

A Study To Explore The Level Of Prosocial Motivation Of English Language Public Secondary School Teachers In Tehsil Gujrat

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Abstract

The major aim of the study was to explore public secondary school teacher's level of prosocial motivation in the subject of English in tehsil Gujrat, as prosocial motivation plays an important role in different aspects of life. Quantitative, survey type study was conducted. Population comprised of public sector 148 English language secondary school teachers of tehsil Gujrat. By simple random sampling technique, researchers selected 40 teachers from public sector schools. To explore the level of prosocial motivation, the researcher developed a tool on the constructs of prosocial motivation suggested by Grant (2016). First section of the tool was about demographic. In the second section there are statements to be evaluated on five points Likert scale. The researchers visited personally to make sure maximum response ratio. Data was analysed by descriptive statistic and it was explored that the overall mean score of the level of prosocial motivation of secondary school teachers is very high i.e. 90.45. Moreover there is significant difference across gender in secondary school teacher's level of prosocial motivation and furthermore, secondary school teacher's level of prosocial motivation is significantly different with respect to locality.

KeyWords: Prosocial Motivation, Mentoring, Knowledge Sharing, Brokering Introduction, Compassion, Classroom Practices, Secondary School Teachers

Introduction

The aim of this research article was to explore the level of pro social motivation of English language teachers as prosocial motivation plays an important role in teaching learning process. English is a foreign language and it is taught as a second language. Teaching of English language is compulsory in Govt schools at secondary level. Teachers and students in English language courses face a lot of problems. Studies conducted on English Language in classroom situation and on Language Performance have shown that nervousness is prevalent in the classroom of English language and it has debilitating impacts on learners. Landstrom (2016) looked at 49 high-English-proficiency secondary school

pupils from two distinct communities. Even high-proficiency students, according to the report, feel significant anxiety during English lessons. Various researches have shown that English language anxiety is a common occurrence in schools, particularly at the secondary level.

The recent study is an attempt to consider that if teachers may help students to make further clarifications in areas they still lack understanding, assist them in a cover-up for classes and mentoring activities for their students, their fear may be reduced. Being a teacher, it is his prosocial motivation to adopt teaching practices in the class to do things better for students without any gain or motive, it is his prosocial motivation to ensure that

students benefit from him through the extra effort. It is his individual driven attempt to be supportive of students and contribute to reduce their burdens. Hence, the ability to share in student's situation drives prosocial motivation and increases the tendency to exhibit prosocial behaviour to students in need. Prosocial Motivation has been viewed from varying perspectives. However, in this study the researchers took it as a desire to be helpful or beneficial to others in need. The researchers examined prosocial motivation consistent with Grant (2007).

In domains such as medical, banking, and commercial organisations, researchers have largely explored role of prosocial motivation on performance. However, in the field of education very few researchers have done work on prosocial motivation particularly with reference to English language learning and teaching, so there is a need to explore the role of prosocial motivation. Therefore, in this study, researchers empirically tried to explore the level of prosocial motivation of English Language secondary school teachers in tehsil Gujrat.

Statement of the problem

Students are confronting various difficulties in learning English language at secondary level. They want to be competent in learning foreign language and they do a lot of efforts; however they feel problems in learning it due to the provoked anxiety before, during and after the class. To remove this hurdle of anxiety and tension in way of acquisition of English language, can help learners to overcome their fears. When students are taught in a friendly and mentoring way, their anxiety will get reduced. The study was aimed to explore the level of prosocial motivation of secondary school teachers in tehsil Gujrat and to recommend educative actions to reduce fears in learning English language. This research article will motivate teachers to be helpful to students in way of learning English language.

Objectives of the Study

The following objectives were formulated:

1. To explore the level of prosocial motivation of English Language SSTs in tehsil Gujrat.
2. To compare the level of prosocial motivation of male and female English language SSTs in tehsil Gujrat.
3. To examine difference in the level of prosocial motivation of rural and urban English language SSTs in tehsil Gujrat.

Literature Review

The main objective of the study is to explore prosocial motivation of SSTs. Prosocial motivation is a common and significant aspect of every day social life. Motivation means "a desire or reason to act", and prosocial "literally means for the benefit of others or with the intention of helping others" (Oxford English Dictionary). The concept of prosocial motivation has been defined "as the desire to have a positive impact on other people or social collectives" (Batson, Ahmad, Powell, & Stocks, 2008, p. 136. & Grant, 2007, p. 398). Prosocial motivation emphasises individuals' interest in how their actions can affect or enhance the welfare of others, focusing on the social side of employment (Grant, 2008 a). Its' purpose is to provide support to other parties who may be in need (Hu & Liden, 2015).

According to Self Determination theory (Deci & Ryan, 2000), "Prosocial motivation is an extrinsic motive that can be characterised as introjected regulation. Introjection is when someone accepts a regulation but does not fully accept it as his own. It is a relatively controlled form of regulation in which behaviours are carried out to avoid feelings of guilt or anxiety. Introjected behaviours, despite being internally motivated, have an externally perceived locus of causality and are not truly experienced as a part of the self."

Goals of Prosocial Motivation

Prosocial motivation, according to Batson, Ahmad, Powell, and Stocks (2008), may be grounded on one or more of four possible ultimate goals: altruistic goals, egoistic goals, principled goals, and collectivistic goals. When prosocial drive defends or indorses the welfare of other individuals without regard for self-gain, it supports altruistic purposes. It fulfils egoistic purposes, while it generates affirmative affect, lessens adverse effect, increases self-respect, gives material prizes, or avoids material punishments. While it develops an ethical value or moral cause, principled purposes will be fulfilled. When it enhances an individuals' affiliation with his group, it promotes collectivistic ideals. Personnel may be prosocially motivated for the following four causes, according to Batson & colleagues (2008): "to preserve and enhance their egos, to really aid somebody in need to support moral ideals, and to defend or promote one's relationships with a group."

Nature of Prosocial Motivation

Three key psychological processes encompass motivation: "direction, intensity, and persistence of effort" (Mitchell & Daniels, 2003). As far as "Directional Standpoint", of prosocial motivation is concerned, it may be "experienced and expressed towards different domains and beneficiaries of impact" (Grant, 2007). With reference to "Domains" Workers may be motivated prosocially to defend as well as support "physical well-being", "developmental well-being", "psychological well-being" or "material well-being" of others. In terms of beneficiaries, prosocial motivation can be towards other persons, groups, or bigger public communities like organisations, societies or countries. It can also differ depending on whether it is directed at in-group or out-group members, as well as whether it is directed at those inside or outside the organisation (coworkers, bosses, clients, customers, suppliers). The degree and persistence of prosocial motivation might also vary. The more severe the prosocial motive,

"the more likely it is to be regulated by the "hot" experience system rather than the "cool" cognitive system in terms of intensity" (Lowenstein & Small, 2007; Grant & Wade-Benzoni, 2009). Prosocial drive can be quite fleeting in terms of persistence, may last for just some moments or hours when a specific recipient is facing emergency situation (Batson & Colleague, 2008). Bolino & Grant (2016) reported that prosociality can lead to immoral and unjust judgments; whereas Morrison (2006) has claimed it can lead to rule breaking.

Prosocial Motivation across Gender and Locale

Literature on prosocial motivation across gender shows variations. Findings of different research studies are quite inconsistent. For example results of the research study of Van, Carlo and Crocetti (2018) showed great differences in prosociality across gender. Boys were more prosocial until 17 years of their age and after that their level of prosocial motivation goes down. As far as prosocial behaviour in girls is concerned, it starts reducing after 15 years of age. Xiao, Hashi, Korous & Eisenberg (2019) Stated that women provide emotional support to others as they are naturally considered more humane and kind where as men are considered more brave and courageous. It means that males are not as much kindhearted as females are. So multi-dimensional literature on prosociality has shown different dimensions and points of consideration across gender.

As far as literature on prosocial motivation with reference to locality is concerned, different researchers have different opinions and views. For example, Eliram & Schwarzwald (2017) conducted a study on cultural differences between Western and Middle Eastern Jews in Israe and the significant conclusion was that Middle Easterners were more cooperative and helpful than Westerners in rural settings, but not in urban ones. George, Knight & Spencer, (2016) designed a research study on the comparison of two Anglo- American groups of

children and their findings indicated marked differences in prosociality of children as upper middle class children are more prosocial than lower class children in rural areas.

English Language Anxiety

Khan and Zafar (2010) looked at the impact of provoked anxiety on three separate groups' performance at three different periods of learning: before, during, and after learning. Various researches have shown that English language anxiety is a common occurrence in schools, particularly at the secondary level. Idrus & Hamid (2021) conducted a study on Malaysians' English proficiency and showed that fear of learning English language is found irrespective of the student's demographic situation, and that removing this psychology barrier may help learners in rural areas where facilities and resources are lacking. Appropriate communication activities as well as deficiency of exercise of speaking skill may exacerbate the concern by lowering students' spoken proficiency.

To manage the anxiety is just like managing the infra structure in the class. When students have proper facilities, they can focus on their studies more attentively. In the same way when students are taught in a friendly and mentoring way, their anxiety will get reduced. Therefore, in this study, researchers empirically tried to explore the level of prosocial motivation of English Language secondary school teachers in tehsil Gujrat.

Research Question

To conduct the study, the researchers formulated the following research question.

1. What is present position of prosocial motivation of English language SSTs in tehsil Gujrat?

Hypotheses

Objectives of the study were articulated into the following null hypotheses.

- H₀₁ There is no significant difference in the level of prosocial motivation of male and female English language SSTs in tehsil Gujrat.
- H₀₂ There is no significant difference in the level of prosocial motivation of rural and urban English language SSTs in tehsil Gujrat.

Research Design

Researchers have used descriptive research design to explore the level of prosocial motivation of English language public secondary school teachers in tehsil Gujrat. Through survey method views of teachers and student were collected. As far as approach of the study is concerned, it is quantitative in nature. Population of the study was English language teachers at secondary level in tehsil Gujrat. 148 SSTs were teaching English language as a subject in tehsil Gujrat. Table no.1 has been given below to show the ratio of male, female and rural, urban SSTs teaching English Language in Tehsil Gujrat.

Table: 1 Population of English language Secondary School Teachers in Tehsil Gujrat

Participants of Study	Gender	Rural	Urban	Total
English language SSTs	Male	41	37	78
	Female	37	33	70
		78	70	148

Using simple random sampling technique, 40 teachers from public schools were selected for this research. Sample has been given below in Table No.2

Table: 2 Sampling of English language Secondary School Teachers in Tehsil Gujrat

Participants of Study	Gender	Urban	Rural	Total
English language SSTs	Male	9	12	21
	Female	8	11	19
		17	23	40

Development of Instrument

The scale was developed by researchers on the constructs of prosocial motivation identified by Grant (2016). These constructs are mentoring, knowledge sharing, brokering introduction and compassion. Items were generated, selected and reviewed. Sequence of the items was determined. Structure and format of the instrument was decided. Content validity and construct validity were ensured with the help of experts. After that content validity index for relevancy and clarity of each item was ensured. After review by experts, items of the instrument were finalized. Then pilot testing of the finalized instrument was performed in 5 public secondary schools. Reliability of the instrument was calculated which was 0.78. After these steps, the instrument was finalized to measure the level of prosocial motivation of secondary school teachers. The first section of the questionnaire was about demographic. The second section was about statements to be evaluated on five points Likert scale from (Continually= 5 to Never= 1).

Method of Data Collection

For data collection from English language secondary schools teachers of public sector, permission was obtained from high authorities and head teachers of the relevant institutions. Researchers personally visited the sampled schools to get the questionnaires filled. Personal visits helped in explaining the tool where participants felt difficulty.

Findings

In this study, the researchers attempted to explore the level of prosocial motivation of English language secondary schools teachers of public sector. The analysis was done per construct. The construct wise analysis is given below.

In the questionnaire, Mentoring was the first construct. Through descriptive statistics, data was collected by frequencies and percentages and analysis is given below in Table 3.

Table: 3 Frequencies and Percentages of score for Level of Prosocial Motivation of Secondary School Teachers for Mentoring

Sr. No.	Items on Mentoring		Continually	Usually	Sometimes	Rarely	Never
1	I prefer to provide constructive feedback for students.	F	17	21	2	0	0
		%	42.5	52.5	5	0	0
2	I believe to help students in doing group work.	F	15	23	2	0	0
		%	37.5	57.5	5	0	0
3		F	19	18	2	1	0

	I like to advise students in their learning issues.	%	47.5	45	5	2.5	0
4	I try to guide students for understanding learning content.	F	14	22	4	0	0
		%	35	55	10	0	0
5	I am confident that I can help new students to adopt school environment.	F	18	18	3	1	0
		%	45	45	7.5	2.5	0
6	I am certain that I can counsel students how to manage peer conflict.	F	16	16	4	1	3
		%	40	40	10	2.5	7.5

F=Frequency, %=Percentage

Table 3 shows percentages and frequencies of the opinions of secondary school teachers' level of prosocial motivation in the area of Mentoring. Most of the secondary school teachers wanted to mentor their students in their learning process as they feel that mentoring may make learners feel relax and comfortable

while learning English language at secondary level.

The second construct in the questionnaire was Knowledge Sharing. Data was analysed by frequencies, percentages and it is given below in Table 4.

Table: 4 Frequencies and Percentages Scores for Level of Prosocial Motivation of Secondary School Teachers for Knowledge Sharing

Sr. No.	Items on Knowledge Sharing		Continually	Usually	Sometimes	Rarely	Never
1	I am keen to develop a learning culture in the class.	F	14	19	3	2	2
		%	35	47.5	7.5	5	5
2	I try to identify knowledge gap of the students.	F	16	23	1	0	0
		%	40	57.5	2.5	0	0
3	I am confident that I can incorporate variety in the lesson plan.	F	14	17	6	3	0
		%	35	42.5	15	7.5	0
4	I am keen to explain more when students do not understand lesson.	F	15	21	4	0	0
		%	37.5	52.5	10	0	0
5	I like to engage students in learning with discussions.	F	12	22	6	0	0
		%	30	55	15	0	0
6	I try to think of ways to gamify my lesson.	F	16	19	5	0	0
		%	40	47.5	12.5	0	0

7	I like to give extra coaching to my students.	F	14	18	7	1	0
		%	35	45	17.5	2.5	0
8	I try to summarise lesson for better conceptual understanding.	F	13	22	4	1	0
		%	32.5	55	10	2.5	0
9	I believe to connect teaching with real life situation.	F	15	20	2	3	0
		%	37.5	50	5	7.5	0

F=Frequency, %=Percentage

Most of the Teachers were of the view that knowledge sharing is very helpful in learning English language and more over students get clarified about their concepts. It means if teachers give extra time for knowledge sharing, students may become better learner.

Compassion was the third construct in the questionnaire of prosocial motivation. By calculating frequencies and percentages, the data was analyzed to explore the level of prosocial motivation of secondary school teachers and is given blow in Table 5.

Table: 5 Frequencies and Percentages Scores for Level of Prosocial Motivation of Secondary School Teachers for Compassion

Sr. No.	Items on Compassion		Continually	Usually	Sometimes	Rarely	Never
01	I prefer to respond student's reactions in a supportive way	F	14	21	2	3	0
		%	35	52.5	5	7.5	0
2	I like to praise my students' performance.	F	17	20	0	3	0
		%	42.5	50	0	7.5	0
3	I try to make peer mentors for emotional support of students.	F	16	19	4	1	0
		%	40	47.5	10	2.5	0
4	I like to listen to students with an open mind.	F	17	20	2	1	0
		%	42.5	50	5	2.5	0
5	I prefer to celebrate successes with my students.	F	19	18	3	0	0
		%	47.5	45	7.5	0	0
6	I like to nurture a culture of kindness in the class.	F	12	21	5	2	0
		%	30	52.5	12.5	5	0

7	I think of ways to encourage my students.	F	14	18	5	3	0
		%	35	45	12.5	7.5	0
8	I try to reduce troublesome behaviour in the classroom	F	14	20	4	2	0
		%	35	50	10	5	0

F=Frequency, %=Percentage

Table 5 shows frequencies and percentages of secondary school teacher's level of prosocial motivation with regard to "Compassion". Most of the secondary school teachers liked to adopt compassionate treatment and wanted to be kind. It means that SSTs are of the view that kindness

is a way to reduce the anxiety of the learners at secondary level.

The fourth construct in the questionnaire was Brokering Introduction and data was analysed by frequencies and percentages and analysis is given blow in Table 6.

Table: 6 Frequencies and Percentages Scores for Level of Prosocial Motivation of Secondary School Teachers for Brokering Introduction

Sr. No.	Items on Brokering Introduction		Continually	Usually	Sometimes	Rarely	Never
1	I get energized to ask students how they are feeling today.	F	13	20	4	3	0
		%	32.5	50	10	7.5	0
2	I like to talk with students about their mental health.	F	14	21	4	1	0
		%	35	52.5	10	25	0
3	I try to know students with financial stress.	F	14	23	3	0	0
		%	35	57.5	7.5	0	0
4	I like to call students with their names.	F	18	16	3	3	0
		%	45	40	7.5	7.5	0
5	It is important for me to ask students about their nutrition.	F	15	20	2	2	1
		%	37.5	50	5	5	2.5
6	I am confident that I can generate familiarity among students.	F	19	19	1	1	0
		%	47.5	47.5	2.5	2.5	0
7	I talk with students to identify their emotional problems.	F	17	23	0	0	0
		%	42.5	57.5	0	0	0

F=Frequency, %=Percentage

Table 6 shows variation of frequencies and percentages to explore the level of prosocial motivation of secondary school teachers in the area of breaking introduction. Most of the teachers liked to have introduction with their students and they wanted to be familiar with their student's background and their issues etc.

As far as overall mean score of the SSTs teaching English language in Gujrat is 90.45 along with standard deviation 6.93, it indicates that overall, prosocial motivation level is high.

The comparison of male and female secondary school teachers has been given below in table-7.

Table 7: Comparison of male and female SSTs' level of Prosocial Motivation

Gender	N	Mean	SD	Std. Error	df	t-value	Sig
Male	21	86.47	8.33	2.02	26.81	-.836	.05
Female	19	90.50	5.12	1.28			

* The mean difference is significant at the .05 level

The evidences provided by t-statistics helped in rejecting the null hypothesis and difference was noted in the level of prosocial motivation across gender in English language public secondary school teachers. As far as male secondary school teacher's mean score (M=86.47) is concerned, it is slightly different from female secondary school teacher's mean score

(M=90.50). Statistically, mean difference (MD=2.03) is significant to reject null hypothesis.

The comparison of rural and urban secondary school teachers has been given below in table 8.

Table: 8 Comparisons of Rural and Urban SSTs Prosocial Motivation

Locale	N	Mean	Std. Deviation	Std. Error	Df	t-value	Sig
Rural	22	88.05	6.46	1.56	30.7	2.156	.04
Urban	18	93.00	6.48	1.67			

* The mean difference is significant at the .05 level

The evidences provided by t-statistics helped in rejecting the null hypothesis that difference was noted in the level of prosocial motivation across locality in English language public secondary school teachers. As far as secondary school teacher's in rural areas are concerned, their mean score is (M=88.05) and it is different from secondary school teacher's mean score (M=93.00) in urban areas. Statistically, mean difference (MD=4.95) is significant. Null hypothesis was rejected.

As far as the first objective is concerned, the scores by descriptive statistic explored the overall mean score of the level of prosocial motivation of secondary school teachers. The mean score is very high i.e. 90.45. The empirical findings confirmed the significant role of prosocial motivation. Results of the first objective of the study are in agreement with the results of the study "Citizenship Behaviour and Prosocial Motivation" by Cardador and Wrzesniewski (2015) and findings no. 2 & 3 are in accordance with the findings of the research by Van, Carlo and Crocetti (2018) and George, Knight & Spencer, (2016) respectively.

Discussion and Conclusions

Hence it is concluded that the level of prosocial motivation of secondary school teachers teaching English language is very high. Moreover statistically, mean difference (MD=4.95) between male and female secondary school teacher's level of prosocial motivation is significant. Second null hypothesis was rejected. The third null hypothesis that there is no significant difference between rural and urban secondary school teachers was also rejected.

Therefore, it is suggested that the educational organizations should focus on the prosocial motivation of teachers to support student's individual caliber, to enhance their egos to support their moral ideals and this kind of motivation is the dire need of the present day society to handle the challenging times.

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