment and system, which demotivated the teachers who were once motivated, but with the passage of time they lost their interest for some reasons (Kızıltepe, 2008). Thus, the performance and the graded performance approaches and trajectories, reflective thinking, intrinsic motivation and control-expectancy beliefs were associated with mastery of goal orientation and achievement among Finnish and Swedish teachers (Malmberg, 2008). The self-oriented, supportive and controlling teachers remained significant and influenced the intrinsic motivation and determination of their students (Pelletier, Séguin-Lévesque & Legault, 2002; Radel, Sarrazin, Legrain & Wild, 2010). The extrinsic motivation is the execution of superficially administered rewards such as pay, material assets, positive evaluations, free housing and food, extra teaching payments, early payment as a loan in case of financial problems, leave encashment and free health insurance (Sansone & Harackiewicz, 2000). Some private institutions give strong incentives and financial payoff to their employees especially teachers for teaching extra classes (Ward, Penny & Read, 2006), to increase their satisfaction and motivation. This is because teachers like to dedicate their energies and time to their institutional obligations when they are given sufficient wages to feed, shelter and protect their families well (Kavarlemo, 2000), which provides them assurance of their personal and familial sustainability to pursue their organisational goals (Ouma, 2007) for economic development. Furthermore, the external rewards like sickness payment, contributory pension, life insurance, subsidised canteen rates to eat lunch and salary were found to be strong job satisfiers for junior staff in Ugandan universities (Maicibi, 2003). Provision of institutional houses was found to be a major incentive and motivator to increase the performance of teachers to avoid the daily fatigue of travelling, which effects negatively on the regularity and the performance of teachers. This was supported by President Museveni of Uganda (Okino, New Vision

newspaper, 2008). Student behaviour, low wages and fewer opportunities to conduct research activities were found to be exceptional demotivating factors for the teachers of public sector universities (Osakwe, 2014) in Turkey (Kızıltepe, 2008), especially students were found to be a primary cause of motivation and demotivation for their teachers (Kızıltepe, 2006; 2008). Furthermore, the student outcomes and success, emotional health and welfare of teachers were found to be the main factors identified by Richardson and Watt (2010) through factors influencing a teaching (FIT) choice programme conducted on student teachers.

The relationship between job satisfaction and motivation is that they both can be affected positively and negatively at same time by the same factors such as reward, recognition have strong positive effect on JSM of teachers (Ali & Ahmed, 2009) because they are interrelated, interdependent and support each other. In this modern era, JSM have been considered as important and crucial issues to the long-term growth and development of any educational organisation and its system in the world. Contextually, job satisfaction is the capability to meet teachers' needs to improve their performance, knowledge, skills and competencies (Katoch, 2012) in their teaching profession, which is considered the constructive association between promotion and job satisfaction of teachers. Teachers are more motivated and committed to perform a job and more satisfied if the promotional opportunities are timely and available (Baloch, 2008) to them. Besides this, the students' achievement may be connected directly to teachers' job satisfaction (Perie, Baker & Whitener, 1997). The researchers and scholars acknowledged that the research on the teacher in the university or higher education context is lacking, which has a central importance to their profession (Rodgers & Scott, 2008). Teachers who identified with their teaching role as professionals, found emotionally attached to their professional roles (Holland & Lachicotte, 2007). During the last decades, the number of researches has been published about the teacher in the higher education context. However, more studies are available about primary and secondary teachers (Beauchamp & Thomas, 2009; Beijaard, Meijer & Verloop, 2004), and lacking about university teachers (VanLankveld, Schoonenboom, Volman, Croiset & Beishuizen, 2017), especially about TEs. None of Pakistan's public sector university is to be a university in the real sense in order to compare to other universities of the world with the special focus of the QE: as the quality of both teaching and research (Hoodbhoy, 2009).

2.1.3 Quality Education

Quality education is a process of ensuring the existence of the students and the educational programmes with their requisite standards of competence and outcomes (Chinapah, 1997), which provide the basic educational skills to human beings for their survival and intellectual development to improve their life. The competence is established in the process of learning between the pedagogy, teacher, student and the content taught in order to achieve the required goals (Akareem & Hossain, 2016). Basically, quality education is the acquisition of learning the basic competencies for life in the 21st century to equip students with basic education depending on life skills, literacy and numeracy (Bellany, 1999), depending on clear understanding, different aptitudes and learning styles with personal attitudes influenced by their home and social background (Lubart, 2004). In this regard, five dimensions have been suggested such as pupils, environment, content, processes and outcomes by the

Dakar Framework for Action (2000) to bring all students to their survival, protection, development and participation (UNICEF, 2000).

QE will be the cornerstone of broad-based economic growth and poverty reduction, which improves the means for individuals to confront new developmental challenges and try to improve their lives through knowledge, skills and dispositions (Stephen, 2007). QE consists of the learners, environments, contents, processes, and outcomes (UNICEF, 2000), which teach the families and communities well to support the learners who need to be healthy, well-nourished, ready to participate (UNESCO, 2005) for the welfare of all stakeholders. Learners as individuals are the prime stakeholders, who need to be modified their attitude and behaviour. The healthy, safe, protective and gender-sensitive environment could provide adequate resources and facilities for learning and grooming. Content reflected in relevant curricula and materials for the acquisition of basic skills and knowledge in the areas of literacy, numeracy, and skills for life, gender, health, nutrition, HIV/AIDS prevention, and peace. Processes are to train the teachers to use child-centered teaching approaches in well-managed classrooms and schools through skillful assessment to facilitate learning and reduce differences. Outcomes encompass knowledge, skills, and attitudes, linked to national goals for education to participate positively for society (NAAC, 2007; Thaung, 2008; UNICEF, 2000). In this regard, the investment in QE is the most important for making future progress towards international social goals. The quality of students, faculty credentials, academic features and administrative supports are the important dimensions of quality education, identified by recent studies (Akareem & Hossain, 2012; Ashraf, Ibrahim & Joarder, 2009). These studies have analysed the attractiveness of the groups in order to decide and focus on promotional efforts (Kotler & Armstrong, 2010) with special reference to quality of education. QE is a primary tool of empowerment to bring all individuals near to economic and social growth and development to fight and eradicate poverty (Sivakumar & Sarvalingam, 2010), disrespect, ignorance, inferiority (Parveen, Sahito, Gopang & Khamboh, 2015), racism, hardships and terrorism in order to bring quality in life through maintaining the peace, security and prosperity in a country and world. QE not only consists of acquiring and transferring knowledge, but also teaching children how to learn, solve their problems, make judgments and apply knowledge (Stephen, 2007).

Quality in higher education revolves around who and how students are taught rather than what students learn (Longanecker & Blanco, 2003). Teachers are considered as a resource and their performance is counted in terms of their individual reputation, quantity, and quality of publications and number of courses taught (Koslowski, 2006). However, the administrators define it as a matter of coordination depending on the achievement of numerous institutional goals and obligations. The quality of higher education was classified into five aspects such as transcendent; manufacturing-based; product-based; value-based and user-based quality. The result of reputation of and expertise of academic staff; the service confirms the specifications and is fit to be used in a positive manner as designed for; student learning produced by the curriculum and implemented by academic staff; acceptable performance at an acceptable price that fulfill the needs, wants and preferences of students respectively (Koslowski, 2006). However, the quality of higher education is defined by four perspectives such as the perception of stakeholders, quantification of elements, course design elements and external standards (Mitchell, 2010). The quality of higher education is defined subjectively that determined by the status of peer groups mainly depending on

elites rather than the status determined by quality (Bertolin, 2011). In this regards, most of the studies remained failure to bring a holistic view of the quality in higher education that highlights the competition-based view (Akareem & Hossain, 2012; Ashraf et al., 2009) in order to bring better segmentation and target marketing. Students' qualification and background (Akareem & Hossain, 2012); individual characteristics such as age, research interests, previous results, perception pattern, family background and income; environmental factors such as social, economic and cultural influences; teacher as ideal or self-image teacher seen by student (Arnon & Reichel, 2007) are important contributors and play vital roles to understand the perception of education quality in higher education. Furthermore, the opportunity to learn during pre-service course, ability to assess student learning, ability to plan curriculum or content units and ability to receive feedback were identified the effective characteristics of education programs (Ingvarson & Rowe, 2007), which measure the students' expectation such as course contents, academic staff, and grades (Walker, 2008). Quality can be maintained and enhanced by improving the services provided by different administrative departments such as the registrar office, library, faculty office, rector office, residential units or hostel management, sports departments and health care center (Nadiri, Kandampully & Hussain, 2009) as tangibles and intangibles services, which have a positive effect on students' satisfaction. These all departments have good human resources and management tools, which play important role in developing the teachers, supporting changes in the organisational culture, preparing managers, leaders and academicians (Kohont & Nadoh Bergoc, 2010) to achieve and maintain quality standards.

QE is recognised due to its contribution to national development (Hanushek & Woessman, 2007), sustainable livelihoods (Bangay & Blum, 2010) and individual capabilities (Lanzi, 2007) to understand the phenomenon, its clarity (Tawil, Akkari & Macedo, 2011) and the determining factors. The quality of education is a notion that cannot be captured through any single definition or approach to understand the term or phenomenon in the light of different viewpoints (Motala, 2001) of policymakers, principals, teachers, parents and students, which consist of the common interest in educational outcomes (Scheerens, 2004). It varies by tradition to tradition, such as the economic and humanistic/ behaviorist or progressive tradition (Barrett, Chawla-Duggan, Lowe, Nikel & Ukpo, 2006) that are opposite to each other. First rejects the prescribed standards and externally defined curricula while second accepts tests and examinations as a major component to understand and examine the quality of learning and the performance of education systems relevant to the socio-cultural circumstances of the nation and learners (UNESCO, 2005). The economic view of education emphasises an investment to acquire the knowledge and skills to increase earnings in order to provide long-term benefits to the individuals (Barrett et al., 2006) of the society. Whereas, learning of basic cognitive skills, literacy, numeracy and general knowledge are considered as vital components of quality of education, which are closely connected to the objectives of UNESCO and UNICEF to promote education for humanity, peace and security; purely inspired by a human rights approach (Tawil et al., 2011). The parents and communities value outcomes like school promotion and employment as proof of the quality of education concerned with socio-economic development, productivity of workers, economic growth, poverty reduction and stronger integration between national and international knowledge societies to strengthen the social cohesion, cultural diversity and the development of active and responsible citizenship (Tawil et al., 2011).

Quality understood as the expectations, perfection, fitness for purpose, value for money and transformation (Harvey & Green, 1993) and a virtue of professional practice as new understanding, which consists of the capacity to learn and academics' professionalism (Cheng, 2017). The academic professionalism consists of the principles and dimensions of teaching and professional development that leads to learning. Fitness for purpose is a widely adopted approach to evaluate higher education quality (Wicks & Roethlein, 2009), which originated from the philosophy of total quality management (TQM) in industry (Harvey & Williams, 2010), focusing on the establishment of structures for performance assessment (Haggis, 2009) and evaluation of quality (Schwarz & Westerheijden, 2004) practicing within institutions (Westerheijden, Hulpiau & Waeytens, 2007). Value for money is a popular notion to view the quality in higher education, presented in 1984 by Audit Commission (Watty, 2003) and associated with expense and economic exchange. It focuses on customers' will and pleasure to pay for better quality, which defines the relationship between students, their institutions and teachers in economic terms (Saunders, 2010; 2011) that individuals are consumers who make their decisions on a cost-benefit analysis (Giroux, 2005; Saunders & Ramirez, 2017). For example, the students perceive themselves as customers to purchase a product as per their need and requirement (George, 2007; Tomlinson, 2017) depending on the provision of training (Lusk & Fearfull, 2015) for different stakeholders as the customers know what they want (Biesta, 2015). The licensing to operate the institution; accreditation for starting the programme; and institutional assessment or auditing are the prime factors of educational quality in higher education to promote the improvement of the educational quality (Vincenzi, Garau & Guaglianone, 2018). It is the main responsibility of the higher education institutions to empower the professionals through training to act in local, regional and global context and society (UNESCO, 2004). This process based on the production and management of new knowledge focused on skill development to enable knowledge transfer and utilisation (Pozo & Perez Echeverría, 2009). The quality at the higher education level requires a critical review of teaching and their formative practices consist of the involvement of professors and students in the educational assessment (Harvey, 2008) considering the micro-cultures of institutions through driving change in teaching and learning processes (Mårtensson, Roxå & Stensaker, 2014).

The quality at higher education has taken an important place and role in policy-making in most countries of the world. That is why; the quality assurance system has been introduced in their assessment and evaluation frameworks (Newton, 2007; Stensaker, 2008) in order to see the effects of quality in said processes (Stensaker, 2008; Harvey & Williams, 2010) from the perspective of compliance and accountability. The authorities of the institutions pay more attention to the teaching functions (Stensaker, 2008) in order to bring changes in the learning process. The teaching-learning process consists of the quality improvement of study programmes; curriculum design and academic development, for internal management and external evaluation, were confirmed from the students and professors of higher education institutions of seven countries. Whereas, the institutional management was associated with systematized data administration and empowerment of the academic authorities to lead the management of teaching with responsibility (Stensaker, 2008). However, the self-assessment culture is not become popular among higher education institutions to review the working progress for effective adaptation of changes in academic life (Mårtensson et al., 2014). The quality audit culture suggests the relationship between the notion of professionalism and the requirements of the quality assurance that

individual academic work is detached by the quality assurance system (Cheng, 2009). Because the quality imperatives are under the pressures of government, market and higher authorities, which is not be recognised by academics as the inner need for improvement. Academics increase the engagement with industry and community to strengthen their university's contribution to economic and social outcomes (Bolden & Petrov, 2008; Saltmarsh, 2016), which cannot be done without a strong sense of professional identity (Bowen, Rose & Pilkington, 2016) a part of a quality education.

2.2 THEORIES OF JOB SATISFACTION AND MOTIVATION

The theories of JSM, and their role, background and organisational educational setting are to be focused on in order to conclude the review about concerned theories in international, national and regional perspectives through conducted studies. Here the focus is developed on the studies that established the knowledge based on the research papers, research thesis, conference papers, and working papers. Therefore, it is useful to start from the early ideas that were developed by some theorists and writers like the scientific management and work done by F.W. Taylor and the experiments and human relations approach by Hawthorne, and many others. Almost every type of industry employ scientific management to work successfully to increase the turn out as output and have beneficiary in many areas as described by Henri Fayol and specifically in the working environment described by Taylor, (Shafritz, Ott & Jang, 2011). In these experiments, the influence of observation on measured treatment effects has led to the production of research and methodologies in order to control the confusing and difficult influences that scrutiny may include (Harrison & List, 2004).

There are different types of theories of JSM to explain the nature and condition of satisfaction and motivation. These theories are partially true and explain the needs and the behaviours of people at certain times may be positive or negative, inside and outside of the organisation. This is because JSM words are connected with complex behaviour and vary over time, conditions, status and circumstances. Workplace satisfaction and motivation theories have been classified and divided into two groups: content and process theories. Content theories focuses on the different dimensions, factors, needs and requirements to encourage and inspire the employees' attitudes, behaviours, perceptions and performance that energise and direct their working behaviour (Lynne, 2012). The content theories are based on early theories of JSM such as Maslow's hierarchy of needs, Alderfer's ERG theory, Herzberg's Two-factor theory and McClelland's theory of needs (Lynne, 2012). All content theories focus on the employees' set of needs and that is why organisations predict the characteristics of a job (Lynne, 2012). Meanwhile, the process theories focus on employees' behaviours to compel their individual needs in order to meet the expectations and values in their jobs. The theories primarily focus on the processes depending on the employees' expectations, needs, values and comparative interactions of job tasks to determine their motivation. This is concerned with the process of how individual behaviour is motivated and maintained in self-directed human cognitive processes that are given the attentions regarding diversity (Lynne, 2012). The prime process theories of job satisfaction and motivation are Vroom's Expectancy theory, Adam's Equity theory, Locke's Goal-setting theory and Skinner's Reinforcement theory.

The content theories of Maslow's hierarchy of needs, Alderfer's ERG theory, Herzberg's Two-factor theory and McClelland's theory of needs focus on the different

components that suggest lower-order and higher-order needs of employees. These theories further suggest that, except for the fulfilment of these needs, employees could not work well for the organisation and their self. These two groups of needs stretch the focus of the research towards the fulfilment of the needs of all kinds and the factors affecting their results through data collection. Meanwhile, process theories of JSM such Vroom's Expectancy theory, Adam's Equity theory, Locke's Goal-setting theory and Skinner's Reinforcement theory focus on the inputs and outputs of the employees to achieve organisational goals. These inputs and outputs are directly connected with the behaviour and process of working employees and suggest the collection of data works with regard to concerning the activities, relations and socialisation of the employees in their particular organisation.

Maslow's hierarchy of needs theory is most popular and the pioneering theory of job satisfaction and motivation, revolving around lower-level and higher-level needs. The theory states that people are satisfied and motivated by five basic needs: physiological needs, safety and security needs, belongingness, love needs, self-steam, and self-actualisation needs (Maslow, 1943). Lower-order needs, such as physiological, safety and social needs, and some of their partial evidences are available in literature, while these theories were considered able to be confirmed by statistical analysis of data collected by questionnaires. Different cultures often value different needs and different societies believe in different ideas and logics to look after each other in exchange for loyalty, where belonging is a basic and important need (Cianci & Gambrel, 2003). There are certain types of people who sacrifice their basic needs for the welfare of others and it is also possible to achieve self-actualisation without achieving lower needs first (McLeod, 2007, 2017). The construct of self-transcendence helps to understand the motivational underpinning of altruism, religious violence and human wisdom in a better way (Koltko-Rivera, 2006). The managers must be able to recognise the level of needs of the employees and use these needs as levers of motivation (NetMBA, 2010).

Clayton Alderfer reorganised Maslow's need hierarchy theory from five levels of needs into three levels of core needs: existence, relatedness and growth needs, known as ERG theory. Existence needs consist of both physiological and safety needs, while related needs comprise love and belongingness needs; and growth needs consist of self-esteem and self-actualisation needs. On the other hand, existence and relatedness needs are lower-order and growth needs are of higher-order needs. Alderfer states that at the same time, multiple needs can be operated as motivators. Furthermore, Alderfer believed that the needs are met simultaneously and in a specific order. ERG theory is like a starving artist, who may place a greater emphasis on creating art than on existence needs like food or shelter (Redmond, 2010), as a person regresses to lower needs to achieve satisfaction (Borkowski, 2009; Redmond, 2010). The hierarchical structure of ERG theory is supported by research, because the theory was considered flexible due to its difficulty in validating the predictions by using Alderfer's own measurement tools.

Herzberg's two-factor theory mainly consists of two factors: intrinsic job content factors and extrinsic job context factors. Intrinsic factors are known as job satisfiers and motivators and extrinsic factors are known as dissatisfiers or hygiene factors. Organisational policies, organisational administration, supervision, working situations, security, position, salary and social relations are hygiene factors and are considered motivation factors (Herzberg, et al., 1959). The presence of hygiene factors is the prevention of dissatisfaction and that is why Herzberg called them

dissatisfiers or maintenance factors. Achievement, recognition, advancement, work itself, responsibility and growth are motivators and directly associated with the content of a job (Herzberg, et. al., 1959). The presence of motivators is the guarantee of satisfaction and motivation of employees. Motivation theories have been used to improve organisational performance by different organisations throughout history. A recent review suggests that specific satisfiers in a workplace no longer attribute to job satisfaction, so employees were found to no longer be motivated by a safe working environment, pay and job security (Cudney, 2009).

McClelland's theory focuses on the higher-order (social and esteem) needs of Maslow, consists of individual needs and the environment such as the need for achievement, power and affiliation (McClelland, 1961). While these needs do not only motivate individuals, but are connected with the most important human goals and concerns developed through hard work. These needs are satisfied when they actualise their own purposes related to the situations of others (Yamaguchi, 2003), which are disliked to succeed by chance and seek personally identifiable sources for success (Robbins, 2003) to experience joy (McClelland & Koestner, 1992) to become satisfied in their jobs (Eisenberger, Jones, Stinglhamber, Shanock & Randall, 2005) through getting mastery and competitiveness (Heintz & Steele-Johnson, 2004) and vice versa. As the findings of Royle and Hall (2012) suggested that felt accountability partially mediates the relationship between achievement and affiliation needs and informal accountability for others. As accountability is a fundamental aspect of personal and organisational life, which instrumentally allows and supports societies to develop and sustain themselves. This is because lack of accountability is a growing concern, which is perceived by a majority of the employees in the academic world.

Table 3. Relationship and comparison between Content theories

Main Idea	Maslow's Hierarchy of needs Theory	Alderfer's Modified Need Hierarchy Theory	Herzberg's Two Factor Theory	McClelland's Achievement Motivation Theory
Higher-order needs	Self-actualisation	Growth	Satisfier factors	Achievement
	Esteem			Power
Lower-order needs	Social	Relatedness Existence	Hygiene factors	Affiliation
	Safety			
	Physiological			

Source: Literature Review

People who want to make an impact and be leaders and regulators in situations to be successful in their professional and personal life are considered to have a need for power to be in competitive, status-driven situations and actively seek status (Veroff, 1992) through maintaining interdependent relationships to restrain their desires (Yamaguchi, 2003). Individuals with this need are concerned with obtaining, training, exercising and holding power to stimulate others and prefer to be placed into reasonable and status-oriented situations. On the other hand, some people want to have friendly relations and affection and to interact frequently with colleagues, co-workers, subordinates and supervisors; they have a need for affiliation (McClelland, 1985; Robbins, 2003), because they develop inspiration from being look after, loved,

and cared for by other members of a group through cooperation (Yamaguchi, 2003). These relations, affiliations and their accountability might be taken as a sign of organisationally desired civility (McClelland, 1961, 1975, 1985) for the attainment of the goals of their organisations (Borkowski, 2011). All four theories revolve around the lower-order and higher-order needs of employees.

Process theories are concerned and connected with the thought processes of employees influencing their behaviour to see and check through high appearance in the process distinctioned by its meaning and purpose (Kian, Yusoff & Rajah, 2014). They are concerned with the individuals' attitude, behaviour and overall performance, which lead them towards success or failure (Kian, et. al, 2014). Organisations achieve high efficiency by developing a good working culture and environment to achieve their goals (Uzonna, 2013). In this regard, the proper utilisation of the theories and motivational strategies is needed to accept the responsibility to work hard for the achievement of goals through increasing organisational progress (Borkowski, 2011). The inputs consist of the time, effort, loyalty, hard work, commitment, ability, adaptability, flexibility, tolerance, determination, enthusiasm, personal sacrifice, trust in superiors, support from co-workers and colleagues and outputs of security, esteem, salary, benefits of employees, expenses, recognition, reputation, responsibility and sense of achievement and praise. These can affect the job of teachers positively and negatively in their respective schools, institutions and organisations (Omomia & Omomia, 2014).

Table 4. Relationship and comparison between process theories

Main Idea	Adam's Equity Theory	Vroom & Porter Lawler's Expectancy Theory / Model	Locke's Goal-setting Theory	Skinner's Reinforcement
1. Inputs 2. Understand the process of Motivation 3. Equity 4. Efforts to perform 5. Emotions 6. Find why	1. Inputs (Efforts of work)	1. Valence	1. Goal setting (Mastery on goals)	1. Positive Reinforcement
				2. Negative Reinforcement
1. Outputs 2. Individual's choices & preferences v/s rewards & accomplishment 3. Inequity 4. Expectance of reward 5. Respect the emotions 6. Find how	2. Outputs (Reward for work)	2. Instrumentality	2. Performance	3. Punishment
		3. Expectancy		4. Extinction

Source: Literature Review

Adam's Equity theory revolves around the social comparison theory that is considered as one of the popular social exchange theories. It states the degree of equity or inequity is a major input into job as performance, satisfaction and motivation perceived by employees in their working situation. Equity occurs when the ratio of an employee's

outputs and inputs is equal to the ratio of another employee's output and input and inequity occurs with the opposite situation. The inputs in this regard are education, social status, qualifications, age, organisational position, etc., while, outputs can be rewards, pay, promotions, etc. Theory assumed that employees compare their performance, attitude, contribution and benefits with the other persons working with them in their organisation that make turnover high to motivate the lowest paid workers (Tudor, 2011). Loyalty, goodwill and positive equity are created, when the management cares about their employees (Lawler, 1981). Inequity brings and creates negative feeling and possibly habits of theft among employees at a workplace. Potential and current employees are compensated even if the amount seems insignificant to the employer (Bing & Burroughs, 2001). Social loafing would be more easily noticed and recognised in small teams (Ahmad & Lumpur, 2010). Quality employees tend to have the quality friends and that is an additional advantage for employers (Tudor, 2011), as encouraging employees advise their friends to apply to their organisation and always remain in touch and support each other to not leave the employer due to the social support system (VanYperen & Hagedoorn, 2003). Management must be sensitive to recognise, respect and socially support employees (Deci, Koester & Ryan, 1999), because inequity creates a powerful negative impact on the job satisfaction and motivation of employees at a workplace (Disley, Hatton & Dagnan, 2009).

Vroom's Expectancy theory is a widely accepted explanation of job satisfaction and motivation, proposed in the 1960's as an alternative to content theories and models. Expectancy and instrumentality is directly linked with perception and its probability of employees leading them towards the performance and outcomes that are attached to performance, respectively. This theory totally depends on a person's characteristics, efforts, relationship between perception, performance and outcomes. It signifies a complete, effective and beneficial approach to understand the motivational process in order to make individuals into job-satisfied employees. Numerous studies and direct tests have been supportive to test the accuracy of expectancy theory in order to predict the behaviour of employees (Ivancevich, Robert & Micharel, 2012). The expectancy model reflects Y theory assumptions about people as capable individuals, defining, accepting and valuing human dignity generally. Expectancy theory might be valid among those organisations where employees are rewarded based on performance rather than seniority (Stephan & Timothy, 2013). It recognises the importance of employees' needs and motivations through a realistic approach and harmonises the individual goals with organisational objectives. It allows and suggests those make strong linkages between rewards and performance in different cultures of different organisations (John, James & Richard, 2002) and it has the strength to recognise the complexities of motivation. That is why it suggests managers, administrators and leaders of organisation pay attention simultaneously to a number of factors in dealing with employees. Despite the weaknesses, expectancy theory is useful in many aspects to motivate employees for better performance (Parijat & Bagga, 2014). The strength of tendencies acts in certain ways depending on the strength of expectations followed by a given outcome and its attractiveness (Stephan & Timothy, 2013). Expectancy believes in the first-level outcome initially that explains the subjective probability of efforts to achieve an outcome (Udai, 2004). Instrumentality is the major input of a first-level outcome to obtain desires for a second-level outcome. The products of valences of all outcomes and their instrumentality for the attainment of outcomes (Vroom, 1964) can increase functions (John, 2006). Expectancy theory and models provide guidelines to enhance employee motivation by altering the employees' efforts

to increase performance expectancy (Greenberg, 2011; Hellriegel & Slocum, 2011; McShane & VonGlinow, 2011). A compensation system rewards employees directly based on a pay for performance plan (Berger, 2009) such as commission plans for sales personnel, piece rate system for factory workers and incentives like stock option plans for executives (Dunn, 2009; Mercer, Carpenter & Wyman, 2010). The expectation is that these symbolic and verbal forms of recognition of good performance are also effective (Markham, Dow & McKee, 2002) to motivate employees well in an organisation. Because Vroom's expectancy theory provides a cognitive process that depends and reflects individual differences in work and their motivation as per their and an organisation's expectations and valences (Lunenburg, 2011).

Locke's goal-setting theory is a model of job satisfaction and motivation to investigate specific settings, challenging performance and commitment of employees towards their goals and achievement. Because the goals describe the future desires of employees through deriving their behaviours that lead them towards achievement and accomplishment through making and measuring their performance well and higher. However, a difficult but realistic goal can be more motivational than an easy or extremely difficult goal. That is why; acceptance of a goal is very important; therefore, the investment in goal setting is recommended. This theory works based on management by objectives (MBO) techniques. Feedback accompanying goal attainment may also enhance a worker's job performance and ability to become more innovative and creative through a trial-and-error learning process (Locke & Latham, 1990). The theory focuses on the relationship between goals and performance, where the goals are specific and challenging in order to increase employee performance by evaluating through a feedback system (Lunenburg, 2011). Employee behaviour and performance for commitment are influenced by the setting of organisational goals (Locke & Latham, 2002). The managers accept, commit and support the goal setting system in order to improve and sustain the importance of employees and their efforts (DuBrin, 2012). On the other side, the employees must have sufficient ability to accept goals through receiving feedback to improve their performance (Latham, 2003). Goal setting is a powerful technique when used properly under proper conditions to successfully motivate the employees of an organisation to enhance their performance (DuBrin, 2012; Greenberg, 2011; Newstrom, 2011). Goal-oriented learning has a positive impact on work-related behaviour and performance (VandeWalle, 2001; VandeWalle, Cron & Slocum, 2001; VanYperen & Janssen, 2002). The relationship between individuals and group performance goals was positive and strong, supporting individual satisfaction and contributing positively to the team and its work (Kristof-Brown & Stevens, 2001).

Reinforcement theory focuses on the human skills and the competency of performance (Omomia, 2008) that use the behaviours voluntarily to make the environment conducive (Mergel, 2011) for work in order to avoid undesirable effects depending on their knowledge because knowledge rules (Grice, 2011) through skills and competency. Positive reinforcement is a technique to elicit and strengthen new behaviours through rewards and incentives (Catania, 2001), such as salary, freedom, promotion, job security, etc., which are closely associated with staff accomplishments within an organisation (Gohari, Ahmadloo, Boroujeni & Hosseinipour, 2013; Zani, Rahim, Junos, Samanol & Ahmed, 2011). Skinner's reinforcement theory, also called organisational behaviour modification theory or the OB model, truly depends on a behaviouristic approach. Reinforcement theory has affected the promotion of teaching and learning, because it has relevance in the form of reward and punishment, which has immense value in recommending adequate feedback that should be provided

to teachers to improve their output (Austin & Omomia, 2014) through identifying and reflecting on environmental effects on behaviour. Operant conditioning has outstanding relevance in various fields and settings, such as behaviour modification in psychological clinics, as classroom management during teaching at classrooms of school, as programmed instruction in instructional development, and as organisational behaviour management in administrative paradigms (Encyclopedia of Business, 2011). Skinner's operant conditioning consists of five educational innovations such as instructional objectives, programmed instructions, mastery learning, contingency contracts and applied behaviour analysis. Operant conditioning works on reinforcement and punishment, where reinforcement is connected with positive behaviour increase, while punishment is connected with its efficient usage with the right guidelines (Behavioural Theory, 2011).

3 OBJECTIVES AND RESEARCH QUESTIONS OF THE STUDY

The aim of the study is to investigate the JSM of TEs and its impact on QE. It looks into the issue of gender, organisational justice or injustice, work place distress or stress and facilities available to TEs, which create and increase the JSM or job dissatisfaction and demotivation among TEs. Most of the studies were conducted on employees in industries, businesses and other organisations in different countries. It was hoped that this study would contribute and make the literature on the topic rich and sound, and provide suitable insights especially for the heads of different organisation to understand the associated phenomena. Furthermore, this study will be helpful to better understand the phenomena in a proper way, which will be helpful for government officials and other all stakeholders when making suitable arrangements for the betterment of the education system through problem solving approaches to assess the needs of TEs, who are striving towards higher-quality education.

Following are the objectives of the study:
1. To determine the general level of job satisfaction, dissatisfaction, motivation and demotivation of teacher educators.
2. To identify the factors of job satisfaction, dissatisfaction, motivation and demotivation of teacher educators.
3. To identify the efforts and activities of teacher educators towards quality education from their perception and experiences.

Table 5. Research questions in the dissertation and in study articles

Study	Research question in the dissertation	Research question (s) in the published article
Study I	What is the overall general level of job satisfaction and dissatisfaction among teacher educators?	1. What is the perception of TEs about their job and job satisfaction?
		2. What is the level of TEs job satisfaction?
		3. What are the dimensions of job satisfaction of TEs and how do they affect their job and their job satisfaction level?
Study II	What factors contribute to job satisfaction and dissatisfaction among teacher educators?	1. How do TEs perceive and experience their job and job satisfaction at their departments and universities?
		2. What are the factors affecting job satisfaction and dissatisfaction of TEs?
Study III	What is the overall general level of motivation and demotivation among teacher educators?	1. What is the perception of TEs about motivation?
		2. How do TEs perceive the motivation in their personal and professional lives?
		3. How TEs experience the motivation at their workplace?
Study IV	What are the dimensions, efforts and activites of teacher educators towards quality education?	1. What is the perception of TEs about quality in teacher education?
		2. What dimensions of quality are perceived by teacher educators?
		3. What activities are performed by TEs to maintain quality at their departments and institutions?

4   RESEARCH METHODS

The methodological strategies and designs of the study and their justification are explained here including what, how and why the specific methodological choices were made. The study is purely focused on the qualitative methodologies that are discussed and justified. Research methodology is the way in which a researcher conducts research (Jonker & Pennink, 2010) or overall description of a research activity depending on the model involving theoretical values and structure that offers strategies to carry out the research within a specific paradigm (Sarantakos, 2013). The paradigm is called a worldview (Creswell, 2014) and refers to a basic set of beliefs to guide actions. The term (worldview) is used in the place of paradigm by Lincoln, Lynham and Guba (2011) and Mertens (2010) and is connected with epistemologies and ontologies (Crotty, 1998) or broadly conceived as research methodologies (Neuman, 2009). It is a prime responsibility of a researcher(s) to decide about the most suitable and applicable research methodology for their study from the identified broad groups of research methodologies such as historical, descriptive and experimental (Gilbert, 2008). These three methodologies can be used in the field of education, whereas the descriptive methods are widely and frequently employed (Cohen, Manion & Morrison, 2011) in the field of research in education.

The present study approves the descriptive research techniques, as the main aim of the study is to describe the phenomenon and then explore the factors of employees' JSM from the collected responses, such as the opinions and attitudes of the TEs. Therefore, it is appropriate to offer an overview of descriptive research here to pursue and ascertain the answers of the given research questions to describe the phenomenon exactly and genuinely (Gall, Gall & Borg, 2007; Cohen et al., 2011). Because the descriptive studies aim to sketch a real picture of circumstances, persons and events to show how items, things and the different stakeholders are related to each other (Gary, 2009) and parallelly the descriptive methods investigate the opinions, beliefs, demographic data, circumstances and processes (Ary, Jacobs, Sorensen & Razavieh, 2010).

4.1   QUALITATIVE APPROACH

Here, the main question is why qualitative research? The answer is that the qualitative approach is an investigation consisting of procedures to aid in the comprehension of social issues based on the construction of a multidimensional picture that is designed with words, ideas and opinions accepted and used in natural locations and situations (Creswell, 1994, 2014). It investigates small groups of people to explain the purposes, meanings and activities depending on the semi-structured, unstructured and group interviews and observations (Rubin & Babbie, 2013; Williams, 2003), which offer a rich and detailed examination of chosen social, ethical, economic and educational issues to provide valuable comprehensions and help in understanding the related issues and the problems.

The authors and researchers try their level best to understand the perceptions, feelings and opinions of individuals through qualitative research and interviews. Because words give strong insights to aid in understanding human behaviour and its motives, which

can be offered by a systematic and technical methodology (Bell, 2010; Solomon & Draine, 2010) known as qualitative methodology of research. Due to its flexibility to alter questions and re-ask them during the data collection process, it highlights why and how the respondents behave in a certain environment with definite manners, thus presenting the findings to the general readers in an easier way with rich and real meanings and contents (Babbie, 2013; Rubin & Babbie, 2013). Because interviews can efficiently and authentically identify the factors, reasons and causes behind the perception and beliefs of the study sample. Although, the qualitative research methodology has drawbacks, which have been criticised for supporting small studies and projects and not being generalisable for a huge population due to the personal explanations of researchers and complications with its analysis (DeVaus, 2014; Fellows & Liu, 2008). However, its drawbacks can be filled with some steps suggested by Tracy (2010) to use it well in order to reach the subjective realities, interactive and multiple facts consist of different causes from their effects through an inductive approach bounded with values (Lincoln & Guba, 1985; Tashakkori & Teddlie, 2003).

4.2 CONSTRUCTIVISM AS A RESEARCH PHILOSOPHICAL FOUNDATION

The qualitative approach and constructivism worldview were used for this study, which consists of inductive approaches, to collect subjective data about the research topic from the sample, in the form of views and opinions. From the Philosophical perspective, this dissertation is based on constructivism and means to provide and understanding of the human experience as a subjective entity. The main goal of constructivism or constructivist research is to understand and interpret the participants' thinking and understandings about the particular topic or title of research. The central principle of reality in the paradigm is to construct any idea socially (Bogdan & Biklen, 1998). This study is also constructivist research because the TEs are the human beings and attempts were made to understand their perception, thinking, views or opinions about their JSM and QE including the reasons they face throughout their professional life at their departments, institutions and organisations. The further details are explained in Table **(6)** about the constructivism and qualitative approach with ontology and epistemology, showing the comprehensive comparison and justification of the selection of the methods as qualitative research approach.

Table 6. Constructivism paradigm

Criterion	Constructivism
Methods	*Qualitative*
Ontology means the nature of reality	Realities are multiple, constructed and holistic
Epistemology means the relationship of the knower to the known	Subjective: Knower and known are interactive, inseparable
The possibility of generalization	Time-free and context-bound working hypotheses are possible
The possibility of causal linkage	Impossible to distinguish causes from effects
Principally oriented to the role of theory in relation to research	Emphasises the inductive approach
Axiology (The role of values)	Inquiry is value-bound

[Adapted from Lincoln & Guba (1985), Tashakkori & Teddlie (1998)]

The study begins with conducting of interviews from the members of the constructed sample through open-ended questions; the semi-structured interviews (Creswell, 2009). The qualitative research approach consists of ontology as the nature of reality is multiple; epistemology as a relationship between knower and known; generalisation is time-free and bound to the context; causal linkages as impossible to distinguish; relation of theory and research as inductive approach; and axiology as role of values as inquiry is value-bound (Tashakkori & Teddlie, 1998). The most important, frequent and understandable categorisation of research methodologies (Creswell, 2014; David & Sutton, 2004) are given in the table (6) about qualitative methods and approach. It can be categorised and presented in word form, show circumstances, people and situations about certain phenomena (Blaxter, Hughes & Tight, 2010). This whole process depends on completely different philosophical assumptions to lead the study towards different targets and different research procedures, usually depending on the constructivist approach (Gall et al., 2007; Newman, Newman, & Newman, 2011; Plano Clark & Creswell, 2008).

This research approaches the constructivist perspective to seek understanding and interpret different views of TEs about their perceptions, experiences, dimensions and factors of their JSM; and efforts and activities towards the QE to enrich the available literature. The epistemology of constructivism is subjective, where the researcher interprets the collected data through their own perception, thinking, experience, observation and knowledge about the topic and learning, which has taken place during the cognitive processing interaction with the study participants. Because the researcher remained part of the reality throughout the process of study with the exploration of personal experiences of real life of the TEs gained from the research data (Kivunja & Kuyini, 2017). From the epistemological point of view, the knowledge in this dissertation is subjective and transactional and settles down through interactions between the researcher and the participants, which were constructed based on the participants' experience reported in their statements about JSM and QE. The understanding, knowledge, experience and exposure of the researcher concerning the phenomena and previous research affected the research process positively. It added value to the interpretation, since during the study the researcher was a prospective teacher or student, pre-service teacher and teacher educator in different two universities of the sample.

The ontology of constructivism is relativist and believes that reality may be multiple, constructed by the sample and depending on the social interaction to each other and with others to figure out the understanding of the participants (Creswell, 2009) differently depending on perceptions, experiences, and contextual factors. The different views about realities enrich the interpretation and the whole picture of TEs regarding the phenomena of JSM and QE. Kontkanen (2018) has cited that the naturalistic methodology, constructivism focuses on data gathering through interviews, discourses, texts and reflections, which encourage the researcher as the observer (Kivunja & Kuyini, 2017) to support the idea that there is no universal methodology, rather a range of methodological possibilities (Heikkinen, Huttunen, Niglas and Tynjälä, 2005). Therefore, the researchers' standpoint remained descriptive and explanatory, which explains the causes and relationships, based on prior knowledge, assumptions and collected facts. The researcher has based the inquiry on the assumptions to collect the various data that provides the best understanding of the topic.

Table 7. Phenomenon, sub-studies, their qualitative approaches and analysis techniques

Variable or Indicator	Sub – study	Approach Used	Analysis Technique(s)
Job Satisfaction	Article – I	Case Study	Thematic analysis
	Article – II	Case Study	Thematic-narrative analysis
Motivation	Article – III	Case Study	Thematic-narrative analysis
Quality Education	Article – IV	Case Study	Thematic-narrative analysis

4.3   RESEARCH METHODOLOGICAL MODEL

The methodological model of this research consists of qualitative research method, a case study approach, followed by two analysis techniques, such as thematic and thematic-narrative analysis techniques, in order to triangulate the results of different sub-studies of the main study. The research model was designed with multi-levelled approaches to collect and analyses the data to reach the real and authentic stories of the TEs about the phenomena of JSM towards QE. As the case study, the approach revolves around the capture of the individuals' statements to understand the phenomenon through finding out their perceptions and experiences, described in interviews. It addresses the questions through in-depth analysis to find the answers about one / more cases in rich and holistic themes and narratives in order to triangulate the data, results, and place them into a the proper and meaningful context. Narrative analysis describes peoples' statements as narrative or stories for better understanding of the physical, social and professional settings in order to know the patterns, insights and connections uncovered and synthesised (Creswell, 2007).
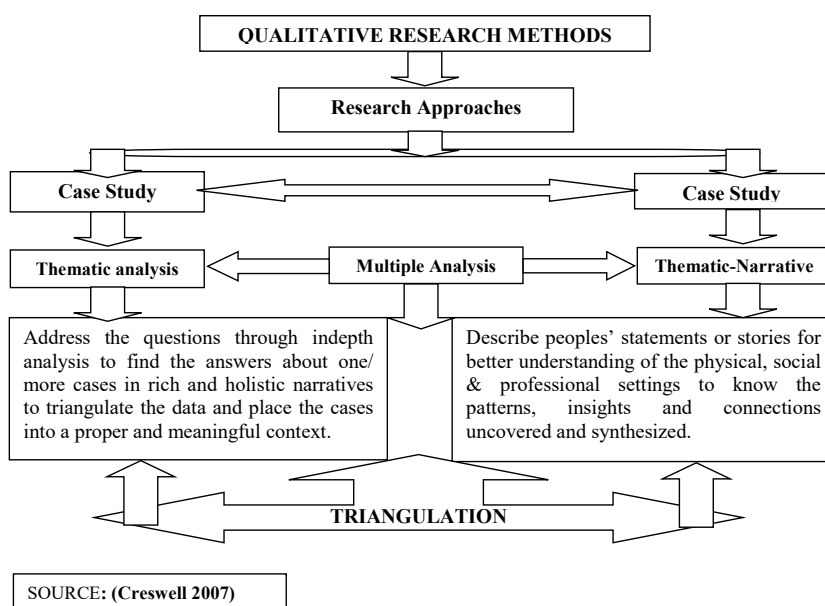
Figure 1. Research Methodological Model

The case study approach was used with two analysis techniques for this study as per the need and requirement of the data such as thematic analysis and thematic-narrative analysis, whose details are described below. The case study research approach was used because it produces a vast amount of data, which implies that the qualitative data analysis of case studies is complex and requires flexibility. This entry applies triangulation, which is conventionally defined as the application of multiple methods in one study to analyses the data in a proper and authentic way to strengthen the depth and breadth of the findings (Evers & van Staa, 2010).

Furthermore, the triangulation was done for this study in multiple ways such as data triangulation consisting of data type triangulation (Miles, Huberman & Saldaña, 2014), theory triangulation (Denzin, 1989), and analysis triangulation (Kimchi, Polivka & Stevenson, 1991). Here, triangulation means to combine the methods and techniques in the same study, as a researcher can partially overcome the deficiencies and biases in single methodologies. The most important advantage of using multiple sources of evidence is to develop convergent lines of inquiry (Yin, 2002), especially in case study, to be more convincing through using several different sources of information. That is why in this work the case study approach is used with thematic and thematic-narrative analysis techniques with the two groups of theories namely content and process theories of JSM, to avoid biases and to record proper and authentic evidence. The details of the case study approach and two analysis techniques are discussed below.

Case study is a modern phenomenon, used within the real life context, especially when the boundaries between a phenomenon and context are not clear and the researcher has little control over the phenomenon and context (Yin, 2002; p. 13). It is a simple or comprehensive research strategy of inquiry and a methodology (Denzin & Lincoln, 2005; Yin, 2003) to explore the issue(s) through one or more cases within a bounded system such as a setting, a context, etc. The researcher chooses the case study approach as a methodology, a design of qualitative research to study the object(s) in order to reach the conclusion known as a product. It is a research approach in which the investigator(s) explores a bounded system as one case or multiple bounded systems as many cases over a time through detailed in-depth data collection through multiple sources of information such as observations, interviews, audio-visual material, documents and reports. This strategy promotes discussion of explanatory, exploratory and descriptive qualitative case studies (Yin, 2003), while the qualitative case studies are advocated in the field of education, which establishes procedures systematically and cites them extensively in research through a step-by-step approach in order to provide the comprehensive explanations in multiple case studies conducted in different countries (Stake, 2006).

Table 8. Case Study as a Qualitative Approach

Approach	Case Study
Characteristics	
Focus	Developing in-depth description and analysis of one or multiple cases
Type of Problem Best Suited for Design	Providing an in-depth understanding of a case or cases
Discipline Background	Drawing from psychology, law, political science, medicine, education, etc.
Unit of Analysis	Studying an event, a programme, an activity, more than one individual
Data Collection Forms	Using multiple sources such as interviews, observations, documents, artefacts
Data Analysis Strategies	Analysing data through description of the case and themes of the case as well as cross-case themes such as thematic analysis, with using narrative, etc.
Written Report	Developing a detailed analysis of one or more cases

(Creswell, 2007; pp. 78-80; 120-121; 156-157)

There are mainly three types of case study approaches such as the single instrumental, the collective or multiple and the intrinsic case study. In single instrumental, the focus is on an issue through selection of one bounded case to be illustrated in detail (Stake, 1995), while the collective or multiple case study focuses on one issue through selection of multiple cases to illustrate with replication of the logical procedures for each case (Yin, 2003). The intrinsic case study focuses on the case itself in order to present an unusual and unique situation such as to evaluate a programme or students having difficulty studying, etc., connected and settled down within its context or surroundings as several procedures are available for conducting case studies relying the approach of Stake (1995). For this study, multiple cases were selected that show different, authentic and unique perspectives on the problem, process and event through snowball, convenience sampling techniques (Creswell, 2005) supported by the ordinary, accessible and unusual cases. The data was collected through interviews and researcher's observations to analyse through the holistic analysis approach of the entire case (Yin, 2003) of the universities of the province, which is found a rich in the contextual case setting. The researcher(s) report the meaning of the case through the interpretive phase of the study, known as the lesson learning phase (Lincoln, Lynham & Guba, 2011) to learn about the issue and unusual situations known as the instrumental case and an intrinsic case, respectively.

The thematic analysis can be conducted on the transcripts of the interviews through using the six-phase procedure of Braun & Clarke (2006), including data familiarisation, code generation, theme search, themes revision, and theme definition (Braun & Clarke, 2006). Because it is the method that fits best in addressing the educational research problem. The data familiarisation is concerned with the interview data and researcher observation. The thematic representation focuses on all the possible final and sub-themes based on the collected interview data. The collected data can be analysed using thematic analysis to explore the dimensions, factors, efforts and activities of the TEs from their perception, knowledge, observations and experience about the JSM and QE highlighted in their interview data.

Thematic analysis has implications to increase the credibility of the research process (Nowell, Norris, White & Moules, 2017), as it provides core opportunities and skills to conduct the appropriate and authentic analysis (Braun & Clarke, 2006). That is why it is considered a method rather than a methodology (Braun & Clarke 2006; Clarke & Braun, 2013), which makes it a very flexible method and a considerable advantage to

work with diversity in population, sample and indicators. In this regard, the six-step framework of Braun and Clarke (2006) is considered as the most influential approach, clear and usable framework in the educational and social sciences with which to do thematic analysis. It distinguished between two levels of themes, semantic and latent, where semantic themes focus on explicit or surface meanings of the data and latent themes focus on the identification or examination of underlying ideas, assumptions, conceptualisations, and ideologies. Furthermore, the thematic analysis is commonly used in qualitative research in order to capture the complexities and multiplicities of the meaning of the textual data set (Guest, MacQueen & Namey, 2012). Analysis is time consuming due to the continuous coding process and repeated reading of the entire data to see the patterns and its interpretation. However, the analysis provides detailed descriptions of the overall data and interpretation done by the researcher as an observer and expert to represent and finalise the themes from the data.

A combination of thematic narrative analysis as described by Riessman (2008) was used for a better understanding of the developing sub-themes and final themes. As the thematic narrative analysis was applied to the collected data set due to its suitability to report the results from the interviews, the data told about TEs professional life stories (Smith & Sparkes, 2012; Riessman, 2008). In thematic narrative analysis the emphasis remains on the told statements by the interviewee (Riessman, 2008). It focuses on the what, rather than the structure of the stories and identifies the common elements in all cases (Riessman, 2008). The analysis of thematic-narratives consists of the continuous reading of the transcripts several times, coding, developing subthemes and final themes, and identifying the core narratives associated with each theme (Braun & Clarke, 2006). During this whole process, the researcher(s) would be reflexive in interaction with the data, so as not to suppress the participants' knowing about the phenomenon in order to ensure trustworthiness and truth (Schinke, McGannon, Battochio & Wells, 2013).

The thematic-narrative analysis captures the human dimensions of experiences, which are connected with individual experiences and cultural context (Clandinin & Connelly 2000). It focuses on the content of stories and their meanings, which depending on the philosophical position that is considered as a window open to the reality known by people. The knowable reality consists of socially situated knowledge constructions, differences and texture of experiences of human beings (Polkinghorne, 1995). The analysis means to covert the said statements of the interviewee into the real meanings that have occurred throughout the process of research (Riessman, 2008) and display it with a suitable theme. The thematic-narrative analysis treats the stories and the said narratives as a knowledge creator, which constitute the social reality of the narrator (Etherington, 2004). It can be conducted with one's own (Etherington, 2006) or with other individuals (Etherington, 2007). The thematic-narrative inquiry, method and analysis is a powerful tool, used by researchers who believe and conduct summative research studies (Muylaert, Júnior, Gallo, Neto & Reis, 2014). The thematic-narrative method is a traditional form of communication to serve the content and transfer it into the subjective experiences (Muylaert, et al., 2014), revealed by informants in their natural language (Jovchelovich & Bauer, 2002). It is connected with the ownership of the narrator and the writer to explain the reality and the problems of lives of the people in their respective society (Sahito & Vaisanen, 2018a). Narrative analysis is to create the explanations of subjects and their themes. The different authors and researchers, used paradigmatic reasons that enabled and constrained the individuals through social resources situated in interactive performances and how interpretations have been

developed as narration (Chase, 2005) of the collected data. A verbal history is the process of gathering personal reflections of events, their causes and effects from one or several individuals because the narrative analysis focuses on the context (Ollerenshaw & Creswell, 2002) of organisations (Czarniawska, 2004). Finally, both thematic and narrative combined and used as the thematic-narrative analysis technique draw out the themes and the authentic statements or said narratives of the participants about the said theme or situation for analysis of the case.

4.4 PARTICIPANTS OF THE STUDY

The universities of the province of Sindh, Pakistan were taken as the case study. Therefore, all public sector universities of the province of Sindh, where the departments, institutes and faculties of education and teacher education are available were taken as the participant universities for the study (Sahito & Vaisanen, 2017d). There are seven divisions in the Sindh province: Larkana, Sukkur, Shaheed Benazir Abad, Hyderabad, Mirpur Khas, Banbhore and Karachi. These seven divisions consists of twenty-nine districts: Larkana (Jacobabad, Kashmore, Larkana, Qambar Shahdadkot and Shikarpur); Sukkur (Ghotki, Khairpur and Sukkur); Shaheed Benazir Abad (Shaheed Benazir Abad, Naushahro Feroze and Sanghar); Hyderabad (Dadu, Hyderabad, Matiari, Tando Allahyar, Tando Muhammad Khan and Jamshoro); Mirpur Khas (Mirpur Khas, Tharparkar and Umerkot); Banbhore (Badin, Thatta and Sujawal) and Karachi (Karachi Central, Karachi East, Karachi South, Karachi West, Korangi and Malir). The universities having teacher education departments are situated in Sukkur, Khairpur, Shaheed Benazir Abad, Hyderabad / Jamshoro and Karachi. The university of Sindh, University of Karachi and Shah Abdul Latif University Khairpur are counted large universities of the Province due to their capacity and age. The details of the universities with their located cities from north to south is available in the table (9).

Table 9. Participant universities of the study

S#	Name of the university	Depts.	City
01	Sukkur IBA university (SIBA)	01	Sukkur
02	Shah Abdul Latif University (SALU) – **Big University**	01	Khairpur
03	Shaheed Benazir Bhutto University (SBBU)	01	Nawabshah
04	University of Sindh (UoS) – **Big University**	06	Jamshoro / Hyderabad
05	Benazir Bhutto Shaheed University (BBSU)	01	Liyari, Karachi
06	Sindh Madressat -ul- Islam University (SMIU)	01	Karachi
07	University of Karachi (UoK) – **Big University**	03	Karachi
Total: Seven Universities and fourteen departments		**14**	

These seven universities have fourteen departments providing education and trainings to both inservice and pre-service teachers. They produce teachers for primary, elementary and secondary schools for the whole Sindh province, which consists of an estimated 47,886,051 million people, which is one-fourth (23.04%) of the total population of Pakistan. In comparison of population, the number of teachers produced is much less than the amount needed in the province. That is why many public and private school teachers throughout the area are not qualified and untrained, which

is one of the reasons for low QE in Pakistan. All universities and teacher education departments are not giving their full input in terms of needs and the requirements of economic development and they are producing teachers in the same ways and methods as their institutions were producing in the 70's and 50's.

The selected participants consisted of males and females including professors (BPS–21), associate professors (BPS–20), assistant professors (BPS–19) and lecturers (BPS–18). The TEs (n = 40) were recruited as study participants through snowball, the convenience sampling technique. As per selection of sampling rules, the number of participants was selected ranging from 1 or 2 to 30 or 40 suggested by Creswell (2012). Because the current situation of the universities is tense and most of the TEs were found to be hesitant to give time for interviews and describe the facts about their job satisfaction conditions. For this purpose, friends were recruited to schedule the interviews to social relations conducive to trust that the given data would not be disclosed at any cost or conditions. After the interview, the TEs were requested to suggest any of their friends for this study from any other department or university for interview. This way, over time the participants were selected and managed to be interviewed for the study at the different departments of all sampled universities. The selected participants for this study were in total (n = 40); male (19) and female (21) TEs. Among these TEs, 18 were Ph.Ds. (8 male; 10 female); 10 were MPhil (5 male; 5 female); 12 were MEd (6 male; 6 female). There were 6 professors (1 male; 5 female); 1 male associate professor, 19 assistant professors (8 male; 11 female); and 14 were lecturers (9 male; 5 female). The age of the participant group ranged from 28 to 58 years with a mean average of 44.65. The eight-ninths of TEs (89%) were married and one-ninths of TEs (11%) were single; half of TEs (53%) had an urban domicile and half of TEs (48%) had a rural domicile. An interactive process between the researcher and the participants was intended with the words and observable behaviour of participants to be used as the primary data (Marshall & Rossman, 1999). The interpretation of expressions, behaviours and the perceptions of both male and female teacher educators were investigated deeply through the process of elicitation. The authors aimed to discover, describe and illuminate the similarities and differences among the ideas, understanding and feelings of teacher educators towards job satisfaction, motivation and quality education.

The participants were from the following departments: Department of Education, SIBA (n = 4); Department of Education, SALU, Khairpur (n = 2); Department of Education, SBBU, Nawabshah (n = 2); Department of Educational Management and Supervision, Faculty of Education (FE), UoS (n = 4); Department of Education, FE, UoS, (n = 3); Department of Psychological Testing Guidance and Research, FE, UoS, (n = 4); Department of Distance Continuing and Computer Education, FE, UoS, (n = 3); Department of Curriculum Development and Special Education, FE, UoS, (n = 4); Department of Science and Technical Education (DSTE), FE, UoS, (n = 4); BBSU, Karachi, (n = 2); SMIU, Karachi, (n = 2); Department of Education, UoK, (n = 2); Department of Teacher Education (DTE), UoK, (n = 2); and Department of Special Education (DSE), UoK, (n = 2). The participants were further divided in to four categories with their specialisations: languages (n = 11), mathematics (n = 6), science (n = 10), social sciences and humanities (n = 13). The sample of TEs (n = 30) and (n = 10) was selected from large or old universities and small or newly established universities of the Province of Sindh.

4.5 ALIGNMENT BETWEEN THEORETICAL FRAMEWORK AND CONSTRUCTION OF INTERVIEW PROTOCOL

The major approach to study the JSM is to understand the internal cognitive process of any employee or worker; how he or she feels and how he or she perceives, thinks and acts about his or her job. This understanding helps employees, heads of the department and even the heads of the organisation to predict the behaviour of their employees in a particular situation, especially towards the QE here. Before starting to study the behaviour of the employees practically and specifically, it is necessary to understand the phenomenon in the light of different theories of JSM. Here we focus on the theories of JSM and study them thoroughly to know their perspectives of work, which are focused on the main ideas of lower order needs, higher order needs, inputs and outputs.

Therefore, based on these four main ideas, a total of seven questions were asked from the TEs in their interview protocol. The first question was about the perception of how TEs are thought of and defined basic terms such as job, job satisfaction, job dissatisfaction, motivation, demotivation, and quality education. The second and third questions (connected with lower-order and higher-order needs) were asked of TEs about their needs, factors and dimensions, which make them satisfied or dissatisfied, and motivated or demotivated at their organisation. The fourth (connected with inputs) question was asked about the daily routines and activities of the satisfied or dissatisfied and motivated or demotivated TEs at their organisation. The fifth question was asked about the inputs (steps and activities) to get good outputs towards QE. The sixth question was asked about the activities or inputs given by the heads of departments and organisation towards JSM and QE and finally the seventh question asked for suggestions in order to improve the system of the organisation through enhancement of JSM in order to achieve better QE. A semi-structured interview protocol was developed, then piloted and upgraded before being conducted on the targeted group of TEs. The development of the interview protocol was started from the extensive literature review, personal observations and experiences. The interview protocol was discussed by both researchers (authors) and then sent to three experts in the same fields of research, such as education and social sciences. The experts were Dr. Waheed Ahmed Abassi, Mr. Mahmood Ahmed Dool and Mr. Shariq Zameer. First on is Ph.D from London, and other two are M.Ed and M.Phil from Pakistan, respectively, and working on their Ph.D projects. The experts were requested to check the language, concept, thoroughness and worthiness to extract the data from TEs. The protocol was piloted, through conduction on three TEs at IBA University, the parental department and organisation. Experts suggested few language changes and number of questions to minimise the number from eight to seven. After all changes and modification, the data were collected through in-depth, semi-structured interviews. Afterwards, they all were analysed and categorised by the need and requirement of the analysis techniques of thematic and thematic-narrative. As per agreement, all interview data were kept secret and confidential as to keep all study participants' identities hidden and protected. The nature of the thematic studies was followed and supported by the alignment of both epistemological and methodological (Shaw & Gould, 2001) philosophical assumptions based upon the notion of individuals' subjective experiences and the procedures of reintegration of lived observations and experiences of difficult situations and traumatic events (Riessman, 2008). Because the qualitative research was a better-match for describing the personal meanings of

the narrated experiences of the participants without losing the trueness, genuineness and richness of the said responses (Flick, 1998; Strauss & Corbin, 1998) in particular contexts. The list of characterizing traits was used as the criteria to judge the reliability, validity and usability of the study and interview protocol (Sparkes & Smith, 2009; 2014) followed by the explored steps of Tracy (2010). The list consists of the worthiness of the topic; the significant contribution of the study; the rich rigor; proper sample selection; the generation of data for meaningful and significant claims; the coherence of research; the methods; and the results (Tracy, 2010). For enhancing the research quality, an audit trail (i.e., independent scrutinised data collection and theoretical matters) and specific aims for quality (e.g., naturalistic generalisations) were taken in to consideration.

4.6   DATA COLLECTION AND ANALYSIS

The data were collected from multiple impartial perspectives such as interviews, cross questioning during interviews, informal discussion with faculty members, observations and field notes in order to triangulate the data, as this is a qualitative study that is exempt from statistical tools (Hammersley, 2004). Because the interviews are a good technique to collect the required data about any group. The interviewing techniques (Lingard, 2002) guide the predetermined format that can provide a rigid or loosely constrained format to develop the systematic information (Cooke, Salas, Cannon-Bowers & Stout, 2000). Interviews are conducted with a single person at a time (Myllyaho, Salo, Kääriäinen, Hyysalo & Koskela, 2004) that requires basic qualitative data analysis techniques (Adler & Adler, 1994; Patton, 2001) to make their interpretations (Langan-Fox, 2000). The interpretation can be done through coding the data for themes (Lingard, 2002) to study their codes for meaning and overall relationships to generate collective meaning given to specific questions (Myllyaho et al., 2004). Whereas, the content or thematic analysis is commonly used to analyze written statements (Langan Fox & Tan, 1997) through focusing on process analysis (Fussell, Kraut, Lerch, Shcerlis, McNally & Cadiz, 1998; Prichard, 2006) to discuss the topics, themes, task process and role analysis (Aviv, 2003). Generally, two approaches were used for data analysis such as framework analysis (Pope, Ziebland & Mays, 2000) and thematic network analysis (Attride-Stirling, 2001) to focus on particular answers first and second takes a more exploratory perspective to encourage the researcher to consider and code all collected data for new impressions to shape the interpretation in different and unexpected directions respectively.

Before conduction of the interviews, identity labels (code numbers) were issued to all respondents to keep their identities secret and confidential (Shaw & Gould, 2001). The participants were contacted and an interview time was requested directly and through their friends. The participants gave time as per their convenience, which was very difficult due to the hectic schedule of researchers. Because of this, the researcher visited every university and department two to three times to collect interview data from the participants, which was costly and took about six months. After signing the consent form, the interview was conducted in detail by the participant. The main data was recorded on the papers given in the interview protocol; because the majority of the TEs were hesitant to permit audio and video recordings. Therefore, the researcher decided to collect data through writing down the statement papers and transcribing them immediately after finishing the interviews.

After transcription, the transcribed papers were shared with the interviewee for conformation of the participants' statements and the participant or member check, as interviews were conducted in English, Sindhi and Urdu. The main aim behind the researcher's immediate detailed transcription of the statements was to preview the whole interview and not miss any part of data or statements. The interview time for each participant was about 40 minutes. The data were transcribed, typed and finally converted in to a document in Microsoft Office and Word files, whose length was about three (3) typed paged with twelve (12) font and one-and-a-half (1.5) line spacing. An inductive thematic analysis was conducted on the interview transcripts through using a six-phase procedure described by Braun and Clarke (2006). After transcription of interviews, the themes and sub-themes were generated and converted into potential themes and then transcripts, themes and data were reviewed, refined and combined into larger themes.

Qualitative thematic-narrative analysis						
S T U D Y 1	Data: Semi Structured Interviews of Case study	Familiarizing data: Repeated reading Transcription of **Q. 1 + 2**	Generating initial codes generating codes from data	Searching for themes: Dimensions of Job satisfaction	Reviewing themes: Analyst Triangulation	Defining and naming themes: Divisions and sub-themes	Producing the report: Summaries Sub themes

Qualitative Thematic Analysis						
S T U D Y 2	Data: Semi Structured Interviews of Case study	Familiarizing data: Repeated reading Transcription of **Q. 1 + 2**	Generating initial codes generating codes from data	Searching for themes: Factors of Job satisfaction	Reviewing themes: Analyst Triangulation	Defining and naming themes: Sub-themes Generating Narratives	Producing the report: Sub-themes and Narratives

Qualitative Thematic-narrative Analysis						
S T U D Y 3	Data: Semi Structured Interviews of Case study	Familiarizing data: Repeated reading Transcription of **Q. 1 + 3**	Generating initial codes generating codes from data	Searching for themes: Factors of Motivation	Reviewing themes: Analyst Triangulation	Defining and naming themes: Sub-themes Generating Narratives	Producing the report: Sub-themes and Narratives

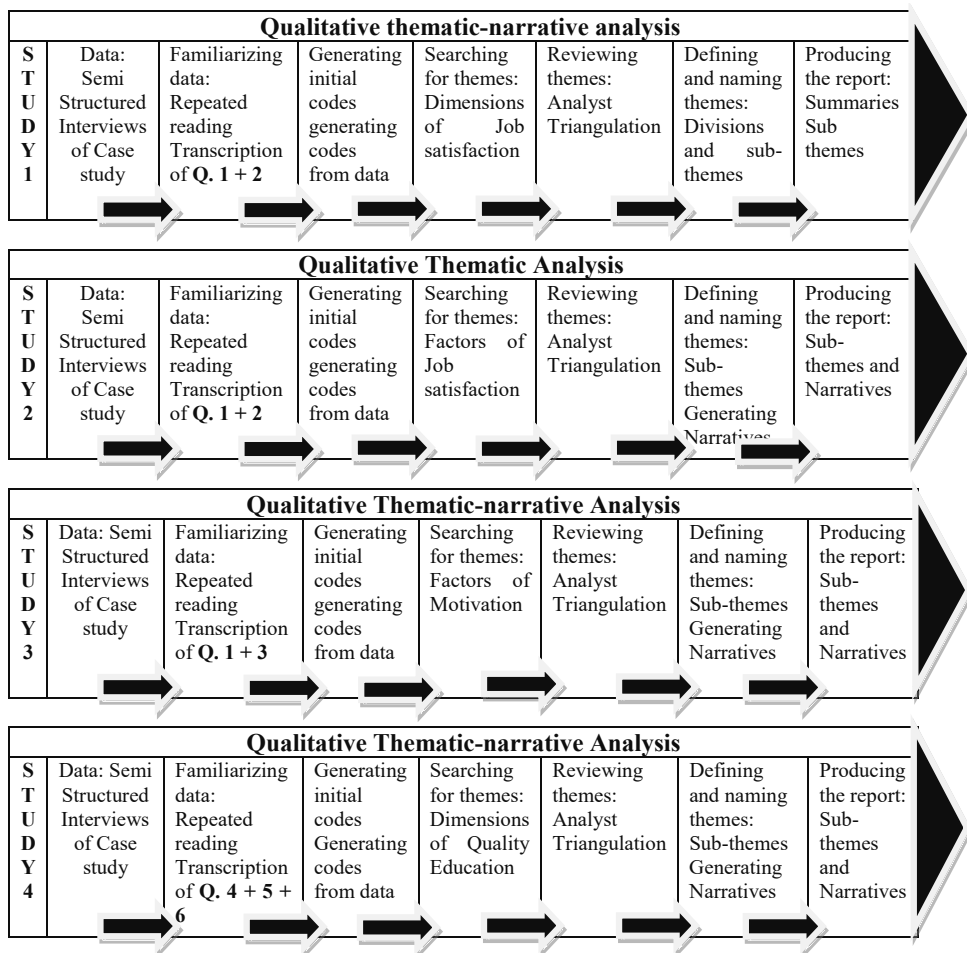| **Qualitative Thematic-narrative Analysis**						
S T U D Y 4	Data: Semi Structured Interviews of Case study	Familiarizing data: Repeated reading Transcription of **Q. 4 + 5 + 6**	Generating initial codes Generating codes from data	Searching for themes: Dimensions of Quality Education	Reviewing themes: Analyst Triangulation	Defining and naming themes: Sub-themes Generating Narratives	Producing the report: Sub-themes and Narratives

Figure 2. Analysis process of all sub studies

4.7   CREDIBILITY, DEPENDABILITY AND CONFIRMABILITY

Lincoln and Guba (1985) are among some of the earliest researchers who write and tried to develop the criteria of credibility, transferability, dependability and confirmability to evaluate qualitative studies to replace the traditional criteria (Lichtman, 2010). They did this, because they felt that these criteria had better reflect the underlying assumptions. Credibility means the results of the research are credible and believable from the participants' perspective in the research (Trochim, 2006). In qualitative inquiry, the researcher enters into the situation and makes the participants feel comfortable and willing to discuss the phenomenon under study (Boudah, 2011). The researcher then collects and analyses data and reports the interpretations and conclusions. In this regard, the researcher, depending on the participants' views, constructs an understanding of the phenomenon under study. Therefore, both stakeholders are the ones who can rightfully judge the credibility of the results (Trochim, 2006). Furthermore, member checking enhances the credibility of qualitative findings through drawing the conclusions, which shifts the validity procedure from the researcher to the participants (Creswell & Miller, 2000) to assess from their perspectives and reflect on the issue properly (Patton & Cochran, 2002). Member checking is a more interpretive approach to develop conclusions (Willis, 2007), which was done just after the conduction and transcription of the interviews. After the member check, the triangulation was done in order to improve the credibility of the study, such as in qualitative research the multiple sources were used for convergence to form the categories and themes (Creswell & Miller, 2000). This process consisted of cross checking to gather and analyse the data by using more than one method and source of information (Taylor, Sinha & Ghoshal, 2007), which implies that the triangulation in qualitative research means using the multiple sources for a better understanding of the phenomenon (Willis, 2007) through comparison and collection of multiple evidences (Taylor & Lindlof, 2011). This means that if the data from two or more methods draws the same conclusion, the credibility is enhanced. For this study, the data collected through semi-structured interviews and observation were corroborated and analysed through thematic and thematic-narrative techniques for triangulation purposes to insure the credibility of the findings.

Dependability in qualitative research is similar to reliability in quantitative research, based on the assumption of repeatability (Trochim, 2006), which means the degree of repetition with similar results (Boudah, 2011). Dependability ensures the findings are reliable and repeated in qualitative research (Patton, 2002) after changing the context where the research is conducted (Trochim, 2006). The researcher is responsible for describing the changes, which occur and have different effects in different settings, contexts and times where the research is done by different researchers (Taylor, Sinha & Ghoshal, 2007). Therefore, different researchers may later reach different conclusions. Confirmability refers to the degree of acceptance, confirmation and corroboration of the research results by others (Trochim, 2006) with special reference to how findings are supported by the data collection (Shenton, 2004). Because the subjectivity is considered the strength of the qualitative research (Lichtman, 2010), which allows the researchers to build rapport and understanding with the participants' statements (Lichtman, 2010). The prime and important strategy of enhancement of confirmability is to document every procedure and activity to check and recheck the data throughout the study process (Trochim, 2006). For the enhancement of confirmability of this study, the researcher remained careful in collection, checking, examining and analysing the

data in order to avoid bias. Furthermore, in continuation to avoid bias the member check and audit trial was done throughout the study.

Audit trail is one of the principal techniques to establish the confirmability of qualitative findings published by Lincoln and Guba (1985, p.318–319). Furthermore, the transcription of the interviews and the findings of the study were discussed with some expert TEs in the field in order to get proper feedback and reflections about the results and real situation at the different TE institutions for maintaining the credibility and transferability of the study. The record of every research step was kept properly and safely in order to maintain dependability and confirmability of the study, including (a). The permission letters were taken for the data collection from the office of the Dean of the Philosophical Faculty, UEF for concerned universities and TE departments, from data were collected. (b). Signed consent forms of all the TEs and the transcribed statements in the interview protocol proformas were collected and saved in order to avoid personal bias, preference and perceptions. For more authentications, the convenience sampling selection technique (snowball) was used as to collect data. Two data analysis techniques thematic and thematic-narrative, were used to see the results, their similarities and differences. The study is qualitative, so, the findings are limited and they cannot be fully generalised to other contexts. Because qualitative research focuses on the understanding of a specific context or social setting (Cantrell, 1993), which is used to maintain focus on the context where the study was conducted. However, we generalise here only the explored dimensions and the factors that affect very well on the job and the workplace context, due to support of the findings of other empirical studies and the theories of the JSM.

4.8   ETHICAL APPROVAL, ISSUES AND THEIR SOLUTIONS

Ethical approval was not needed for this study because there were no experiments with humans and animal subjects. Nothing was done in this study highlighted by the rules of the National Advisory Board on Research Ethics that require submission of their research plan to ethical review if a study contains any of the following features: (1). The study involves an intervention in the physical integrity of subjects, (2). The study deviates from the principle of informed consent (ethical review is not required if the research is based on public documents, registries or archived data), (3). The subjects are children under the age of 15, the study is not part of the normal activities of a school or an institution of early childhood education and care, and the data are collected without parental consent and without providing the parents or guardians the opportunity to prevent the child from taking part in the study, (4). The study exposes research subjects to exceptionally strong stimuli and evaluating possible harm requires special expertise (for example, studies containing violence or pornography), (5). The study may cause long-term mental harm (trauma, depression, sleeplessness) beyond the risks encountered in normal life, (6). The study can signify a security risk to subjects (for example, studies concerning domestic violence) set by the National Advisory Board on Research Ethics, Helsinki (2009). However, for making the data collection system easy and comfortable, the letters were taken from the office of the Dean of the Philosophical Faculty, University of Eastern Finland, Joensuu for the heads of the departments, universities of Sindh, Pakistan.

The ethical considerations were made in order to avoid the challenges in the data collection process, which were faced throughout the journey. The TEs were hesitant

to participate in the study without the permission of their department heads and the organisations. TEs were also worried about the leakage of their data and that they might need some assurance in order to increase their confidence. The appropriate steps were taken to overcome and tackle the situations positively during the data collection process for the study. In this regard, the utmost efforts has been made to cover all aspects such as the piloting, reliability and validity of the interview protocol, the selection of study participants, the conduction of the fieldwork and data collection procedures and their analysis. Therefore, every concerned item was described in detail and justified well with suitable citation throughout the study. Finally, six steps were taken as the solutions of the arisen ethical issues: (1). Letters were taken from the office of the Dean, Philosophical Faculty, University of Eastern Finland, Joensuu for all the concerned heads; (2). Letters were given to head(s) of the department(s) for permission to collect data; (3). Data collection was started after the permission of the head(s) of the department(s); (4). Each TE filled in a biodata proforma and signed consent form before starting his or her interview; (5). Transcribed papers of the interview were signed from every TE after the conduction and transcription following the conduction of the interview, (6). The data security was done through confidentiality of the collected data.

In addition, the TEs as the participants of the study were entertained and dealt with using politeness and respect as suggested by Hennink, Hutter and Bailey (2011). As the consideration of request for participation by study participants shows the quality information received by them about the research topic and its nature (Williaman, 2011). Because all TEs were informed through written consent about the nature of the research topic, their freedom to participate or decline, and about withdrawal from the research at any time. Informed consent is a set of information and a procedure in which the participants decide about their participation in the study and the type of information would be likely to influence their decisions (Cohen, Manion & Morrison, 2007).

5 AN OVERVIEW OF THE EMPIRICAL STUDIES

The study is article based dissertation consists of three variables: job satisfaction, motivation and quality education. The first variable is considered as the foundational area of the study and consists of two research articles. The second and third variables consists of one research article each. The whole research process is explained in Figure (3), which starts with the topic of the research with four arrows pointing downwards showing the three variables and the types of dissertations, consisting of an article-based thesis. Horizontal arrows show the number of total articles included in the dissertation as per their weightage, as two on JS, one on motivation and one on QE. The articles on JS focus on the perception, dimensions and factors; the motivation article explored the perception, factors and activities to become motivated; and the QE article explored the dimensions, efforts and activities of TEs to maintain the QE.
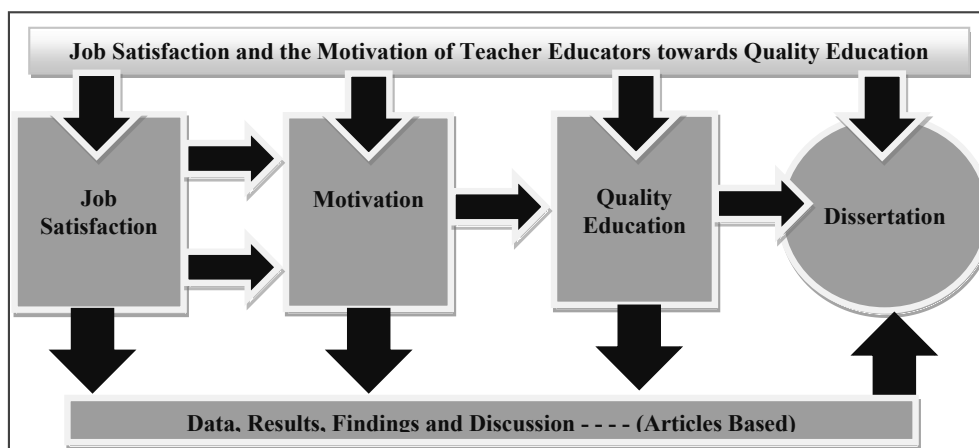
Figure 3. Process of research articles

The interdisciplinary and multidisciplinary approaches used to conduct the research, were connected and concerned with different disciplines such as human resource management, organisational behaviour, psychology, education and teacher education. Few research articles are available on the JS and JSM about Pakistani teachers but this is the first time that a study has been conducted on TEs and is connected with the JSM and QE in the Sindh province of Pakistan. Therefore, it is expected that this study would be considered as a baseline study.

The first paper was published September 2016 in The Journal of Curriculum and Teaching titled, Dimensions of job satisfaction of teacher educators: A qualitative study of the universities of Sindh province of Pakistan. This article increases and advances the knowledge about qualitative research methods and the approach of thematic research and analysis by revealing the values and disseminating the evidence-based information to its readers and all concerned stakeholders in the concerned paradigm.

The second paper was published in April 2017 in The Journal of Teacher Education and Educators titled, as Factors affecting job satisfaction of teacher educators: empirical evidence from the universities of Sindh province of Pakistan. A case study approach with thematic analysis techniques and the qualitative research method were used for this study in order to describe the job, job satisfaction, and job dissatisfaction and explore the factors of job satisfaction of teacher educators. The third paper was published in May 2018 in the Journal of Language Teaching and Research (JLTR), titled as Perception and experience of teacher educators about their motivation: A case study approach. The fourth paper was published in November 2017 in the International Journal of Higher Education titled Dimensions of quality in teacher education: perception and practices of teacher educators in the universities of Sindh, Pakistan.

5.1 SUB-STUDY I: DIMENSIONS OF JOB SATISFACTION OF TEACHER EDUCATORS: A QUALITATIVE STUDY OF THE UNIVERSITIES OF SINDH PROVINCE OF PAKISTAN

Sahito, Z. & Vaisanen, P. (2016). Dimensions of Job satisfaction of Teacher Educators: A Qualitative Study of the Universities of Sindh Province of Pakistan. Journal of Curriculum and Teaching, 5(2), 43-54.

The first research article or sub-study was conducted to examine the JS level and its dimensions with regards to TEs, who are working at the departments, faculties and institutes of teacher education. The purpose of this study was to acquire a greater understanding of TEs' perceptions, experiences, and attitudes towards their job and discover the major dimensions of their work relating to their JS in the teacher education departments at the universities in the Sindh Province of Pakistan. The issue of JS is becoming increasingly serious because significant quality implications are directly connected with it, and quality education leads any country towards economic development. Much of the research on JS is done in a Western context, so it is still unclear what and how TEs feel about their job and workplace in a Pakistani context. Therefore, it is important to replicate JS research in Pakistan in order to test the applicability of Western organisational theories to disclose the real condition of JS of TEs and to add and fill the gaps in the available literature at national and international levels. Finally, the aim was to explore the ideas and factors that influence organisational culture among teacher education institutions and universities with especial reference to the dimensions of the JS. In this regard, three research questions were constructed: (a). What is the perception of TEs about their job and job satisfaction? (b). What is the level of TEs job satisfaction? (c). What are the dimensions of job satisfaction of TEs and how do they affect their job and their job satisfaction level?

In-depth, semi-structured interviews were conducted and fieldwork observations were recorded for TEs (n = 40), working as lecturers, assistant professors, associate professors and professors at their respective universities. The TEs were reluctant to be audio recorded in their interviews, so their themes and important sentences were recorded during their interview and written in the interview protocol proforma. The items of interview were formulated from the literature, personal experience and observations of the researchers at different teacher education institutions in the country. These observations depended on more than a three-year time period. The

consent form, content, questions and interview guide were developed and reviewed by an expert (supervisor). The first five interviews were conducted at the beginning of the study as a pilot for testing the tools in order to understand the language of the participants, the variety of questions and sub-questions. The interview style was finalised for further fieldwork or data collection, which were analysed using thematic analysis technique.

This article was submitted to the Journal of Curriculum and Teaching on August 3, 2016, accepted on September 10, 2016 and published online on September 26, 2016. The review was given consisting of three reviewers including comments from the internal editor, and external reviewers. The internal editor suggested re-editing the paper according to APA style and add DOIs and persistent links to those references. The external reviewers suggested two strengths: (a). A reasonably good job was done in the presentation of the context; (b). The paper will make an interesting and beneficial contribution to the literature. While the suggestions were: (a). You need to reorganise this paper in the following way: Introduction, Literature Review, Methodology, Results, Discussion, Conclusion, and References; (b). This manuscript consists of too many sections and sub-sections and you need to delete or combine some sections. This is needed because it will be hard for readers to follow your points. This is the issue of communicative functions of academic research papers; (c). However, some editing is required before publication, such as paragraph format should be improved. After the fulfilment of all suggested reviews, the paper was finally accepted and published.

This article increases and advances subject knowledge by revealing the values of qualitative research methods generally, and thematic analysis specifically, as a means of disseminating the evidence-based information to its readers and all stakeholders in the concerned paradigm of the job satisfaction of TEs among the universities of the Sindh province of Pakistan.

5.2 SUB-STUDY II: FACTORS AFFECTING JOB SATISFACTION OF TEACHER EDUCATORS: EMPIRICAL EVIDENCE FROM THE UNIVERSITIES OF SINDH PROVINCE OF PAKISTAN

Sahito, Z. & Vaisanen, P. (2017b). Factors Affecting Job Satisfaction of Teacher Educators: Empirical Evidence from the Universities of Sindh Province of Pakistan. Journal of Teacher Education and Educators, 6(1), 5-30.

This study determines, explores and examines the factors affecting the JS of TEs of the universities of Sindh. The purpose of this study was to acquire a greater understanding of TEs' perceptions, experiences, and attitudes toward their jobs. It also aims to observe, explore and examine the process of becoming job-satisfied or dissatisfied through discovering the major factors affecting TEs jobs, both positively and negatively, in the universities of Sindh, Pakistan. This will allow us to add to and fill the gaps in available literature at the national and international levels. Very few studies about job satisfaction and the factors affecting job satisfaction and dissatisfaction have been conducted in Pakistan overall, let alone in Pakistan's Sindh province. Internationally, a great deal of research has been conducted on teachers' professional development

but some authentic and good studies are available on teacher motivation. In addition, even during the last decade, none of the top four journals in international comparative education has published a single article on teacher motivation in any developing country of Africa or Asia (Bennell & Akyeampong, 2007). While the research environment and activities among the universities of the developing world have not yet achieved the top levels of global rankings, these universities are extraordinarily important in their countries and regions. Yet they are still steadily improving their reputations and competitiveness for a good image on the international stage (Altbach, 2013). The research universities around the world are the part of an active global community of institutions that share the 3Ms, namely morals, motivations, and mission. In this regard, at a national level, Pakistani government policies and plans always keep their focus on teachers' professional development and training, but no serious efforts have ever been made to pin-point the causes of low motivation or de-motivation (Nadim, Chaudhry, Kalyar & Riaz, 2012), or of JS of TEs. In addition, Parveen, Sahito, Gopang and Khamboh, (2015) founded that half (55%) of high school teachers were highly satisfied with their job, which extended to positive factors such as high job security, attractive market-based salaries, professional growth, development and training, fringe and other benefits. In this regard, two research questions were constructed to explore the factors of JS: (a). How do TEs perceive and experience their job and job satisfaction at their departments and universities? (b). What are the factors affecting job satisfaction and dissatisfaction of TEs?

A qualitative research method with a case study approach was used for this study depending on philosophical assumptions such as those of epistemology and ontology (Crotty, 1998) and underpinned by interpretivism (which assumes that reality is multiple) and epistemological constructionism (which assumes that knowledge is constructed and subjective) (Creswell, 2009). The case study research is an empirical inquiry that investigates a contemporary phenomenon within its real-life context with or without having any clear relationship between a phenomenon and context through using single or multiple sources of evidence (Yin, 1984) with adaptation of the multiple-case design. The data were collected from teacher educators (n = 40) through in-depth semi-structured interviews. For the validity and reliability of the tool, the interview protocol was piloted, checked, discussed, refined and finalised for data collection.

This article was submitted to the journal of teacher education and educators on February 17, 2017 and was accepted and published online on April 13, 2017. Three experts gave reviews in the form of comments from an internal editor and external reviewers. The internal editor suggested few language editing changes. The first external reviewer suggested altering things such as the design and the approach of the study as a case study. However, whether the case study is a single holistic, multiple holistic, a single embedded or a multiple embedded should also be stated in detail. While the second reviewer suggested (a). To review and rewrite the literature systematically; (b). The scope of the study should be written clearly and comprehensively; (c). The author(s) need to identify what are the indicators and background of the study; (d). Tables in the results part need to be explained more. However, after the fulfilment of all suggested reviews, the paper was finally accepted and published.

In the perception of TEs, a job is considered a combination of rights, duties and responsibilities, where rights can be enjoyed while the duties and responsibilities are fulfilled as per an organisation's requirements, laws, procedures and rules with respect to the welfare of employees. The JS is concerned with promoting feelings

of relaxation, peace and security in employees' minds and spirits, allowing them to effectively perform their duties and responsibilities and to help them to achieve the aims and objectives of the organisation in terms of economic and other types of development. Yet, the real-life experience of a job and its satisfaction is contradictory, depending on whether to obey all legal and illegal instructions of heads to make them happy; that is the only way to survive in the organisation. It can be said that TEs are satisfied with the job itself, which supports the findings of Anastasiou and Papakonstantinou (2014).

Sixteen factors were explored through this sub-study: organisational administration, its relationships and policies; administrative style; communication system; selection, recruitment and further procedures; promotion, its procedures and systems; fringe and monetary benefits; physical facilities available for faculty, staff and students; working environments; staff relationships; student dealings and relationships; evaluation and feedback system; appreciation, reward and award system; opportunities for professional development, exposure and advancement; politics and pressure groups; commitment to duties and responsibilities; and consideration for personal matters and support. The majority of the factors (from 8 to 10) were the findings of the main body of research on teacher job satisfaction, conducted by Baron, (1986); Day, Stobart, Sammon and Kington, (2006); Dinham and Scott, (2000); Eyal and Roth, (2011); Hargreaves, (1999); Klassen and Chiu, (2010); Koustelios, (2001); Scott and Dinham, (2003); Shann, (1998); and VanHoutte, (2006); and 4 to 6 factors more are added in the literature by this study. Furthermore, the main factors affecting and increasing job dissatisfaction were an autocratic and vertical style of management; a poor administration system; mistrust; job insecurity; weak social interaction and lack of appreciation for work done. This condition can lead teacher educators to face psychosocial issues in their professional and personal life.

5.3 SUB-STUDY III: PERCEPTION AND EXPERIENCE OF TEACHER EDUCATORS ABOUT THEIR MOTIVATION: A CASE STUDY APPROACH

This study was designed to explore the perception and experiences of motivation of TEs of the universities of Sindh province of Pakistan. The main purpose of this study was to investigate the perception and experience of TEs about their motivation at their respective departments. An objective of the study was to understand the feelings of the TEs about their job activities and engagements and the enhancement of their job activities and engagement positively. As motivation is positively correlated with choice, achievement (Legault, Green-Demers & Pelletier, 2006) and responsibility (Daniels & Arapostathis, 2005) to satisfy employees and motivate them to get into their work with high interest. In this regard, three research questions were designed to explore the answers from the data of TEs such as (a). What is the perception of TEs about motivation? (b). How do TEs perceive motivation in their personal and professional life? (c). How do TEs experience motivation at their work place?

A case study approach was used for the study followed by the thematic-narrative analysis, to collect and analyse the data. The limitations of this study included TEs fears of being recorded in their interviews, which led to a decision not to record the interviews on audio or video tapes. Then the important statements and their details were recorded and then transcribed in detail just after the completion of the interviews in order not to miss any information. A total of twenty-one TEs revealed their stories in the form of narratives about their motivation.

This article was submitted to the Journal of Language Teaching and Research (JLTR) on December 12, 2017 and was accepted on April 30, 2018 and published online in May 2018. The internal editor and external reviewers gave a few suggestions such as language editing changes, and formatting of the paper. However, after the fulfilment of all suggested reviews, the paper was finally accepted and published. The findings of this article are an addition to the existing literature on motivation in order to understand the related phenomena, its process and causations. The motivation was perceived and experienced by TEs in their personal life, such as the motivation as respect and personal initiation; motivation as discipline in life; motivation as need fulfilment (earnings to deal with family expenditures); motivation as self-realisation and self-satisfaction; motivation as model consideration and inspiration; and motivation as social services. Motivation in professional life was perceived and experienced as the following: motivation as job security; motivation as readiness to accept any assignment; motivation as work and time management; motivation as dedication, commitment, delivery and performance; motivation as students' satisfaction and their support; motivation as a social relationship and interaction; motivation as responsibilities and duties; motivation as professional growth and development; motivation as scholarship and authority; motivation as self-assessment and self-evaluation.

5.4 SUB-STUDY IV: DIMENSIONS OF QUALITY IN TEACHER EDUCATION: PERCEPTION AND PRACTICES OF TEACHER EDUCATORS IN THE UNIVERSITIES OF SINDH, PAKISTAN

Sahito, Z. & Vaisanen, P. (2017e). Dimensions of Quality in Teacher Education: Perception and Practices of Teacher Educators in the Universities of Sindh, Pakistan. International Journal of Higher Education, 6(5), 44-54.

This study was conducted to explore the dimensions of QE in teacher education departments at universities of Sindh province of Pakistan. The purpose of this study was to investigate the perception and the practices of TEs about maintaining the QE at their respective departments, to increase the respect and demand of their institutions and organisation among the public. The integration of knowledge, skills and attitudes (VanMerrienboer & Kirschner, 2007) can be done only through good practices known as QE. It depends on the coordination of different constituent qualitative skills and their transfer to daily life and work settings, which have been learned in school or training (VanMerrienboer & Kirschner, 2007). A current need is to support beneficial activities for students to be able to transfer the complex cognitive skills to their daily life (VanMerrienboer, Clark & de Croock, 2002). Because QE is a unique tool of the 21st century used to bring radical reforms in the education sector and field in order to

achieve the economic developmental goals for the easy and quality life of the people through maintaining security, peace and prosperity among all communities and societies in the global village.

The qualitative research approach was employed for data collection, and then analysed through thematic-narrative technique. Three guiding research questions were designed to explore the answers from the narratives of TEs about quality education: (a). What is the perception of TEs about quality in teacher education? (b). What dimensions of quality are perceived by teacher educators? (c). What activities are performed by TEs to maintain quality at their departments and institutions? A total of eight dimensions of quality were found; two were concerned with pre-sage, four as process and two as product dimensions, known as the 3Ps: presage, process and product dimensions (Biggs, 1987; 1993). The presage dimension consists of financial and material resources, qualified teachers and students, and staff-student ratios. The process dimension consists of class size, class contact hours, independent study hours and total hours, quality teaching, research and its environment, assessment and feedback, reputation, peer rating and students support, and quality enhancement process; while the product dimension consists of students' performance, degree classification, retention and persistence, employability and graduate destination.

This article was submitted to the international journal of higher education on October 16, 2017, was accepted on November 8, 2017, and published online November 14, 2017. Three experts such as the internal editor, and external reviewers gave some reviews. The internal editor suggested two things: (a). To revise the paper according to the submission guide and (b). Please add DOI-persistent links to those references that have DOIs. The first reviewer highlighted some strengths such as (a). The topic is worth discussion and research. Researching such a crucial topic draws attention to important issues that play a vital role in the development and upgrading of the education system. (b). The discussion section is well written, reporting thoroughly and coherently teachers' perceptions and the dilemmas teachers face at work. Such issues seem to be universal and need further consideration and recognition from educationalists, teacher-trainers, supervisors and policy makers. The overall objective is to boost the education system. The first reviewer give some suggestions too, (a). The article needs proofreading; (b). There are many terms and abbreviations in the article that need further explanation and illustration; (c). The analysis is very condensed and needs more illustration and explanation; (d). The conclusion needs to be rewritten, stating and answering the study's main research questions, one at a time. The second reviewer highlighted a strength of the papers: (a). Well prepared pre-studied research with references. The suggestion was to recheck for typos, while the third reviewer highlighted a strength of the papers such as (a). The findings were rather interesting; (b). The several other theoretical underpinnings are used with the dimensions of educational quality, which make the findings of the study interesting and supportive. The suggestion were (a). The author needs to clearly outline and write the paper and the purpose of this study; (b). Please read carefully and edit and check on coherence and grammar; (c). More citations are needed for claims in the study; (d). Kindly mention about the ethical protocols /permission for the data collection, selected participants and analysis techniques thoroughly. However, after the fulfilment of all suggested reviews, the paper was finally accepted and published.

The findings of this article are an addition to the existing literature of QE to understand the phenomenon in an existing organisational setting of teacher

education departments and institutions in Sindh, Pakistan. The better understanding of the phenomenon of QE supports the TEs, students and the heads to achieve their pre-determined goals through a quality teaching-learning process. The findings of this study support the dimensions of educational quality, as he said that the essence of education and its quality depends on guided learning, which students intended to learn and teachers guide them. Education is not limited to school and schooling but it is broadest in nature to achieve concisely depending upon the content, context, process and outcomes (UNICEF, 2000). The purpose of education, authenticity of tasks (VanMerrienboer & Kirschner, 2007) and student engagement and their success is discussed and considered (Merrill, 2002; Frick, Chadha, Watson & Zlatkovska, 2010).

6 RESULTS

The results and findings of the study are totally depending on its four sub-studies that provide the authentic and evidence based answers of the research questions, designed for the doctoral study. The main aim of this study was to gain a deeper understanding of the relationship between job satisfaction and motivation of teacher educators towards quality education. The focus was on the understanding of perception, experience, practices and efforts or activities of teacher educators towards their job satisfaction, motivation and quality education. The other side of the coin was mainly focused on the exploration of the dimensions, factors, inputs and their outputs regarding job satisfaction, motivation and quality education. These all issues were investigated and explored in terms of teacher educators' needs and requirement, satisfiers and dissatisfiers, inputs and outputs, rewards and punishments, professional identity, working environment, etc. The results and findings are elaborated in relation of the answers of the four (4) research questions of the study.

6.1 SUB-STUDY I: OVERALL GENERAL LEVEL OF JOB SATISFACTION AND DISSATISFACTION AMONG TES

Sahito, Z. & Vaisanen, P. (2016). Dimensions of Job satisfaction of Teacher Educators: A Qualitative Study of the Universities of Sindh Province of Pakistan. Journal of Curriculum and Teaching, 5(2), 43-54.

Question (1) of the study was designed for sub study (1) in order to explore the answers to three sub-questions of the research article, which were about the perception of TEs regarding their job and JS; level of their JS; and the dimensions that affect their job and JS level.

6.1.1 The perception of TEs about job, job satisfaction and dissatisfaction

The three-fourths of TEs (72.5%) were showed their agreement and found very clear about their job and JS. In their perception, the job was a combination of rights, duties and responsibilities, to enjoy and properly fulfil for self-satisfaction. Job satisfaction was found to be a process in which the TEs feel relaxation, peace and security within their souls and minds after performing their duties and responsibilities to serve their communities, society and nation leading them (students or children) towards education and knowledge, character building, human values and economic development. Job dissatisfaction was found to be a process and state of de-relaxation, tightening and contraction of TEs towards their work, which depress, digress and discourage them performing their duties properly due to lack of the fulfilment of their needs and requirement for a happy and joyful professional and personal life.

6.1.2   Overall levels of job satisfaction and dissatisfaction of TEs

The JS has been divided in to three levels: high, moderate and low. About half of TEs (47.5%) were found to be highly satisfied with their job, which consists of and connects their agreement of satisfaction with the majority of facets of the JS. The TEs who possess a high level of JS were found to have a positive effect on meeting educational aims and objectives, to give qualified education and develop successful students in their institutions, community and society. One-third of TEs (35%) were found to have a moderate level of satisfaction that showing their agreement of satisfaction with some of facets of JS available in their department. The majority of TEs with high and moderate levels of satisfaction were found in large universities of the Sindh Province of Pakistan. The JS was found to be the product of attitudinal and affective responses of TEs, where they had a flexible system of monitoring and evaluation, full job security, no fear of being fired, good monetary benefits, a suitable pension and a gratuity system. On the other hand, one-sixths of TEs (17.5%) of were found to have a low level of satisfaction or dissatisfaction, which shows their agreement of satisfaction with few facets of JS in their department. The low-level of satisfaction was associated with the outcomes of work stress, psychological distress and low self-esteem. In the light and implication of the findings of the diagonal model of job satisfaction and motivation (DMJSM) and its formula, it states that about half of TEs (47.5%) were found to be highly satisfied; one-third of TEs (35%) moderately or normally satisfied; and one-sixths of TEs (17.5%) were found to have a low level of satisfaction or dissatisfied with their job in their particular organisation.

6.1.3 Dimensions of job satisfaction and job dissatisfaction of TEs

Six dimensions of JS were explored from the interviews data of TEs: work, assignments and workload; opportunities for advancement, growth and development; financial and fringe benefits; supervisory support, permissions and free hand; working and sympathetic relationships; and available facilities and working environments. The Two-third of TEs (67.5%) were satisfied with their normal or less workload; co-curricular activities, events and celebrations; work and the struggle for quality education. Half of TEs (52.5%) were satisfied with the opportunities for professional development, growth and promotions. The three-fifths of TEs (60%) were satisfied with good salaries, grades and status; a loans facility; additional paid work or financial support; fringe benefits; leave encashment; allotment of houses, hostels and residential pilots; gratuity and a pensionable job. Three-fifths of TEs (57.5%) were satisfied with self-motivated and energetic leadership and had a positive attitude regarding the administration at their department level; a proper feedback system; appreciation; and good relationship with leadership and management with respect to their immediate boss or supervisory level. Three-fourths of TEs (75%) were satisfied with working relationship and sympathetic relations at the work place. Half of TEs (55%) were satisfied with the available facilities and the working environment.

6.2   SUB-STUDY II: FACTORS AFFECTING JOB SATISFACTION

Question (2) of the study was designed for a sub-study (2) in order to explore the answers to two sub-questions of the research article, which were about the perception and experience of TEs regarding their job and JS, and factors affecting their JS and dissatisfaction.

6.2.1   The perception of TEs about their job, job satisfaction and dissatisfaction

A job is a combination of rights, duties and responsibilities to enjoy and fulfil as per the needs and requirements of the organisation's laws, procedures and rules for the welfare of employees and to achieve goals. Job satisfaction is directly and indirectly connected with the promotion of feelings, to have relaxation, peace and security in the employees' minds, feelings and moods, which allow them to perform their duties and responsibilities effectively and efficiently to help them achieve the aims and objectives of the organisation in terms of economic growth and development. Yet, the real-life experience of job satisfaction is contradictory depending on the obedience in response to every legal and illegal instructions of the heads in order to make them happy, which is only the way to survive in the organisation. Furthermore, it can be said that teacher educators are satisfied only with the job itself.

6.2.2   Experiences of TEs concerning job satisfaction and job dissatisfaction

At their respective organisations, TEs experienced job satisfaction, when they observe, feel and complete the concerned assignments and activities such as planning, organizing, leading, controlling and adopting activities. *Planning activities* consist of planning lessons; syllabus and outline design and their breakdowns; lesson preparation; preparing subject manuals; preparing power-point presentations; and outlining tasks. *Organizing activities* consist of completing the material development; completing arrangements for conducting and successfully leading classes; sharing material with heads and students; answering students' questions; making and sharing guidelines and instructions for all activities; finalizing the topics of essays and assignments; preparing and submitting question papers; assessing students' tests or examinations booklets; checking students assignments; assigning and finalising students grades; and submitting the results of all subjects. *Leading activities* consists of carrying out timely counselling and student guidance; giving constructive feedback to students on their submitted assignments; supporting students to participate in co-curricular activities; searching for opportunities for professional growth and development; getting promotions in time; suitable and sufficient workload; challenging work and assignments; and goal-oriented work. *Controlling activities* consists of discipline; dedication, commitment, ownership and leadership; active participation in a

performance-based competencies system; and getting appreciation and respect from all stakeholders regarding their work. ***Adopting activities*** consists of acting as per the rules and regulations of the organisation; publishing research papers; attending national and international conferences to present papers; preparing training manuals before conducting training sessions; designing and conducting trainings; designing of proposals for different projects; and securing research funding from different agencies through the grant application process.

TEs at their organisations experienced job dissatisfaction when they observed, felt or received non-supportive environment; non-supportive relations and resources; mistrustful relations and matters; and biased and non-scientific judgements. A n***on-supportive environment*** consists of no appreciation and no due respect, even though it is deserved by TEs; a non-supportive, autocratic, vertical and rude style of administration; disturbance in the academic process by students' and teachers' politics; and a non-transparent system to get the proper solution for the issues and problems. ***Non-supportive relations and resources*** consists of non-social and non-supportive attitudes of organisation heads; unavailability of prime required material resources. ***Mistrustful relations and matters*** consists of unnecessary, irrelevant, extra and non-fruitful meetings; un-profitable actions taken by organisation heads and pressure groups; unnecessary and surprise visits of heads to staff offices, staff rooms and classrooms; a dominant, non-social and disrespectful attitude of heads and demonstration of this to teachers in front of students in class. ***Biased and non-scientific judgements*** consists of unscientific or nonscientific and biased assessment and evaluations; an impractical, bogus and unauthentic reporting system; stocking and holding the matters of TEs and students; injustice and corruption; inequality and an inequity-based system; non-supportive environment for work, growth and development; human rights violations; separate rules for separate people, under a misguided policy of "show me the person, I will show you the rule"; a back-biting and negative propaganda culture that influences promotions and progress; and employees being considered as the personal servants of heads.

6.2.3   Factors of job satisfaction

Sixteen factors were explored that affect JS of TEs, which were further clustered and abstracted with sub factors such as: ***Individual or demographic factors*** (gender, age, marital status, number of family members, qualification and experience); ***Organisational management and leadership factors*** (organisational administration, its relationships and policies; administrative style; communication system; selection & recruitment, and further procedures; evaluation and feedback system); ***Financial factors*** (fringe and monetary benefits, promotion and its procedures and systems); ***Work-supporting factors*** (physical facilities available for faculty, staff and students; working environments; appreciation, reward and award system; commitment to duties and responsibilities); ***Social and contextual factors*** (staff relationships; students dealing and relationship; politics and pressure groups; consideration for personal matters and support); ***Opportunities for professional development*** (professional development, exposure, advancement and financial assistance for conferences, trainings, workshops and meetings). The details of the sixteen explored factors are as described in the supportive quotation and statements of TEs.

The two statements about organisational administration, its relationships and policies were to be found to be important, as interviewee (3) said, "*The majority of TEs or faculty members are not given due right and share in making policies and decision-making bodies. The heads select persons as per their convenience to make, carry out and implement the policies as per their wishes and wills. Most members of different committees are selected on a non-meritorious basis to work for their boss as a "yes man"*". Interviewee (13) said, "*Most of the policies are made to benefit those who are in the good books of heads and are supported, promoted and appreciated at every stage. There is no good provision for making employees' friendly and quality-supporting policies in a majority of the departments, institutes and universities*". Twelve and fifteen TEs expressed some degree of agreement with the above statements. The statements show that the TEs do not give proper rights on meritorious basis to participate in the decision matters of their department and organisation to be active members and take a lot of care for their survival through making proper, authentic and scientific policies making and their implementation process. Because the survival of their department and organisation is their own survival, growth and development for better future endeavours.

The three statements about administrative style were found to be important, such as interviewee (24) who said, "*The undemocratic and laissez-faire style of administration is available in our departments and university*". Interviewee (22) added "*The employees or TEs cannot easily access the heads in order to discuss their problems, give suggestions and the proper input for the solutions to the problems available in the organisation that affect directly all stakeholders*". The interviewee (1) further added as, "*Most things are sent to be implemented from the higher authorities*". Participating TEs (11), (10) and (9) expressed some degree of agreement with the above statements. The statements of TEs show that due to undemocratic and laissez-faire style of management the system is becoming worst day by day because the vision and democracy is missing to lead the staff members towards the growth and development of the department and organisation. That's is why the new things are not got in to black and white from all concerned stakeholders, even though many people holds the foreign degrees to have many modern things to suggest and implement for betterment of the all concerns.

One statement about the communication system was found to be important, as interviewee (40) said, "*The communication system is very slow. Still in this modern era, circulars or memos on paper are sent to different offices via post or office peons. Sometimes it delayed a lot and letters reach their destination after deadlines*". TEs (16) expressed some degree of agreement with the above statement. The statements of the TEs clearly indicating that the majority of the departments and organisations are using old mediums of communication inside and outside the organisation, which effect negatively on their progress. The negative effect increases the dissatisfaction among employees and other stakeholders, which bring hurdles in their daily routine works.

Two statements about selection, recruitment and further procedures were found to be important, as interviewee (15) expressed, "*Selection and recruitment of faculty is not done purely on a merit basis*". Interviewee (26) added, "*There are many external and internal factors affecting processes and procedures, especially political pressures and the support of heads such as the head of the department and the Dean have influence on these things. Politicians, bureaucracy, university officials, deans and heads of departments are working as merit-killing machines in that regard*". Twenty-six TEs expressed some degree of agreement with the above statements. The statements of TEs highlighting the process and procedures of the selection and recruitment of the TEs, which have many loops and are to be affected negatively by the influential people to interfere in to

the meritorious system of the organisations in order to make them ineffective. Because the non-meritorious system and policies of teachers and TEs make the educational organisations and their systems useless to produce ineffective human resources that affect negatively on the future of the nation and the country.

One statement about the evaluation and feedback system was found to be important and relevant, as interviewee (38) said, "*The evaluation and feedback system is fine, but it does not provide suitable considerations or suggestions for future planning, and activities. Just things are going on and on; only the instructions from the heads are sent to accept, oblige and implement them is the main system of evaluation and feedback*". Thirty TEs expressed some degree of agreement with the above statement. The statements of the TEs highlighting that the evaluation and feedback system is focusing on evaluation only but there is no feedback that suggest the faculty members what to do and how to overcome the problems for the betterment of the TEs, their students, department and organisation. It can be said that the system is not focusing on the present to future because the futuristic approach is missing.

One statement about fringe and monetary benefits was found to be important, as interviewee (19) said, "*There are many financial benefits for all faculty members such as attractive salary, medical allowance, teaching allowance, extra paid course(s), evening paid courses and assignments, external paid assignments, transport allowance, daily allowance, house allotment, car allowance, car loan, salary loan, house building loan, group insurance, individual insurance, gratuity, pension, and pilot allotment with easy instalments to construct their own home*". Thirty-one TEs expressed some degree of agreement with the above statement. The statements of the TEs highlighting the financial benefits to faculty, which are much more than the teachers working at schools of colleges of the province and country. Because the grades and pay scales of university teachers (TEs) are much better due to doing research at that level.

One statement about promotion, its procedures and system was found to be important, as interviewee (6) said, "*The Higher Education Commission (HEC) in Pakistan gives a basic promotion system but sometimes it does not work properly on time. Universities delay their process due to politics, conspiracies, wishes and wills of heads of departments, deans of faculties, the registrar's office, etc. This is because of their self-disrespect, jealousy, enmity with teachers of their respective departments*". Twenty TEs expressed some degree of agreement with the above statement. The statements of the TEs highlighted that the promotion policy given by HEC is available but not fully implemented by majority of the universities and departments due to some ineffective system and non-meritorious things created by some departmental and organisational heads.

One statement about physical facilities available for faculty, staff and students was found to be important, as interviewee (36) said, "*A new building has been constructed with the sponsorship of USAID and all instruments were provided such as chairs, tables, almirahs or cabinets, white-boards, air conditioners, water coolers, etc. but are not installed properly due to the inefficiency of the administration of departments and the university. Sometimes we face many problems and are so very uncomfortable when things are not working due to unavailability of electricity and improper arrangements of facilities and systems*". Twenty-two TEs expressed some degree of agreement with the above statement. The statement of the TEs show that most of the facilities are available but due to ineffective management and governance system the things do not work properly to facilitate the all stakeholders especially the TEs to work well. Not working well due to unavailability of electricity and other things created by mismanagement creates dissatisfaction among TEs.

Two statements about working environments were found to be suitable and important as interviewee (2) said, "*The working environment is normal at our department. The workload is very heavy, cooperation is less from the authorities but high from colleagues, sometimes supporting materials work well, but most of the times not; no facilities for real practicals and experiments; just relying on lecture methods*". While, interviewee (39) added, "*The main item making the working environment non-conducive is instructions and directions from the administration without advance planning*". Twenty-three TEs expressed some degree of agreement with the above statements. The statement of TEs highlighted the importance of working environment, which plays key role in teaching learning process, but are not managed due to high workload, less cooperation, unavailability of the things, facilities and especially less or improper planning done by management with in limited amount of time and thinking.

One statement about appreciation, reward and the award system was found to be important as interviewee (27) said, "*The appreciation, reward and the award system is available for those who are in the good books of the heads. The best teacher awards were given away to those teachers who were very near and dear to vice chancellors or the heads of the organisations and even to TEs that have never ever taken or led their classes properly and regularly*". Thirty-four more TEs expressed some degree of agreement with the above statement. The statements of the TEs show that the reward and award system is ineffective and non-meritorious in most of the departments and organisations to boost up the quality of employees and their work motivation. Because it seemed that, the reward and award system is exclusively for those who are in good books of bosses only.

One statement about commitment to duties and responsibilities was found to be important, as interviewee (34) said, "*Commitment to duties is high as is fulfilment of responsibilities, but we are facing a high workload due to unavailability of faculty and expansion of degrees, courses and classes*". Seven more TEs expressed some degree of agreement with the above statement. The statements of the TEs show that the majority of faculty members have high level of dedication and commitment but departments and organisations do not perform their duty effectively in this regards in order to fulfill the needs and requirements with especial reference to the expansion of courses, degrees and departments.

One statement about staff relationships was found to be important as interviewee (8) said, "*Staff relations are very strong and social, depending on helping and supporting each other in most of the working matters such as exchanging of classrooms, helping in different assignments, working in groups and teams*". Thirty-one more TEs expressed some degree of agreement with the above statement. The statements of TEs show a high class and strong social relationship between faculty members are available to help and support each other in different matters at their departments. They replace their duties and responsibilities when they need in order to manage their duties in order to avoid any type of students and organisations loss.

Two statements about student dealing and relationships were found to be important, as interviewee (30) said, "*Dealing with student is quite sound and relations are very much social depending on help and support to learn and develop their knowledge, skills and applications*". Furthermore, the interviewee (32) added, "*Students are always encouraged to work on different assignments. Different learning opportunities are provided to them for theoretical and practical understanding*". Twenty-four more TEs expressed some degree of agreement with the above statements respectively. The statement of TEs highlight the strong relationship between students and their teachers purely

depending on the social, psychological and moral support to learn well and improve their character building to be the good human being in the society through proper and scientific understanding of the theoritical and practical issues related to professional and personal life.

Two statements about politics and pressure groups were found to be important, as interviewee (7) said, "*Politics and different pressure groups are available in the universities and they are working for the members of their group specifically and very little for the whole community of teachers in general*". Furthermore, the interviewee (29) added, "*Sometimes the members of the syndicate and senate are not elected but selected by the heads of the universities and institutes in order to keep and maintain their dominancy on each policy and decision*". Twenty-two more TEs expressed some degree of agreement with the above statements. The statements of TEs show the power of pressure and political groups who work for their active members through different governing bodies of universities, which many times selected and sometimes elected by the universities management and teachers communities. These pressure groups do not working for the lifelong learning and scientific systems of the organisations but for their personal and group members benefits. That is why; their role is considered as an important and valuable to run the departments and organisations.

Two statements about consideration for personal matters and support were found important as interviewee (31) said, "*Very low consideration and support is available for personal matters. Sometimes taking leave has become a big issue and problem for teachers, even though half of leaves were not enjoyed by a majority of the TEs in their professional life*". Furthermore, the interviewee (14) added, "*TEs enjoy their freedom, consideration for personal matters and get outstanding support from their department whenever they need*". Thirty-one and eight more TEs expressed some degree of agreement with the above statements. The statements of TEs are highlighting the two systems of the universities like small and large universities respectively. Where TEs in small and newly established systems of the universities are very strict to survive and enjoy their rights properly. While the system is vice versa in large universities for teachers to enjoy their rights a lot in a proper way.

Two statements about the opportunities for professional development were found to be important, as interviewee (37) said, "*The opportunities for professional development, exposures in national and international teacher education communities (TECs) and advancement are very limited*". Furthermore, interviewee (16) added, "*No funds are available to support all the faculty members but very few faculty members get different funds and financial assistance for attending conferences, trainings, workshops and meetings inside and outside the country even two or more than two times a year*". Twenty-three and seventeen more TEs expressed some degree of agreement with the above statements, respectively. The statements of TEs show that the limited facilities for professional opportunities and development are available among the universities for faculty. However, these limited facilities are given on non-meritorious basis to those who are in the good books of the heads. This practice is not proved as a fruitful and beneficial for the departmental and organisational development because the nominated faculty members did not deliver as a best than those who were given the opportunities on meritorious basis.

The prime factors of job dissatisfaction were weak financial factors, non-supportive factors, non-transparent factors, non-social factors, non-professional factors and non-developmental factors. *Weak financial factors* consist of low or unpaid salary and wages. *Non-supportive working factors* consist of non-supportive environment; non-

supportive relations and resources; mistrustful relations and matters; a dominant and disrespectful attitude of heads toward teachers in front of students in class; and human rights violations. *Non-transparent factors* consist of non-supportive administration and its style; non-transparent system; un-profitable actions taken by leaders and pressure groups; biased and non-scientific judgements; biased assessment and evaluations; bogus and unauthentic reporting system; stocking and holding the matters of teacher educators and students; injustice and corruption; an inequality and inequity supported system; and separate rules for separate people under misguided policy. *Non-social factors* consist of non-social and non-supportive attitude of heads; and a backbiting culture that influences promotions. *Non-professional factors* consist of unnecessary, extra and non-fruitful meetings; unnecessary and surprise visits of heads in classrooms. *Non-developmental factors* consist of teacher and students politics; non-supportive environment for work, growth and development; and employees being considered as the personal servants of heads.

6.3 SUB-STUDY III: MOTIVATION OF TEACHER EDUCATORS

Sahito, Z. & Vaisanen, P. (2018). Perception and Experience of Teacher Educators about their Motivation: A Case Study Approach. Journal of Language Teaching and Research, 9(3), 480-490.

Question (3) of the study was designed for sub-study (3) in order to explore the answers of three sub-questions of the research article, which were about the perception and experience of TEs regarding their motivation in their personal and professional life at their workplace.

6.3.1   The perception of TEs' motivation and demotivation

The definition and description of motivation was extracted from the views (perception) of the teacher educators that motivation is a desire, willingness and intention that stimulates the energy or behaviour of employees to work with interest, dedication and commitment to achieve organisational goals. It revolves around the conscious and unconscious factors such as the passion of needs, value of incentives and the expectations of the employees. It consists of actions, desires and needs of the employees, which gives the direction to their behaviour towards positiveness, achievement and success. Motivation is a process to unite employees to make their efforts in one particular direction for the betterment of an organisation and concerned stakeholders. It is a connecting force, bringing all stakeholders onto the same page to put their efforts as input to make the working environment and process powerful and conducive to achieve organisational goals. Demotivation is a process that disheartens TEs in their work and depresses, digresses and discourages them to work properly due to a lack of the fulfilment of their needs and requirement for a happy and joyful professional and personal life.

6.3.2   The overall levels of motivation and demotivation among TEs

The cumulative percentage scores are collected, added, divided and multiplied in order to determine the average cumulative mean percentage of the group in order to triangulate the explored percentage of satisfaction and motivation level by diagonal model of job satisfaction and motivation (DMJSM). As DMJSM revealed, the range of both approaches such as top to bottom and bottom to top approaches, is from 58 to 61, which is 60% in round figure. The 60% agreement of an employee or group shows them as moderately or normally satisfied and motivated with his or her and their job. An agreement percentage less than 60% indicates low satisfaction and motivation that can be said (dissatisfaction and demotivation), and agreement of higher than 72% means the employee is highly satisfied and motivated and 90% or more than that is extremely satisfied and motivated. In the light and application of the findings of DMJSM (formula), it is stated that one-sixteenths of TEs (6%) were found to be extremely motivated; one-tenths of TEs (10%) highly motivated; two-fifths of TEs (41%) moderately or normally motivated; and around two-fifths of TEs (43%) were found to have low motivation or demotivated with their job in their particular organisation.

6.3.3   Factors affecting motivation and demotivation of TEs

Personal and professional life factors affecting the motivation and demotivation levels of teacher educators. *Personal life factors* consists of respect and personal initiation; discipline in life; need fulfilment for family; self-realisation and self-satisfaction; model consideration and inspiration; and social services. *Professional life factors* consist of job security; readiness to accept any assignment; work and time management; dedication, commitment, delivery and performance; students' satisfaction and their support; social relationship and interaction; fulfilment of responsibilities and duties; professional growth and development; scholarship and authority; and self-assessment and self-evaluation were found to be the factors affecting the motivation level of teacher educators.

Disregard and disrespect; indiscipline life; no support and no need fulfilment for family; derealisation and dissatisfaction; no consideration and no inspiration; job insecurity; improper time management; laziness, indifference and falseness; inconstancy and unfaithfulness; students' dissatisfaction and disrespect; nonsocial relationship and interactions; unfulfillment and disappointment of responsibilities and duties; improper opportunities for professional growth and development; no scholarship and authority; improper assessment and evaluation system; and misuse of powers and authorities were found to be the factors affecting the demotivation level of teacher educators.

6.3.4   Experiences of TEs about motivation and demotivation

Teacher educators perceived and experienced motivation in their personal life such as the motivation as respect and personal initiation; motivation as discipline in life; motivation as need fulfilment (earning to deal with family expenditures); motivation as self-realisation and self-satisfaction; motivation as model consideration and

inspiration; and motivation as social services. Motivation in professional life is perceived as motivation for job security; motivation as readiness to accept any assignment; motivation as work and time management; motivation as dedication, commitment, delivery and performance; motivation as students' satisfaction and their support; motivation as social relationship and interaction; motivation as responsibilities and duties; motivation as professional growth and development; motivation as scholarship and authority; motivation as self-assessment and self-evaluation. The details of the experienced factors are as under with the supportive quotation and statements of TEs.

One statement about motivation as respect and personal initiation was found to be important as TE (11) said, "*Respect inspires, motivates and makes TEs feel proud about their profession, as the teaching profession is considered as a prophetic profession to teach students to be good human beings*". Two-third of TEs (67%) considered and expressed some degree of agreement with the above statement. Whereas, desire for respect and status is a fundamental right that motivate TEs to work for the betterment of the people as they respect them alot. The rank of TEs is directly linked with the authority and power to fulfill their responsibilities to benefit the people as they receive the respect (An, 2015) from them. As they want and struggle for a higher status that to be respected by the majority of the people as subjective well-being (Diener & Biswas-Diener, 2002; Niemiec & Ryan, 2009; Ryan, Chirkov, Little, Sheldon, Timoshina & Deci, 1999; Twenge & Campbell, 2002). The raising of rank, position and status fulfil the psychological, social and esteem-related needs and requirements of TEs to work with high motivation in their professional organisational climate for lifelong success and achievement.

One statement about the motivation as discipline in life was found to be important as TE (37) said, "*The routine of fulfilling the responsibility of work by TEs creates discipline in their lives that increases their sense of duty to complete their work to be a permanent employee of a reputable organisation with transparency*". Around two-fifths of TEs (43%) expressed some degree of agreement with the above statement. Because, transparency is considered as a fundamental driver of efficiency to create value in any organisation (Berggren & Bernshteyn, 2007), which enable the employees to achieve the aims and objective. Whereas, the discipline saves the time of the employees to manage their routine activities well in advance.

One statement about the motivation as need fulfilment (earning to deal with family expenditures) was found to be important as TE (2) said, "*Motivation of TEs is created, maintained and increased through need fulfilment, which is directly related to the earnings to meet and deal with family expenditures in order to keep family members happy. TEs work with high willingness to earn for their family, especially for the needs of their children such as education, pocket money, food, housing, etc.*" Eight-ninths of TEs (91%) expressed some degree of agreement with the above statement. This statement support the Maslow's hierarchy of needs theory, which states that people are motivated by five basic needs such as physiological, safety and security, belongingness, love, self-esteem, and self-actualization needs. The Maslow's hierarchy of needs is a genuine and sincere explanation for the motivation of human behaviour (Rauschenberger, Schmitt & Hunter, 1980) to change employees behaviour (Cangemi, 2009), even though each employee has its own motivational behaviour (Redmond, 2010). However, persons degenerates towards the lower needs to achieve satisfaction (Borkowski, 2009; Redmond, 2010) for their family and their selves. The second side of the coin is the financial and fringe benefits in the shape of salary or good wages and other allowances. The financial benefits help employees to fulfill the needs of their family in order to live

a happy life that make connections between motivations and rewards (Galanaki, 2013; Mok & Siddique, 2011; Owolabi, Ajiboye, Bakare, Bello, Omotoso & Adeleke, 2013).

Two statements about motivation as self-realisation and self-satisfaction were found to be important as TE (18) said, "*Some TEs have a high level of self-realisation to work in their department for the benefit of their students and personal growth and development, which increases their work performance with the passage of time*". While, TE (8) added, "*Self-realisation provides me the peace and rest of mind to work hard, which makes me able to achieve some awards and rewards of best teacher in department that gives me immense pleasure and self-satisfaction and increases my level of motivation*". Two-third of TEs (64%) expressed some degree of agreement with the above statements. Self-satisfaction bring internal and external appreciation to perform well that the ultimate desire of human nature to be valued (Ndungu, 2017) and satisfy the higher self-esteem, which brings more confidence, willingness and eagerness to be innovative (Mason, 2001) for substantially (Alam, Saeed, Sahabuddin & Akter, 2013).

Two statements about the motivation as a model consideration and inspiration were found to be important as TE (21) said, "*Motivated TEs are respected and liked by their students as role models because they inspire their students with their attitude, knowledge and socialisation*". Another TE (23) added that, "*TEs inspire their students, which works as a motivating factor to work hard through some discussions and suggestions to overcome problems and issues*". Around three-fourths of TEs (71%) expressed some degree of agreement with the above statements. The acquired inspiration creates passion, dedication and commitment among students to get high success in their life, which has a direct and strong bond with team spirit to be distinguished (Han, Yin & Wang, 2015) to achieve their aims and objectives (Mart, 2013). As the best leaders (teachers) invest their time and energy to coach their students for better performance through sitting, mingling and discussing as team members. In the way, the performance of students and colleagues increased through learning the essential leadership skills to inspire others and to achieve the organisational goals (Hudson, 2013). Because committed and inspired employees remained more productive, stay with the organisation longer and deliver their best (Sammons, Kington, Lindorff-Vijayendran & Ortega, 2014) for their students and organisational success.

Two statements about motivation as social services were found to be important as TE (32) said, "*The motivation of TEs increased when they serve as social actors to discuss different things with other teachers, parents and students than their own. TEs feel happy and satisfied when the teachers and parents come to get some suitable suggestions for the betterment of studies of their students and children, respectively, from the TEs*". Another TE (20) said, "*The motivation of TEs increased when they were able to help the common people and especially the needy ones requiring physical, social and psychological help*". Three-fourths of TEs (75%) expressed some degree of agreement with the above statements. Getting the opportunity to support any one physically, socially and psychologically to solve their issues and problems is considered as the blessing, which make the TEs happy and satisfied that bring increase in their motivation extrinsically and intrinsically to work and learn new things (Park, 2011) to maintain their motivation based on their personal satisfaction, wants and needs (Ganta, 2014).

One statement about motivation as job security was found to be important as TE (23) said, "*TEs very much like the job security at their department, which is the only fundamental factor to make employees purely satisfied, cool and relaxed so they can work well toward a successful professional life*". Sixty-two percentage of TEs (62%) expressed some degree of agreement with the above statements. Job security is considered the prime

key factor of TEs motivation, which works as the safeguard to protect the employees from any unwanted happenings to maintain the healthy life and environment in their organisation(s). The pleasant environment, friendly management, good salary package, organisational justice, career opportunities and job security (Okpara & Wynn, 2008) were found the uppermost factors of satisfaction and motivation of teachers. Because, job security support the employees to be strong in order to face and solve the different issues and problems (Iverson, 1996; Morris, Lydka & O'Creevy, 1993) to become a more productive resource. Whereas, job insecurity creates fear, worry and uncertainty (Ashford, Lee & Bobko, 1989) to decrease the performance (Bolt, 1983; Mooney, 1984; Rosow & Zager, 1985) of the employees that lead towards the organisational injustice that decrease the organisational productivity (Imran, Majeed & Ayub, 2015).

One statement about motivation as readiness to accept any assignment was found to be important as TE (3) said, "*Motivation is readiness, which creates interest among TEs to accept different tasks to work well through internal positive whole-hearted feelings and energies*". Sixty-one percentage of TEs (61%) expressed some degree of agreement with the above statements. Readiness means willingness and agreement to accept any assignment to work for the betterment of students and organisation. Because willingness and interest to work help the employees a lot to make them cheer to perform their tasks and assignments. As the interest for work means the readiness, which was found as the central and essential factor to boost up the employees motivation at their department and organisation (Harpaz, 1990; Kovach, 1987; Lindner, 1998; Safiullah, 2015) to perform effectively and identically.

Two statements about motivation as work and time management were found to be important as TE (30) said, "*Motivation is available in work and the management of time, which can be managed through proper planning and continuous organisation*". Another TE (27) said, "*TEs who manage their time as per work and assignments remain more motivated and they prioritise them according to importance and deadlines*". Fifty-six percentage of TEs (56%) expressed some degree of agreement with the above statements. The understanding and practice of work and time management provide a good sense and humor to TEs to complete their assignments well. The main resources of good working are comprised of all time availability of human and material resources to support the performance (Chandrasekar, 2011; Naharuddin & Sadegi, 2013) of employees in order to get success and achievement. It supported by the both physical and psychosocial components to increase performance (Chandrasekar, 2011) with incentives that have positive impact on employee's motivation and performance (Khan, Azhar, Parveen, Naeem & Sohail, 2011).

One statement about motivation as dedication, commitment, delivery and performance was found to be important as TE (28) said, "*Motivation comes from the trust between the administration and TEs, which brings dedication, commitment, delivery and performance. Trust can be created through involvement and participation of TEs in all types of planning, policy designing and their implementation and decision-making process*". Three-fourths of TEs (72%) of TEs expressed some degree of agreement with the above statements. The employees participation and trust development is very much important factor of human resource management, which the employees' empowerment (Uma, 2015). As the high participation of employees in decision making process is associated with significantly higher competence, impact and self-determination (Emamgholizadeh, Matin & Razavi, 2011), which support and ensure the ownership among employees to stay with and work hard with dedication and commitment to

deliver their best for their organisation. Confidence is increase due to empowerment to work with freedom through taking suitable decisions in the mutual favour and benefits of the organisation and all concerned stakeholders. Because the decision making power and experience increase the level of confidence, trust and belief among employees, which create the commitment, dedication, trustworthy, high motivation, satisfaction and innovation among human resources (Elnaga & Imran, 2014) to bring success and achievement in the organisation.

One statement about motivation as students' satisfaction and their support was found to be important as TE (19) said, "*Motivation as students' satisfaction and their support revolves around the availability of good human and material resources, their dealing or relationship depending on social interaction, mutual understanding and a regular teaching and learning process make students satisfied and motivated*". Two-third of TEs (65%) expressed some degree of agreement with the above statements. Here the students' satisfaction and motivation is interrelated and interconnected with the qualified teaching staff, suitable material resources and the social interaction of all staff, which has positive effect (Chi-Ho, 2015) on their progress. As Chinese culture prioritizes the collective benefits that is why the organisational missions are viewed as greater than personal needs (Chi-Ho, 2015) and requirements. As students' satisfaction was found directly connected with their teacher motivation, which has a rich diverse history (Hsu, 2003) and depending on fair dealing and mutual understanding and respect connected with individuals' behavior (Porter, Bigley & Steers, 2003; Steers & Porter, 1991). Whereas, the individual behaviour is a dynamic, which follows the process to be a successful resource of any organisation, community and society. TEs listen the matters and issues of their students and support them through suitable suggestions and advices. They are supported through practical work in their subjects' areas such as pedagogy, andragogy, management, curriculum, psychology, etc.

Two statements about motivation as social relationships and interaction were found to be important as TE (1) said, "*Basically, motivation is a social relationship and interaction depending on mutual respect, which is especially given by the management and students to their teachers*". Another TE (10) said, "*Mutual respect, discussion and collective decision-making make the working team and department successful*". Two-third of TEs (67%) expressed some degree of agreement with the above statements. All TEs and staff members were found equal in working team to fulfil their own duties and responsibilities. It consisting of respect to each other except any designation and grade in all perspectives across the multidisciplinary group, which create the collaboration among all members and leadership (Adams, Cain, Giraud & Stedman, 2012) in order to bring positive change (Fiore, 2008) for development. Emotional attachment based on respect and help was found a strong social relationship to bring all stakeholders of a team closure to each other to implement the instructions (Jiang, 2010) to achieve the organisational objectives.

One statement about motivation as responsibilities and duties was found to be important as TE (14) said, "*Taking responsibilities and duties at work itself is a motivation that makes things fun and work well. Furthermore, the active involvement in work gives me insight into complete all assignments properly and well in time to make progress for the betterment of everyone*". Two-third of TEs (69%) expressed some degree of agreement with the above statements. The fulfilment of responsibilities and duties make enable the employees to progress well, which make them capable to implement their own ideas with liberty (Leach & Westbrook, 2000; Schermerhorn, Hunt & Osborn, 2003). Because the responsible employees perform their job accurately and learn new things

to implement in a better way in their team and group of professionals. Whereas, during working in group the trust building and management is produced that increased the confidence level and developed the positive relationships among TEs and their heads, which increased the interest and responsibility, dedication and commitment (Han, Yin & Wang, 2016), curiosity and trustworthy (Bijlsma & Koopman, 2003) among all stakeholders to manage their conflict (Chan, Huang & Ng, 2008) and avoid any trouble (Ertürk, 2010). Because trust forms the foundation for effective communication, retention, motivation and contributions of energy to solve real work issues; review progress; build fun and shared experiences; and celebrate group successes and achievement publicly.

One statement about motivation as professional growth and development was found to be important as TE (29) said, "*Professional growth and development is a major area that motivates the majority of faculty members at the university level. In this regard, the trainings and workshops have prominent value at this level and place, which are the core areas to advance careers through skill development*". Two-third of TEs (66%) of TEs expressed some degree of agreement with the above statements. Professional growth and development are modern methods and techniques to advance the career and professional development that keep the high needs, requirement, and priorities from employees to be in their profession. These needs and requirements attract, motivate and retain the talented people (Choudhary, 2016) to remain responsible to arrange, organise, design and produce the finishing product of high quality. For this, the advancement in knowledge, skills and disposition is needed to enhance the TEs performance by increasing their satisfaction and motivation level through enhancement of their professional growth and development of their job (Saleem, Shaheen & Saleem, 2012). Because, the training, career development and organisational commitment have positive effect on employee's job satisfaction and motivation (Kayal & Ceylan, 2014), which facilitate and provide the opportunities to get their promotion well in time. Whereas, the career advancement is the prime technique and factor of job design that increase the motivational level of employees (Sushil, 2014) to achieve the work life balance and sustainability.

One statement about motivation as scholarship and authority was found to be important as TE (29) said, "*Motivation plays a vital role in increasing the willingness of TEs to work hard to study and research their respective field and interested topics to learn a lot. This learning increases dimensions of thinking and rethinking to gain more information about a particular research topic in order to gain more wisdom and increase cognitive competence*". Three-fifths of TEs (58%) of TEs expressed some degree of agreement with the above statements. While, wisdom and cognitive competence increase the scholarship (means knowledge, understanding and its utilization for development and problem solution) of the researchers (TEs), which make them authority in their particular research areas with the passage of time especially, when research scholars interact with information in the World Wide Web (WWW) to share their research ideas and solutions. Because it consists of predictive and evaluative judgment (Rieh & Belkin, 2000) to bring positive, real and true solutions for humanity. Whereas, the characteristics of information objects and sources, knowledge, and situation were found the influencing factors to do judgment about quality and authority (Rieh & Belkin, 2000), which bring high quality scholarship and wisdom among researchers. Because the cognitive competence do influence the educational attainment (Dalen, Hjern, Lindblad, Odenstad, Ramussen & Vinnerljung, 2008) and motivate the teachers and their students to work hard for the scholarship and authority. That is why the potential neglect is being placed in the institutions with insufficient resources for stimulating the students' development

(Gunnar & Kertes, 2005; Johnson, 2002; Rutter, 2005), which would be converted in to competence, scholarship and then authority. Because today's students is tomorrow's teacher, TE, researcher, etc.

One statement about motivation as self-assessment and self-evaluation was found to be important as TE (29) said, "*Motivation is a realisation of self-assessment and self-evaluation and vice versa. It may be a product and may be a process of self-assessment and self-evaluation*". Two-third of TEs (64%) expressed some degree of agreement with the above statements. Because the self-assessment and self-evaluation are term used interchangeably and is a process to know the self- image, self-respect and self-progress in the perception of others through observation and the collection of views especially from the students about their teachers. As self-assessment is defined as the focused attention to some aspect of behavior or thinking (Schunk, 2004), which is also known as self-judgment that identifies the progress toward performance depending on standards and criteria that what has been known and what is need to learn or do to retain and progress in the organisation. Whereas, the self-assessment means to engage individuals about their own learning and working means to evaluate their own work for the sake of improvement (McMillian & Hearn, 2008), which is necessary for the TEs to be motivated employees towards the improvement and inspiration. It may be prepare individuals for lifelong learning and working because it is the ability to self-critique and to reflect on their performance in order to meeting the requirements or not (Johnson & Gelfand, 2013). Self-assessment is a scientific technique and tool, which create realisation among TEs to critique as to perform better than last time and spare their place and respect in their department. Because self-assessment of TEs or teachers has direct link with the students' training to become experts as self-assessing in order to create intellectual growth and life-long learners (Logan, 2015).

6.4 QUALITY EDUCATION

Question (4) of the study was designed for sub study (4) in order to explore the answers of three sub-questions of the research article, which focused on the perception, dimensions and activities of TEs about the quality education at their departments and institutions.

6.4.1 Perception of TEs about quality education

The perceptions of TEs about QE were quite clear and a majority of TEs were found to be highly interested in working towards it. Their in-depth perceptions can be found in their statements and narratives, as the narratives of five TEs were found to be strongly informative, authentic, covering the description of perception and QE. As the first TE (21) said, "*It is a fundamental right of every child to receive quality education*". The second TE (9) said, "*It is a future permanent investment for the people and next generations, which will bring a sense of duty, job opportunity, rights and responsibilities of family, neighbourhood, department, city and country among them*". The third TE (5) said, "*It

is the most powerful tool for empowering individuals and communities to work hard for their desired and predetermined goals". The fourth TE (34) said, "*It is the only way to improve and enhance the capacity of a system to develop the skills of their learners*". The fifth TE (3) said, "It is a prime tool and method to bring economic growth, development and prosperity to upgrade the living standard of the people". Furthermore, it was concluded that QE is a fundamental right of every child or student that improves and enhances the capacity of individuals and a system to provide a conducive learning environment and opportunities to increase knowledge, skills and dispositions in order to utilise them for bringing the economic growth, development and prosperity of people and nations. It is a future permanent investment and the most powerful tool that brings the sense of duty, rights and responsibilities towards personal and professional life to become powerful and empower students to work hard to achieve the desired and predetermined goals.

6.4.2   Dimensions of quality education

A total of eight dimensions of QE were found from the collected data of TEs, which were settled down and converted in three large dimensions: presage, process and product known as 3Ps. The pre-sage dimension consists of two sub-dimensions: financial and material resources; qualified teachers and students, and staff-student ratios. The process dimension consists of four sub-dimensions: class size, class contact hours, independent study hours and total hours; quality teaching, research and its environment, assessment and feedback; reputation, peer rating and students support; quality enhancement process. The product dimension consists of two sub-dimensions: students' performance, degree classification, retention and persistence; and employability and graduate destination.

Three statements were found to be important about financial and material resources, available in most of the teacher education departments. As TE (36) said, "*A new building has been constructed by the government in collaboration with the Pre-Step project, funded by USAID. This building is fully loaded with all required facilities*". Another TE (11) said, "The newly constructed building is very suitable for running the four-year, newly designed programme". Another TE (39) added that, "*Due to the construction of the new building by USAID, the education department has been started at my university, which will promote TE in the deprived and underserved areas of Sindh*". Expect of this, other teacher education departments have suitable financial and material resources developed by their universities, Federal and Provincial Governments and Canadian International Development Agency (CIDA). The buildings were designed and constructed after many meeting with faculty, students, head (s) of departments, deans and vice chancellors of the concerned universities.

Four statements were found to be important about qualified teachers and students, and staff-student ratios and that TEs are selected through advertisement, testing and finally recommendations of selection boards of the universities. TE (4) said, "*I was selected out of 53 candidates. In test 09 were passed and after selection board 2 were given offer orders to join the department*". Furthermore, for the appointment of lecturer in different departments of teacher education the universities required two sixteen year's degrees with different specialization, 3.00 CGPA or First Class, which is very strict type of requirement for the majority of candidates. As TE (7) said, "*Two first class degrees requirement is a monopoly of the heads of the department and dean to bring their own people*

in to their respective departments. They advertise according the qualification of their own people from whom they got any type of financial and material benefit". While, students are selected on merit basis in most of the universities but in few departments, there are evening or self-finance programmes where the admission criteria is first come first serve with minimum requirement (second class). In this regards, a TE (26) said, "*Evening programme (s) for universities and departments are the ways of income to increase the finances but it benefits the public to some extent too*". No doubt, the evening programmes are supportive and beneficial for those students who work at morning time in different schools and other organisations and wanted to continue their education through evening programmes. However, the teacher-student ratio is not balanced in the teacher education departments. Teachers have much more workload to carry the classes (teaching), research activities and training (professional development) activities in their daily routines. TE (02) said, "*We have to take four courses with four credits, which is very difficult to manage in daily routines*". Because, teaching is not only the responsibility of TEs but they have some more responsibilities such as preparation for lecture, counselling hours for students, assignment checking, individual feedback for constructive future results, assessment and evaluation, etc. These all problems can be solved and QE can be maintained only through keeping the balance of teacher-students ratios.

Three statements were found to be important about class size, class contact hours, independent study hours and total hours as TE (20) said, "*The total number of students in my class remained about 80 to 100 since last ten years of my services*". However, in newly established universities the class size remained about 30 to 50, while the class contact hours remained more than large universities. As TE (31) said, "*We teach four credits or hours in class, while many universities have same courses of 3 credits*". The concept and counting of independent study hours is not available in majority of departments and even are not counting in the workload of students and teachers, while they work alone and check the assignments, etc. respectively. As TE (27) said, "*Individual working hours are not in counting of workload, only teaching hours are counted as workload, which are total working hours of any teacher*". In different developed countries like UK, USA, Australia, China, Finland, Denmark, Italy, etc. every hour is counted as workload, either is teaching, research, training and individual hour to work for the department, faculty, students, university, community and society. Especially the credits for social services, which are counted for working of the welfare of their society, counting a respectable activity in the professional life of the teachers and TEs.

Three statements were found to be important about the quality teaching, research and its environment, assessment and feedback as TE (1) said, "*For maintaining quality we make allied materials of our subjects and power point presentations in advance and then send them to students before lectures as they prepare for coming lectures*". Some TEs also use latest research papers concerned with the topic as another TE (32) said, "*To further student understanding TEs use research paper related to cover topics in their classes for group reading, discussions and presentations*". Most of the teachers do assess and discuss the copies with their students in newly established universities but the case is vice versa in large universities. Another TE (30) added that, "*After assessing the assignments, surprise tests, essays, mid-terms and final term papers, TEs show their copies to their students and invite them to discuss their marks and grades in case they have any objections*". Along with these all activities, the verbal and written feedback is also given to the students from activity to activity, assignment to assignment and time to time.

Two statements were found to be important about reputation, peer rating and student support as TE (29) said, "*The rules and regulations for maintaining quality education*

are developed and properly implemented. Marketing is done at all levels through different modes of media to increase the awareness and knowledge among the public about the reputation of the university and department". Peer rating is done through different modes and by faculty and students in order to get firsthand knowledge from all concerned stakeholders to upgrade the system in order to support the students and their learning environment. Another TE (37) said, "*The Quality Enhancement Cell (QEC) collects teacher evaluation data from the students and faculty. Based on the collected data, they announce the best teacher of the department, faculty and then university*". Teachers and heads are requested and instructed to be most beneficial and social to their students and system. As the quality can be maintained to increase their respect for every member of the organisation.

Three statements were found to be important regarding the quality enhancement process, which was established in every university of Pakistan as the regional office, connected with the central office at Learning Innovation (HEC), Islamabad. The regional or university QEC works well to collect data and announce their results but do not support teachers further to enhance their skills. As TE (40) said, "*After announcement of teacher evaluation results, the QEC do not meet, suggest and advise the TEs individually on what and how they can do better? They just issue the letter that your evaluation report is not good and to kindly improve your performance or vice versa*". In this way, the quality enhancement process ends without drawing any fruitful results or conclusions. Another TE (23) said, "*QEC does not interview any students in order to know that what a TE should improve for future endeavours as per observations of his or her students*". In this way, the fault and its causes cannot be disclosed. As TE (12) said, "Nothing is suggested and arranged for TEs to support them to overcome their weaknesses". That is why TEs do not improve their selves for better future performance and results.

Three statements were found about students' performance, degree classification, retention and persistence as TE (8) said that, "*The assignments, surprise tests, essays writing, mid-terms, presentations and final term papers are the main techniques and methods to check student performance*". Nowadays, four-year degrees have started in teacher education, which have worldwide recognition and are registered and recognised by HEC in Pakistan. In this regard, another TE (17) said, "*The government have notified that separate jobs would be announced for ADE and B.ED four-year degrees in the Education Department*". This notification is done to encourage the candidate to get a four-year degree in education with some specialisation. As another TE (25) added that, "*There are some specialised fields in four-years education degrees such as teaching of mathematics, physics, chemistry, biology, computer, economics, English, Urdu, Sindhi, social sciences or studies, Islamic studies, special education, psychology, accounting and adult education*". Due to government notifications, it is expected that the new candidates would be retented and persisted in the teacher education department as to meet the national need of teachers.

Three statements were found about employability and graduate destination in the data, as TE (16) said, "*As per government notifications the requirement for future jobs will be a four-year degree with particular specialisation*". This requirement and specialisation would play a vital role to open job opportunities to create employability for newly graduated students, who want to be future teachers of the nation. After becoming teachers or continuing their education towards master's and doctoral studies, they would be able to choose their destination. As a TE (14) added that, "*40 to 60 percent of graduates are thinking about higher studies in their early-stage studies and careers as teachers*". The sponsorship and funding is the main issue, which prevent the majority of graduates to continue their higher studies but they work hard to continue. Another TE (35) said further that, "*Many students work in the morning and continue their higher*

education work and classes in the evening or on weekends". To earn and meet the studies, personal and family expenses parally individuals do jobs at morning time, which can be seen as the inspirational cases and examples available in universities of Sindh province of Pakistan, who did a great hard work and face hardships to make their life successful.

6.4.3   Efforts and activities performed by TEs for quality education

Planning, organizing, leading, controlling and adopting were the five types of explored activities performed by most of the teacher educators to maintain quality in their department. These activities are further divided and described as the *Planning activities* (making the syllabus; preparing outlines and their breakdowns for class implementation; designing the subject manuals; lesson planning; power-point presentations; outlining the tasks). *Organising activities* (completing the material development phase; material arrangements; material sharing with their students; answering the questions of their students; making and sharing guidelines and instructions for all activities; finalizing the topics of essays and assignments; preparing and submitting question papers for mid-term and final exams; assessing students' tests or examination copies; assigning and finalizing the grades of students; submitting the results). *Leading activities* (timely counseling and guidance; giving constructive feedback on assignments and examination copies; supporting students to participate in co-curricular activities). *Controlling activities (*dedication, commitment, ownership and leadership; active participation in a performance-based competencies system; and getting appreciation and respect from all stakeholders regarding their work). *Adopting activities (*acting as per the rules and regulations of the organisation; publishing research or conference papers; preparing training manuals; designing and conducting training; and designing, submitting application and grants to federal and provincial governments for winning research funding) revealed by the study of Sahito and Vaisanen (2017a).

6.5   RESEARCHER'S OBSERVATIONS

As discussed earlier, the researcher visited every department and university two to three times during the data collection process. It was also discussed that the three departments at different universities were given the new building by HEC through the Pre-Step project fully funded by the USAID. The researcher made the following observations during the data collection process and activities and noted down in his diary as field notes.

(a) The senior TEs were observed to be happy and the junior TEs were not up to that level. This observation was discussed informally with TE (9) in order to confirm the statement said by other TE, sitting in the staff room. TE (9) confirmed and said, "*It's true that majority of seniors are more satisfied than newly appointed faculty members due to high pay packages and less workload*".

(b) A power game was observed in the relationship between heads and co-worker TEs. This observation was discussed informally with TE (2), (7) and (34) respectively in order to confirm the statement. TE (2) confirmed and said, "*Autocratic style of management is responsible for that power game*". TE (7) confirmed and said, "*Divide and*

rule are behind the power game". TE (34) confirmed and said, *"It's a grand strategy to have the grip and control over the system of the organisation"*.

(c) TEs were found to be discussing the selection of Deans, Registrar and Vice chancellor followed by the power game, sale of positions, political interference and support. This observation was discussed informally with TE (6), (8), (22) and (37) respectively in order to confirm the statement. TE (6) confirmed and said, *"The political parties sale the positions of vice-chancellors of different universities of the province to keep their control".* TE (8) confirmed and said, *"Like political parties, the vice-chancellors also keep control to have their supporters as registrars, deans, and head of the departments".* TE (22) confirmed and said, *"Many vice-chancellors are under the trial of many corruption cases in the courts of law, anti-corruption department and national accountability bureau".* TE (37) confirmed and said, *"Vice-chancellors obey the legal and illegal order of the heads of political parties to benefit them and their members".*

(d) Political influence, pressure and negativity were also observed in the discussions of TEs. This observation was discussed informally with TE (3) and (28) respectively in order to confirm the statement. TE (3) confirmed and said, *"Due to political influence and pressure few vice-chancellors resigned from their position before completion of their tenure".* TE (28) confirmed and said, *"Due to political influence and pressure many people have been appointed and promoted illegally without having the required qualification and experience against the position, which is a great treat to quality education".*

(e) Lack of scientific, clear and employee-friendly policies was observed from the informal discussions of the TEs. This observation was discussed informally with TE (5), (19) and (31) respectively in order to confirm the statement. TE (5) confirmed and said: *"Due to lack of transparency, justice, and equity the employee-friendly policies are not available in the organisations".* TE (19) confirmed and said, *"The proper implementation of available policies is not in practice at all levels due to corruption and non-working capacity of the majority of the officers".* TE (31) confirmed and said, *"Many employees' unions are responsible for the improper implementation of the policies".*

(f) Lack of research attitude, environment, and facilities were found in the routine discussions of the TEs and heads. This observation was discussed informally with TE (24) and (36) respectively in order to confirm the statement. TE (24) confirmed and said, *"The majority of TEs do not research interest and attitude to publish their research. They publish for their promotional purposes only".* TE (36) confirmed and said, *"There is no update and proper facilities and environment for research conduction. Seniors feel jealous on the publication of any research article in any journal, which makes environment impure, non-conducive and non-supportive".*

(g) A non-transparent and favour supporting system were seen in the discussions of the TEs with special reference to selection and recruitment processes and all other procedures. This observation was discussed informally with TE (4) to confirm the statement. TE (4) confirmed and said, *"The university administration and the management do support many of their friends, relatives, and political people in many matters and issues through non-transparent support".*

(h) The autocratic and laissez-faire management were observed as the central points of TEs' discussions. This observation was discussed informally with TE (14) and (27) respectively in order to confirm the statement. TE (14) confirmed and said, *"The Laissez-faire management is available in large universities to deal with a large number of employees especially with teachers' and employees' unions".* TE (27) confirmed and said, *"The autocratic management is available in small and newly established universities to deal with a small number of teaching and non-teaching staff members".*

(i) Improper system of designing of policies and their implementation was observed as the hot topic of the day-to-day discussions of the all employees. This observation was discussed informally with TE (1) to confirm the statement. TE (1) confirmed and said, *"Teachers and staff are not satisfied and happy with the policies and their implementation at my university due to non-transparency and injustice"*.

(j) Mistrust, job insecurity, lack of professional growth and developmental opportunities were identified as the main issues in TEs' discussions. This observation was discussed informally with TE (39) to confirm the statement. TE (39) confirmed and said, *"Mistrust, insecurity, lack of professional growth and developmental opportunities are the creation of inequality, inequity and injustice, and non-transparency at different universities of the country"*.

(k) Lack of basic needed facilities, administrative support, pre-and-advanced planning, and social relations were identified in the discussions of some of the TEs. This observation was discussed informally with TE (27) to confirm the statement. TE (27) confirmed and said, *"Lack of basic needed facilities, administrative support, pre-and-advanced planning, and social relations are the outcomes of the selection, recruitment, and appointment of faculty and officers on non-meritorious system and methods"*.

6.6   SUMMARY OF FINDINGS

The satisfied faculty members possess good position, rewards and facilities in their particular working place while dissatisfied TEs were not having many things work well, which was the main reason for their dissatisfaction. Dissatisfied TEs just pass their time to work for their salary and survival in their organisation. Motivated TEs work hard for their students to facilitate them in learning well to increase their knowledge and get good grades for their bright future. Meanwhile, demotivated TEs work for their betterment and to satisfy their department heads, institutes and organisation to ensure their survival. The attitude of satisfied and dissatisfied teacher educators towards quality education depends on the system and practices of the organisations with respect to how quality education is perceived, understood, planned and executed, which can be seen in short and long-term projects and planning. The difference between satisfied and motivated versus dissatisfied and demotivated TEs is that the motivated ones work better towards their interests and have greater dedication and commitment in their supporting system, while the unmotivated ones do work for their survival. The main reasons for their dissatisfaction and demotivation are improper implementation of laws, rules and regulations; inequity, injustice, inequality; non-transparent system, ignorance, favouritism, corruption, humiliation and violations of basic human rights.

The majority of TEs have few and very difficult opportunities for advancement, growth, development and promotions at their organisation due to a non-transparent system and the autocratic management of the heads of departments. The heads are not willing and have no capacity to listen to criticism on their planning, policies and routine activities. Building the social relations or contacts; self-respect and good working relationships; enjoying meeting with national and international researchers and scholars; students' satisfaction and social relationships; counselling and guidance of students; humanitarian and religious mission to teach; status, respect, dignity and social services in society; and support each other in different critical situations in their professional and personal lives were the main identified factors. A vertical and autocratic style of organisational administration is practiced by the majority of misguided university

administers such as vice chancellors, registrars, deans and heads of departments. Those actors often want to keep and maintain tight control over the university teachers for the fulfilment of their personal aims and objectives. This is because, the majority of vice chancellors, registrars and dean are deputed through non-transparent, non-meritorious and corrupt system and selection procedures by the political parties, chief minsters and the governors of the Provinces in Pakistan. According to a rough estimation of the teaching and non-teaching staff of the universities and the general public, the post of the vice chancellor of any university sold-out, on amount that ranges from 20 Crores to 35 crores in Pakistani rupees. That is why the universities do not make employee-friendly policies to help the TEs get a stress-free and satisfied system in order to achieve organisational goals. The universities administrators use the formula of "divide and rule" to keep their control on the system, which is supported by the elected leaders of the teacher and employee association and unions of their respective Universities. The university officers, teachers and employees associations and unions make the system ineffective and corrupt consisting of non-transparent and non-meritorious selection and recruitment systems and procedures, which have been commandeered through hijacking by all united groups referred to as merit-killing machines. The study confirms the findings and the results of many studies on JS, which have been conducted nationally and internationally. The main findings of the studies include, employees are significantly affected by favourable and unfavourable feelings and attachments in their work (Newstrom, 2007); there is a positive and significant link between workplace environment and mental and physical well-being of the employees (Donald & Siu, 2001); and the indoor workplace environment is an important factor and element (Decroon, Sluiter, Kuijer & Frings-Dresen, 2005; Veitch, Charles, Farley & Newsham,, 2007; Wells, 2000). The above findings are from the main body of research on teacher job satisfaction, conducted internationally by Day, Stobart, Sammon & Kington, (2006); Dinham & Scott, (2000); Eyal & Roth, (2011); Klassen & Chiu, (2010); Koustelios, (2001); Scott & Dinham, (2003); VanHoutte, (2006).

Motivation played a pivotal role in working progressively in any organisation in order to develop himself or herself or their selves to achieve organisational goals. The process of motivation depends on the willingness of employees to work progressively. The TEs are qualified and trained human resources who know their work, responsibilities and duties well enough to perform well in every task. Lack of trust between the administration and TEs weaken their relationship, which negatively affects the system, leadership, the working environment and the inputs of the TEs working for the betterment of their organisation. Therefore, visionary leadership is needed who listen to the matters and issues of TEs well and support them in dealing with every issue and problem to maintain their motivation level to work progressively. Visionary leadership will work hard to know the professional, psychological, social and physical needs of all stakeholders for better results and progress. That is why the appropriate place is needed to incorporate all required amendments in the development of the material resources, policies and planning, instructions and guidelines to support the sustainability of the organisations and employees. JSM are important factors of sustainability, which affect QE positively toward improvement of the standards of education in Pakistan (GOP, 2009). The performance of every member is important for any organisation to progress well and that can be achieved through motivation, positive attitude and reinforcement to strengthen the behaviour of employees with a high level of motivation as rewards and punishment, appreciation and sense of belonging (Shiraz, Rashid & Riaz, 2011) to achieve the required goals of the organisation.
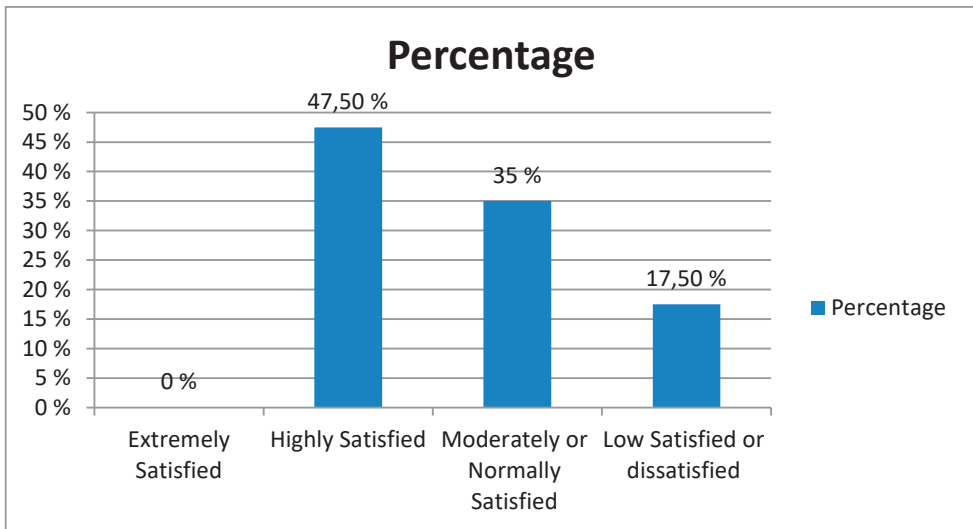
Figure 4. Job satisfaction level of TEs (Made from the published sub-studies - II)

In the light and application of the findings of DMJSM (formula), it is stated that no one (00%); half (47.5%); one-third (35%); and one-sixth of TEs (17.5%) were found extremely satisfied; highly satisfied; moderately or normally satisfied; and low satisfied or dissatisfied respectively with their job in their particular organisation. In comparison, one-sixteenth (6%); one-tenths (10%); two-fifths (41%); and around two-fifths of TEs (43%) were found to be extremely motivated; highly motivated; moderately or normally motivated; and low motivated or demotivated with their job respectively in their particular organisation.

Figure 5. Motivation level of TEs (Made from the published sub-studies - III)

The following graph describes the collective level of satisfaction and motivation of TEs. In the light and application of the findings of DMJSM (formula), it is stated that only one-thirty-second of TEs (3%) were found to be extremely satisfied and motivated; one-third of TEs (29%) highly satisfied and motivated; two-fifths of TEs (38%) moderately or normally satisfied and motivated; and one-third of TEs (30%) were found to be low satisfied and low motivated or dissatisfied and demotivated with their job in their particular organisation.

Percentage

- 3 % — Extremely Satisfied and Motivated
- 29 % — Highly Satisfied and Motivated
- 38 % — Moderately or Normally Satisfied and Motivated
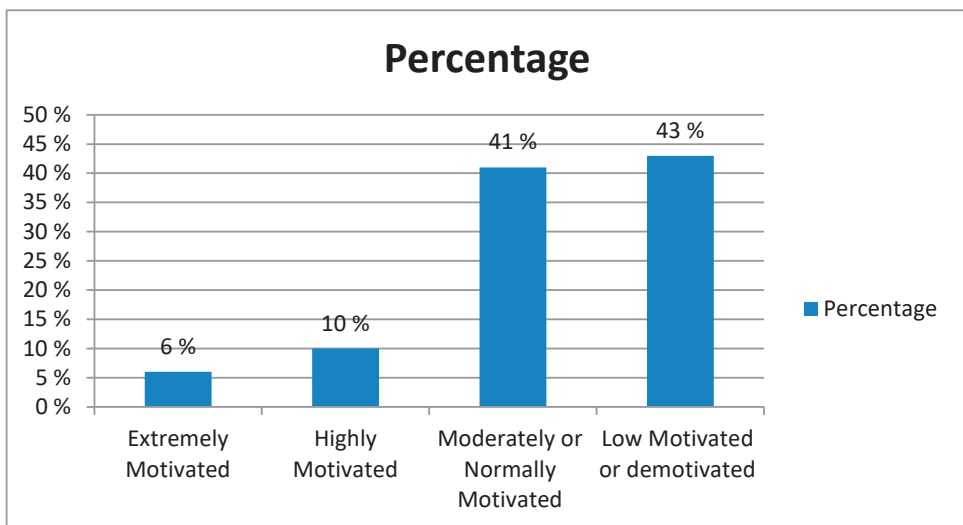- 30 % — Low Satisfied and low Motivated or dissatisfied and demotivated
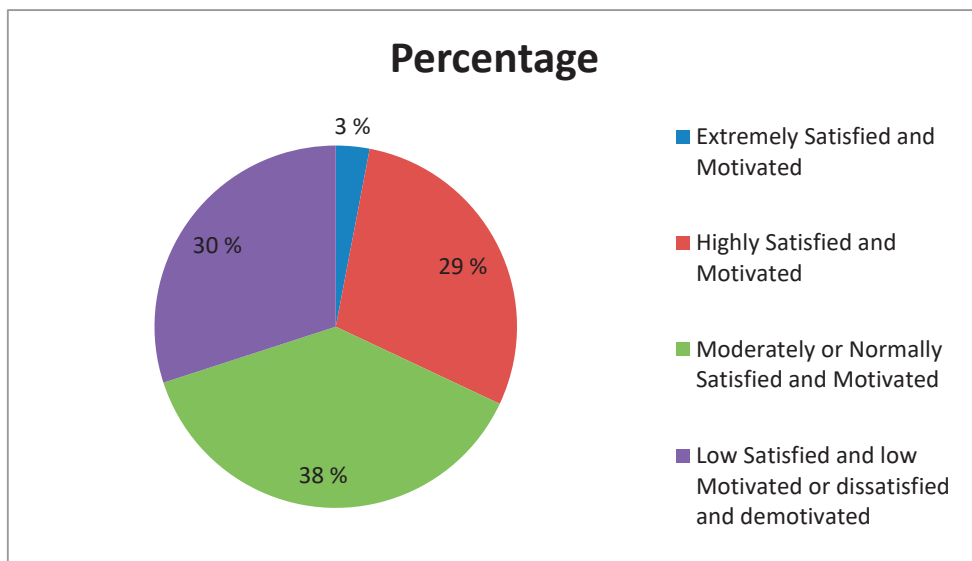
Figure 6. Job satisfaction and motivation level of TEs
(Made from the published sub-studies II and III)

The agreement level of one-thirty-second of TEs (3%) who were found to be extremely satisfied and motivated remained between 90 to 100%. While, the agreement level of one-third of TEs (29%) who were found to be highly satisfied and motivated remained between 72 to 89%. Further, the agreement level of two-fifths of TEs (38%) who were found to be moderately or normally satisfied and motivated remained between 60 to 71%. Finally, the agreement level of one-third of TEs (30%) who were found to be low satisfied and low motivated or dissatisfied and demotivated remained less than 60%, as per explored levels and their range percentages of the diagonal model of JSM (Sahito & Vaisanen, 2017b). In this connection, the majority of the explored statement and narratives support the finding of the content and process theories but the majority of the narratives support the content or need theories of job satisfaction. The majority of TEs think that the job is necessary for them, which is a combination of rights, duties and responsibilities (Sahito & Vaisanen, 2016) in order to support their family and save them from poverty, disrespect, ignorance and inferiority complexes (Parveen, Sahito, Gopang & Khamboh, 2015). That is why; they try to work in their organisation even though they are not fully satisfied or not with the majority of the factors such as organisational conditions, environments, rules and their proper implementation. This is because, there is major unemployment and poverty in the country and people are facing many issues and problems in their daily life due to

unemployment, political instability, terrorisms, extremism, unethical and negative students and teachers political movements in educational institutions to support gangsterism and blackmailism. No fully transparent systems are available in any educational institutions and the institutions are hijacked by many pressure groups, which are supported by powerful political parties, fear flourishing political parties, bureaucracy and gangster groups. Therefore, it can be said that a majority of TEs are satisfied and motivated due to their responsibilities and commitments towards their families, communities and internal feelings towards the teaching profession. Another reason is that the teachers have less opportunities to move to another job due to less salary, facilities, respect and peace of mind, which are available to some extent in universities.

The three dimensions of quality: presage, process and product were explored. The presage dimension consists of financial and material resources; qualified teachers and students; and staff-student ratios. The process dimension consists of class size; class contact hours; independent study hours and total hours; quality teaching, research and its environment; assessment and feedback; reputation, peer rating and students support; and quality enhancement process. The product dimension consists of students' performance; degree classification; retention and persistence; employability and graduate destination. Quality can be managed easily in any teacher education departments through the implementation of a few important principles and will of management such as transparency, equity, equality and support. However, in most organisations, the heads of the departments and organisation have degraded TEs. In some cases students, peons and guards have been deputed as spys to keep an eye on the faculty members so they know what is going on in their classes and offices in order to report it on daily basis. This activity and condition create misunderstandings between the faculty members and the heads, which brings a great hurdle in the process of quality education. The policies, rules and regulations are vague and the documents such as meeting minutes, rules and regulations, senate and syndicate decisions, and so on are kept secret from the employees by the management. As they cannot claim their rights that effect negatively on the performance of employees and the quality education process. The teachers and employees associations and unions, pressure groups, the think-tank groups and the management effect negatively the process of quality education because they have their personal and professional hidden aims and benefits. That is why sincerity, commitment, trustworthiness and dedication have been not observed in the majority of the departments, institutions and universities. Furthermore, it can be said that QE can be maintained and managed through transparent and meritorious methods and other ways by selecting competent people for the betterment of the organisation. The personal benefits of any one person cannot be dominant over the benefits and achievements of organisational objectives in any way or in any case: quality defeats corruption and conspiracy.

7 DISCUSSION

The discussion of the study is divided into three main areas for further understanding of all related stakeholders such as the JS, motivation of teacher educators' and QE. The main purpose of this study was to know the perception and experiences of the TEs about JS, motivation and QE; explore the dimensions, factors, activities or inputs of TEs about their JSM towards the QE.

7.1 OVERALL GENERAL LEVEL OF JOB SATISFACTION AND DISSATISFACTION

The findings of studies I and II answered the overall JS and dissatisfaction of TEs in the results of dimensions and factors. The six dimensions were identified: work, assignments and workload; opportunities for advancement, growth and development; financial and fringe benefits; supervisory support, permissions and free hand; working and sympathetic relationships; and available facilities and working environments. The findings of Study I revealed that two-third of TEs (67.5%) were satisfied with the work, assignments and workload because their work was found to be relevant to their qualification, expertise, field of interest, less in quantity and limited workload, with the laissez-faire management or administration at their department, faculties and institutes. The heads, who have adopted the laissez-faire style of leadership and management, want to carry on the system as to hold their position for a long period of time and they do not want to influence and affect the specific circumstances, conditions and situations of an organisation to create any problem for themselves. When they talk about work and implement the rules and regulations, maintain the discipline and the outcomes of the organisation, then the individuals, teachers, employees and students' unions become active in defending themselves to gain some latencies or free hand and vacation in their work and facilities that have resulted due to the non-transparent and non-meritorious system often seen in public sector organisations. However, their strategy of a laissez-faire style of leadership and management potentially affects the morale and progress of teachers (Evans, 1997). The relationship between work, qualification, expertise and field of interest was found among TEs of large universities. Who, hardly have two subjects to teach and do not spend much time and energy to prepare for their lectures, depending on the traditional teaching style especially using the lecture method and enjoying the laissez-faire management style at their departments. There are well-established systems in large universities to provide suitable, up-to-standard and market-based benefits to their employees and TEs, especially extra-paid evening classes, good housing units fully loaded with all facilities, and good medical facilities.

Half of TEs (52.5%) were found satisfied with opportunities for advancement, growth and development because the majority of them got a series of the trainings from the Pre-Step programme of USAID. However, other participants revealed that it was very difficult to get any opportunities of advancement, growth and development on merit basis, due to the autocratic management of the heads and their constant statements about the lack of finances and the weak financial position of the organisation. That is why many TEs are rarely allowed to go to conferences, training

and workshops unless they can find outside financial support and assistance. A few good opportunities are awarded to those TEs who are close to heads of departments, faculties and the organisations. Three-fifths of TEs (60%) were satisfied with financial and fringe benefits such as good salaries, grades and status; a loans facility from department and concerned banks; additional paid work; leave encashment; allotment of houses, hostels and residential pilots; a gratuity and a pensionable job. In this regard, the large universities were found to have well-enough established systems to provide good benefits to their employees and TEs. However, the small and newly established universities have weak, newly established systems to facilitate their employees and TEs with some financial and fringe benefits. Furthermore, the large universities have evening programmes where their teachers can teach and get extra financial benefits per month and maybe per course, which increases their satisfaction level. The large universities have very good housing units and good hospitals on their panel for their employees, which are allotted to them and their families as per their grade and scale. The pay or the salary remained the prime factor of job satisfaction of teacher educators (Malik, Danish & Munir, 2012) including the promotions and other relevant needs connected to their profession (Nakera & Wesang'ula, 2010; Ololube, 2006). As per their perception, the salary can fulfil the financial needs of all their family members, living in a joint and nuclear family system. A certain salary level can make the lives of employees' and their families easier and happier, while, lower pay leaves employees less satisfied, whereas those receiving higher pay tend to have a higher level of satisfaction (Hamermesh, 2001). That is why higher-paid male teachers were highly satisfied (Kennedy, 1995) with their job and life in some cultural contexts. In many Pakistani families, males are responsible to fulfil the financial, physical, moral and societal needs of their family members. This is why the salary of a male is considered and counted as the prime resource for them to meet the daily routine expenditures of their families as is typical in a male dominated society.

Three-fifths of TEs (57.5%) were satisfied with the supervisory support, permission and freedom. The TEs further said that self-motivated and energetic leadership and administration with a positive attitude is available at their department. The administration at the department level believe and focus on the proper feedback system, appreciation and good relationship with their employees and co-workers, especially with the immediate boss or supervisory level. However, supervisory support, permission and a freedom was found vice versa at higher levels of administration in large universities, which does not negatively affect the JS level of TEs. In large universities, laissez-faire management is common, which may have a positive or negative effect on the JS level and achievement of organisational goals. It is said that the heads who adopt the laissez-faire style of management and leadership may be considered to exert very little influence on the specific circumstances and situations of any organisation, which potentially affects the morale of teachers, their JS and motivation (Evans, 1997). It was found from the data that in small and newly established universities, everything must be done with the permission of the higher authorities of the universities, which (permission) sometimes is given in time and sometimes not. Furthermore, the relationships between supervisors and TEs partially depends on the functional attraction that refers to the extent of the subordinates' perceptions derived from their supervisors, depending on the values of outcomes. The expectations of subordinates revolve around the moral support from their department heads, which satisfied them in the office environment and in their office work (Locke, 1976; Cranny, Smith & Stone, 1992). The workload of a TEs is very

high; less cooperation from the administration and less availability of supporting materials; ineffective evaluation and feedback system; no capacity or worth to provide proper and authentic feedback and suggestions; ineffective appreciation, reward and award system; political and pressure groups were found as the main factors of job dissatisfaction and demotivation of teacher educators.

Three-fourths of TEs (75%) were satisfied with working and sympathetic relationships at their work place. TEs feel satisfaction in building social relations or contacts inside and outside their workplace. They have self-respect and prefer to have good working relationships with national and international scholars through meetings and working together. The students' satisfaction is a priority of TEs and they believe that the social relationships, counselling and guidance of students are important as their humanitarian and religious mission. Status, respect in society, dignity and social recognition can be achieved through selfless services to the TE profession. All of these things are very attractive to the majority of TEs and are the main source of their JS. That is why the TEs support each other and their students' in different critical situations in their professional and personal lives. Half of TEs (55%) were satisfied with the available facilities and the working environment. The satisfaction with the facilities and environment increase the level of TEs' satisfaction to make the working environment more conducive to achieving aims. The availability of updated resources; accommodation; transport; 24-hour office access; tactful discipline; freedom to work; faculty politics; an interesting and respectable profession; job security; life satisfaction; flexible, relaxed timing and short duration of work; a non-transferable job; the availability of winter and summer vacations; employee-children quota in admissions and home city posting were the main reasons for TEs' satisfaction. The state-of-the-art buildings, instruments and physical facilities; strong and social staff and students relations; effective teaching and learning process consisting of normal strength in the classroom; teacher educators' commitment to duties and responsibilities; acceptance of challenges and opportunities regarding teaching; professional autonomy; classroom management; creativity; leadership style; participation and cooperation; personal and professional development and support; teacher involvement in decision-making; interpersonal relationships; friendships and recognition were found to be the main factors of satisfaction and motivation of TEs of the small and newly established universities.

The sixteen explored factors were further classified into five categories: organisational management and leadership factors (organisational administration, its relationships and policies; administrative style; communication system; selection & recruitment, and further procedures; evaluation and feedback system); financial factors (fringe and monetary benefits, promotion and its procedures and systems); work-supporting factors (physical facilities available for faculty, staff and students; working environments; appreciation, reward and award system; commitment to duties and responsibilities); social and contextual factors (staff relationships; students dealing and relationship; politics and pressure groups; consideration for personal matters and support); opportunities for professional development (professional development, exposure, advancement and financial assistance for conferences, trainings, workshops and meetings). A vertical and autocratic style of organisational administration is still held on by some misguided university administrators, who seek to maintain tight control over the teachers of the organisation due to their fears around how to deal with them. For this reason, they do not make employee-friendly policies to help TEs be stress-free and satisfied. Some administrators also use the

formula of "divide and rule" by supporting some faculty members as their supporting hands and keeping them in their good books or in their favour. Some administrators just want to work to continue in the organisation, and follow an undemocratic and laissez-faire style of administration while showing off to their bosses and sometimes through marketing campaigns to show that the organisation is working soundly. Yet inside such organisations, events are opposite of what is portrayed in the marketing campaign, because the communication system is very slow. All these things are directly affected by ineffective and corrupt selection and recruitment practices and additional procedures and systems that have been hijacked by merit-killing machines and do not support the promotion of hardworking faculty members. Even though the working environments are not fully supportive, the workload of a common faculty member is very high, despite the less cooperation from the higher authorities and less availability of supporting materials. The evaluation and feedback system is deemed by one interviewee to be fine, but that it does not provide the suitable considerations and suggestions to carry out future planning and activities. The system has no capacity or worth to provide proper and authentic feedback with suggestions and a road map for future planning and achievements followed by the ineffective appreciation, reward and award system. On the other hand, political and pressure groups exist in the organisation. These are directly involved with and interfere in many matters, and pressure the administration to make decisions in the favour of themselves or their friends. In this regard, those who have effectively pressurised the departmental and organisational administration mostly enjoy consideration for personal matters and support. Fringe and monetary benefits, in the views of many of the TEs interviewed at these particular universities in Sindh, are appropriate for all TEs. Yet TEs may sometimes be affected by the delay of some bills, for example. Physical facilities, such as state-of-the-art buildings, instruments and other related facilities are available for faculty, staff and students and are used them efficiently. According to these TEs, staff and student relations are very strong and socially positive, and they help and support each other through the teaching and learning process, to learn and develop knowledge, skills and their application. Their TEs' commitment to duties and responsibilities is observed from their workload, as compared with their senior colleagues and heads, although the requirements of expanded programmes and courses can strain their workload. The key factors affecting teachers' job satisfaction are found to be the ability to work, challenges and opportunities regarding teaching, professional autonomy, classroom management, creativity, leadership style, participation, cooperation, personal and professional development, support, teacher involvement in decision-making, interpersonal relationships, friendships and recognition.

These findings of the first sub study revolve around the theories of Maslow's needs hierarchy theory and Herzberg's two-factor theory, known as the motivator-hygiene theory. In the light of both theories, the factors of JS are found such as salary, academic qualification, career prospects, supervision, management, and working environment and culture (Tasnim, 2006). An employee's motivation to work is directly and continually related to the satisfaction of related human and material resources, which can be seen as an inner force that drives individuals to attain personal and organisational goals. The six identified themes also support the model of Smith, Kendall and Hulin, (1969). They are also supported by the findings, such as work itself, pay, promotion and supervision, which are the main dimensions of the JS to represent the most important characteristics of the affective responses of people (Hulin, 1991). The explored dimensions of JS very clearly link with the professional lives of TEs all over

the province. Teachers enter into university teaching for their intellectual pleasure (Altbach & Lewis, 1996) and they try to enjoy their work in order to receive satisfaction (McKeachie, 1982; Serow, 2000) as a sustained matter of priority in their life. The findings of the second sub-study conform to the findings of many other studies on JS conducted nationally and internationally. Some of these highlight that the employees are affected by favourable and unfavourable feelings and attachments around their work (Newstrom, 2007); there is a positive and significant link between workplace environment and employees' mental and physical well-being (Donald & Siu, 2001); and the indoor workplace environment is an important element of the JSM of teachers (Veitch, et al., 2007; Decroon, et al., 2005; Wells, 2000). In the light of various research studies, the factors influencing or affecting job satisfaction/ dissatisfaction and motivation have been grouped into four main categories. These are: Individual factors (gender, age, marital status, number of children and work experience); actual work factors (working with young people, the intellectual challenge of teaching, autonomy and independence); organisational factors (working environment, leadership, supervision, facilities, infrastructure, organisational culture, participation in decision-making, conditions of service, salary, promotion prospects and group support, etc.); and factors of social context (relentlessness, imposed educational changes, criticism, perceptions of society, teacher status, support services). The above are the findings of the main body of research on teacher job satisfaction, conducted internationally support the findings of different studies such as: understand the individuals' behavior in groups, organisational processes and settings (Baron, 1986), which has a strong effect on teachers' occupational perception and JS (Bogler, 2005). Extrinsic means the tangible rewards directly affect the employees' level of satisfaction, which are materialistic and observable by others in the organisation (Bellenger, Wilcox & Ingram, 1984). Therefore, policy makers were suggested to do well through enhancing the status of teachers and teaching profession, as they can perceive their vocation as a highly regarded career that would make them more satisfied and motivated in order to devote their time and energy for their students' learning and development (Bogler, 2005). The enthusiasm, energy, skills and effectiveness were the factors of teachers' satisfaction and motivation to sustain their career and life phases that enable them to tackle with the emotional, intellectual and social demands of being a teacher in times of social and educational change. The identified factors affect the work and lives of teachers over time and impact on the teaching and subsequent pupil progress and outcomes. The changing contexts of work, lives and effectiveness were the main challenges to reform the professionalism and professional identities, which suggests the policy-makers and school leaders to attend the recruitment, retention and standards are to improve (Day, Stobart, Sammon & Kington, 2006). The prime factors of teachers' satisfaction and motivation were workload, school leadership and change management in Australia, New Zealand and England. Student achievement in Australia and England; school reputation in New Zealand and England; professional growth in Australia and New Zealand; and status of teaching in Australia and England (Dinham & Scott, 2000). Leadership does not influence the job-related attitudes directly, but indirectly, which shape the work contexts and take care of the teachers, as they want in relation to the equity and justice, pedagogy or andragogy, organisational efficiency, interpersonal relations, collegiality, self-conception, and self-image. The key issues upon which the acceptability of a teacher's work context depends is crucial to effective leadership to make the teachers satisfied (Evans, 2001). The delegation of powers to school principals encouraged and trained to be autonomy supportive toward their

teaching staffs' autonomous motivation, satisfaction, and well-being. The transformational leadership was found negatively associated, while, the transactional leadership was found positively correlated with teachers' burnout, which was partially mediated by teachers' autonomous and controlled motivation respectively. The principals' leadership style was perceived as a predictor of teachers' motivation (Eyal & Roth, 2011). The professional self-concept, professional satisfaction, and feeling about fulfillment were found the strongest negative factors correlated to burnout. The parents and principals were found with the excessive sense of satisfaction of teachers, which was significantly correlated with their burnout (Friedman & Farber, 1992). The main responsibility of school principals is to enhance the organisational culture to improve the effectiveness of the system, which involves bringing awareness among concerned stakeholders about the existing culture and its diagnosing techniques to bring an effective system that increases and enhances the satisfaction and motivation of individuals (Hargreaves, 1999). The nonlinear or unpredictable relationship was available between the teaching experiences the three self-efficacy factors such as instructional strategies, classroom management, and student engagement. The female teachers were found with a greater workload and classroom stress with special reference to their student behaviors, teachers with greater classroom management had self-efficacy or greater instructional strategies and greater job satisfaction (Klassen & Chiu, 2010). Work itself, workplace and immediate supervision were found the prime factors of public sector early educators' satisfaction, who were found more satisfied more than their counterparts working in the private sector (Koustelios, 2001). Teaching is a highly stressful profession, even though superficially high levels of stress, the majority of teachers were found rewarding and satisfying regarding their profession (Kyriacou & Sutcliffe, 1979). Growth of students and teacher, sense of competency, control and connection, self-evaluation, external evaluations, classroom instructions and climate, curriculum and its current assessments for the progress of organisation, teachers and students are the responsibilities of the transformational leadership to work in teams to bring positive impact on the satisfaction and motivation of all stakeholders (Leithwood, 1992). The positive effect of autonomy and participation in decision-making increase the job satisfaction and school commitment of teachers but not to the teaching profession. The study revealed the organisational design of schools as a good offer to improve the student achievement, instructional goals, and uncertainty between teacher activities and student achievement (Mueller, Finley, Iverson & Price, 1999). Teacher gender, seniority, objectives of life and work overload were found the factors affecting positively on the satisfaction and quality of life (Mykletun, 1984). Affective reaction to an individual's work, outcomes, likely to remain in their schools, contributes not only to job satisfaction of teachers but towards motivation and improvement, and to students' learning and development (Perie, Baker & Whitener, 1997). School leadership, climate, decision making; promotion procedures and opportunities; school infrastructure; school reputation; status and image of teachers; student achievement; pastoral care; workload; change and change management; and professional self-growth and skills were the main factors of occupational satisfaction revealed by the study of Scott & Dinham (2003) conducted in Australia, England, New Zealand and the USA. Teacher-pupil and parent-teacher relationships were found the main factors of teacher satisfaction, commitment, and wellbeing (Shann, 1998). Pupils' study culture, and teacher and faculty trust were associated and influenced positively to school type and study culture on one hand, and teacher satisfaction on the other hand (VanHoutte, 2006).

7.2 OVERALL GENERAL LEVEL OF MOTIVATION AND DEMOTIVATION

Motivation was perceived and experienced by TEs in their personal life as motivation as the respect and a personal initiation; as discipline in life; as need fulfilment; as self-realisation and self-satisfaction; as model consideration and inspiration; and as social services. Two-third of TEs (67%) of TEs considered and expressed some degree of agreement with motivation as respect and a personal initiation. Around two-fifths of TEs (43%) expressed some degree of agreement with motivation as discipline in life. Nine-tenths of TEs (91%) expressed some degree of agreement with motivation as need fulfilment. Two-third of TEs (64%) expressed some degree of agreement with motivation as self-realisation and self-satisfaction. Around three-fourths of TEs (71%) expressed some degree of agreement with motivation as model consideration and inspiration. Three-fourths of TEs (75%) of TEs expressed some degree of agreement with motivation as social services.

Motivation as respect and personal initiation is a desire for respect and status and is a fundamental element that motivates TEs to work for the betterment of the people, as they respect them very much. The rank of TEs is directly linked with the authority and power to fulfil their responsibilities to benefit people as they receive respect (An, 2015) from them. They want and struggle for a higher status to be respected by the majority of the people for improved subjective well-being (Diener & Biswas-Diener, 2002; Niemiec & Ryan, 2009; Ryan, Chirkov, Little, Sheldon, Timoshina & Deci, 1999; Twenge & Campbell, 2002). The raising of rank, position and status fulfil the psychological, social and esteem-related needs and requirements of TEs encouraging them to work with high motivation in their professional organisational climate for life-long success and achievement. Motivation as a discipline in life is a process that attracts employees to work with sincerity and honesty. With the passage of time, it became the permanent routine (discipline) in their life, which encourages them to work without fear of injustice, inequality and inequity. Transparency is considered as a fundamental driver of efficiency to create value in any organisation (Berggren & Bernshteyn, 2007), which enables the employees to achieve aims and objectives. Discipline saves employees' time to help them manage their routine activities well in advance. Motivation as need fulfilment means to earn enough to attend day-to-day family expenditures in order to live a happy and prosperous life in society. This statement support Maslow's hierarchy of needs theory, which states that people are motivated by five basic needs: physiological, safety and security, belongingness, love, self-esteem, and self-actualisation needs. Maslow's hierarchy of needs is a genuine and sincere explanation for the motivation of human behaviour (Rauschenberger, Schmitt & Hunter, 1980) and therefore changes in employee behaviour (Cangemi, 2009), even though each employee has their own motivational behaviour (Redmond, 2010). However, a person degenerates towards lower needs to achieve satisfaction (Borkowski, 2009; Redmond, 2010) for their family and themselves. The other side of the coin, however, is the financial and fringe benefits in the form of salary or good wages and other allowances. The financial benefits help employees to fulfil the needs of their family in order to live a happy life that make connections between motivations and rewards (Galanaki, 2013; Mok & Siddique, 2011; Owolabi, Ajiboye, Bakare, Bello, Omotoso & Adeleke, 2013). Motivation as self-realisation and self-satisfaction support people to become self-motivated to work well and properly with their hearts and wills. Self-satisfaction originates from internal and external appreciation due to performing

well, as the ultimate desire of human nature is to be valued (Ndungu, 2017) and satisfy a higher self-esteem, which brings more confidence, willingness and eagerness to be innovative (Mason, 2001) for sustainability (Alam, Saeed, Sahabuddin & Akter, 2013). Motivation as a model of consideration and inspiration directly affect students' inspiration, passion, dedication and commitment to become highly successful in their lives. TEs work as mentors and inspire their students with a gentle, social and loving attitude in order to help them learn a lot and get good grades and achieve success. Acquired inspiration creates passion, dedication and commitment among students to achieve high levels of success in their life, which has a direct and strong bond with team spirit and to be distinguished (Han, Yin & Wang, 2015) for achieving aims and objectives (Mart, 2013). The best leaders (teachers) invest their time and energy to coach their students for better performance through sitting, mingling and discussing as team members. In the way, the performance of students and colleagues increased through learning the essential leadership skills to inspire others and to achieve organisational goals (Hudson, 2013). Committed and inspired employees remain more productive, stay with the organisation longer and deliver their best (Sammons, Kington, Lindorff-Vijayendran & Ortega, 2014) for their students and organisational success. Motivation as social services helps the TEs (people and pupils) to solve their own and others' matters and issues through different types of programmes and activities, such as guidance and counselling sessions for the betterment of society and humanity. Getting the opportunity to support any one physically, socially and psychologically to solve their issues and problems is considered as privilege, which makes the TEs happy and satisfied and it brings an increase in their motivation extrinsically and intrinsically to work and learn new things (Park, 2011) to maintain their motivation based on their personal satisfaction, wants and needs (Ganta, 2014).

In this study, motivation exists in many forms: motivation in professional life as motivation as job security; as readiness to accept any assignment; as work and time management; as dedication, commitment, delivery and performance; as students' satisfaction and their support; as social relationship and interaction; as responsibilities and duties; as professional growth and development; as scholarship and authority; as self-assessment and self-evaluation. Sixty-two percentage of TEs (62%) expressed some degree of agreement with motivation as job security. Sixty-one percentage of TEs (61%) expressed some degree of agreement with motivation as readiness to accept any assignment. Fifty-six percentage of TEs (56%) expressed some degree of agreement with motivation as work and time management. Three-fourths of TEs (72%) expressed some degree of agreement with motivation as dedication, commitment, delivery and performance. Two-third of TEs (65%) expressed some degree of agreement with motivation as students' satisfaction and their support. Two-third of TEs (67%) expressed some degree of agreement with motivation as social relationship and interaction. Two-third of TEs (69%) expressed some degree of agreement with motivation as responsibilities and duties. Two-third of TEs (66%) expressed some degree of agreement with motivation as professional growth and development. Three-fifths of TEs (58%) expressed some degree of agreement with motivation as scholarship and authority. Two-third of TEs (64%) expressed some degree of agreement with motivation as self-assessment and self-evaluation.

Motivation as job security was considered the prime key factor of TEs motivation, which works as the safeguard to protect employees from any unwanted happenings to maintain the healthy life and environment in their organisation(s). A pleasant environment, friendly management, good salary package, organisational justice,

career opportunities and job security (Okpara & Wynn, 2008) were found to be the uppermost factors of satisfaction and motivation of teachers. This is because job security supports the employees to be strong in order to face and solve different issues and problems (Iverson, 1996; Morris, Lydka & O'Creevy, 1993) and to become a more productive resource. Conversely, job insecurity creates fear, worry and uncertainty (Ashford, Lee & Bobko, 1989) to decrease performance (Bolt, 1983; Mooney, 1984; Rosow & Zager, 1985) of the employees that leads towards organisational injustice that decrease organisational productivity (Imran, Majeed & Ayub, 2015). Motivation as readiness to accept any assignment means willingness and agreement to accept any assignment to work on for the betterment of students and the organisation. Willingness and interest to work help the employees a lot and makes them enthusiastic to perform their tasks and assignments. Readiness also means willingness and agreement to accept any assignment to work on for the betterment of students and organisation. This is because willingness and interest to work help the employees considerably while making them enthusiastic to perform their tasks and assignments. Interest to work means readiness, which was found as the central and essential factor to boost employees' motivation at their department and organisation (Harpaz, 1990; Kovach, 1987; Lindner, 1998; Safiullah, 2015) to perform effectively and identically. Motivation as work and management of time are essential factors of motivation of the TEs, which help them to progress well in their professional life. The understanding and practice of work and time management provide a good sense and humour to TEs to complete their assignments well. The main resources of good working are comprised of all time availability of human and material resources to support the performance (Chandrasekar, 2011; Naharuddin & Sadegi, 2013) of employees in order to get success and achievement. It supported by the both physical and psychosocial components to increase performance (Chandrasekar, 2011) with incentives that have positive impact on employee's motivation and performance (Khan, Azhar, Parveen, Naeem & Sohail, 2011). Motivation as dedication, commitment, delivery and performance is important for employees' participation, trust development, human resource management and empowerment. Employee participation and trust development is a very important factor of human resource management that empowers employees (Uma, 2015). A high level of employee participation in the decision-making processes is associated with significantly higher competence, impact and self-determination (Emamgholizadeh, Matin & Razavi, 2011), which support and ensure ownership among employees and maintains their willingness to work hard with dedication and commitment to deliver their best for their organisation. Confidence is increase due to empowerment to work with freedom through making suitable decisions in the mutual favour and benefit of the organisation and all concerned stakeholders. Decision-making power and experience increase the level of confidence, trust and belief among employees, which create the commitment, dedication, trustworthiness, high motivation, satisfaction and innovation among human resources (Elnaga & Imran, 2014) to bring success and achievement to the organisation. Motivation as student satisfaction and motivation and their support are interrelated and interconnected with a qualified teaching staff, suitable material resources and the social interaction of all staff. Here, students' satisfaction and motivation are interrelated and interconnected with the qualified teaching staff, suitable material resources and the social interaction of all staff, which has positive effects (Chi-Ho, 2015) on their progress. For example, Chinese culture prioritises collective benefits and that is why the organisational missions are viewed as greater than personal needs (Chi-Ho, 2015) and requirements. Students' satisfaction was

found to be directly connected with their teacher motivation, which has a rich diverse history (Hsu, 2003) and depends on fair dealing and mutual understanding and respect connected with individuals' behaviour (Porter, Bigley & Steers, 2003; Steers & Porter, 1991). Further, the individual behaviour is a dynamic that follows the process to be a successful resource of any organisation, community and society. TEs listen to the matters and issues of their students and support them through suitable suggestions and advice. They are supported through practical work in their subject areas such as pedagogy, andragogy, management, curriculum, and psychology. Motivation as a social relationship and interaction was considered and accepted as respect, which is found to be a great bond among the main stakeholders to work with motivation and friendly feelings. All TEs and staff members were equal in their working team to fulfil their own duties and responsibilities. It consists of respect for each other except any designation and grade in all perspectives across the multidisciplinary group, which create the collaboration among all members and leadership (Adams, Cain, Giraud & Stedman, 2012) in order to bring positive change (Fiore, 2008) for development. Emotional attachment based on respect and help was found to represent a strong social relationship to bring all stakeholders of a team closer to each other to implement instructions (Jiang, 2010) to achieve organisational objectives. Motivation as responsibilities and duties was considered as the fulfilment of duties and responsibilities that enable the employees to progress well. The fulfilment of responsibilities and duties enable the employees to progress well, which make them capable of implementing their own ideas with liberty (Leach & Westbrook, 2000; Schermerhorn, Hunt & Osborn, 2003). Responsible employees perform their job accurately and learn new things to implement in a better way in their team and group of professionals. Further, during working in group trust building and management is produced that increased the confidence level and developed positive relationships among TEs and their heads, which increased interest and responsibility, dedication and commitment (Han, Yin & Wang, 2016a), curiosity and trustworthiness (Bijlsma & Koopman, 2003) among all stakeholders to manage their conflicts (Chan, Huang & Ng, 2008) and avoid any trouble (Ertürk, 2010). Trust forms the foundation for effective communication, retention, motivation and contributions of energy to solve real work issues; review progress; build fun and shared experiences; and celebrate group successes and achievement publicly. Motivation as professional growth and development was considered and accepted as modern professional growth and development methods and techniques to advance career and professional development and to maintain the high needs, requirements, and priorities for employees to remain in their profession. These needs and requirements attract, motivate and retain the talented people (Choudhary, 2016) and encourage them to remain responsible to arrange, organise, design and produce finished products of high quality. For this, advancement in knowledge, skills and disposition is needed to enhance the TEs performance by increasing their satisfaction and motivation level through enhancement of their professional growth and job development (Saleem, Shaheen & Saleem, 2012). Training, career development and organisational commitment have positive effects on an employee's JSM (Kayal & Ceylan, 2014), which facilitates and provides opportunities to gain promotions well in time. Similarly, the career advancement is the prime technique and factor of job design that increases the motivational level of employees (Sushil, 2014) to achieve work life balance and sustainability. Motivation as cognitive competence, scholarship and authority was considered and accepted as wisdom and cognitive competence that increases the scholarship (means knowledge, understanding

and its utilisation for development and problem solution) of TEs, which makes them an authority in their particular specialised area. Wisdom and cognitive competence increase the scholarship (meaning knowledge, understanding and its utilisation for development and problem solution) of the researchers (TEs), which makes them authorities in their particular research areas. In time, especially when research scholars interact with information found on the World Wide Web (WWW), they are increasingly able to share their research ideas and solutions. This consists of predictive and evaluative judgment (Rieh & Belkin, 2000) to bring positive, real and true solutions for humanity. The characteristics of information objects and sources, knowledge, and a situation were found to be the influencing factors for making judgments about quality and authority (Rieh & Belkin, 2000), which bring high quality scholarship and wisdom among researchers. In addition, cognitive competence does influence the educational attainment (Dalen, Hjern, Lindblad, Odenstad, Ramussen & Vinnerljung, 2008) and motivate teachers and their students to work hard for scholarship and authority. That is why the potential neglect or blame is being placed in the institutions with insufficient resources for stimulating the students' development (Gunnar & Kertes, 2005; Johnson, 2002; Rutter, 2005), which would be converted in to competence, scholarship and then authority. This is important because today's students is tomorrow's teacher, TE, researcher, and other related stakeholders. Motivation as self-assessment and self-evaluation are terms used interchangeably and the terms characterise a process to know the self- image, self-respect and self-progress in the perception of others through observation and the collection of views, especially from the students about their teachers. Because the self-assessment and self-evaluation are terms used interchangeably and a process to know the self- image, self-respect and self-progress in the perception of others through observation and the collection of views especially from the students about their teachers. Self-assessment is defined as focused attention on some aspect of behaviour or thinking (Schunk, 2004), which is also referred as self-judgment. The concept identify the progress toward performance depending on standards and criteria about what is already known and what needs to be learned or done to retain information and progress in the organisation. Further, self-assessment means to engage individuals in their own learning and working with the intention to evaluate their own work for the sake of improvement (McMillian & Hearn, 2008). This is necessary for the TEs to be motivated employees and work towards improvement and inspiration. This also may prepare individuals for life-long learning and working because it is the ability to self-critique and to reflect on their performance in order to meet the requirements or not (Johnson & Gelfand, 2013). Self-assessment is a scientific technique and tool, which creates realisation among TEs to critique and to perform better than the last time and secure their place and respect in their department. Self-assessment of TEs or teachers has a direct link with the students' training to become experts in self-assessment in order to create intellectual growth and life-long learners (Logan, 2015).

These all activities make TEs more confident, focused on their related responsibility and autonomous to their work, which are three needs explained by self-determination theory (SDT) of Deci & Ryan (1985), which make them satisfied and happy too. SDT is an important theory as it addresses the issues of extrinsic and intrinsic motivation that consists of innate psychological needs (Ryan, & Deci, 2000b; Gagné & Deci, 2005; Deci & Ryan, 2002) such as competence, relatedness, and autonomy (Vansteenkiste, Lens & Deci, 2006). It is a theory of motivation and personality, addresses the universal, innate and psychological needs such as competence, psychological relatedness, and

autonomy. These needs are appeared to be essential to facilitate the best functioning of natural growth and integration, constructive social development and personal well-being (Deci & Ryan, 2000). Individuals are growth-oriented organisms who actively interact with their environment (Deci & Ryan, 2000) can become passive and counter-productive (Ryan & Deci, 2000a) in order to consider their bright and dark side to study the conditions that stimulate their motivation (Ryan & Deci, 2000a). Because the perceived organisational autonomy, support, and well-being affect the JSM level of individuals in order to minimise the work stress directly and indirectly through mediating roles of external regulation and motivation (Nie, Chua, Yeung, Ryan & Chan, 2015). Therefore, the role of work, employees' well-being and quality of life are gaining attention in research (Vansteenkiste, Lens, de Witte & Feather, 2005), which promote and support the autonomous forms of motivation, associated with more positive outcomes such as self-regulation, persistence, commitment and job satisfaction (Fernet, Guay, Senécal & Austin, 2012). Furthermore, the JD-R model has been used to predict job burnout (Bakker et al., 2005, 2008; Demerouti et al., 2001), organizational commitment, work enjoyment (Bakker, Van Veldhoven & Xanthopoulou, 2010), connectedness (Lewig, Xanthopoulou, Bakker, Dollard & Metzer, 2007), and work engagement (Bakker, Hakanen, Demerouti & Xanthopoulou, 2007; Hakanen, Bakker & Schaufeli, 2006). It has been used to predict the consequences of these experiences, including sickness absenteeism (Bakker, Demerouti, De Boer, & Schaufeli, 2003a; Clausen, Nielsen, Gomes Carneiro & Borg, 2012; Schaufeli, Bakker, & Van Rhenen, 2009), and job performance (Bakker et al., 2008; Bakker, Demerouti & Verbeke, 2004). In addition, the several meta-analyses on the model (Crawford, LePine & Rich, 2010; Halbesleben, 2010; Nahrgang, Morgeson & Hofmann, 2011) have been done, which make the model maturated into a theory. It can be better understand through JD-R theory, which explains, and make predictions about employee wellbeing consists of (burnout, health, motivation, work engagement) and job performance. Where, job resources are generally considered the most important predictors of work enjoyment, motivation, and engagement (Bakker et al., 2007, 2010).

7.3 DIMENSIONS, EFFORTS AND ACTIVITIES OF TEACHER EDUCATORS TOWARDS QUALITY EDUCATION

The perception of TEs about quality education was found quite clear and a majority of them were found to be highly interested in working for this. Their statements highlighted QE as the fundamental right of every child or student, which is true in the perspectives of the developed world but a dream in developing countries. This is because corruption, monopoly, insincerity, dishonesty, apathy, laziness and indifference are the orders of the day in developing countries. The second statement highlighted QE as the future permanent investment, which will bring a sense of duty, job opportunity, rights and responsibilities of family and neighbourhood that brings developments from the bottom to the top level among a majority of the stakeholders in any country and nation to become a civilised and developed nation. The third statement highlighted QE as the most powerful tool for empowering individuals and communities for the achievement of their desired and predetermined goals: in the recent years the Japanese, Chinese and Malaysians have progressed well. The fourth statement highlighted QE as the way and method to improve and enhance the capacity of a system and skills development of learners that suits Finland and

Singapore countries who have developed the skills of their students and have become the world's best education systems. The fifth statement highlighted QE as the prime tool and method to bring economic growth, development and prosperity, which opens the secretes of the human life and their wills and wishes about human growth and development.

A total of eight dimensions of QE were found, which were condensed to three large dimensions of QE known as the 3Ps of Biggs (1993): presage, process and product dimensions. The presage dimension consists of financial and material resources, qualified teachers and students, and staff-student ratios. The process dimension consists of class size, class contact hours, independent study hours and total hours; quality teaching, research and its environment, assessment and feedback; reputation, peer rating and students support; and quality enhancement process. The product dimension consists of students' performance, degree classification, retention and persistence, employability and graduate destination. The Finnish education system is approaching fulfilment of the demands of increasing standards through putting a lot of trust in teachers and local education authorities in order to deliver their best to achieve the required outcomes by maintaining decentralisation and significant accountability (Malinen, Vaisanen & Savolainen, 2012). Therefore, the findings of this study can be generalised, are positively implementable and negatively avoidable in different ways as per needs and requirements in all areas concerned with quality. As some characteristics of Finnish teacher education are different from other developed countries, it is very popular among youngsters and highly competitive (Malinen et al., 2012) to get in. The findings of this study related to QE can be considered as an addition in to the existing literature of QE to understand the phenomenon in existing organisational settings of teacher education departments and institutions in Sindh, Pakistan. Radical reforms for educational and economic development can be brought through better understanding of the phenomena associated with QE, which support the TEs, students and department heads to maintain peace and prosperity for humanity in their respective societies through a quality teaching-learning process.

Financial and material resources are available in most of the teacher education departments of the universities; especially the three largest universities are given new buildings in collaboration with the Pre-Step project, funded by USAID. Aside from this, other teacher education departments have suitable financial and material resources developed by their universities, Federal and Provincial Governments and Canadian International Development Agency (CIDA). The buildings were designed and constructed as per needs and requirements of the organisation(s) after many meeting with their faculty members, students, and department heads, deans and vice chancellors of the concerned universities. The qualified teachers and students, and staff-student ratios are very much important for QE. In this regard, the selection of faculty members is done through advertisement, testing and finally recommendations of selection boards of the universities. The new requirement for the appointment of lecturers in different departments of teacher education of the universities is a M.Phil or MS degree. However, an old requirement is still used continued to appoint TEs, which is two sixteen year's degrees in first class with 3.00 CGPA with different specialisation. This comprises a very strict type of requirement for the majority of candidates and represents a monopoly for the heads of the department and dean to bring their own people in to their respective departments. Essentially, they advertise positions according to the qualifications of their own people who have given them different types of financial and material benefits, etc. Students are selected on a merit basis

in most of the universities but in few departments there are evening or self-finance programmes where the admission criteria are first come first serve with minimum requirements (second class). For TEs, the evening programme for universities and departments present ways to increase the finances and on the other side it benefits the public to some extent. It is without doubt that the evening programmes are supportive and beneficial for those students who work in the morning in different schools and other organisations and want to continue their education through evening programmes. However, the teacher-student ratio is not balanced in the teacher education departments. Teachers have much more of a workload to carry the classes (teaching), research activities and training (professional development) activities in their daily routines. Four courses, each consisting of four credits are to be given to a majority of the TEs, which is very difficult to manage in their daily routines. This is because, teaching is not the only responsibility for TEs. They have more responsibilities such as preparation for lecture, counselling hours for students, assignment checking, individual feedback for constructive future results, assessment and evaluation, etc. All these problems can be solved and QE can be maintained only through keeping the balance of teacher-student ratios and their workload.

Class size, class contact hours, independent study hours and total hours play vital role in the QE process. Class size is large in large universities, which is about double or triple the class size in small universities, consisting of 80 to 100 in large universities. However, in newly established universities the class size remained about 30 to 50, while the class contact hours remained more than large universities, for example 4 instead of 3 hours. The concept and counting of independent study hours is not available in a majority of departments and are not even counted in the workload of students and teachers, while they work alone and check the assignments, etc. Comparatively, in different universities in developed countries like the UK, USA, Australia, China, Finland, Denmark, Italy, etc., every hour is counted as workload, either as teaching, research, training and individual hours to work for the department, faculty, students, university, community and society. Especially the credits or hours for social services are counted in the workload to work for the welfare of their society, which is considered a respectable activity in the professional life of the teachers and TEs. Quality teaching, research and its environment, assessment and feedback are the prime indicators of QE. For quality teaching, TEs plan their lectures and activities through making some allied materials of the assigned subjects. Most of the TEs assess and discuss the copies the assignments, surprise tests, essays, mid-terms and final term papers with their students in newly established universities in order to show their students the assessment style and process as they take care in their future about the nature of question papers and their answers. Students' are invited by their teachers to check their copies and discuss their marks, grades and objections in detail to reconcile and solve them in order to avoid any grievances if they have them. Along with these all activities, the verbal and written feedback is also given to the students from activity to activity, assignment to assignment and time to time. Reputation, peer rating and student support are the main indicators of the process dimensions, which maintain the quality inside and outside of the organisation. Thus, the reputation of an organisation, department and faculty plays prime role to attract students, parents and other stakeholders, which purely consists of the quality of education. The rules and regulations for maintaining QE are developed and properly implemented, which are supported by marketing through different modes of media to increase the awareness and knowledge among

public about the reputation of the university. Peer rating is done through different modes such as by faculty and students in order to get first-hand knowledge from all concerned stakeholders to upgrade the system to support and maintain the students and their learning environment. In this regard, the role of the quality enhancement cell (QEC) is appreciable; it collects the information and evaluates the teaching status and condition of teachers' behaviour, attitude, dealing and pedagogy. Finally, based on the collected data, QEC announces the name for best teacher awards of the department, faculty and then university. Furthermore, the teachers and heads are requested and instructed to become most beneficial and social enough to their students' and system, as the quality can be maintained through the achievement of organisational goals. Quality enhancement process (QEP) is the major and prime responsibility of QEC, which was established in every university of Pakistan as the regional office, connected with the central office at Learning Innovation (HEC), Islamabad. The regional or university QEC works well to collect data and announce results, but do not support teachers further to enhance their skills. QEC do not meet, suggest and advise the TEs individually or collectively on how to improve their weak areas of teaching and research. They just issue a letter to TEs informing them that their evaluation report is not good and to kindly improve their performance or vice versa. In this way, the quality enhancement process itself ends without drawing any fruitful results and their conclusions. In this way, the fault and its causes cannot be disclosed and no proper treatment and input is given to any TEs. That is why TEs may not improve themselves for better future performance and results.

Students' performance, degree classification, retention and persistence are the important indicators of product dimensions. Students' performance is measure through different techniques and methods such as assignments, surprise tests, essays writing, mid-terms, presentations and final term papers. Nowadays, four-year degrees have started in teacher education, which have worldwide recognition and are registered and recognised by the HEC in Pakistan. In this regard, the government has notified that separate jobs would be announced for ADE and B.ED four-year degrees in education. This notification is done only to encourage the candidate to get a four-year degree in education with some specialisation, such as teaching of mathematics, physics, chemistry, biology, computer, economics, English, Urdu, Sindhi, social sciences or social studies, Islamic studies, special education, psychology, accounting and adult education. Due to government notifications, it is expected that the new candidates would be retained and would persist in the teacher education departments as to meet the national need for teachers. Employability and graduate destination are the important indicators of the process dimensions, which make the degree graduates eligible for different positions in education and its related departments. This requirement and specialisation would play a vital role to open job opportunities to create employability for newly graduated students, who want to be the future teachers of the nation. After becoming teachers or continuing their further education towards master's and doctoral studies, they would be able to choose their destination. 40 to 60 percent graduates are thinking about higher-level studies already during their early-stage studies and careers as teacher. Sponsorship and funding is the main issue preventing the majority of the graduates from continuing their higher studies but they still work hard to continue. Evidence of this is that many students have jobs in the morning and continue their higher education in the evening or during weekends. Individuals also do extra jobs in the morning to earn money in order to cover costs associated with studies, personal needs and family

expenses. These inspirational cases describe students at the universities of Sindh province of Pakistan, who do great and hard work and face hardships to make their life more successful.

Five types of activities are performed by most of the TEs to maintain quality in their department: planning, organizing, leading, controlling and adopting activites (Sahito & Vaisanen, 2017b). The findings of this study support the dimensions of educational quality that the essence of education and its quality depends on guided learning, which students intend to learn and teachers guide them. Education is not limited to school and schooling but it is broadest in nature to achieve concisely depending upon the content, context, process and outcomes (UNICEF, 2000). The purpose of education, authenticity of tasks (VanMerrienboer & Kirschner, 2007) and student engagement and their success is continually under discussion and consideration (Merrill, 2002; Frick, Chadha, Watson & Zlatkovska, 2010). The last dimension is concerned with cognition, conation and emotion. Where the cognition attempts to know the truth, its worth, uniqueness and the depth of its roots in culture, conation tries to seek the truth, goodness and its beauty; while emotion attempts to know the feeling of order, accomplishment and uniqueness of universals (Frick, 2012). The findings of the study also support the findings of Garvin (1984) as the critical dimensions of quality are used as a framework for strategic analysis. The framework consists of eight dimensions: performance, features, reliability, conformance, durability, serviceability, aesthetics and perceived quality (Garvin, 1984). Furthermore, Owlia and Aspinwall (1996) have used the findings of Garvin (1987) to interpret the quality for higher education in terms of quality dimensions. They set it as a conceptual framework and classified the dimensions of quality as input, process, and output (IPO). Input consists of selection of students and teachers and other entry requirements; process consists of teaching and learning, content and delivery of course unit, teachers' knowledge and expertise, accuracy of curriculum or content, concern for students, medium of instructions, social activities, assessment and evaluation; while output consists of financial rewards, placement and academic performance. Some of these dimensions always work as mutual reinforcers and some do not. The important dimensions are those in which the TEs implement the rules and regulations of the organisation purely depending on the practical-based activities to satisfy the needs and requirements of students and other internal and external stakeholders. Stakeholders are real and true fans and advertisers of the products and organisations.

Quality can be managed easily in any teacher education departments and teacher education institutions through the implementation of few important principles and will of management such as the transparency, equity, equality and support. However, in most organisations, the heads of the departments and organisation have degraded the TEs. The peons and guards have been deputed as spys to keep an eye on the faculty members and what is going on in their classes and offices in order to report this on daily basis. This activity and condition create misunderstandings between the faculty members and heads, which present a great hurdle in the process of QE. On the other hand the policies of promotion, growth and development are also vague, which have been used differently for different employees depending on the statement that show me the person I will show the rule to support their friends and well-wishers. The majority of documents such as meeting minutes, rules and regulations, senate and syndicate decisions, etc., are kept secret by the management from the majority of the employees, as they cannot go for that to claim their rights, which also effect negatively

on the performance of employees and the QE process. Except for this, the teachers and employees unions, pressure groups and the think-tank groups of management and powerful people always do that they want in the organisation for the sake of their own and personal benefits, not for the benefits of the organisation or university, institution and department. This has a negative effect on the process of QE. That is why the sincerity, commitment, trustworthiness and dedication have disappeared from the majority of the departments and organisations. The main example of the lack of these characteristics is the selection of department heads, institution, dean of faculty and vice chancellor of any university. In these cases, selection is done on purely non-meritorious, non-transparent and non-intelligent bases. However, these positions are for sale to people who bribe and appease committee members, politicians, governor house and secretariat and chief minster house and secretariat. Finally, it can be said that the QE can be maintained and managed through transparent and meritorious methods and ways by selecting competent people for the betterment of the organisation (Sahito & Vaisanen, 2016). The personal benefits of any one especially the heads of departments and organisations cannot be dominant over the benefits of an organisation in any way or any case. This is because quality defeats corruption and conspiracy. Generally, the findings of the study would support all the concerned stakeholders to understand the phenomenon of JSM seriously and make the basic important resources available to all stakeholders, enable them to cope with their problems to be satisfied and motivated employees. Because every employee's performance is important for any organisation to progress well that can be achieved only through satisfied and motivated staff members.

7.4 CONCLUSION

The conclusion of the study and suggestions for different stakeholders are discussed here. The conclusion is based on the four sub-studies, which provided the authentic, real and evidence-based findings about the phenomenon and the understanding of job satisfaction and motivation of teacher educators towards quality education in their departments and organisations. The sub-studies covered and explored the different dimensions and factors of the main study to make it prominent, valuable and authentic in order to enrich the literature. Based on the collected data, its analysis and interpretation, it is concluded that there is a lack of knowledge and awareness among teacher educators and heads of departments and organisations about job satisfaction, motivation and quality education, its theories and their educational and organisational implications. That is why many universities do not make employee-friendly policies in order to avoid human rights violations, especially non-transparent, non-meritorious and non-scientific policies and systems. These do not support and implement the Saturday-Sunday holidays, semester breaks, summer vacations, proper counselling and guidance from seniors and heads, non-democratic and autocratic administration in small and newly established universities, and laissez-faire administration in a majority of large universities. These factors influence greatly the individual perceptions of teacher educators, social norms and beliefs, working environment, organisational culture, organisational and societal values, character building, job satisfaction, motivation, quality education and the sustainability of the teacher and general education.

Maslow's needs hierarchy and Herzberg's two-factor theories were found to be the prime theories that support the systems of developing countries as the TEs still survive

and work hard for their survival and sustainability of the employees, organisations and their system. As the theories suggest the fulfilment of human needs are very important and these consist of physiological needs, safety needs, belongingness or love, self-esteem, and self-actualisation; and satisfiers and hygiene factors. Further, employees' satisfaction and motivation is directly and continually connected with the satisfaction of availability of the related resources to attain personal and organisational goals. Teachers enter into university teaching for their intellectual pleasure and enjoyment of their work in order to experience JSM as a continued matter of significance in their life. The highly satisfied and motivated staff perform their jobs better than poorly satisfied and unmotivated staff. Motivation played a pivotal role in working progressively to achieve organisational goals, which are dependent on the willingness of the employees to work progressively.

QE is the main product that plays an important role in development of any organisation, which moves as the blood in the human body, which guarantees the liveliness and life of the person. Therefore, it can be said that the liveliness and life of any educational organisation is its quality, which make it visible, popular and in demand in society. Quality can be managed through implementation of scientific policies and procedures; willingness of employees and teacher educators; and the positive will of democratic leadership and good governance of the heads of departments and organisations.

7.5 LIMITATIONS

This study has some limitations, which are explained below in detail. *First,* the case study approach was used for two reasons: (a) It represents the universities (large and small) of whole province of Sindh, Pakistan; (b) Case study provides an opportunity to the qualitative researcher as a flexible approach and method with two analysis techniques such as thematic and thematic-narrative analysis techniques. The results of case studies always remain unclear and difficult to some extent, as we cannot rule out the alternative explanations. However, the case study was used to study the perceptions, experiences, efforts and activities of the TEs to find the similarities among them towards the JSM and QE. *Second*, the limited set of data collection tools, such as semi-structured interviews and researcher observation to get primary first-hand knowledge in details from TEs. *Third,* the recruitment of participants through convenience (snowball) technique in order to collect real and authentic data for the expansion authenticity of the findings. Because the TEs were hesitate to participate for interview due to circumstances, conditions and restriction inside their departments. *Fourth,* positive and negative affect of factors of JSM were assessed at the same time from the statements of the participants means only one-time point. *Fifth,* the available literature was used, which was researched on university and school teachers; and on other professionals too. Because very few researches are available on TEs. Furthermore, the theoretical framework was made through using of the content and process theories, which were utilised to make a diagonal model of JSM in order to use its finding values as the criteria to measure the levels of JSM. However, the self-Determination theory and Job Demand-Resource Model/Theory were used to support (confirm and disconfirm) the results of the study. *Sixth,* the findings of this research are of a general nature, which are extracted from the data of TEs of whole province. Therefore, the individual cases of universities and TEs

were not researched, studied and analysed separately. That is why; the richness and uniqueness of each personal story may be lost. However, the general findings are suitable and credible in mapping out the Pakistani organisational cultural landscapes of the universities and the teacher education institutions to make the teacher education system of Sindh, Pakistan meaningful and fruitful in order to achieve its predetermined goals of QE. As the study is a qualitative, therefore, the findings are limited and cannot be generalised to other contexts and organisational cultures. Because the qualitative research focuses on the in-depth understanding, a specific context and social setting (Cantrell, 1993) of the organisational culture and working environment that needs to comprehensively define and do justice with the key characteristics (Creswell, 2007; Denzin & Lincoln, 1998, 2005; Miles & Huberman, 1994; Patton, 2002). Therefore, the transferability of the results was checked, which is similar and equivalent to external validity or generalisation, as Trochim (2006) defines that transferability is a process to generalise or transfer the results of qualitative research to other contexts. It is considered as a major challenge in qualitative research because of its subjectivity, which is criticised and its results are not widely applicable (Taylor, Sinha & Ghoshal, 2007) from one context to another context. However, the qualitative researcher can enhance transferability through providing thick or detailed descriptions of the research context and assumptions (Trochim, 2006); to upgrade the feelings of the readers as they experience whatever is said in the description in the study (Creswell & Miller, 2000). The context of the study; participants' perception and experiences; the dimensions and factors; efforts and activities; themes and the results are described in detail in this study to enable the reader(s) to feel and make decisions about the applicability of the findings to similar or other settings and contexts.

7.6   CONTRIBUTIONS OF THE STUDY, SUGGESTIONS FOR DIFFERENT STAKEHOLDERS AND FUTURE RESEARCH

The main contributions of this study are (a) This provided clarity on the relationship between the perceptions and understanding of TEs about JSM; (b) it provided clarity on the relationship and evidence of the experiences, efforts and activities of TEs regarding JSM and QE; (c) it provided a list of dimensions of the JS of TEs; (d) it provided detailed list of the factors of JS of TEs; (e) it provided a list of the factors of motivation as TEs experienced during their working hours and conditions; (f) it provided the list of the dimensions of QE; (g) it provided evidence about the frequent usage of the case study approach of qualitative research; (h) it provided the utility and authenticity of the thematic and thematic-narrative analysis techniques of qualitative research in educational and organisational setting; (i) this research suggested that organisational stakeholders use a diagonal model of JSM for proper and quick checks of satisfaction and motivational levels of the TEs, teachers and other employees for better planning and policy making; (j) this research study provided a foundational knowledge for all stakeholders in Sindh, Pakistan to understand the phenomenon of JSM and QE for better future inputs and plans; (k) the study results confirmed the causes and effects of JSM of TEs and QE in their particular organisational contexts with proper suggestions for different stakeholders in order to make their environment conducive for them to work well through empowerment, which lead them towards the wellbeing and spirituality level of work.

Following Suggestions are given for different stakeholders.

(a). Suggestions for Government and Higher Education Officials

The educational institutions should be made free from the political influence, pressure and negativity. Scientific and clear policies should be made and followed as the best practices of the world ranking universities. A competency-based system should be introduced in the universities for better, quick and worthwhile economic growth and development. Teaching and research areas should be separated from each other and separate faculty members should be appointed for teaching and research areas. Scientific and innovative approaches should be adopted clearly (in written form) to plan for future development through enhancement of research, innovation and its commercialisation. The selection of Vice Chancellors, Registrars, Deans, Directors of Finance and all types of consultants should be appointed purely on meritorious bases for the future sustainability of the education system. The best teacher and other awards should be given based on multidimensional and multi-perspective data and its analysis. Third-party evaluation should be used for checking the progress of the universities.

(b). Suggestions for Heads of the Universities (Vice Chancellors and Registrars)

The vision, aims, goals and objectives of the universities, faculties, institutions and departments should be designed for the needs, requirements and perspectives of regionalisation, nationalisation and internationalisation. The selection and recruitment processes and procedures should be made transparent and meritorious. The advertisements of the selection and recruitment of the teaches should be made as per HEC policies. The basic needed and required facilities should be provided to all teachers on a priority basis for better work and achievement of overall organisational goals. The advanced planning should be done department and institution wise. Suggestions should be welcomed and taken from the teachers for the betterment of the university. Transparency should be the order of the day to lead to the progress and prosperity of the organisation. Further, more efforts should be made to lead the whole university with a democratic type of management and avoid autocratic and laissez-faire management for future endeavours. Human rights violations should be not practiced to pressurise the employees and students for any reason. The conducive teaching and learning environment should be managed at every level and every cost. The research environment should be managed and maintained through appreciation, reward and award systems in the universities. Teachers, administrators, staff and students should be made free hand to think, plan, design and implement any thing or project to bring innovative ideas for better progress. All policies should be made and implemented for increasing employees' satisfaction and motivation in order to boost their job performance and enhance high productivity to achieve the organisational goals, especially those related to QE. Mistrust should be converted into trust relations through providing job security, professional growth and developmental opportunities, promotional opportunities, strong, democratic and supportive administrative system and appreciation on work done well.

(c). Suggestions for Heads of Departments, Institutions and Faculties

The basic needed and required facilities should be provided to all teachers on priority basis for better work and achievement of organisational goals. Transparency should be the order of the day to lead for the progress and prosperity of the department. All information should be provided in advance to facilitate planning

ahead in order to avoid any misunderstanding. Heads of departments and all teachers should do advanced planning as per their specialisation and assignment. Social working relations should be created for a better working environment. Working groups should be made to support each other in all personal and professional matters. Attitudes and behaviours should be maintained socially enough and supportive to everyone especially with juniors and students. All possible actions and activities should be arranged for increasing employees' satisfaction and motivation in order to boost their job performance and enhance high productivity towards achieving organisational goals, especially QE. Mistrust should be converted into trust relations through helping to achieve professional growth and developmental opportunities, promotional opportunities, strong, a democratic and supportive administrative system, appreciation of work done well and social interaction.

(d). Suggestions for TEs

The planning should be done properly in advance of teaching, research and training assignments to become a JSM employee. The planned activities should be implemented properly for class teaching, assessment, evaluation, and research. Allied materials and power point presentations should be designed and made in advance for proper implementation and conduction of class and courses. The prospective teachers (students) are to be facilities in order to learn well and bring good grades for personal (TEs) satisfaction. Social working relations should be created with colleagues and students for better working and successful results. Active participation should be done for the management of research and teaching environment to support all stakeholders. The attitudes and behaviour should be maintained socially enough and supportive of everyone, especially among students, colleagues, and heads. Student' participation should be ensured for better learning and progress.

Suggestions for future research are that the findings of this study have opened new areas and dimensions for research in JSM and QE. For instance, knowledge, attitudes, feelings, perceptions, experiences, practices and efforts towards the JSM and QE among TEs of the whole province were found to be different and interesting due to differences in their rural and urban setting, working environment of the universities, social interactions, their personal and professional responsibilities, qualification, management styles, facilities, policies and their implementation. The differences and similarities of the study play a pivotal role in changing TEs' behaviours and attitudes. However, more research is suggested including some studies with different methods and techniques to explore a higher degree of dimensions, factors, reasons and causes of JSM and QE.

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APPENDICES

APPENDIX I: INTERVIEW PROTOCOL FOR TEACHER EDUCATORS

INTERVIEW PROTOCOL OF Ph.D STUDY FOR TEACHER EDUCATORS

Topic:

JOB SATISFACTION AND THE MOTIVATION OF TEACHER EDUCATORS TOWARDS QUALITY EDUCATION: A QUALITATIVE STUDY OF THE UNIVERSITIES OF SINDH, PAKISTAN

Researcher Scholar:

Mr. Zafarullah Sahito

Research Supervisor:

Professor Pertti Vaisanen

SCHOOL OF APPLIED EDUCATIONAL SCIENCE AND TEACHER EDUCATION, PHILOSOPHICAL FACULTY, UNIVERSITY OF EASTERN FINLAND, JOENSUU, FINLAND

RESEARCH PARTICIPATION CONSENT FORM / AGREEMENT FORM

Dear Teacher Educator,
DoE / IER / FE / UNIVERSITY
Sindh, Pakistan

I Zafarullah Sahito, Ph.D student, School of Educational Science and Teacher Education, Philosophical Faculty, University of Eastern Finland, Joensuu, Finland researching on the topic of "JOB SATISFACTION AND THE MOTIVATION OF TEACHER EDUCATORS TOWARDS QUALITY EDUCATION: A QUALITATIVE STUDY OF THE UNIVERSITIES OF SINDH, PAKISTAN" is hereby to request your participation in Interview for above topic.

There is an agreement that your data will be used only for the purpose of research and its interpretation and analysis generally and may be specifically at large levels. Your consent, ideas, experiences and expertise will be highlighted without showing your name and designation, etc. as whole for the results of Sindh province.

In this regard, your participation is valuable and your cooperation will be appreciated and counted as much more than thanks.

After reading and understanding above agreement if you are agree, then sign this paper and kindly make yourself ready to start the Interview.

Signature	Name & Designation

Thank you very much for giving your consent for Interview.

With Kind Regards

Zafarullah Sahito
Ph.D – Researcher,
zafarullah.sahito@gmail.com
zafarsa@student.uef.fi
School of Applied Educational Sciences and Teacher Education,
Philosophical Faculty, University of Eastern Finland, Joensuu, Finland

Professor Pertti Vaisanen
Ph.D – Research Supervisor, pertti.vaisanen@uef.fi
School of Applied Educational Sciences and Teacher Education,
Philosophical Faculty, University of Eastern Finland, Joensuu, Finland

BIO - DATA FORM

Name (Optional): ---

Designation: ---

Gender: --

Academic Qualification with passing year: --

Professional Qualification with passing year: --

Specialized Field (Science / Mathematics / Social Sciences / Humanities / Languages,

etc.): ---

Total Teaching Experience: --

Experience as Teacher: --

Experience as Teacher Educator: --

Institute: ---

Family Residence City: --

Posting City: ---

Domicile: ---

Email if any (Optional): ---

Contact No. if any (Optional): ---

Appointed through:
- Departmental promotion
- Selection board or Public Service Commission
- Or any other source: --

CONDUCTED ON TEACHER EDUCATORS

Q. No: 01. What do you think (and define) about the following terms depending on your observation and working experience at your department?
(a). Job,
(b). Job satisfaction,
(c). Job dissatisfaction,
(d). Motivation,
(e). Demotivation,
(f). Quality education.

Q. No: 02. Are you satisfied with your job? If Yes / No. Why? (What factors make you satisfy / dissatisfy?).

Q. No: 03. What motivates you to become a job satisfied or dissatisfied teacher educator in your organisation? (Please explain the factors that make you motivate or demotivate).

Q. No: 04. What are the daily routines and activities of job satisfied or dissatisfied and motivated or demotivated teacher educators at their organisation?

Q. No: 05. What steps and activities are taken and performed by job satisfied or dissatisfied and motivated and demotivated teacher educators for maintaining the quality education in their organisation?

Q. No: 06. What steps and activities are taken by the heads of your department and organisation to support you to maintain quality education?

Q. No: 07. As a teacher educator, what solutions would you like to suggest to Government, higher authorities, heads of department and organisations and teacher educators for bringing up the quality education in teacher education departments and organisations in Sindh, Pakistan.

Thank you very much for given your precious time from your busiest routine

ARTICLES

ARTICLE I
Dimensions of Job satisfaction of Teacher Educators: A Qualitative Study of the Universities of Sindh Province of Pakistan.
Journal of Curriculum and Teaching, 5(2), 43-54.

ARTICLE II
Factors Affecting Job Satisfaction of Teacher Educators: Empirical Evidence from the Universities of Sindh Province of Pakistan.
Journal of Teacher Education and Educators, 6(1), 5-30.

ARTICLE III
Perception and Experience of Teacher Educators about their Motivation: A Case Study Approach.
Journal of Language Teaching and Research, 9(3), 480-490.

ARTICLE IV
Dimensions of Quality in Teacher Education: Perception and Practices of Teacher Educators in the Universities of Sindh, Pakistan. International Journal of Higher Education, 6(6), 44-54.

ZAFARULLAH SAHITO

This dissertation investigates the needs and requirements, perceptions, attitudes and efforts of the job satisfaction and motivation of teacher educators towards the quality education through the qualitative research paradigm. Four sub-studies were conducted including two on job satisfaction in order to explore the dimensions and factors; one on motivation in order to know the perceptions and experiences; and one on the quality education to know the perceptions and practices of teacher educators regarding the dimensions of quality education.

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