

Analyzing Factors of Motivation of Students and Teachers of Government High Schools: A Qualitative Study from District Peshawar, Pakistan

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Abstract

Government high school education can be deemed one of the most vital aspects when it comes to building students career. However, teachers play an essential role in building students futures. This article is qualitative in nature and focused to analyze Government high school teachers' perception, the factors which effecting motivation and explored the influence of classroom environment and practices on students' motivation through classroom observations, semi-structured interviews with teachers, and focus group interviews with students of grades VI-X. While teachers identified professional development possibilities, status in society, and decision-making authority as major intrinsic motivators, they also felt extrinsically motivated by salary, job security, and flexible working hours. However, classroom observations revealed a gap between teachers' goals and their actual practices, while students reported unhappiness with instructional tactics and a lack of support. Our findings show the need of raising teachers' prestige, involving them in decision-making, and providing professional development opportunities. By implementing a variety of teaching strategies and creating a supportive learning environment, we may boost teacher motivation and student engagement, resulting in better educational outcomes.

Key words: Government High school, Intrinsic motivation, Extrinsic Motivation, teachers' motivation, Students Motivation

Introduction

Motivation is the driving force behind our actions, including the reasons that lead us to engage in specific behaviors (Guay et al., 2010). Motivation, as defined by Gredler, Broussard, and Garrison (2004), is the trait that either initiates or discourages action. Intrinsic motivation, in particular, is derived from personal delight, interest, or pleasure, resulting in a genuine desire to participate in activities (Deci et al. 1999). This natural incentive drives experimental actions, inventiveness, and a desire for challenges, which are frequently unconnected to external rewards. Extrinsic motivation, on the other hand, drives behavior through external variables such as incentives or recognition. Educators have long known that intrinsic motivation produces more

meaningful and lasting learning outcomes (Deci et al., 1999). Understanding the underlying motives allows us to delve into our inner desires, resulting in a truer and satisfying experience. Motivation is a multidimensional concept that includes a wide range of interconnected ideas, perceptions, values, interests, and behaviors. This complexity allows for a variety of approaches to understanding motivation, with some focusing on cognitive components such as strategy use and monitoring, some on non-cognitive factors such as attitudes and beliefs, and some combining the two. Gottfried (1990) defines academic motivation as a mastery-oriented love of learning marked by curiosity, perseverance, and a readiness to take on difficult tasks. Turner (1995) sees motivation as synonymous with cognitive engagement, which entails the deliberate use of self-regulated learning mechanisms such as attention, planning, and monitoring. Recognizing the multiple elements of motivation allows us to better comprehend the complicated motivations of human action.

Motivation is the driving force behind good ideas, behaviors, and activities, and it has a significant impact on outcomes (Recepoglu, 2013). For educators, motivation is inextricably related to performance, establishing a supportive classroom atmosphere that supports student learning and achievement (Ates & Yilmaz, 2018; Bardach & Klassen, 2021; Pekrun, 2021; Thommen et al., 2021). However, research shows that instructors in underdeveloped nations are frequently demotivated due to economic hardship, a lack of recognition, and poor working circumstances (Hung, 2020; Perkun, 2021). This issue is especially prominent in African countries such as Gambia, Tanzania, and Uganda, where initiatives are underway to address teacher demotivation and improve educational outcomes (Singh, 2021). By recognizing the importance of motivation, we can aim to create a supportive climate in which instructors can thrive and students may succeed.

Teachers in Indian public schools are demotivated due to arbitrary accountability methods and administrative dishonesty (Kapur, 2019). Similarly, in Bangladesh, teachers are demotivated by low pay and inadequate facilities (Anjum et al., 2021). Teachers' lack of knowledge and enthusiasm in Pakistani public schools have a poor impact on students' learning and performance (Ashraf et al., 2015; Gul et al., 2021; Shahbaz et al., 2021). It is critical to explore the elements influencing public school teachers' motivation to guarantee that kids' learning is not jeopardised. By addressing these challenges, we may aim to create a supportive climate that promotes teacher motivation and student achievement.

Literature Review

Motivation is the driving factor behind our desire to achieve specified goals (Cherry, 2022). It enables people to adopt proactive mental and physical actions, energizing them to conquer challenges and strive for success (Aslam, 2013; Cherry, 2022; Salifu & Agbenyega, 2013). Individuals with motivation can realize their full potential and reach new heights.

Intrinsic Motivation

Intrinsic motivation is a powerful driving force that comes from inside, creating a positive emotional connection that improves behavior, performance, and overall happiness (Mruma, 2013). Intrinsically driven people work hard and approach things with excitement and pleasure (Perlman, 2013; Fishbach & Woolley, 2022). This natural incentive is based on personal satisfaction and enjoyment, hence external rewards are unneeded for fulfillment (Legault 2016). Individuals can reach their greatest potential and find joy in their work by tapping into their innate motivation

Extrinsic motivation

Extrinsic motivation is fueled by external variables including income, benefits, and facilities (Legault, 2016). This type of motivation arises from individuals' innate desire to do tasks in

exchange for benefits such as money or incentives (Shaikh et al., 2012). Extrinsic motivation is also influenced by organizational regulations, supervision, and personal and professional interactions with peers and superiors (Ates & Yilmaz, 2018). These external elements have a substantial impact on an individual's motivation and job satisfaction.

Factors affecting teacher motivation and the impact on student Performance

Teachers' motivation is heavily influenced by school principals' encouraging and empowerment measures. Principals can motivate teachers by involving them in decision-making, distributing duties, and acknowledging their accomplishments (Börü, 2018; Thommen et al., 2021). Professional development opportunities are also important for increasing teacher motivation, which in turn affects student achievement (Börü, 2018; Thommen et al., 2021). Furthermore, institutional variables such as a supportive school atmosphere, enough resources, competitive pay, and manageable class sizes help to motivate teachers (Gbollie & Keamu, 2017; Mangaleswarasharma, 2017; Pekrun, 2021). When teachers are motivated, learning improves, and pupils are inspired to take on difficult activities with enthusiasm (Aslam, 2013; Kapur, 2019). By focusing on teacher motivation, we can foster a good and productive educational atmosphere

Empirical evidence on Teacher Motivation

There has been substantial research into teacher motivation and its impact on student learning around the world. A qualitative study conducted by Hamzah and Begum (2017) in Malaysian secondary schools discovered that a lack of incentives and benefits hampered teacher motivation, but efficient principal-teacher communication and good school discipline supported motivation and focused pedagogy. In Nigeria, Ngozi et al.'s (2021) mixed-methods study found that teachers were largely extrinsically motivated by perks such as timely salary payment, promotions, and resources, but they were also intrinsically motivated by academic responsibility, a positive work atmosphere, and student success. Kumar's (2013) quantitative study in India discovered that most instructors were unmotivated due to extrinsic issues such as a lack of recognition, a poor wage, and policy unhappiness, however others valued possibilities for professional development. These studies demonstrate the intricate relationship of internal and extrinsic factors that influence teacher motivation and its effect on student learning.

Empirical Evidence on Teacher Motivation in Public Sector Schools in Pakistan

Akhtar et al. (2017) discovered that instructors' intrinsic motivation, which is created by shared responsibility, has a favorable impact on students' academic progress. In contrast, Inayatullah and Jehangir's (2012) study in Peshawar, Pakistan, found substantial variations in motivation and performance across public and private school teachers. Private school teachers were intrinsically motivated by elements such as a tranquil environment, helpful staff, and professional development, resulting in improved performance. However, they were disgruntled with their poor pay. Public school teachers lacked intrinsic motivation due to poor leadership, limited resources, and restricted professional development, and they were also demotivated by low pay. Shahbaz et al.'s (2021) mixed-methods study in Sailkot, Pakistan, discovered that private school instructors were unsatisfied with administration, workload, and compensation, but public school teachers encountered issues such as a lack of professional development, technological assistance, and enough pay. These studies emphasize the intricate interaction of internal and extrinsic factors that influence teacher motivation and its impact on student learning.

Theoretical Approaches

Stipek (1996) claims that the concept of extrinsic reinforcement had a significant impact on early understandings of motivation. This viewpoint held that conduct, especially academic

achievement, was influenced by external rewards and penalties. B.F. Skinner, a famous proponent of this technique, proposed three categories of reinforcers: positive rewards that promote desired behavior, negative reinforcers that eliminate unpleasant stimuli, and punishment, which reduces conduct through unpleasant consequences. However, Stipek points out that this paradigm has limitations, as rewards and punishments may not be equally effective for all children, and desired behaviors, such as attention, are difficult to encourage. Furthermore, the efficacy of extrinsic rewards declines over time, emphasizing the need for a more sophisticated understanding of motivation.

As Stipek (1996) points out, the limits of extrinsic reinforcement prompted the development of cognitive behavior modification (CBM), which acknowledges the critical role of cognitive variables in motivation. CBM seeks to change behavior by affecting cognitive processes, allowing students to take control of their learning. Students learn more autonomously when they set objectives, check their progress, and use metacognitive methods. This strategy encourages long-term learning habits, the transfer of abilities to other situations, and enhanced independence. However, research has identified downsides, such as pupils "cheating" by setting low standards or rewarding themselves unfairly (Speidel & Tharp, 1980; Wall, 1983, as quoted in Stipek, 1996). These findings show the importance of a balanced approach that blends cognitive and behavioral tactics to promote true motivation and learning.

Research Objectives

1. To uncover the insights and beliefs of Government High school teachers on motivation and the factors that drive their enthusiasm for teaching.
2. To Investigate how the classroom environment and teaching practices impact teacher motivation, and explore ways to create a supportive and stimulating environment that fosters teacher engagement.
3. To examine the effect of teacher motivation on student learning outcomes, and identify strategies to enhance teacher motivation that ultimately benefit student achievement.

Research Questions

1. What meanings do Government high school teachers assign to motivation, and how do they experience it in their professional lives?
2. What factors ignite passion and drive in public sector teachers, and how can these motivators be harnessed to enhance teaching and learning?
3. How do the physical and psychological classroom environment and teaching practices influence teacher motivation, and what reforms can be implemented to boost teacher engagement?
4. In what ways do teachers' classroom practices and motivation levels impact students' enthusiasm and attitude towards learning, and what strategies can teachers use to foster a love of learning in their students?

Research Methodology

This study used a qualitative research approach to explore the diverse experiences and viewpoints of instructors and students in government high schools. This paradigm allowed for a thorough examination of the motivations behind their opinions and conduct. Qualitative research provided flexible data gathering and analysis methodologies, making it perfect for this situation (Denny and Weckesser, 2019; Patton, 2014)

This study adopted thematic analysis to conclude its results effectively and this study included 24 teachers from three government high schools in Peshawar, with eight females and sixteen males teaching grades six through ten. Semi-structured interviews were carried out in Urdu, Pakistan's national language, to ensure comfort and effective communication. In addition, questions were

asked in Pashto, the native language, to encourage open dialogue. All teacher participants had B.Ed, M.Ed, or M.A Education degrees and teaching experience ranging from three to twenty-four years. They taught a variety of courses, including English, Pakistan Studies, Mathematics, Science, Urdu Social studies and Islamic studies

To acquire a better understanding, 72 classroom observations were undertaken, with three per teacher. Furthermore, focus group interviews were conducted with students in grades VI-X, with 25 students from each school and 5 students from each grade. The full data collection process lasted four months. All participants provided informed consent, including school principals and children's parents. Pseudonyms were utilized to protect participants' identity while following study ethical rules.

A brief Profiles of Sample Respondents

Respondents details of Government Girls High School 1:

S. Respondent Names (Pseudonyms)	S. Respondent Qualification	S. Respondent Experience
1. Salma	Mphil Botany +B.Ed	04 years
2. Iqra	MA Islamiat +B.ed+M.Ed	08 years
3. Javeria	BS English +B.Ed	06 years
4. Bareera	Mphil Maths+B.Ed	05 years
5. Hafsa	BS Urdu +B.Ed+M.Ed	14 years
6. Mahnoor	BS English+ B.Ed+M.Ed	18 years
7. Sana	Mphil chemistry+B.Ed+M.Ed	09 years
8. Ifra	BS Pak Study+B.Ed+M.Ed	16 years

Respondents details of School 2

S. Respondent Names (Pseudonyms)	S. Respondent Qualification	S. Respondent Experience
1. Luqman	Mphil Pak Studies +B.Ed	07 years
2. Salman	MA Islamiat +B.ed	18 years
3. Zaryab	MSc Bio.Chem +B.Ed	19 years
4. Shauqat	MA Urdu +B.Ed	15 years
5. Aman	BS Botany +B.Ed+M.Ed	13 years
6. Noman	Mphil English+ B.Ed+M.Ed	10 years
7. Usman	Mphil Maths+B.Ed+M.Ed	12 years
8. Sabeel	MSc Bio+Chem+B.Ed+M.Ed	20 years

Respondents details of School 3

S. Respondent Names (Pseudonyms)	S. Respondent Qualification	S. Respondent Experience
1. Ali	MA Pashto +B.Ed	22 years
2. Irfan	BA+ MA English+B.ed+M.Ed	13 years
3. Amir	Msc Physics +B.Ed+M.Ed	09 years
4. Ahmad zaib	Mphil Pak study+B.Ed+M.Ed	11 years
5. Haneef	MA Islamiat +B.Ed+M.Ed	19 years
6. Basher	MSc Maths+Physics+B.Ed+M.Ed	16 years
7. Imran	MA English+B.Ed+M.Ed	21 years
8. Saleem	MSc Bio+Chem+B.Ed+M.Ed	24 years

Data Analysis Procedure

Interview data were carefully translated and transcribed into English in order to simplify reporting of findings. A complete thematic analysis was carried out following the qualitative data analysis methodologies given by Corbin and Strauss (2008) and Saldana (2013). After the coding process, related codes were carefully integrated to create higher-level concepts and themes. The recurrence of concepts within interviews was examined using Corbin and Strauss's (2008) constant comparative technique, which allowed for the identification of themes. In qualitative research, reliability and credibility are essential. Credibility is defined as the alignment between participants' perspectives and the researcher's depiction of them (Nowell et al., 2017, p. 3). To ensure legitimacy, data triangulation was used, which involved using different techniques to answer study questions. This gives a thorough and impartial picture of the findings (Heale & Forbes, 2013). In this study, triangulation was accomplished by conducting both interviews and classroom observations with the same teachers, allowing for the authentication of teachers' assertions through practical observation of their classroom practices.

The Following charts 1,2 show data collection pattern

Chart 1

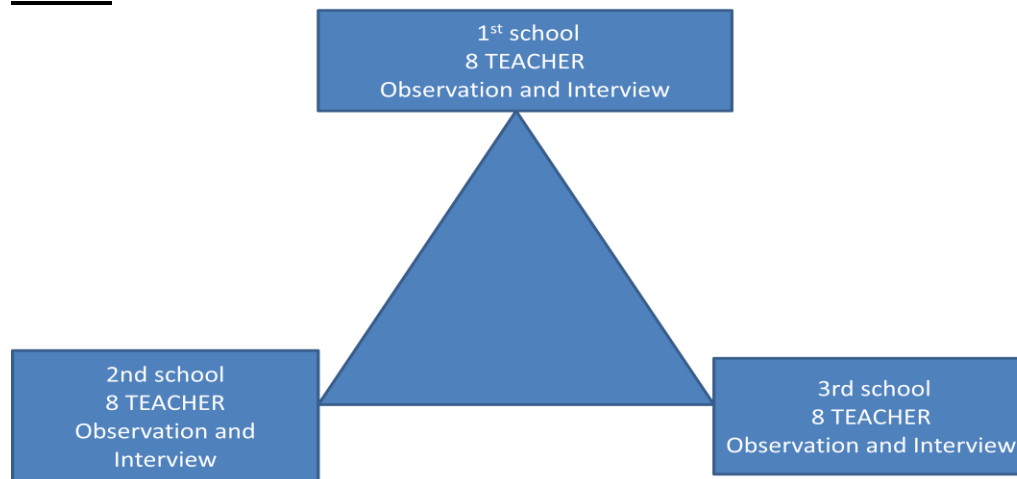
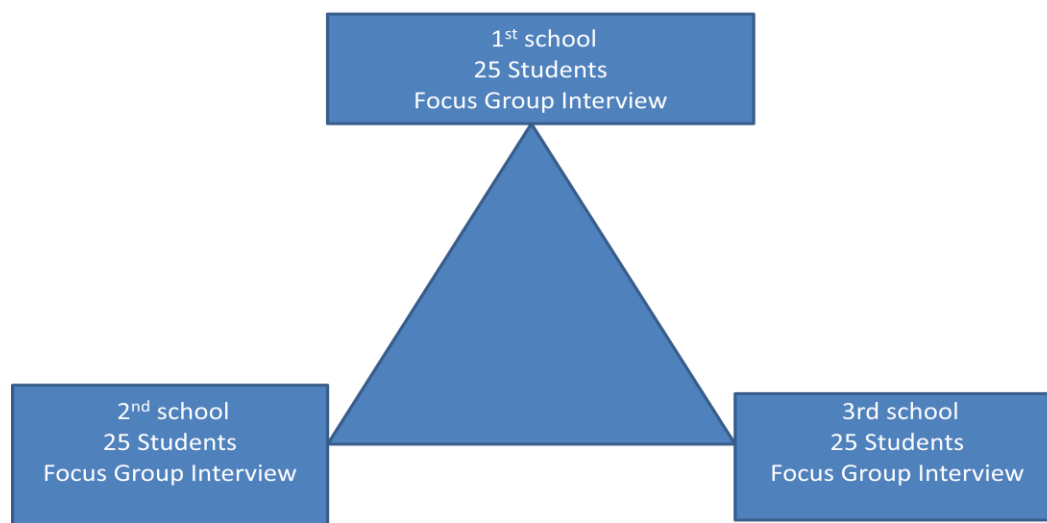


Chart 2



Discussion and Findings from Interviews

The first research inquiry focused on Government high school teachers' opinions on motivation, providing interesting themes that emerged during the participants' interviews. The teachers defined motivation as the willingness to work with dedication, enthusiasm and honesty. It required being completely committed to their vocation, displaying positive emotions when teaching, and having the mental and physical energy to strive for perfection. Essentially, inspiration was symbolized by their passion for teaching, drive for excellence, and tenacity in the face of obstacles. Mahnoor a school 1 teacher with 18 years of experience, stated;

“True motivation comes to life when people dive headfirst into their work with joy and commitment. Being willing is key to finding motivation, and without it, encouraging others is like fighting an uphill battle”.

Likewise, another teacher also expressed her thoughts she also explained related to intrinsic motivation, Bareera from school 1 added that;

“What keeps us going in our careers is intrinsic drive, or motivation. Putting one's all into one's work, giving one's all, and aiming for greatness are all parts of it. Teaching is more than a profession to me; it's a vocation, and I am committed to motivating my pupils”.

In addition to that, Sana From school 3 also explored about intrinsic motivation,

“Motivation must come from inside; it can't be forced out. What really gets us going when we face difficulties is that inner desire. Our inner power and resilience allow us to achieve greatness when we're motivated.”

Usman from school 2 linked it with both physically and mentally preparedness and mindset to perform a task effectively ;

“To realize our maximum potential, we must be physically and psychologically prepared for the task at hand. Motivation requires concentration, energy, and a determination to go beyond our limits. When we're motivated, we don't just show up; we're totally engaged and ready to succeed.”

Furthermore Sabeel from school 2 expressed his views of motivation as an intrinsic motivation;

“Motivation is the link that connects our goals and actions. It is the catalyst that makes our dreams a reality. When we are motivated, we are motivated not only by external stimuli but also by an inner desire to succeed.” In connection with it, Imran from school 3 also added that,

“True motivation is an attitude that affects all aspects of our lives. It's the spark that fuels our enthusiasm, creativeness, and determination. When we're motivated, we don't just go through the motions; we live with purpose and strive for excellence in all we do.”

The results of the second research question, which investigated the factors that affect the motivation of instructors, demonstrated a consistent pattern of themes. A supportive work environment, opportunities for professional development, job security, competitive compensation, flexible working hours, social recognition, and leadership roles were among the themes. All participants underscored the importance of employment security as a primary motivator. They conveyed a profound apprehension that their employment would be perpetually precarious in the absence of job security, resulting in a pervasive sense of insecurity. This sentiment was shared by all participants, underscoring the critical role of job security in promoting motivation among educators. The participants' responses emphasized the importance of educators feeling secure in their roles, which enables them to concentrate on their work without the looming prospect of potential job loss. Educational institutions can ultimately improve the outcomes of both educators and students by establishing an environment that supports and motivates instructors by recognizing and addressing these factors. Iqra from school 1 stated that;

“Having the assurance that my employment is stable provides me with a feeling of security and satisfaction, which subsequently motivates me to excel in my performance.”

An association with it Salma from school 1 expressed her view related to financially needs and stated that;

"The salary I receive is vital for meeting my family's needs, and I value the financial security it offers."

In addition to it a government job also offers a good salary through which they can fulfil their needs so Ifra from school 1 added that;

"The public sector job offers a competitive salary package, which enables me to meet my family's needs and even get increments annually."

Javeria from school 1 focused on job relaxation and relax job schedule, she explained that;

"With shorter school hours and better work-life balance provided by the teaching profession, I can manage housework and spend more time with my family."

Education departments has lack of resources to provide a proper trainings to teachers to keep themselves upto date with the contemporary world needs and demands Hafsa From school 1 stated that;

"Unfortunately, the education department lacks initiative in planning workshops and conferences for teachers to improve their skills and knowledge."

Recognition and rewards are vital motivators that encourage teachers to strive for excellence. The government should acknowledge teachers' hard work and dedication to boost their morale. By doing so, teachers will feel valued and appreciated, leading to improved performance. Luqman From school 2 stated that;

"Acknowledging teachers' hard work and dedication through recognition and rewards serves as essential for motivating them, and it is important for the government to consider this."

The teaching profession deserves respect and recognition, but it is sometimes undervalued. Teachers have an important role in influencing future generations, and their devotion and hard work must be appreciated. By showing respect and value to teachers, we can motivate them to continue their wonderful work., Salman From school 2 stated that;

"The teaching profession needs more respect and worth, and it is disappointing to be undervalued as a professional."

An important factor in motivating teachers is the presence of a supportive school head. Regrettably, our administrator demonstrates a lack of concern and commitment. An empathetic leader has the ability to cultivate a constructive work atmosphere, promote teamwork, and offer avenues for personal and professional development. In the absence of backing from school management, educators may experience a lack of motivation and a sense of being undervalued. Zaryab from school 2 explained that;

"An essential factor in encouraging teachers is the presence of a supportive school head. Unluckily, our principal lacks concern and devotion."

Ensuring employment security and a consistent income are essential factors in maintaining teachers' motivation and dedication to their jobs. Teachers want job security in order to concentrate on their tasks without being concerned about their future. By ensuring work stability and a consistent income, we can retain highly skilled educators and enhance educational achievements. Shaukat from school 2 stated that;

"Ensuring job stability and a consistent income are essential aspects of maintaining teachers' motivation and dedication to their profession."

The teaching profession needs commitment, dedication, and an eagerness to acquire knowledge. Educators ought to be acknowledged and valued for their endeavours, since this would incentivise them to persist in their commendable endeavours. By acknowledging and appreciating the efforts of teachers, we may enhance their motivation and enhance educational results. Ali from school 3 added that;

"The teaching profession requires dedication and hard work, and it's essential to recognize and appreciate teachers' efforts."

Teachers, particularly those in the public sector, are greatly motivated by financial stability and a generous wage package. Teachers require a consistent and reliable source of income in order to provide financial support for their families and fulfil their essential requirements. By ensuring a stable financial environment, we can attract and retain highly skilled educators. Irfan, a student from school 3, remarked that:

"Financial stability and a good salary package are noteworthy motivators for teachers, particularly in the public sector."

Teachers require work-life balance in order to feel good and realign their concentration. The teaching profession provides a favorable balance between professional and personal life, enabling instructors to actively pursue their hobbies and interests beyond their job commitments. Teachers can enhance their general well-being and motivation by establishing an appropriate balance between their professional and personal lives. Amir, a student from school 3, remarked that:

"Work-life balance is important, and the teaching profession offers a great balance between work and personal life."

Insufficient training and development opportunities affect the progress and motivation of teachers. Educators want avenues for enhancing their expertise and understanding to remain updated on contemporary pedagogical approaches and technological advancements. Through the provision of training and development opportunities, we can encourage teachers to enhance their performance. Ahmed Zeb, a student from School 3, expressed the following:

"Lack of training and development opportunities deters teachers' development and motivation."

Acquiring respect and recognition from both school administration and government is essential for enhancing teachers' morale and motivation. In order to maintain motivation and commitment to their career, teachers require recognition and appreciation from both their employers and the government. Through demonstrating respect and acknowledgement, we may enhance teachers' job happiness and retention. Basheer, a student from school 3, remarked that:

"Respect and recognition from the school administration and government are essential in enhancing teachers' morale and motivation."

Inquiry number three examines the importance of a conducive learning environment in achieving educational goals. Teachers have expressed concerns about the negative impact of the inadequate state of their classrooms on both their teaching experience and the students' ability to learn. It is important to enhance the physical conditions of our classrooms in order to establish a supportive and inclusive learning environment. Aman from school 2 emphasised this point.

"The miserable state of my classroom, with its broken lights and lack of ventilation, creates a noxious environment that not only affects my teaching experience but also impacts the students' ability to learn."

Cooperation and mutual support among teachers can convert a school into a flourishing educational community. Teachers can engage in information sharing, seek mentorship, and foster professional development, resulting in enhanced teacher contentment and improved student achievements. By cultivating a culture of collaboration, we may establish a favorable work environment. Noman, a student from school 2, expressed that:

"When staff members come together in a courage of collaboration and mutual support, the school is transformed into a successful learning community where teachers can share knowledge, seek guidance, and grow together."

The physical conditions of our classrooms have a significant influence on our motivation and overall state of well-being. In order to establish an optimal learning environment, it is necessary

that we tackle the challenges present in our classrooms. Enhancing our classrooms has the potential to enhance teacher motivation and student results. Haneef School 3 reported that;

"The physical conditions of our classroom have a profound impact on our motivation and overall well-being, and it is important that we concentrate on these issues to make a conducive learning environment."

By establishing a culture characterised by collaboration and collective effort, we can establish a school atmosphere that is encouraging, inclusive, and intellectually interesting. This can result in enhanced teacher satisfaction, student involvement, and academic success. Through collaboration, we may establish a favorable and efficient work atmosphere. Saleem, a student from school 4, remarked that:

"By encouragement a culture of cooperation and teamwork, we can make a school environment that is supportive, inclusive, and motivating, leading to improved teacher satisfaction, student engagement, and academic accomplishment."

Discussion and Findings from Classroom Observations

Classroom observations shows that several teachers appeared unprepared, lacking a clear class plan and relying on outdated teaching methods that emphasized teacher-centered learning. This technique resulted in passive learning, since pupils showed little interest in engaging with the content or asking questions. To gain students interest they could adopt student centered learning methodology or tactics and make them active learner but they didn't adopt it. In addition to that Some teachers were came late they even didn't disclose the reason for coming late for their class. some teachers were not prepared to properly manage classroom time according to different activities.

The classroom layout also hampered collaborative learning, with desks organized in typical rows, discouraging group projects. Furthermore, insufficient ventilation and lighting in many classrooms made for an uncomfortable learning environment. Teachers struggled to maintain discipline, causing interruptions and obstacles to the teaching and learning process. However, one school revealed a ray of optimism, with pupils demonstrating some social skills, such as asking for Permission to join or leave the classroom.

Students' unhappiness with their teachers was revealed through focus group interviews, with many wishing for a more pleasant and supportive interaction. Students felt unappreciated since teachers rarely praised or acknowledged their accomplishments. The teaching tactics were viewed as uninteresting and monotonous, resulting in a lack of enthusiasm in the classroom. However, some students acknowledged and appreciated teachers who motivated and supported them to achieve their goals.

Furthermore, these findings suggest that teachers should use more effective and engaging pedagogical techniques, focus student-centered learning, and create a supportive classroom climate that encourages motivation and learning.

Discussion

Our study is qualitative in nature, and it examines the various aspects that influence teacher motivation and its impact on student learning. Notably, whereas instructor participants held similar beliefs on motivation, small discrepancies appeared. Our results are consistent with Shishigu's (2015) study, in which teachers characterized motivation as a high level of commitment and dedication. Similarly, Akhtar et al.'s (2017) research emphasizes emotion as an important component of motivation, which is consistent with our participants' emphasis on enthusiasm for demanding tasks. However, our study differs in that it reveals a sophisticated understanding of emotion as a motivator for overcoming obstacles, whereas Akhtar and Iqbal's study focused on emotion as a means of achieving organizational goals. These findings highlight

the multidimensional character of teacher motivation and its broad consequences for student learning.

The findings of this study reveal a significant disparity between teachers' self-proclaimed motivational views and their actual classroom practice. While teachers spoke eloquently about motivation in interviews, their actions suggested a different reality. With a few exceptions, participant teachers appeared demotivated, with tardiness, a lack of concern for student behavior, and uninteresting instructional methods. The triangulation of interview and observation data demonstrated a gap between teachers' statements and actions, contradicting earlier studies. Gobbil and Keamu (2017), Tanveer et al. (2012), and Thommen et al. (2021) highlight the significance of intrinsic motivation for teachers. Notably, some teachers displayed intrinsic motivation by expressing enthusiasm for teaching science and involving pupils in laboratory experiments. This study emphasizes the need of educators reflecting on their practices and aligning them with their stated motivational values in order to build a more authentic and engaging learning environment.

Teachers in the study wished for a sense of respect and acknowledgment in Pakistani society, which they believed was absent. They also wanted a say in decision-making processes and opportunities for professional development. These findings are consistent with Ahmed et al.'s (2013) research, which found an insufficient number of professional development programs in Pakistani public schools, leaving instructors unprepared to use modern teaching approaches. This lack of professional growth has a direct influence on students, who struggle to apply what they've learned in real life. Furthermore, Javaid (2009) stressed the importance of teacher participation in decision-making processes such as curriculum design, policy formation, and textbook construction, emphasizing the necessity for teachers to be recognized as professionals with a stake in defining education. By acknowledging these concerns, we can work to empower teachers and improve the quality of education in Pakistan.

The findings of this study show a clear trend among participating teachers, who were mostly motivated by extrinsic factors such as job stability, attractive wages, flexible working hours, incentives, and awards. The assurance of job stability in the public sector was a top priority for all twenty-four participants, who stressed its importance in their decision to continue teaching. This finding is consistent with Bari's (2017) observation that public sector principals lack the authority to hire or fire employees, creating a sense of job security for instructors. Parveen et al.'s (2015) study in Karachi, Pakistan, discovered that job stability led to complacency among teachers, who prioritized their own interests over students' learning outcomes. However, our findings differ from Nadim et al.'s (2012) study in Punjab, Pakistan, which found teacher discontent with compensation increases due to increasing expenses. These findings emphasize the complicated relationship of factors impacting teacher motivation in Pakistan's Public schools. This study found an important part of extrinsic motivation in teachers: their working hours. Participants from all three schools stated complete satisfaction with the half-day schedule, which is consistent with Cents-Boonstra et al.'s (2022) results that limiting teaching hours increases teacher motivation. However, contrary to Khadkaj's (2021) recommendations that both financial and non-financial rewards increase teacher motivation, our study found that teachers in all three schools received no appreciation or incentives, highlighting a missed opportunity to foster motivation and dedication among educators.

The study's findings highlight the importance of a supportive classroom atmosphere in increasing teacher motivation. Teachers describe a lack of basic amenities and cleanliness difficulties in classrooms, which produces a demotivating work environment. This is consistent with earlier study, which emphasizes the importance of classroom environment in motivating teachers. When teachers work in a pleasant setting, they are driven to do their best.

However, the study demonstrates a mismatch between Teachers and students. Students show dissatisfaction with their teachers' actions and attitudes, which impedes their learning experience. This underscores the necessity of developing a solid teacher-student relationship, as previous research has indicated. Teachers have an important role in assisting students' learning, and a positive relationship is necessary for academic achievement.

While the study's findings may not be generalizable due to the small sample size, they nevertheless provide useful information about the experiences of instructors and students in public schools. The study emphasizes the relevance of both extrinsic and intrinsic teacher motivation, as well as professional development initiatives, decision-making participation, and teacher respect. By allowing instructors to take ownership of their work, they can generate a sense of pride and responsibility, which leads to higher motivation and better student outcomes. Overall, the study underlines the need for Policymakers, legislators, educators, principals, and teachers to reconsider and improve their ways to promoting teacher motivation and student learning. We can encourage academic success and improve educational outcomes by establishing a supportive work environment and excellent teacher-student connections.

Implications and conclusion

The results of this study have important repercussions for decisions made by policymakers, teachers, and administrators in educational institutions. It is vital to address both the intrinsic and external factors that influence teacher motivation in order to raise the level of motivation among teachers and improve the learning of students. It is possible to increase teacher motivation by providing opportunities for professional growth, involving teachers in decision-making processes, and fostering an environment in the classroom that is supportive by providing these possibilities. Furthermore, empowering teachers to take responsibility for their job can be accomplished by acknowledging their concerns and objectives, such as gaining respect and recognition in the community by the students.

This investigation emphasizes on the intricate relationship of variables that affect teacher motivation and its influence on student learning. The results emphasize the necessity of a multifaceted strategy to enhance teacher motivation, which should encompass both intrinsic and extrinsic motivators. We can strive to establish a more authentic and engaging learning environment that promotes academic success and enhances educational outcomes by comprehending and addressing the concerns and aspirations of instructors. In conclusion, this investigation underscores the significance of prioritizing teacher motivation and well-being in order to improve the quality of education in Pakistan.

Recommendation

To truly empower educators and instill in kids a love of learning, Policymakers must prioritize professional development programs that support teachers at all stages of their careers. Teachers who invest in continual training and support can stay up to date on the latest teaching approaches, inspiring their students' desire for learning. Principals play an important role in this process because they must actively connect with their staff, solicit feedback, and include teachers in decision-making processes that define the school environment. Principals may boost teacher enthusiasm and foster a collaborative, inclusive climate that benefits everybody. Teachers must attempt to understand their students' particular requirements and design engaging activities that are appropriate for their levels.

Professional development programs can encourage teachers to experiment with novel tactics such as group work, conversations, and technology integration, which can help catch students' attention and promote a love of learning. Teachers who cultivate great relationships with their students and embrace new ideas can become beacons of motivation and inspiration,

encouragement a lifetime love of learning in the next generation. This collaborative effort can result in a transformative educational experience that enables students to realize their greatest potential.

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