

Received: 05 February 2024, Accepted: 31 March 2024

DOI: <https://doi.org/10.33282/rr.vx9i2.06>

Exploring the Effects of Motivational Factors of Teachers on the Students' Academic Achievement: A Study of Secondary Level Schools in Khyber Pakhtunkhwa, Pakistan

¹Aftab Ahmad, ²Dr. Sameer Ul Khaliq Jan, ³Irfan Zaman Khan, ⁴Dr. Shahid Iqbal, ⁵Dr. Abdur Rashid and ⁶Dr. Muhammad Ishaq

1. Department of Education, Mohi-ud-Din Islamic University, Pakistan.
2. Department of Social Work, Shaheed Benazir Bhutto University, Wari Campus, Dir Upper, Pakistan. *Corresponding author e-mail: sameer@sbbu.edu.pk*
3. Department of Public Health Engineering, Khyber Pakhtunkhwa.
4. Institute of Education and Research, University of Peshawar, Pakistan
5. Department of Education, Shaheed Benazir Bhutto University, Wari Campus, Dir Upper, Pakistan.
6. Department of Education, Mohi-ud-Din Islamic University, Pakistan.

Abstract

This study was conducted to explore the effects of motivational factors of teachers on the students' academic achievement at secondary-level schools in Khyber Pakhtunkhwa, Pakistan. The population of the study was the selected secondary school heads of Malakand Division, Khyber Pakhtunkhwa, Pakistan. Data were collected from 20 school heads through an interview guide by using a purposive sampling technique. The interviews were transcribed and analyzed through thematic analysis. The result shows that there are two main motivational factors one an intrinsic factor and the other one is an extrinsic factor. The Intrinsic motivation factors include; achievement, responsibility, recognition, career development, advancement and promotion. The extrinsic motivation factors include salary/pay, job security, working environment, supervision, and interpersonal relationships. These factors directly affect the teacher's motivation and indirectly affect the student's academic performance. Based on the findings of the study the government may facilitate the teachers in multiple ways like as time promotion,

working environment, training, and job security to motivate the teachers for better performance.

Keywords: Teachers motivation, student academic achievement, schools, Pakistan

Introduction

A community's growth and collapse can be related to the rise and fall of science education, accordingly. A scientifically and technologically advanced country is more developed than one with a weak scientific base (Faize & Dahar, 2011). According to Carrillo (2015), science has contributed significantly to human existence, culture, and civilization. It is a foundation for personal and social development, and its outcome benefits human society and creates prosperity. Secondary school science subjects (biology, chemistry, and physics) are extremely important in the field of education. Students who take science classes improve their observation, experimentation, critical thinking, and problem-solving and practical work skills. Students learn new theories that emphasize the ability to manipulate the physical world (Bean & Melzer, 2021). Garret (2019) viewed that teachers' motivation is one of the emerging aspects of educational research not only for educationists but for psychological experts as well. Gîlmeanu (2015) viewed that motivation has a central position in the action of any human task. Without proper motivation, an individual cannot perform properly. Waiyaki (2017) viewed that highly motivated employees are more productive and perform better. Motivation is a driving force which enables an individual to perform certain tasks to achieve the goals. Likewise Usman (2015) viewed that motivation is purposive, designated and goal-oriented behavior that involves certain factors or

forces acting on or within the individual in order to initiate, sustain and direct behavior. Sophia (2014) argued that teachers' motivation is intrinsic and extrinsic derives which influence the teacher work performance to achieve the goals. Inner wish or self- interest of the individuals is known as intrinsic motivation while extrinsic motivation originates from a source outside the individual. Extrinsic motivation allows a person to work in return of rewards or to avoid punishment while intrinsic motivation expresses an activity of people who engaged on task on own sake, without expecting any incentive in their act (Begum & Hamzah,2017). Teacher should be motivated intrinsically and extrinsically so as to improve on the teaching skills that results to students' academic performance (Jang, Kim & Reeve, 2012). Krystle, (2012) studied that intrinsic motivation involves factors that led to satisfaction included achievement, interest in work, responsibility, and advancement and extrinsic factors that caused dissatisfaction were institutional policy, institutional administrative practices, supervision, interpersonal relationships, working conditions, and salary.

Objective of the Study

I. To explore the effects of motivational factors of teachers on the students' academic achievement at secondary-level schools in Khyber Pakhtunkhwa, Pakistan.

Methodology

The current study is qualitative. The purpose of the study was to explore the effects of motivational factors of teachers on the students' academic achievement at secondary-level schools in Khyber Pakhtunkhwa, Pakistan. Furthermore, a purposive sampling technique was adopted for the selection of school heads after proper consent from each participant of the study. Data were collected from 20 school heads through an interview guide. The collected were then transcribed and data thematic analysis was employed to see the common pattern in the

response. Each interview was observed thoroughly to collect relevant information concerning a particular theme and marked with a unique code of reference.

Results

Theme 1: Factors which motivate the teachers

1.1 *Intrinsic Factors*

1.1.1 *Achievement*

The principals were asked about the intrinsic motivation factor achievement. One of the participants stated that;

“Achievement motivation is essential. If the students give feedback to the teachers, they will be motivated, and if the students are not interested in learning, the teachers will also be disheartened to do work efficiently. Good student results and teachers’ academic achievement in their career more motivate the teachers”

Another respondent viewed that;

“Positive achievement includes achieving a specific success, such as completing a difficult task on time, solving a job-related problem, or seeing positive results of one's work. Negative achievement involves failure to progress at work or poor decision-making on the job. Teachers are motivated when they accomplish complex tasks on time”

It is evident from the above statements of the respondents that achievement is source of motivation if the students giving feedback to the teachers and receiving good marks in

the exam will motivate the teacher in teaching. Teachers are motivated when they accomplish complex tasks on time.

1.1.2 Responsibility

The principals were asked about the motivation factor responsibility. One of the principals stated that;

The respondent viewed that

“Most school heads said that responsibility is also a factor that motivates teachers. If given charge of a class in charge, curricular actives, student affairs, official matters to the school teacher, he becomes motivated and will perform better.”

Another respondent stated that

“Some time teachers become demotivated due to giving extra responsibilities which become Burdon on teachers and they do not work efficiently”

The above statement of the participant’s showed that when teachers assigned the responsibilities like class inchargeship, student affairs, official matters teachers motivate to perform better. Sometime teachers demotivate when give extra responsibilities they feel Burdon and do not work efficiently.

1.1.3. Recognition

The principals were asked about the motivation factor recognition. A 29-year-old respondent was of the view that;

“Recognition and appreciation: Most principals said that recognition for a teacher well done is his top motivator. He emphasizes that recognition is an enriching experience for an excellent classroom teacher and their students. It offers hope for meaningful recognition to other teachers working to improve student learning outcomes. When teachers are recognized, they will perform better; if not, their performance will reduce.”

Another respondent stated that;

“Positive recognition happens when employees receive praise or rewards for reaching specific goals or producing high-quality work. At the same time, negative recognition at work includes criticism and blame for the job done. The job must praise or reward employees when they reach specific workplace goals to motivate them.”

.From the above statements of the participates it demonstrates that recognition is the top motivator for teachers when teachers are recognized they perform better . when employ receive praise or reward they will motivate to achieve their goals.

1.1.4. Career Development

The principals were asked about the professional development.

One of the principals said that

“Carrer development is also good factor of motivation. further they said training, workshops, seminars, conferences, are very important for the enhancement of professional skills but unfortunately it done in rare cases. Some training agencies are not sufficient like PITE, Induction etc.”

Another respondent viewed that:

“For professional growth study tours should be arranged by the government on international level to know about modern technologies and modern teaching methodologies use in science teaching in the developed countries to improve of professional skills and it is the best source of motivation”

The above statements of the respondents showed that career development like training ,workshops, seminars, conferences is good factor of motivation but these practice are in rare cases some training agencies like PITE is not sufficient in this regard. The study tours at international level should arrange to motivate teachers and improve their professional skills.

1.1.5. Advancement and Promotion

The principals were asked about the motivation factor advancement and promotion

Three of the respondents stated that:

“Promotion is not the motivation factor it is should be according to seniority .and it should be on the basis of efficiency of the teachers and some said that rapid base promotion motivates the teachers on their performance.”

Another respondent said that:

“There should be established clear rules and policies for advancement and promotion in the department to motivate the teachers. Further said some teachers favored by the authorities due to political interference which led to demotivate the teachers”

The above statements of the respondents demonstrate that promotion is not a motivating factor this is given on the bases on seniority bases but some teachers are motivated by rapid promotion .

1.2 Extrinsic Factors

1.2.1 Salary and Pay

The principals were asked about the salary and pay. The respondents viewed that:

“Salary and pay are increment is also good factor of motivation if the teachers paid reasonable salary according to their basic need the will motivate more if not their performance will be poor.”

Another respondent said that:

“Providing incentives, allowances, bonuses, annually increments in salaries by government and school management increase the motivational level of the teachers”

Another Respondent viewed that:

“Pay is the motivating factor but the Current salary and pay is not sufficient for our daily expenses, most of the teachers earning money through business and coaching centers.”

The above statements of the participant’s evident that annually salary increment and providing incentives, allowances motive teachers in the job .the current pay is not sufficient for our daily expenses some of the teachers engaged in business and coaching center for their financial growth.

1.2.2 Working Conditions

The principals were asked about the working environment

One of the respondents said that

“Conducive school environment also the factor of motivation they if the teachers provide basic facilities in the school and reasonable work load low stress they will motivate more.”

Another respondent viewed that:

“Providing physical facilities like good classrooms, teaching aids, furniture, libraries, staffroom, washroom, transport, Accommodation, meal, Tea and first aid medical facilities the teachers taking interest in teaching learning process and motivate”.

The above statements of the respondents showed that conducive school environment without stress, reasonable workload and providing of basic facilities like accommodation, medical benefits staffroom, washroom, meal, motivate teachers in teaching.

1.2.3. Job Security

The principals were asked about the Job security

Two of the respondents viewed that

“When the teachers are secured in their jobs they will more motivate towards teaching. If they are unsecure, they will be in stress and cause demotivate in their career”

Another respondent stated that:

“Job security is very important factor of motivation some teachers were recruited on Adhoc bases they were unsecure in their job went to go foreign countries for earning money and some wants for searching permanent jobs. There have lack of interest in teaching”

The above statements of the participant’s demonstrate that job security motivate the teachers and stress and insecurity cause demotivation. It is good factor for motivation some teachers were recruited on adhoc bases they were unsatisfied from their job and searching foreign jobs and permanent jobs and lack of interest in teaching.

1.2.4. Supervision

The principals were asked about the supervision

Two of the respondents explained that:

“Good management and supervisory skills encourage the teachers in their teaching. if the head is cooperative and supportive to the teachers in achieving the academic goals their motivational level increases”

Another respondent of 50 years age said that:

“Quality instructional supervision develop good professional skills, leadership skills, planning, assessment skills in teachers. The good communication, coordination and communication of school head increase the motivational level of teachers”

The above statements showed that good supervisory and management skills, good instructional supervision, leadership qualities, coordination and communication of head increase the motivation level of the teachers.

1.2.5 Interpersonal Relationship

The principals were asked about the interpersonal relationship

One of the respondents stated that

“Good interpersonal relationship between teachers and students, heads and teachers and teachers and colleges more motivate the teachers. If teachers have good communication with their colleges, head, management and students they will motivate more”

Another respondent said that:

“The institution runs through a teamwork of teachers and principal and management. if there is a sense cooperation, help, support, love among the teacher and students and teachers and management will increase the motivation level of the teachers.

From the above statements of the respondents it is evident that good interpersonal relationship, sense of cooperation, help, and support between head, teachers and student increase the motivation level of teachers.

Discussion

The aim of the current study was to find out factors of teachers' motivation in science subjects at secondary level.

Intrinsic motivation factors

Achievement

The study revealed that achievement is source of motivation if the students giving feed back to the teachers and receiving good marks in the exam will motivate the teacher in teaching. Teachers are motivated when they accomplish complex tasks on time that lack enthusiasm or enthusiasm may unwittingly suppress students' curiosity and excitement, which can hinder engagement and restrict academic growth (Fulton et al., 2019). Oko (2014) noted that motives are desires to attain goals. Thus, the stronger these desires are present during teaching-learning encounter; the greater will be the efforts towards achieving these goals. Therefore, teacher motivation ensures that both teachers and learners sustain their efforts in a goal to achieve expected objectives of the classroom encounter.

Responsibility

It was found that when teachers assigned the responsibilities like class incharge ship, student affairs, official matters teachers motivate to perform better. Sometime teachers demotivate when give extra responsibilities they feel Burdon and do not work efficiently. The self-determination theory is in line with the established motivating factors, which emphasize the value of intrinsic motivation in promoting a sense of autonomy, competence, and relatedness (Ryan et al., 2021).

Recognition

It was found that recognition is the top motivator for teachers when teachers are recognized they perform better. When employ receive praise or reward they will motivate to achieve their goals. These results are also supported by Alderman, (2013) that to increase teachers' motivation, it is essential to acknowledge and value their efforts and successes.

Career Development

It was found that career development like training, workshops, seminars, conferences is good factor of motivation but these practices are in rare cases some training agencies like PITE is not sufficient in this regard. The study tours at international level should arranged to motivate teachers and improve their professional skills. These results supported by Cole (2011) who states that, there are many benefits associated with training, which include: high morale and states that, employees who receive training have increased confidence and motivation.

Advancement and promotion

It was found that Promotion is not a motivating factor this is given on the bases on seniority bases but some teachers are motivated by rapid promotion These results are supported by the Ndiujye & Tandika, (2019) Timely promotion as a motivation factor for job performance among pre-primary school teachers. suggested that, when teachers are timely promoted/motivated they will love their teaching profession; they will teach effectively that may help the pupils to increase their academic performance.

Extrinsic motivation Factors

Salary/ Pay

It was found that annually salary increment and providing incentives, allowances motive teachers in the job .the current pay is not sufficient for our daily expenses some of the teachers engaged in business and coaching center for their financial growth. Madubochi (2021) who observed that employers' compensation scheme influences the commitment level of the workers.

Job Security

It was found that job security motivates the teachers and stress and insecurity cause demotivation. It is good factor for motivation some teachers were recruited on adhoc bases they were unsatisfied from their job and searching foreign jobs and permanent jobs and lack of interest in teaching. This study supported by Purohit, & Bandyopadhyay (2014) found that job security to be the most preferred factor of motivation, closely followed by interesting work and respect and recognition.

Working environment

The study revealed that conducive school environment without stress, reasonable workload and providing of basic facilities like accommodation, medical benefits staffroom, washroom, meal, motivate teachers in teaching. This result is consistent with the research, conducted by Agbozo et al. (2017); Katabaro & Yan (2019); Malik et al. (2011) which states that the physical environment has a positive effect on the work environment.

Supervision

It was found that good supervisory and management skills, good instructional supervision, leadership qualities, coordination and communication of head increase the motivation level of the teachers . These results supported by the research conducted by Ariffin, Idrisb & Abdullahe (2015) Teaching supervision is an important aspect in education system as it can enhance the quality of teaching in schools. It can also enhance work performance and increasing job motivation.

Interpersonal relationship

It was found that good interpersonal relationship, sense of cooperation, help, support between head, teachers and student increase the motivation level of teachers. These results supported by Suntani et al (2021) that interpersonal communication, it will be easier to convey something, whether it is a form of openness, showing empathy, providing support, a positive feeling, and fostering a sense of equality or equality and increasing teacher work motivation.

Conclusions

This study was conducted to explore the effects of motivational factors of teachers on the students' academic achievement at secondary-level schools in Khyber Pakhtunkhwa, Pakistan. The study found that there are two main motivational factors one is intrinsic factor and the other one is intrinsic factors. The Intrinsic motivation factors include; achievement, responsibility, recognition, career development, advancement and promotion. The extrinsic motivation factors include salary/pay, job security, working environment, supervision, and interpersonal relationships. These factors directly affect the teacher's motivation and indirectly affect the student's academic performance. Based on the findings of the study the government may facilitate the teachers in multiple ways like as time promotion, working environment, training, and job security to motivate the teachers for better performance.

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