

Intrinsic and Extrinsic Motivation of Teachers in Special Education Secondary School: A Qualitative Study

Zareena Yasmeen*
Irem Mushtaq**
Muzammila Murad***

Abstract

This qualitative study identified the form of intrinsic and extrinsic motivation teachers had in the special education school at secondary level in Punjab Pakistan. Nine head teachers of special education schools were interviewed using interview schema. The structured pilot tested interview schema was used to conduct the interview. The pilot tested interview schema included four questions; the format was opened-ended. All interviews were audio recorded and transcribed verbatim. Data was analyzed to draw conclusion using thematic analysis approach. The results revealed that the special education teacher were intrinsically motivated and received motivation in the form of feeling enjoyment, honor, interest, and achievements. The extrinsic motivation of teachers was comparatively low such as limited chance of promotion, low salaries, limited facilities and no job security. Majority of the head teachers described that performance of special education teachers is average. Some head teachers pointed out that special education teachers lack experience and confidence to deal with special students, and do not perform well. The suggestions given by the head teachers to improve the motivation level were; regular teaching trainings, reduced burden and job security.

Keywords: Special education, intrinsic motivation, extrinsic motivation.

Introduction

This qualitative study has many theoretical as well as practical implications. In theoretical point of view, with the special reference to Pakistan this study literary contribute to the special education literature. It point out issues and concerns of teachers who teach the special students in secondary school in Pakistan. Thus this study is an effort in improving quality of education in special education school at secondary level. In practice terms, the findings of this study can help the Ministry of special Education

* PhD Scholar, Department of Education, The Islamia University of Bahawalpur, Punjab, Pakistan.

** Assistant Professor, Department of Education, The Islamia University of Bahawalpur, Punjab, Pakistan (Corresponding Auhtor).

*** Assistant Professor, Department of Educational Training, The Islamia University of Bahawalpur, Punjab, Pakistan.

to underline the guidelines for setting strategies and standards for motivating teachers to work with zeal. This will ultimately improve the satisfaction of special education teachers to fulfill the requirements of special students as well as of the employer. Shortly, this study will guide special education department to improve the quality of work in schools. The objectives of the study are:

1. To explore the existing level of the intrinsic and extrinsic motivation among special education secondary school teachers.
2. To find out the existing level of the performance among special education secondary school teachers
3. Evaluate the impact of motivation on special education secondary school teachers' performance.
4. To find out the suggestions for improving the motivation and performance of special education secondary school teachers.

Literature Review

Special education is an emerging as one of the important areas of education. Every child has right to receive education and right for equalization of education opportunities. As a result, for the past one decade many special schools have emerged particularly in urban areas while the services are still inadequate in rural areas. Some institutes in Pakistan are offering professional training programs for the people who are dealing with disabilities such as hearing impairment (HI), mentally handicap (MH), visually impaired (VI) and physical disability (PD) (Reddy, 2007). The special schools are centering to the needs of children who are VI, HI, PD, and MH, and for more than one disability. The task of the teachers working in special school is more complex than the teachers working in the normal school. In a special school the students' needs are more diversified in nature demanding intense attention of the teacher, specific competencies to handle specific situation, development of teaching learning materials to accommodate each children, and planning and development of individualized education programs apart from continuous monitoring and evaluation of education assignments. Many times the teacher's task is not only confined to the school but also to the community and parents of the special children in the form of guidance and counseling. Special education teacher cannot work in isolation, but work in a team to assist the child in its personal, social and academic development. In most of the cases, the progress of the child depends on how best the teacher delivers the goods in team work situations than isolation (Reddy, 2007).

One of the most important factors that every human is trying to achieve his or her goal is motivation. Motivation implies a driving force that makes a person put his maximum effort to meet organizational goals such as working very hard to achieve high pass rate or any other goals pursued by the school. It implies instilling in teachers the urge or desire to act willingly in specific ways to achieve high result. Motivation can be

described as being intrinsic or extrinsic in nature (Sansone & Harackiewicz, 2000). Intrinsic motivation getting from inside the person or from the activity itself, it influences the behavior and performance positively (Ryan & Deci, 2000). While extrinsic motivation emerges from outside the individual and is the attainment of external administered rewards and influences, such as, grade, status, pay, reward and positive assessment among others. Teacher motivation has to do with teacher's attitude to work desire to participate in pedagogical techniques with school/college environment as well as interest of teachers in student's discipline and classroom management (Aacha, 2010; Bennell, 2004). Performance may be described as the ability to join skillfully the right behavior towards the accomplishment of organizational goals. Teachers need both extrinsic and intrinsic motivation. A teacher who is intrinsically encouraged carryout different tasks for the feeling of achievement, success and self-actualization. Whereas an intrinsically motivated teacher perform duty in order to get a reward such as grade, praise, salary. These both factors influence behavior of teachers (Ammin, 2013). Teacher motivation is one of the most important variables that contribute to the overall performance of any school. The teaching and learning processes in various schools produce varied results depending on the quality of teacher performance in the various schools (Cain, 2007). Studies have been carried out for measuring the effect of motivation on organizational performance of employees in Islamic Revolution Housing Foundation (Azar & Shafiqhi, 2013).

In Pakistani perspective few studies have been conducted to explore the impact of motivation on the performance of teachers. For example, a quantitative study was conducted in public sector degree colleges of Punjab, Pakistan to analyze the impact of intrinsic and extrinsic motivation on teacher job satisfaction (Nadim, Chaudhry et al., 2012). Another study from Peshawar explores the influence of teacher's motivation on their job performance (Inayatullah & Jehangir, 2012). However to date no study from Pakistan has qualitatively explored the impact of motivation on the performance of teachers in special education secondary school. Qualitative study design not only provide depth and detail in obtained data by recording attitude, feelings and behaviors of people but also encourages people to expand their responses to areas not considered initially. Therefore the aim of this study was to explore, what form of intrinsic and extrinsic motivators teachers have in the special education school at secondary level and find out comment of the head teachers on the performance of teachers in the special education school as well find out suggestions of the head teacher to improve teacher motivation and performance of special education teachers.

Methodology

Study Design and Setting

This qualitative study was conducted in government special education secondary school of hearing impaired visual impaired and physically handicapped children in

Punjab Pakistan. According to Special Education Department (2018) in Punjab, there are 2 schools for physical disabled children, 38 schools for hearing impaired children and 11 schools for visual impaired children. By using semi structured interview schema, face to face in-depth interview was conducted with nine head teachers of government special education secondary school.

Study Instrument

The structured interview involves a set of prepared guiding 4 questions.

1. How much intrinsically teachers are motivated in this special education school?
2. How much extrinsically teachers are motivated in this special education school?
3. What do you think about the performance of teachers in this special education school?
4. Your suggestions to improve teacher motivation and performance?

Before conducting interviews with the study participants, piloting of the draft interview guide was undertaken to test the interview protocol and ensure the uniformity. This involves going through the interview with two teachers of government special education schools to ensure that the questions were understood as posed.

Recruitment and Data Collection

A purposive sampling technique was utilized to enlist the male and female head teachers of the special education secondary school. Head teachers were approached consecutively in schools and their consent to participate in study was obtained after explaining the nature of study to them. The schools were visited on the dates and time agreed by the participants. By using a piloted interview guide consented head teachers were interviewed face to face at their office. Before conducting the interview data collector explain the intrinsic and extrinsic motivation to the respondent. Prior to initiating the interview, the participants completed a demographic data collection form which included gender, age, qualification and experience. The interview was conducted in Urdu language. All interviews were recorded on audio tape with permission and observation notes were also taken. The sample size was limited by applying the saturation point criteria.

Data Analysis

Thematic approach was used for analyzing the data. The audio recording of the interview was listened several times to become familiar with the data and then the transcripts of the interviews were prepared. Transcribed data was then translated word to word from Urdu to English. The transcript of each interview was read 3 to 4 time and the responses which relate to each question were underlined to generate codes. The coded data were reduced to draw themes and subthemes. The main themes and sub-themes were selected representing head teachers point of views on intrinsic motivation and extrinsic motivation as well as performance of the special education teachers. These emerged themes and sub-themes were studied repeatedly to confirm that it reflect the

objective of the study. Crosschecking of themes were undertaken to confirm the data credibility.

Results

From the information compiled after thematic analysis eight major themes were identified. Detailed description of the theme along with the supporting quotations are given below:

Intrinsic Motivation

Flowing themes were categories under intrinsic motivation.

i. Satisfaction, achievements and enjoy

Under this theme two head teachers mention that their teachers don't feel any hesitation and burden with special students. They told that when they do their teaching duties in their special education schools they enjoyed teaching. One head teacher point out that mostly teachers are self-motivated and try to teach their student of the highest quality in his school. Their main target of teaching is the learning of the students. They proud and thankful of Allah for provided them a chance of become teacher of disable children.

My teachers are self-motivated and try to teach students in best way, their main target is the achievements of the students' .My teachers don't feel a burden as they teach to special students. They thank full of God for giving them chance to teach special children (H.T2)

Teachers enjoy to teach the special students in my school. They don't feel burden" (H.T3)

Two head teachers told that teachers are satisfied. One head teacher mentions that teachers are feel that have enough achievement about their career. They try to cooperate with the head teacher and follow all orders given by the head teacher. Cooperation from both side produce a good working environment in school.

Allhumdulliha all teachers of my school are satisfied. They have carrier achievements. They are cooperative. There is good working environment in my school (H.T1)

All teachers of my school are satisfied (H.T6)

Two other head teachers point out that teachers of special education consider that teaching as a noble profession, and they are doing best job to teach the special students. They mention that their teachers believed that God will be give them reward for this such a great work.

Round about all teachers in my school are satisfied .Their teaching is very good. They take teaching as a profession when they teach to special students they considered that teaching is a noble profession and teaching to special children is swab ka kaam. They enjoy teaching (H.T4)

They enjoy to teach the special children. Now a day people come in this field with their own choice. They think that teaching is a noble profession and God will be give them reward for this such a great work. In society the special teachers also respected (H.T8).

One head teacher point out that teachers come in this field of special education with their own choice and don't feel any hesitation in the class of special children that conforms their level of attachment and interest with this profession.

All teachers are motivated and want to do something different. They are satisfied because they come in this field with their own choice. They don't feel any hesitation with special children (H.T9)

According to respondents the teachers of special education feel enjoyment and pleasure while creatively teaching special children and these are most important motivational factors for their job.

ii. *Strength of students and strict rules*

One head teachers told that strength of students is more than recommended strength in the special education classrooms and cause for low motivation of teachers.

Students are more than recommended strength in my school and every special student need individual attention, this thing intrinsically discourages the teacher that is why level of motivation is very low in the teachers of my school (H.T5)

One head teacher expressed that rules are strictly follow in his school and no flexibility is given to teachers by the head teacher.

Motivation of my school teacher's is low, rules are strictly follow and no compromise on rules (H.T7)

One head teacher told that strict rules are forced on teacher by the higher authorities. Such as monitoring system is very painful for the teachers and that's why they cannot focused on the teaching in an effective way.

There are very strict rules by higher authorities such as monitoring system is very strict (H.T1)

The head teachers expressed that teaching to special students is a challenging tasks for the special education teachers and the difficulty level is very much higher as compared to teaching in general schools.

iii. Appreciation

Under this theme head teachers expressed that special education teacher should be appreciated in the meetings. According to him special education teachers should be supported and encouraged by the head teacher through discussing them as role models in the meetings. Head teacher mention importance of use a technique of prizes to encourage the teachers who performed well and the teachers should be also appreciated by the Government level through give them prizes.

Teachers who perform well in history should be discussed in meeting as a role model. Teachers should be appreciated in the meeting for their good work. Whole year teachers performance ,their teaching methods, and test of the students these all things are in recorded in my school and at end of year prizes and shields are distribute in teachers .We send this record to Punjab level and Government of Punjab give them prizes (H.T6)

Head should give prize one or two time in a year and compare teacher's performance with one another and give rewards who perform well in that way realized them that head teacher regard their good work. If prizes are not possible verbally appreciate the teachers .Government should also give prize and facilities that motivate the teachers (H.T3)

Teacher's good performance should appreciated by the society and government both (H.T4)

Whereas another head teacher point out that as a head she used a trick to encourage the teachers in staff meetings and verbally appreciate the teachers and in future she have a plan to engorge the teachers who are performing well by give them prizes in school.

I appreciate my teachers verbally in staff meetings who perform well. I have plan that in future I will give them prize who perform well (H.T3)

One head teacher told a different strategy which is used to appreciate and motivated for good performance of the teachers in school. Head teacher give them a title of star teacher and mention them on the green board for the three months.

Teachers whose performance good we give them the title "star Teacher" for the three months and picture of this teacher put on school

green board in my school. In this way I motivate the teachers for good performance (H.T9)

iv. *Appointment of regular head teacher and teachers*

One head teacher point out that a regular head teacher should be appointed in school because a regular head teacher can control the teachers effectively.

Regular head should be appointed .In charge head teacher cannot manage the teachers (H.T7)

Another head teacher told that teachers are also worried about their jobs because jobs on contract and not regularized them from a long time. There concerns raised at contract based job insecurity which leading to increase in frustration and discouragement among special school teachers.

Appointment should be on regular bases and contract employers should be regularized after 3 years. Insecurity in job effect their motivation and performance. Government appoint the teachers on contract and not regularized them after 5 or 6 year .Teachers are worried about their job (H.T5)

Extrinsic Motivation

Flowing theme were categories under extrinsic motivation

i. *Promotion, salary and other facilities*

Under this theme, head teachers of special education schools expressed their dissatisfaction regarding current promotion system and mentioned that chance of promotion is very limited for the teachers. They further revealed that the teacher once appointed remain in the teaching scale/rank until retirement. They blamed on the system imposed by the Government. They point out that special education teacher's salaries are not reasonable and other facilities also limited.

Promotion is very difficult in special education. Promotion from 16 to 17 is possible but 17 to 18 is very difficult .Teachers reached in old age but there is no chance of promotion .Salaries are not enough. .No free meals and accommodation is provided by the Government Transport allowance is not reasonable, special for those teachers who travels from other cities. If we compare other private sector there is no sufficient medical allowance. There is no day care center in my school (H.T1)

The process of promotion is very slow that why teacher's fad up from this field .Salaries and allowances, medical allowance are given to

teachers as given to other fields. This is not enough. Promotion and incentive should be given to special teachers (H.T4)

Unfortunately teachers are not promoted in time and salaries are not enough Teachers complained that their salaries are not reasonable (H.T6)

One head teacher expressed that teachers of special education received limited salaries and allowances this is not according to the needs of the teachers. Something more is required for the improvement in motivation of special children, s teachers.

Salaries and Covance allowances are given to the teachers but this not enough, something more is needed to motivate the teachers (H.T5)

Three head teachers expressed positive remarks regarding their teacher's salaries and promotion and told that special education teachers receive a reasonably good salaries and allowances than general education teachers and there is a rule of time scale promotion, after some period of time teachers are automatically promoted.

As head I think that teachers pay is double in special education .Very good salaries and allowances and duty timing only five hours .So I think their salaries are more than their work (H.T7)

Teachers are satisfied .They receive reasonable salaries as comparatively in general education and teachers are promoted from 16 to 17 and 17 to 18 scales easily after some period of time. There is rule of time scale promotion (H.T8)

From many year their promotion are stopped. At least give them promotions who well performed (H.T9)

Under this theme four head teachers express their dissatisfaction about promotion, salary and other facilities. Whereas two head teacher gave positive remarks regarding promotion and salary of special education teachers.

ii. *Special teacher allowance*

Three head teachers told that mostly teachers came in this field of special education due to its double pay package and special teachers allowance but from few years this allowance have been stopped. They told that work with special students very difficult so special teacher allowance should be given to motivate the teachers.

Mostly teachers come in this field due to attraction of extrinsic motivation. Teachers chose this profession as they compare its pay package with general education and pay package in special education attract them but now in current situation there is no more incentive. Special teacher 50% allowance also freeze (H.T2)

No special allowance is given to the special teachers as in past, which was the big incentive for the special teachers but in those days there is no special allowance is given to teacher as a motivator (H.T3)

Teachers pay was more than the teachers in general education but Government has been stopped their special teacher allowance (H.T9)

A total of three head teachers presented their concerns regarding lack of special teachers allowance for special education teachers.

iii. Performance of the teachers

This theme refers to the level at which special education teachers perform while dealing special children. Six head teachers from the nine acknowledged that special education teacher's performance is very good and are satisfied from their teacher's performance. They told that their teachers are cooperative, plan their lessons and conducted students' test regularly.

My Teachers are very cooperative, obedient .They complete their dairies and lesson plans. They teach their students honestly. Teaching to special student is so much difficult as compare to normal students. Teacher's performance is very good (H.T1)

Teachers are cooperative and punctual come school in time. My teachers plan their dairies and checked it at the start of the week. They take test of the students regularly every month and pump the parents that they give attention on their children education. I am satisfied (H.T2)

When I ask my teachers to prepare something they do it .They prepare their dairies and lesson plans. Some teachers try to create problems but after some counseling they understand .Teachers of my school are regular and perform well (H.T4)

Teachers do their work in a good way, they plan their dairies and lessons. They take students tests and keep it in record. Their performance is very good (H.T6)

Two head teachers told that special school teachers do their work honestly. They are cooperative and try to solve the problems of special students. They also conducted parent's teacher's meetings to solve the problems related to special students.

Teachers do their work honestly. Their teaching is very good. They conduct test of special student as in general education and try to perform well (H.T8)

Allhumdullilha, Teachers are cooperative they complete their dairies, lesson plans and take student test regularly. When I order them to do something they follow it. They conduct parent teachers meeting to the problems of special students (H.T9)

Three head teachers point out that some special education teachers not perform well. They received their salaries without doing any work. They come in school because they not have any other source of income. One head teacher told that overcrowded classrooms are affected the performance of the teachers.

Some teachers in my school have no performance. I think they come in school that they have no other source of income (H.T3)

In my school, there is shortage of teaching staff. Recommended strength of special students is 8 to 12 in a class but unfortunately in my school overcrowded classrooms .This thing decreased the performance of the teachers (H.T5)

Performance is not good .Teacher cannot perform well and receive salaries without doing any work (H.T8)

Head teachers expressed their satisfaction regarding to the performance of special education teachers, whereas three head teachers disagreed. Statements of the head teachers under the theme of intrinsic and extrinsic motivation and performance shows positive relationship between teacher's motivation and performance.

iv. *Suggestions*

Under this theme three head teachers suggested that Government should be facilitate the special education teachers and give facilities of free medical, day care center, increase their pay. They focused on provision of others facilities such as convince allowance and medical allowances to special education teachers. Head teachers should give respect to the opinions of the teachers , Provide them good working environment as well allow them that they can used modern techniques for the effective learning of the special students. Three head teachers give suggestion of restarting of special teacher allowance.

Government should be facilitate the teachers. Medical allowances should be increased. Arrangements of day care center. Teachers personal issues should be resolves (H.T1)

Convince allowance, medical allowance not enough. These allowances should be increased (H.T9)

Head teachers should listen their teacher's point of view and provide them flexible environment. Government should increase extrinsic

motivation of the special teachers. As they work hard with special children. To work with special student is very difficult so 50% special allowance should be given to motivate the teachers (H.T2)

At least 50% special allowance should be given to special teachers (H.T6)

At least give them special teaching allowance (H.T8)

Modern teaching techniques should be used in special education. Government should increase pay of special teachers as they do more work with special students than general education teachers (H.T8)

One head teachers of special schools emphasized that adequate pay, incentives, facility of day care center for female teachers should be given to special school teachers. If the Government arrange the facility of accommodation for the teachers it would be a great help to motivate them.

Play grounds and day care center facility for female special education teacher should be provided. If the Government arranged accommodation for the teachers it would be very beneficial for the teachers and motivate them (H.T4)

Another head teacher give suggested that a helper should be provide to special education teachers because to control and mange special children is not easy task.

A helper should be provided to control the special students and many others problems related to special students in class rooms (H.T5)

One another teacher gave suggestions that male and female teachers should be separate in a school. When male and female teachers teach together in the same school it creates many problems.

Male and female teachers should be separate. If the male and female teachers separate many problem automatically solve (H.T7)

In this theme head teachers highlighted the suggestion of improvement in promotion, facilities and reward for special education teachers.

Discussion

Intrinsic and extrinsic motivation expressly or implicitly influences the level of teacher's performance at school. The current study was an attempt to investigate the intrinsic and extrinsic motivation of teachers in special education secondary school in Punjab. The study findings revealed that intrinsic motivation was available for the teachers in various special education schools. Majority of the head teachers reported that teachers of their schools were intrinsically motivated as they had a sense of joy,

honor and achievement while teaching to disabled students enjoy. These findings were supported by Herzberg et al (Herzberg, 1966) who characterized motivation into three key elements including achievement, opportunities, and responsibilities. In the present study, the majority of respondents reported that teachers were interested in teaching special children that represent a form of the intrinsic motivation (Ryan & Deci, 2000). According to Ryan et al, intrinsic was a kind of component which is derived from within the individual or forms the activity itself and affect positively on performance, behavior and well-being (Ryan & Deci, 2000).

In this study, another component that strongly boosted the performance of the teachers was extrinsic motivation. Participants of the study highlighted dearth of extrinsic motivators for the special education teachers that included limited chance of promotion limited salary limited allowances, unavailability miscellaneous facilities and special teacher allowance has been freeze. The findings are partly concurrent with a previous study that indicated poor living environment for the teachers as one of the extrinsic factors associated with lack of motivation and subsequent low self-esteem among teachers (Mertler, 1992). Another extrinsic de-motivator found in the study was inadequate salary. Bratton et al reported that adequate salary was one of the most important motivational tool for teachers (Bratton, 2003). Participants of the study also indicate that special education teachers were not provided with free medical, accommodation, day-care centre that resulted in lack of motivation. Likewise, Mukoti (2005) reported that teachers motivation was hampered by low inadequate salaries and carrier development (Mukoti, 2005). Armstrong et al mention the importance of financial reward and indicated that provision of monetary allowances achievement a number of different outcomes (Arstong, 1996). In the present study the majority of the respondents indicate that the promotion system was not good and teachers remained on the same scale throughout their career. Dissatisfaction with the promotion opportunities was also reported by the study participant of the previous studies (Zembylus & Papanatasiou, 2006) and Al-Hazmi, 2007). The findings of the current study showed good performance of the special education teachers and majority of the head teachers reported cooperative and regular special education teachers This findings of the study matched previous study findings (Amin et.al,2013)that reported above average and good performance of the teachers. Majority of the respondents suggested that salary and promotion opportunities should be increased and this findings corroborated with Bennell (2003) who indicate that inadequate salary and scales both directly and indirectly reduced the motivation level of the teachers and their performance (Bennell, 2003).

According to the results of this study, a positive relationship was found between teacher's intrinsic and extrinsic motivation and their performance. This implies that increase in motivational factors i.e. adequate salary, allowances, job security and promotion could be helpful to improve the performance of the special school teachers.

Likewise, Cain (2007), Azar and Shafiqhi (2013) found positive relationship between teachers' motivation and their performance. In general, the above findings entailed that increasing motivation would boost the performance of special education teachers in Punjab.

Conclusion

The conclusion of the study is that the special education teacher were intrinsically motivated and receive intrinsic motivation in the form of feeling satisfaction, enjoy, honor and achievements but the extrinsic motivation was comparatively low such as slow process of promotion, limited salaries, allowances and other facilities ,no regularization of the teachers. Majority of the head teachers mention good performance of the special education teachers .Conclusion shows positive relationship between teachers intrinsic motivation and performance of the teachers .The suggestions were given under these themes improve promotion, facilities and reward, provision helper and regular head appreciate the teachers and separate male and female teachers to improve the performance of the special education teachers.

Recommendations

Following recommendations are given on bases of the results of the study:

- Special teacher allowance should be given to teachers of special education.
- Teachers should be regularized at least after three years.
- Number of student should not exceed more than 12 in a class.
- Appointment on contract should be stopped and gave the teachers job security.
- Promotion chance, salaries, other facilities should be increased for special education teachers.
- A helper should be provided to special education teachers to control the problems in special children's class.
- Separate male and female teachers in special education schools.
- Improve the process of promotion.
- Facilities and reward should be given to special education teacher for their work with special children.
- Conveyance allowance and medical allowance should be increased.
- Adequate salary should be provided to special education teachers

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