

Research Article

**Gender Divide in Pakistani ESL/EFL Teacher Motivation**

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**Abstract**

Motivation is an essential construct to encourage any individual to sustain the required efforts to fulfill a specific task. Teacher motivation plays a crucial role in learners' career achievement and professional development. There is a new trend recently have been observed in the field of second language acquisition research to study motivation towards second language learning, motivation of second language learners, the relationship between teacher and learners (BERNAUS, 2008) motivation, and factors causing teacher motivation and demotivation(Yau, 2010; Börü, 2018) in a different context and by using different research approach.

However, in the Pakistani context, research on ESL male and female teacher motivation is understudied. The current study aims to investigate the difference between male and female ESL teacher motivation in Pakistan. This research highlights the motivation of ESL teachers and the difference between male and female ESL teacher motivation by employing the quantitative research approach, using questionnaires with five Likert scale resources to examine to what extent male and female ESL teachers are motivated.

Participants of this study are 20 teachers currently teaching the English language in high secondary schools purposively selected to respond to the questionnaires. The data analyzed through SPSS software implemented descriptive statistics and an independent sample t-test. The result revealed no significant difference between male and female ESL teachers' motivation. This research offers some insights into ESL teacher motivation and gender differences that will attend ESL teachers as a monitor for classroom implications and their self-awareness.

**Keywords:** Gender variances; ESL/EFL teacher; Motivation, Education

**Background**

Motivation is a driving force that reflects through action and energy we sustain for a particular activity. Motivation is considered a complex dynamic for learning and teaching the English language as L2 (Campbell & Storch, 2011). In addition, ESL teacher motivation plays a vital role to achieve learning goals such as; L2 achievement and to create an atmosphere of collaboration to help learners in learning. Eventually, motivated teachers are appreciated when they accomplish all the target goals and sustain their time energy to their teaching and learning (Ortega, 2009;

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NWAKASI, & CUMMINS, 2018). Further, Dweik and Awajan (2013) demonstrate that motivation cannot be observed as an event, and it is not some material that can be examined like an object. Dornyei (1994) offered an inclusive model in which specified teacher motivation is one of the central features. He (1994) proposed thirty motivational strategies for teaching that can support ESL teachers to enhance their learners' attention to learning English. However, teachers' motivation is defined as each one is the same, male and female, but every individual has different reasons that People have different reasons to choose teaching as a profession. The researcher's own teaching experience leads her to observe that some teachers come into teaching careers to contribute to society, some want to teach children, and others in order to have good pay, feeling of security, and so on (Richardson, Watt, 2006). The research on gender differences in ESL teacher motivation is scarce. Therefore, review the literature on ESL/EFL teacher motivation, the researcher states that there is a prospective method to understand the motivation through analysis of individual's performance based on gender differences. The current research proposed to fill this gap, by presenting the significant differences between male and female ESL/EFL teacher motivation in secondary level schools; and a link between Gender and motivation among English language teachers in secondary level schools.

### Literature Review

In this review, the researcher highlighted few relevant studies with present research. Reviewing the literature on male and female ESL teacher motivation this study revealed a huge lack in the field. Generally, few studies have filled this gap but research on male and female ESL teacher motivation is understudied. Therefore, novel researchers can take part to work on gender differences in the case of motivation among ESL teachers.

According to Kuandika (2016), every individual is considered the same in case of motivation either male or female but all are different from each other in attitude, motivation, and ability to perceive a specific task. KUANDIKA (2016) researched gender differences in the case of motivation in secondary school teachers. Further, he investigated the factors causing motivation among male and female teachers in schools; and the significant link between gender and motivation in teaching. In addition, by utilizing a mixed-method, the findings of the study revealed that there is a slight difference considering factors that leading toward motivation in teaching between males and females in secondary school teachers (KUANDIKA (2016). The result reflected that there is a no different level of male and female teacher motivation.

Tomšik (2016) identified gender differences between and type of motivation of male and female teachers to select teaching profession. In order to study the types of motivation, the researcher used the SMVUP scale there were 300 teachers selected as a sample. Tomsik (2016) divided two categories "family and benefits" and "work with children and adolescents", results showed that the females lean towards the "family and benefits" male teachers lean towards working with children and learners.

Bećirović (2017) demonstrated that how gender impacts motivation and accomplishment in gaining English as a foreign language. Further, as result of this study showed that there is a noticeable relationship between gender and motivation. A total sample of 185 learners took part, ten-year-old students showed the highest motivation for EFL learning, on another side the eighteen-year-old students were showing less motivation towards learning English as a foreign language. The findings of the study revealed that female students are effectively succeeded as compared to male students in learning EFL. Further, Bećirović (2017) confirmed a relationship

between success and motivation which can be helpful for instructors, parents, and learners in implementing the very authentic approach to learning and teaching the EFL language.

### **Gender variances and Motivation**

There is a clear gap in empirical research on the significant difference between male and female ESL teacher motivation and women and men motivation to teach English as a second language. Reviewing previous literature showed that the teaching career is progressively feminized; furthermore, there are reasons such as low pay, low social prestigious and public priority of males who want to teach children (Blount, 1990; Johnson, 2008; Cushman, 2005); more profoundly at the pre-primary or primary stage of learning. In contrast, certain issues are common at the secondary level of education, where males are the representative teachers of subjects; as mathematics, physics, or information technology (Birrell, Rapson, 2006; Watt, Richardson, 2012). The issue that pointed here is, if we do not consider stereotypes eg. Male teachers choose for more technical subjects, female teachers choose for social and humanities; so considering this what motivates more male and female ESL teachers in teaching English as a second language?

Khan (2001) investigated motivation in male and female teachers and instructors' performance in secondary schools, compared male and female teacher motivation. Further, study found that there is significant difference between males and female teachers who are in government, but overall there is no difference have been observed between male and females teacher motivation. Saeed and Muneer (2012) researched to investigate the motivation of male and female secondary level school teachers in Karachi. The findings of the research shown that female teachers were more motivated to their job than male teachers.

### **ESL teacher motivation**

Research on ESL teacher motivation is now progressively emerged in the field of second language acquisition. There is a new awareness observed in researchers to study ESL teacher motivation because motivation is playing a vital role to learn a second language. Hettiarachchi (2013) states that teachers' motivation is an important aspect. There are noticeable factors that motivate and demotivate teachers; as the teaching children, the social status of English teachers are the main factors to motivate ESL teachers. On the other hand, limited services for teaching and learning, the ineffectiveness of school management, problems in gaining teacher transfers, inconsistency between the English curriculum, and learners' proficiency in English are the main factors to demotivate ESL teachers. It is hard to recognize value regarding motivation as human behavior is complex (Gardner, 2001).

Therefore, it distinguished that humans are motivated in several ways and for several reasons. Knowing the difference between male and female ESL teacher motivation will provide insights into gender differences in case of motivation, second teachers can benefit to help learners in second language learning and to create a good learning environment (Kocabas, 2009). The difference between male and female ESL teacher motivation can only be understood by interpreting the individuals' behavior and by conducting a survey (Celtek, 2004). However, the main focus of this research to examine the difference between ESL male and female teacher motivation in Pakistan.

### **Purpose of Current Research**

There is a number of studies on factors that impact ESL teacher motivation among males and females. Students and teachers signify a very essential phase towards enlightening both the teaching and learning practices as well as the curriculum. Teaching ESL as a second language is a

skill to teach a language that is pointedly determined by factors which an individual cannot control. Therefore, the main purpose of this study is to determine the significant difference between ESL male and female teacher motivation. Constructed on the clear aim of this research, the following research question has been proposed.

**Q1: Are there significant differences between male and female ESL teacher motivation?**

**Method**

The aim of the present study was to investigate the difference between male and female ESL teacher motivation. In order to investigate the difference between ESL male-female teachers' motivation, the researcher employed a quantitative research approach. Questionnaires made of five Likert scale resources to scrutinize what extent male and female ESL/EFL teachers are motivated. A simple descriptive, one-shot survey was used to collect data for this study. This research highlights the motivation of ESL/EFL teachers and the difference between male and female ESL/EFL teacher motivation by employing the quantitative research approach, using questionnaires with five Likert scale resources to examine what extent male and female ESL/EFL teachers are motivated. Participants of this study are 20 teachers who are teaching the English language in high secondary schools purposively selected to respond to the questionnaires. The data analyzed through SPSS software having descriptive statistics and an independent sample t-test.

**Participants**

The present study selected 25 male and female ESL/EFL teachers from different high secondary schools. The informants were selected by a random sampling tool to confirm that the sample represents English language teaching, both genders, and motivation. The participants comprised 13 male ESL teachers and 12 females ESL teachers.

**Procedure**

Data were collected through a simple descriptive (one-shot survey) from the ESL teachers currently teaching in secondary schools. The researcher made possible efforts for the safety of research participants for this study. They were selected in the research voluntarily and randomly selected before the data collection started. The questionnaire made of five Likert Scale was attached with a cover letter that informed the participants' research purpose. The researcher used a paper-based survey for data collection. The simple descriptive survey was conducted to receive responses over a period of one week and participants mostly spent 10 minutes to complete.

**Instrument**

The simple descriptive survey questionnaire used in the present research contained two parts. The first part focused on demographical information about participants, as their age experience and gender. The second section consisted of the Likert scale was composed by Dweik and Awajan (2013). It included 10 motivational sources organized on a five-point scale, alternating from 1 to 5 (1=*poorly motivated*, 2 = *slightly motivated*, 3 = *neutral*, 4 =*motivated*, and 5 = *strongly motivated*). The scale was considered to be greatly reliable by Dweik and Awajan (2013).

The five-point Likert scale contains ten sources related to participants' motivation, teaching ESL in the classroom, and attitude towards ESL teaching that supports building a good learning scenario. The informants were asked to rate their motivation to the given sources within the scale on a five-point (1=*poorly motivated*, 2=*slightly motivated*, 3=*neutral*, 4=*motivated*, and 5=*strongly motivated*). This scale also achieves the need for high reliability.

**Data analysis**

After collecting data researcher examined any drawbacks and pitfalls. SPSS software was used to analyses data, descriptive statistics were used to report the categories, and an independent sample

t-test was used to compare two means of two groups of male and female ESL teachers in case of motivation.

**Result of the study**

Descriptive analysis of motivational sources of ESL male and female teachers, the total sample was selected 25 ESL teachers who are currently teaching in high secondary schools. In order to investigate the participants’ motivation, they were instructed to choose their answer on five points Likert scale, proceeding from ‘poorly motivated’ to ‘strongly motivated’.

An independent sample t-test was conducted to test significant differences between male and female ESL teacher motivation. The test result indicated that there are no significant differences between male ESL teacher motivation (M=2.64, SD=0.505) and female ESL teacher motivation (M=2.70, SD=0.483)  $t(19) = 0.295, p = 0.772$ . The findings of the study revealed that the motivation of both male and female ESL teachers is the same.

Table: 1

<b>Group Statistics</b>					
	gender	N	Mean	Std. Deviation	Std. Error Mean
level	male	11	2.64	.505	.152
	female	10	2.70	.483	.153
Motivation	male	11	3.4091	.62523	.18851
	female	10	3.4400	.56608	.17901

Table: 2

**Independent sample t-test**

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Level	.347	.563	-295	19	.772	-.064
			-295	18.939	.771	-.064
Motivation	.345	.564	-118	19	.907	-.03091
			-119	19.000	.907	-.03091

*(Trial to make copy of original table)*

**Discussion**

Motivation is an important mechanism that every individual possesses and every male and female are having different aspects to perceive it in their notions and terms. This study proposed to investigate the significant difference between ESL male and female teachers who are currently teaching in high secondary schools. Gender is an essential aspect that impacts motivation and gaining target learning English as a second language. Women and men are not the same in case of motivation and attitude towards teaching English as a second language. This was the alternative

hypothesis which was predicted without any statistical comparison, that there is a significant difference between male and female ESL teacher motivation. The findings of the study revealed after statistical there is no significant difference between male and female ESL teacher motivation. The ESL teacher's motivation to choose teaching as a profession multifaceted and complicated; so the issue of how to make this career more attractive for both males and females ascend here.

Through the investigation of diverse types of human construct, we can categorize and classify best-regarded motivators for ESL teachers. This investigation enables us to support key factors for the targeted requirement for ESL teachers to teach language and improve students' skills. In another way, the significant differences between genders can be interpreted in two terms. The first one is the part of respondents in the sample. The sample size of the study is a total of 25 male and females ESL teachers. Therefore, the result of the present study can be influenced by this way. The researcher cannot omit this fact, as gender within the many aspects teaching children and achieving English language proficiency and teachers social status. However, this project somehow partially discussed these concerning issues but not deeply focus on these interrelated aspects with ESL male and female teachers.

### Limitations and Recommendations

This study presents some insights into ESL teacher motivation and gender differences that will attend ESL teachers as a monitor for classroom implications and their self-awareness. The author suggested some recommendations for future research as; sample size can be extended. Secondly, in present study questionnaire made of ten motivational sources for ESL teachers so it can be further added. Finally, the researcher also suggested exploring the gender differences of ESL male/female teacher motivation, the approach can be changed to qualitative.

### Conclusion

Teacher motivation is considered a vital factor to support teachers to enhance learners' motivation towards learning and their professional achievement. ESL teacher motivation is given focus attention in the field of second language acquisition and research in ESL teaching and learning. The current research is supposed to suggest insights into the gender differences in the case of motivation, as findings suggest that male and female ESL teachers are equal in the case of motivation. The present study partially contributed by providing insights into the motivation of men and women ESL teachers.

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