

Perception and Experience of Teacher Educators about Their Motivation: A Case Study Approach

Zafarullah Sahito

School of Applied Educational Science and Teacher Education, Philosophical Faculty, University of Eastern Finland, Joensuu, Finland;
IBA University, Airport Road, Sukkur, Sindh, Pakistan

Pertti Vaisanen

School of Applied Educational Science and Teacher Education, Philosophical Faculty, University of Eastern Finland, Joensuu, Finland

Abstract—This study was designed to explore the perception and experiences of motivation of teacher educators of the universities of Sindh province of Pakistan. The data was collected and analysed through case study approach, the qualitative research design and thematic-narrative analysis technique. The total twenty-one teacher educators revealed their stories in the form of narratives about their motivation. The findings of this article would be found suitable, authentic and reliable resource, which would be an excellent addition in to the existing literature of motivation in order to understand the phenomenon, its process and causations.

Index Terms—motivation, case study, thematic-narrative analysis, teacher educators

I. INTRODUCTION

Motivation term frequently used as the psychological concept in the culture in any organisation (Maehr & Mayer, 1997), which revolves around the physiological and psychological needs of employees in order to activate their behaviour (Okumbe, 1998) through some processes of moving (Webster's, 2002) to achieve the goals and incentives (Hornby, 2000) through encouragement of the behavior of subordinates (Balunywa, 2003). It is an act and a process to get involvement, attachment and commitment to perform any activity or assignment honestly, actively, positively and sincerely for the benefits of all stakeholders. It explains the behaviour of individuals consists of actions, desires and needs concern with the reality and truth, which directs the behavior, its causes of the repetition and vice versa through the development of preference for specific behavior (Pardee, 1990). The internal and external factors are important to stimulate the desires and energy of employees to become interested and committed to their job and roles to achieve the goals. Whereas, the motivation plays a vital role closely related to the student interest, educational reforms, teaching practice and teachers' well-being (Han & Yin, 2016) through the interaction of both conscious and unconscious factors.

The main purpose of this study was to investigate the perception and experience of TEs about their motivation at their respective departments. It was tried to know about the feelings of the TEs about their job activities and engagements and the enhancement of their job activities and engagement positively. As the motivation is positively correlated with choice, achievement (Legault et al. 2006) and responsibility (Daniels & Arapostathis, 2005) to make employee satisfied and cool to get in in their work with high interest. In this regards, 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 TEs perceive the motivation in their personal and professional life? (c). How TEs experience the motivation at their working place?

II. LITERATURE REVIEW

Motivation is a complexed term having no consensus to understand (Dörnyei & Ushioda, 2001). Hereford, it is differentiated through two aspects such as initial motivation concerned with the reasons for deciding to do something and sustain motivation, refers to the effort for sustaining to do something (Williams & Burden, 1997). The definition of motivation that makes researchers to agree consists of the direction and magnitude of human behaviour, which can be described to teach and remain in the profession (Dörnyei & Ushioda, 2011). Generally, motivation is the combination of intrinsic and extrinsic actions, which are concerned with internal and external factors respectively. As intrinsic motivation consists of actions from inside the person that positively affects the behavior, performance and well-being (Ryan & Deci, 2000a) of employees. It exists, increases and improves the behavior of an employee to perform well for internal self-satisfaction concerned with the expression and feelings of personal desires or values (Lashway, 2001). It can be encouraged through freedom and trust of employees to appreciate their abilities, intentions and efforts (Ryan & Deci, 2000b) to catalyse their students to become satisfied to work with autonomy, competence and relatedness (Ryan and Deci, 2000a; Medved, 1982), as it plays a vital role in teachers' motivation in China (Tang, 2011). Because the performance approach, goal orientation, reflective thinking, intrinsic motivation and control-expectancy belief were

found associated with the mastery of goal orientation and achievement (Malmberg, 2008) among Finnish and Swedish teachers. Whereas, the extrinsic motivation is connected with external rewards such as salary or pay (Armstrong, 1996), free accommodation, free meals, material assets, positive evaluations, weekly paid duty, extra teaching allowances, advance payments and loans, leave encashment and medical facilities or allowances. The pay is most important and powerful motivating factor, increase and enhancement in it, which creates and enhances the satisfaction and motivation among teachers that influence their performance (Kiseesi, 1998; Wayne, 1998) directly. As extrinsic motivation is associated with the performance of an activity in order to achieve required results through some rewards and awards such as salary or wages. Although the activity might be difficult, boring and unpleasant, but the activity can be made worthwhile and interesting through different types of rewards (Lashway, 2001). While, raised in teaching or workload increase the dissatisfaction and demotivation among teachers. Whereas, in private institutions the financial payoff is given to teachers for teaching extra classes (Ward, Penny & Read, 2006) to increase their satisfaction and motivation. As Maslow's hierarchy of needs theory explains that teachers willingly dedicate their energies and time to institutional obligations if they are given sufficient salary and financial benefits to feed, shelter and protect their families well (Kavarlemo, 2000) that provide them the assurance of security and sustainability to pursue the organisational goals (Ouma, 2007) for further economic development.

III. METHODOLOGY

The qualitative research design was employed, revolving around epistemological and ontological (Crotty, 1998) assumptions of philosophy, supported by interpretivism and epistemological constructionism, which means the reality is multiple and multidimensional and the knowledge is constructed and a subjective in nature (Creswell, 2009) respectively. The data was collected through semi-structured interviews from the sample of TEs, who were approached through their heads of department and organisation, friends and friends of friends, as to get first hand real and true primary data. The sampling approach was used to keep and maintain the confidence with TEs in order to avoid from any disturbance. The short description and explanation of the concept or the topic was shared and discussed with the sample of TEs before conduction of every interview. The list of characterizing traits was used as the criteria for judgement of the quality for reliability, validity and usability of the study (Sparkes & Smith, 2009, 2014), followed by the steps suggested by Tracy (2010). Furthermore, the identical numbers were assigned to each TE in order to keep confidential their identity and the interviews data (Shaw & Gould, 2001). Because the case study with thematic-narrative analysis, the qualitative research is better suited to delineate the personal meanings of the narrated sentences depending on the vast, huge and in-depth experiences of the participants without losing any richness and genuineness of the responses and said statements (Flick, 1998; Strauss & Corbin, 1998).

A case study approach was used for the study followed by the thematic-narrative analysis, to collect and analyse the data. The case study research is an empirical inquiry to investigate the contemporary phenomenon within its real-life context through using single or multiple sources of evidence (Yin, 1984) with the adaptation of multiple-case design. While, narrative inquiry is suitable and strong tool to employ as an analysis tool in the fields of organisational, educational studies, etc. to transmit the subjective experiences to captures the correct human and personal experiences and their relationship between individual experiences and cultural context (Clandinin & Connelly, 2000). It focus on the content of stories and their meanings depending on reality, socially and culturally constructed knowledge, differences and texture of experiences (Polkinghorne, 1995) to convert the said dialogues or narratives in to the real meaning through analysis (Riessman, 2008). As the narrative analysis treats stories as a knowledge creator tool and technique to constitute the social reality of a narrator (Etherington, 2004), conducted with personal (Etherington, 2006, 2000; Wosket, 1999) or with other's clients (Etherington, 2007) or sample to use for summative type of studies (Muylaert, Júnior, Gallo, Neto & Reis, 2014). The criteria of narrative inquiry and analysis consisting of preparation, initialization, main narration, questioning and small talk (Jovchelovich & Bauer, 2002) phases. The limitations of this study included TEs fears of being recorded 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 bit of information.

For this study forty (n=40) participants were recruited through the snowball and purposive sampling techniques to collect the in-depth, true and real data through semi-structured interviews. As, the number of research sample may be several and ranging from one (1) to thirty (30) or forty (40) to report properly (Creswell, 2012) in well manner try to cover most of the aspects. The recruited sample of TEs was consists of nineteen (19) male and twenty one (21) female, which were recruited from the seven (7) universities of the province of Sindh, Pakistan, consist of fourteen (14) teacher education departments. There were three (3) large universities consisting of more than fifty departments, institutes and centers each. While, four (4) small, young and newly established universities consist more than five (5) departments each.

IV. RESULTS AND DISCUSSION

The interviews provide a great opportunity to listen the different and attractive professional stories of TEs. The twenty one (21) stories of TEs were found impressive to produce authentic primary data for this study to analyse as

narratives and then to produce themes. The names of TEs were kept confidential as per promised agreement done before conducting the interview(s). The important informative said narratives were recorded, selected and coded, to use for the analysis of the study consist of the perception and experience of their motivational process at their departments.

A. Perception of TEs about Motivation

The definition and description of motivation was extracted from the views (perception) of the TEs that motivation is a desire, willingness and intention that stimulate the energy or behaviour of employees to work with interest, dedication and commitment to achieve the 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 behavior towards the positiveness, achievement and success. Motivation is process to unite the employees to make their efforts in one particular direction for the betterment of organisation and concerned stakeholders. It is connecting force, which bring all stakeholders on the same page to put their efforts as input to make working environment and process powerful to bring radical reforms in order to achieve the organisational goals.

B. Motivation Perceived and Experienced by TEs in Their Personal and Professional Life

TEs perceived the motivation in their personal and professional life as motivation as respect and personal initiation; motivation as discipline in life; motivation as need fulfilment (earning to deal with family expenditures); motivation as self-realization and self-satisfaction; motivation as model consideration and inspiration; and motivation as social services. While, motivation in professional life is perceived as 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 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 detailed description and narration of the themes is as under.

1. Motivation as respect and personal initiative

Motivation as respect and personal initiative was considered by 67% TEs, which help the employees to take personal initiatives to work well in their respective organisation. Respect describes the status, position and rank of TEs in an organisation, community and society. As the TE (11) said that "Respect inspires, motivates and makes TEs to feel proud about their profession, as teaching profession considered as a prophetic profession to teach the students to be a good human beings". 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 a lot. 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.

2. Motivation as the discipline in life

Motivation as the discipline in life was by 43% of TEs, which is a process to attract the employees to work with sincerity and honesty. As it became the permanent routine (discipline) in their life, which appreciate them to work without fear of injustice, inequality and inequity. As TE (37) said that "Routine of fulfilling the responsibility of work by TEs create discipline in their lives that increased their sense of duty to complete their work to be a permanent employee of a reputable organisation with transparency". 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.

3. Motivation as need fulfilment

Motivation as need fulfilment means earning to deal with family expenditures was accepted and believed by 91% of TEs. As TE (2) said that "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 need and requirements of their children such as education, pocket money, food, housing, etc." 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).

4. *Motivation as self-realization and self-satisfaction*

Motivation as self-realization and self-satisfaction was considered by 64% of TEs. As TE (18) said that, "Some TEs have a high level of self-realization to work in their department for the benefits of their students and personal growth and development, which increase their work performance with the passage of time". Self-realization creates self-satisfaction among TEs as TE (8) said that, "Self-realization provides me the peace and rest of mind to work hard, which make me able to achieve some awards and rewards of best teacher in department that gives me immense pleasure and self-satisfaction that increase my level of motivation". 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).

5. *Motivation as model consideration and inspiration*

Motivation as model consideration and inspiration was considered by 71% of TEs. As TE (21) said that, "Motivated TEs are respected and liked by their students as role model because they inspire their students by their attitude, knowledge and socialization". These TEs mentor their students with soft, social and loving attitude to learn a lot in order to bring their good grades and success. As another TE (23) said that, "TEs inspire their students, which works as a motivating factor to work hard through some discussions and suggestions to overcome the problems and issues". 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.

6. *Motivation as social services*

Motivation as social services was considered by 75% of TEs. As TE (32) said that, "The motivation of TEs increased when they serve as social actors to discuss the different things with other teachers, parents and students than their own. TEs feel happy and satisfied when the teachers and parents used to come to get some suitable suggestions for the betterment of studies of their students and children respectively from the TEs". TEs help the people with their personal matters and issues as social services to society and humanity such as guidance and counseling sessions. As another TE (20) said that, "The motivation of TEs increased when they help the common people and especially the needy ones who need physical, social and psychological help". 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).

7. *Motivation as job security*

Motivation as job security was considered by 62% of TEs. As TE (23) said that, "TEs like so much the job security at their department, which is the only fundamental factor to make employees purely satisfied, cool and relax to work well for successful professional life". 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).

8. *Motivation as readiness*

Motivation as readiness to accept any assignment was considered by 61% of TEs. As TEs (3) said that, "Motivation is readiness, which creates the interest among TEs to accept the tasks to work well through internal whole hearted feelings and energies". 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.

9. *Motivation as work and time management*

Motivation as work and time management was considered by 56% of TEs. As TE (30) said that, "Motivation is available in work and the management of time, which can be managed through proper planning and organising

continuously". Work and management of time are essential factors of motivation of the TEs, which help them to progress well in their professional life. As another TE (27) said that, "TEs remain more motivated who manage their time as per work and assignment and they priorities them as per importance and closing dead line". 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).

10. Motivation as dedication, commitment, delivery and performance

Motivation as dedication, commitment, delivery and performance was considered and accepted by 72% of TEs. As TE (28) said that, "Motivation comes from the trust between 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". 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.

11. Motivation as students' satisfaction and their support

Motivation as students' satisfaction and their support was considered and accepted by 65% of TEs. As TE (19) said that, "Motivation as students' satisfaction and their support is revolving around the availability of good human and material resources, their dealing and social interaction, mutual understanding and regular teaching learning process make students satisfy and motivated". 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.

12. Motivation as social relationship and interaction

Motivation as social relationship and interaction was considered and accepted by 67% of TEs. As TE (1) said that, "Basically, motivation is a social relationship and interaction depending on mutual respect, which is especially given by the management and students to their teachers". Respect is found here a great bound among the main stakeholders to work with motivation and friendly feelings. As another TE (10) said that, "Mutual respect, discussion and collective decision making make the working team and department successful". 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.

13. Motivation as responsibilities and duties

Motivation as responsibilities and duties was considered and accepted by 69% of TEs. As TE (14) said that, "Taking responsibilities and duties at work itself a motivation, which creates a fun to work well. Furthermore, the active involvement in work gives me an insight of complete all assignments properly well in time to progress for betterment of all". 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.

14. Motivation as professional growth and development

Motivation as professional growth and development was considered and accepted by 66% of TEs. As TE (29) said that, "Professional growth and development is a major area that motivate the majority of faculty members at university level. In this regards, the trainings and workshops have prominent value at this level and place, which are the core areas to advance the career through skill development". 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.

15. Motivation as cognitive competence, scholarship and authority

Motivation as cognitive competence, scholarship and authority was considered and accepted by 58% of TEs. As TE (15) said that, "Motivation plays a vital role to increase the willingness of the TEs to work hard to study and research about their respective field and interested topics to learn a lot. This learning increase dimensions the thinking and rethinking to get more information about the particular research topic in order to get more wisdom means cognitive competence". 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.

16. Motivation as self-assessment and self-evaluation

Motivation as self-assessment and self-evaluation was considered and accepted by 64% of TEs. As TE (7) said that, "Motivation is a realisation of self-assessment and self-evaluation and vice versa. It may be product and may be process of self-assessment and self-evaluation". 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).

The cumulative percentage scores are collected, added, divided and multiplied in order to find out 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 that, the range of both approaches is from 58 to 61, which is 60% in round figure. The 60% agreement of an employee or group shows him or them as satisfied and motivated with his or their job. Whereas, the agreement percentage less than 60% indicates dissatisfaction, and agreement of higher than 72% means the employee is highly satisfied and 90% or more than that is extremely satisfied (Sahito & Vaisanen, 2017). The details of the percentage is given in the table.1 as follows.

TABLE.1
CUMULATIVE PERCENTAGE OF WHOLE GROUP

S#	Perceived Experience	Percentage
01	Motivation as respect and personal initiative	67%
02	Motivation as the discipline in life	43%
03	Motivation as need fulfilment	91%
04	Motivation as self-realization and self-satisfaction	64%
05	Motivation as model consideration and inspiration	71%
06	Motivation as social services	75%
07	Motivation as job security	62%
08	Motivation as readiness	61%
09	Motivation as work and time management	56%
10	Motivation as dedication, commitment, delivery and performance	72%
11	Motivation as students' satisfaction and their support	65%
12	Motivation as social relationship and interaction	67%
13	Motivation as responsibilities and duties	69%
14	Motivation as professional growth and development	66%
15	Motivation as cognitive competence, scholarship and authority	58%
16	Motivation as self-assessment and self-evaluation	64%
Average cumulative percentage of whole group (Sum total) 1051 divided by (Grand total) 1600 multiply by 100 for %		65.69%

The Average cumulative percentage of whole group is found 65.69%, which shows the initial level of satisfaction and motivation that is about 60% (Sahito & Vaisanen, 2017). In this connection, the majority of the explored statement and narratives support the finding of the content and process theories but majority of the narratives are supporting the content or need theories of JSM. The majority of TEs thinking is 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 fully satisfied or not with the majority of the factors such as organisational conditions, environments, rules and their proper implementation. Because, there is a huge 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 in power political parties, fear flourishing political parties, bureaucracy and gangster groups. Therefore, it can be said that majority of TEs are satisfied and motivated due to their responsibilities and commitments towards their families, communities and internal feelings towards the teaching profession. The 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 here in universities.

V. CONCLUSION

It is conclude that the motivation played a pivotal role to work progressively in any organisation to develop himself or their selves to achieve the organisational goals. The whole process of motivation is depending on the willingness of the employees to work progressively, which is not possible without the will, permissions and notifications of the heads of the organisation, who always dictate their employees especially the TEs. Even though the TEs are qualified and trained human resources who know their work, responsibilities and duties well enough to perform on every coast. Due to lack of trust the relationship between TEs and their heads of department and organisation negatively affected, which do not support the working environment to be conducive to work well. It negatively affect the inputs of the TEs to work for the betterment of their organisation and its all stakeholders. Therefore, the visionary leadership is needed who listen the matters and issues of TEs well and support them to deal with every issue and problem to maintain their motivation level to work progressively. Because visionary leadership work hard to know the professional, psychological, social and physical needs of their employees (TEs) for better results and progress. For that, they give appropriate place in the development of the material resources, policies and planning, instructions and guidelines to support them for sustainability. It can be concluded that employees' satisfaction and motivation is one of the important factor of sustainability of employees, departments, organisations, whole system of education and nation, which affect the quality education positively to improvement of the standards of education in Pakistan (GOP, 2009).

It is generalised that every employee's performance is important for any organisation to progress, which can be achieved only through motivate, positive attitude and reinforcement of the employees to strengthen their behaviour. Employees' do their work well with 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, which are concerned with different stakeholders such as students, their parents and faculty.

REFERENCES

- [1] Adams, B. L. M.S., Cain, H. R., Giraud, V., & Stedman, N. L. P. (2012). Leadership, motivation, and teamwork behaviors of Principal investigator's in interdisciplinary teams: A Synthesis of research. *Journal of Leadership Education*, 11(2), 171-191.
- [2] Alam, M. S., Saeed, A. S. A., Sahabuddin, M. & Akter, S. (2013). Relationship between employee recognition and employee contribution in service industry. *International Journal of Business and Marketing Management*, 1(1), 1-8.
- [3] An, J. H. J. (2015). Respect: Refrainment from impression management behavior despite high impression motivation. Wharton Research Scholars. 125. Retrieved on dated: 30.10.2017, time: 15.24. http://repository.upenn.edu/wharton_research_scholars/125.
- [4] Armstrong, M. (1996). *A Handbook of human resource management practice*. London, Kogan.
- [5] Ashford, S., Lee, C. & Bobko, P. (1989). Content, causes, and consequences of job insecurity: A theory-based measure and substantive test. *The Academy Management Journal*, 32(4), 803-829.
- [6] Balunywa, J. W. (2003). Entrepreneurship and Small Business Enterprise Growth in Uganda; A Paper presented at the symposium on modalities for financing SMEs' in Uganda, Kampala.
- [7] Berggren, E., & Bernshetyn, R. (2007). Organizational transparency drives company performance. *Journal of Management Development*, 26(5), 411-417.
- [8] Bijlsma, K. M., & Koopman, P. (2003). Introduction: Trust within organisations. *Personnel Review*, 32(5), 543-555.
- [9] Bolt, J. F. (1983). Job security: its time has come. *Harvard Business Review*, 61(6), 115-123.
- [10] Borkowski, N. (2009). *Organizational behavior, theory and design in health care*. Jones and Bartlett Publishers, Ontario, Canada.
- [11] Cangemi, J. (2009). Analysis of an Adversarial Labor/Management Situation in a Latin American Industrial Setting: A Case Study using Maslow's Hierarchy of Needs. *Organization Development Journal*, 27(1), 37-47.
- [12] Chan, K., Huang, X., & Ng, P. (2008). Managers' conflict management styles and employee attitudinal outcomes: The mediating role of trust. *Asia Pacific Journal of Management*, 25 (2), 277-295.
- [13] Chandrasekar, K. (2011). Workplace environment and its impact on organisational performance in public sector organizations. *International Journal of Enterprise Computing and Business System*, 1(1), 1-20.
- [14] Chi-Ho, C. (2015). An exploration of the relationships between job motivation, collective benefit, target awareness, and organizational citizenship behavior in Chinese culture. *Comprehensive Psychology*, 4(14), 1-9.
- [15] Choudhary, D. S. (2016). Job enrichment: A Tool for employee motivation. *International Journal of Applied Research*, 2(5), 1020-1024.
- [16] Clandinin, D. J., & Connelly, F.M. (2000). *Narrative Inquiry: Experience and story in qualitative research*. Published by Jossey-Boss, John Wiley & Sons, Inc., San Francisco.
- [17] Creswell, J. W. (2009). *Research design: Qualitative, quantitative and mixed methods approaches*, 3rd (ed.). London, England: Sage Publications.
- [18] Creswell, J. W. (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research*, 4th (ed.). Pearson Education, Inc., Boston, USA.
- [19] Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. London, England: Sage Publications.
- [20] Dalen, M., Hjern, A., Lindblad, F., Odenstad, A., Ramussen, F., & Vinnerljung, B. (2008). Educational attainment and cognitive competence in adopted men – A study of international and national adoptees, siblings and a general Swedish population. *Children and Youth Services Review*, 30, 1211–1219.
- [21] Daniels, E., & Arapostathis, M. (2005). What do they really want? Student voices and motivation research. *Urban Education*, 40(1), 34-59.
- [22] Diener, E., & Biswas-Diener, R. (2002). Will money increase subjective well-being? *Social Indicators Research*, 57, 119–169.
- [23] Dörnyei, Z., & Ushioda, E. (2001). *Teaching and researching motivation*. New York, NY: Longman.
- [24] Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation*, 2nd (ed.). New York, NY: Longman.
- [25] Elnaga, A. A., & Imran, A. (2014). The Impact of employee empowerment on job satisfaction: Theoretical study. *American Journal of Research Communication*, 2(1), 13-26.
- [26] Emamgholizadeh, S., Matin, H. Z., & Razavi, H. Z. (2011). Is participation in decision making related to employee's empowerment? *African Journal of Business Management*, 5(9), 3504-3510.
- [27] Ertürk, A. (2010). Exploring predictors of organizational identification: Moderating role of trust on the associations between empowerment, organizational support, and identification. *European Journal of Work and Organizational Psychology*, 19(4), 409-441.
- [28] Etherington, K. (2000). *Narrative approaches to working with adult male survivors of childhood sexual abuse*. London: Jessica Kingsley.
- [29] Etherington, K. (2004). *Becoming a reflexive researcher: using ourselves in research*. London: Jessica Kingsley.
- [30] Etherington, K. (2006). Chicken or egg? An exploration of the relationships between physical and psychological symptoms with a woman diagnosed with Tourette's syndrome. *In Counselling and Psychotherapy Research*, 6(2), 138-146.
- [31] Etherington, K. (2007). Ethical research in reflexive relationships. *Qualitative Inquiry*, 13 (50), 599-616.
- [32] Fiore, S. M. (2008). Interdisciplinarity as teamwork: How the science of teams can inform team science. *Small Group Research*, 39(3), 251-277.
- [33] Flick, U. (1998). *An Introduction to qualitative research*. London: Sage Publications.
- [34] Galanaki, E. (2013). Gender and the importance of fringe benefits: Exploring their link with organisational commitment and job satisfaction, 2013 European Academy of Management Conference, Istanbul, Turkey, 26-29, June 2013.
- [35] Ganta, V. C. (2014). Motivation in the workplace to improve the employee performance. *International Journal of Engineering Technology, Management and Applied Sciences*, 2(6), 221-230.

- [36] Government of Pakistan [GOP], (2009). National professional standards for teachers in Pakistan. Policy and Planning Wing, Ministry of Education, Islamabad.
- [37] Gunnar, M., & Kertes, D. (2005). Prenatal and postnatal risks to neurobiological development in internationally adopted children. In D. Brodzinsky, & J. Palacios (Eds.), *Psychological Issues in Adoption. Research and Practice* (pp. 27–47). USA: Praeger Chapter 3.
- [38] Han, J., Yin, H., & Wang, W. (2015). Exploring the relationship between goal orientations for teaching of tertiary teachers and their teaching approaches in china. *Asia Pacific Education Review*, 16, 1–11.
- [39] Han, J., & Yin, H. (2016). Teacher motivation: Definition, research development and implications for teachers. *Cogent Education*, 3(1), 1-18.
- [40] Han, J., Yin, H., & Wang, W. (2016). The effect of tertiary teachers' goal orientations for teaching on their commitment: the mediating role of teacher engagement. *Educational Psychology*, 36, 526–547.
- [41] Harpaz, I. (1990). The importance of work goals: an international perspective. *Journal of International Business Studies*, 21(1), 75-93.
- [42] Hornby, G. (2000). Improving parental involvement. London: Cassell.
- [43] Hsu, W. L. (2003). Studies on work motivation in Taiwan: A Critical review. *Chinese Journal of Applied Psychology*, 19, 89-113.
- [44] Hudson, P. (2013). What Makes School Leaders Inspirational and How Does This Relate to Mentoring? *Open Journal of Leadership*, 2(4), 87-94.
- [45] Imran, R., Majeed, M., & Ayub, A. (2015). Impact of organisational justice, job security and job satisfaction on organisational productivity. *Journal of Economics, Business and Management*, 3(9), 840-845.
- [46] Iverson, R. D. (1996). Employee acceptance of organizational change. The Role of organizational commitment. *International Journal of Human Resource Management*, 7(1), 122-49.
- [47] Jiang, X. (2010). How to motivate people working in teams. *International Journal of Business and Management*, 5(10), 223-229.
- [48] Johnson, D. E. (2002). Adoption and the effect on children's development. *Early Human Development*, 68, 39–54.
- [49] Johnson, C. S., Gelfand, S. (2013, July). Self-assessment and writing quality. *Academic Research International*, 4.4, 571-580.
- [50] Jovchelovich, S., & Bauer, M.W. (2002). Entrevista Narrativa. In: Bauer MW, Gaskell G. Pesquisa qualitativa com texto, imagem e som: um-manual prático. Petrópolis: Vozes; p. 90-113.
- [51] Kavarlemo, J. M. (2000). Identifying the organizational training needs; unpublished presentation to Cambridge Shire University. Fareway conference, Kampala.
- [52] Kayal, C., & Ceylan, B. (2014). An Empirical study on the role of career development programs in organizations and organizational commitment on job satisfaction of employees. *American Journal of Business and Management*, 3(3), 178-191.
- [53] Khan, S. H., Azhar, Z., Parveen, S., Naeem, F., & Sohail, M. M. (2011). Exploring the impact of infrastructure, pay incentives, and workplace environment on employees' performance: A case study of Sargodha University. *Asian Journal of Empirical Research*, 2(4), 118-140.
- [54] Kiseesi, L. M. (1998). Job Satisfaction among Support Staff of Makerere University Hall of Residence. Unpublished M.A education Management Thesis MUK University.
- [55] Kovach, K. A. (1987). What motivates employees? Workers and supervisors give different answers. *Business Horizons*, 30(5), 58-65.
- [56] Lashway, L. (2001). Leadership for accountability. National Association of Elementary School Principals, National Principals Resource Center, 1615 Duke Street, Alexandria, 1-6. Publication Type: Collected Works-Serials; ERIC Publications, Number: ED458673.
- [57] Leach, F. J., Westbrook, J. D. (2000). Motivation and job satisfaction in one government research and development environment. *Engineering Management Journal*, 12(4), 3-9.
- [58] Legault, L., Green-Demers, I., & Pelletier, L. (2006). Why do high school students lack motivation in the classroom? Toward an understanding of academic motivation and the role of social support. *Journal of Educational Psychology*, 98, 567-582.
- [59] Lindner, R. J. (1998). Understanding employee motivation. *Journal of Extension*, 36(3), 1-8.
- [60] Logan, B. (2015). Reviewing the value of self-assessments: Do they matter in the classroom? Research in *Higher Education Journal*, 29(September), 1-11.
- [61] Maehr, M. L., & Meyer, H. A. (1997). Understanding motivation and schooling: Where we've been, where we are, and where we need to go. *Educational Psychology Review*, 9, 371-409.
- [62] Malmberg, L. E. (2008). Student teachers' achievement goal orientations during teacher studies: Antecedents, correlates and outcomes. *Learning and Instruction*, 18, 438–452.
- [63] Mart, C. T. (2013). A Passionate teacher: Teacher commitment and dedication to student learning. *International Journal of Academic Research in Progressive Education and Development*, 2(1), 437-442.
- [64] Mason, A. (2001). Population change and economic development in East Asia: challenges met, opportunities seized. Stanford: Stanford Univ Press.
- [65] McMillian, J. H. & Hearn, J. (2008, Fall). Student self-assessment: The key to stronger student motivation and higher achievement. *Educational Horizons*, 87(1), 40-49.
- [66] Medved, J. A. (1982). The Applicability of Herzberg's Motivation-Hygiene Theory. *Educational Leadership*, 39, 172–183. ERIC Number: EJ261569
- [67] Mok, W., & Siddique, Z. (2011). Radical and ethnic inequality in employer provided fringe benefits?. Discussion paper No. 625. Institute for the Study of Labor. <http://ftp.iza.org/dp6255.pdf>. Retrieved on dated: 30.10.2017 time: 15.45.
- [68] Mooney, M. (1984). Let's use job security as a productivity builder. *Personnel Administration*, 29(1), 38-44.
- [69] Morris, T., Lydka, H., O'Creavy, M. F. (1993). Can commitment be managed? A longitudinal analysis of employee commitment and human resource policies. *Human Resource Management Journal*, 3(3), 21-42.

- [70] Muylaert, C.J., Junior, V.S., Gallo, P.R., Neto, M.L.R., & Reis, A.O.A. (2014). Narrative interviews: An Important resource in qualitative research. *Rev Esc Enferm USP*, 48(2), 184-189.
- [71] Naharuddin, N. M., & Sadegi, M. (2013). Factors of workplace environment that affect employees' performance: A Case study of Miyazu Malaysia. *International Journal of Independent Research and Studies*, 2(2), 66-78.
- [72] Ndungu, D. N. (2017). The Effects of rewards and recognition on employee performance in public educational institutions: A Case of Kenyatta University, Kenya. *Global Journal of Management and Business Research: A Administration and Management*, 17(1), 42-68.
- [73] Niemiec, C. P., & Ryan, R. M. (2009). Autonomy, competence, and relatedness in the classroom applying self-determination theory to educational practice. *Theory and Research in Education*, 7, 133-144.
- [74] Okpara, J. O., & Wynn, P. (2008). The Impact of ethical climate on job satisfaction, and commitment in Nigeria: Implications for management development. *Journal of Management Development*, 27(9), 935-950.
- [75] Okumbe, J. A. (1998). *Educational Management. Theory and Practice*. Kenya: University of Nairobi Press.
- [76] Ouma, L. (2007). Effect of motivational theory to the performance of primary school teacher in Kampala District. Unpublished (Masters of education) dissertation, Makerere University, Kampala, Uganda. psca.co/resources/steward/dictionary-e.shtml. Retrieved on date: 13.02.2016 time: 13.32.
- [77] Owolabi, K. A., Ajiboye, B. A., Bakare, O. D., Bello, T. O., Omotoso, A. O. & Adeleke, O. (2013). Librarians' attitude toward monetary and non-monetary incentives in University libraries: A Case of Selected University libraries in Nigeria. *Annals of Library and Information Studies*, 60, 22-26.
- [78] Pardee, R. L. (1990). Motivation Theories of Maslow, Herzberg, McGregor & McClelland. A Literature Review of Selected Theories Dealing with Job Satisfaction and Motivation. 1-24. ERIC Number: ED316767. <https://eric.ed.gov/?id=ED316767>. Retrieved on date: 29.10.2017 time: 15.58.
- [79] Park, Y. (2011). How motivational constructs interact to predict elementary students' reading performance: Examples from attitudes and self-concept in reading. *Learning and Individual Differences*, 21(4), 347-358.
- [80] Parveen, S., Sahito, Z., Gopang, A.S. & Khambogh, M.A. (2015). Job Satisfaction among Government High School Teachers of the Province of Sindh, Pakistan. *Journal of Elementary Education*, 25(2), 125-137.
- [81] Polkinghorne, D. E. (1995). Narrative configuration in qualitative analysis. *Qualitative studies in education*, 8(2), 5-22.
- [82] Porter, L. W., Bigley, G. A., & Steers, R. M. (2003). *Motivation and work behavior*, 7th (ed.). New York: McGraw-Hill.
- [83] Rauschenberger, J., Schmitt, N., & Hunter, J. E. (1980). A Test of the Need Hierarchy Concept by a Markov Model of Change in Need Strength. *Administrative Science Quarterly*, 25(4), 654-670.
- [84] Redmond, B. F. (2010). *Need Theories: What Do I Want When I Work? Work Attitudes and Motivation*. The Pennsylvania State University World Campus.
- [85] Rieh, S. Y., & Belkin, N. J. (2000). Interaction on the Web: Scholars' Judgment of Information Quality and Cognitive Authority. *Proceedings of the 63rd Annual Meeting of the ASIS*, 2000, pp. 25-38.
- [86] Riessman, C. K. (2008). *Narrative methods for the human sciences*. London: Sage.
- [87] Rosow, J. M., & Zager, R. (1985). The case for employment security. *Across Board*, 22: 34-41.
- [88] Rutter, M. (2005). Adverse preadoption experiences and psychological outcomes. In D. Brodzinsky, & J. Palacios (Eds.), *Psychological Issues in Adoption. Research and Practice* (pp. 47-67). USA: Praeger Chapter 3.
- [89] Ryan, R. M., Chirkov, V. I., Little, T. D., Sheldon, K. M., Timoshina, E., & Deci, E. L. (1999). The American dream in Russia: Extrinsic aspirations and well-being in two cultures. *Personality and Social Psychology Bulletin*, 25, 1509-1524.
- [90] Ryan, R. M., & Deci, E. L. (2000a). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American psychologist*, 55(1), 68-78.
- [91] Ryan, R. M., & Deci, E. L. (2000b). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25, 54-67.
- [92] Safiullah, A. B. (2015). Employee motivation and its most influential factors: A Study on the telecommunication industry in Bangladesh. *World Journal of Social Sciences*, 5(1), 79-92.
- [93] 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.
- [94] Sahito, Z. & Vaisanen, P. (2017). The Diagonal Model of Job Satisfaction and Motivation: Extracted from the Logical Comparison of Content and Process Theories. *International Journal of Higher Education*, 6(3), 209-320.
- [95] Saleem, S., Shaheen, W. A., & Saleem, R. (2012). The Impact of job enrichment and job enlargement on employee satisfaction keeping employee performance as interviewing variable: A Correlational study from Pakistan. *Kuwait Chapter of Arabian Journal of Business and Management Review*, 1(9), 145-165.
- [96] Sammons, P., Kington, A., Lindorff-Vijayendran, A. & Ortega, L. (2014). *Inspiring Teachers: Perspectives and Practices, CfBT*, Reading, MA.
- [97] Schermerhorn, J. R., Hunt, J. G., & Osborn, R. N. (2003). *Organizational behavior: Instructor's resource guide*, 8th (ed.). Hoboken, NJ: John Wiley & Sons, Inc.
- [98] Schunk, D. H. (2004). *Learning Theories: An Educational Perspective*. Upper Saddle River, N.J.: Merrill Prentice/Hall.
- [99] Shaw, I., & Gould, N. (2001). *Qualitative research in social work*. London, England: Sage Publications.
- [100] Shiraz, N., Rashid, M. & Riaz, A. (2011). The Impact of Re-ward and Recognition Programs on Employee's otivation and Satisfaction. *Interdisciplinary Journal of Contemporary Research in Business*, 3(3), 1428-1434.
- [101] Sparkes, A.C., & Smith, B. (2009). Judging the quality of qualitative inquiry: Criteriology and relativism in action. *Psychology of Sport and Exercise*, 10, 491-497.
- [102] Sparkes, A.C., & Smith, B. (2014). *Qualitative research methods in sport, exercise and health from process to product*. Oxford, England: Routledge.
- [103] Steer, R. M., & Porter, L. M. (1991). *Motivation and work behavior*. New York: McGraw-Hill.
- [104] Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory*, 2nd (ed.). Thousand Oaks, CA: Sage.

- [105] Sushil, S. (2014). Role of job enrichment and job enlargement in work life balance. *Global Journal of Finance and Management*, 6(3), 239-244.
- [106] Tang, W. L. (2011). An empirical study of college English teachers teaching motivation. *Contemporary Modern Languages Studies*, 4, 29-33.
- [107] Tracy, S.J. (2010). Qualitative quality: Eight big-tent, criteria for excellent qualitative research. *Qualitative Inquiry*, 16(10), 837-851.
- [108] Twenge, J. M., & Campbell, W. K. (2002). Self-esteem and socioeconomic status: A Meta analytic review. *Personality and Social Psychology Review*, 6, 59-71.
- [109] Uma, M. H. D. (2015). Employee participation: A Tool of motivation and high productivity. *Pacific Business Review International*, 8(3), 99-102.
- [110] Ward, M., Penny, A., & Read, T. (2006). Education reform in Uganda – 1997–2004: Reflections on Policy, Partnership, Strategy and Implementation. United Kingdom: Department for International Development (DFID).
- [111] Wayne, F. C. (1998). Managing human resources: Productivity quality of work life and profit, 5th (ed.). Mc Grain Hill, New York.
- [112] Webster's. (2002). Dictionary and Thesaurus, 2nd (ed). Jigsaw Publishing, the Terrace Wellington, New Zealand.
- [113] Williams, M., & Burden, R. L. (1997). Psychology for Language Teachers: A social constructivist approach. Cambridge: Cambridge University Press.
- [114] Wosket, V. (1999). Therapeutic use of self: Counselling practice, research and supervision. London: Routledge.
- [115] Yin, R. K. (1984). Case study research: Design and methods. Newbury Park, CA: Sage.

Zafarullah Sahito is a Ph.D-Student at School of Applied Educational Science and Teacher Education, Philosophical Faculty, University of Eastern Finland, Joensuu. Mr. Sahito is a permanent employee (Assistant Professor) at the department of Education, Sukkur IBA University, Sindh, Pakistan. He has over 18 years of teaching, training and research experience at school and university level in Pakistan.

Pertti Vaisanen is working as a Professor and vice Dean at School of Applied Educational Science and Teacher Education, Philosophical Faculty, University of Eastern Finland, Joensuu. Dr. Vaisanen is a Ph.D supervisor of Mr. Zafarullah Sahito, who is working on the project titled: "A Study of Job Satisfaction and the Motivation of Teacher Educator towards Quality Education". He has over 35 years of teaching, training, administrative and research experience in Finland.