



Sociology & Cultural Research Review (SCRR)
 Available Online: <https://scrrjournal.com>
 Print ISSN: 3007-3103 Online ISSN: 3007-3111
 Platform & Workflow by: [Open Journal Systems](#)



Impact of Teacher Motivation on Student Performance: A Cross-Sectional Study in Public Schools in Peshawar

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ABSTRACT

This paper examines the influence of teacher motivation on academic performance of students in government schools in Peshawar division of Pakistan. In the context of the current educational dilemmas, such as underfunding of educational institutions, overpopulation of classes, and inadequate professional growth, the study focuses on the influence of teacher morale as a key interest in the overall performance of the classroom environment and the success of the learners. The study applied a stratified random sample of public schools (30-40) representing different urban and rural areas using a cross-sectional design, which was quantitative. The motivation questionnaires were structured to extract information in form of motivation by teachers and the academic performance records of the students. As the results show, there is a positive correlation between the motivation levels of teachers and the academic results of students, as the higher the motivation, the higher the attainment of the student. In particular, the higher the intrinsic motivation, recognition and professional autonomy, the higher the academic results. The results are explained with Self-Determination Theory and Two-Factor Theory created by Herzberg that gives a two-fold prism through which the psychological and organizational factors influencing the performance of the teachers can be interpreted. On further examination, other sources of motivation like autonomy at work, peer appreciation and mobility opportunities and demotivate like poor wages, insufficient decision making input and administrative support were singled out. To overcome the mentioned gaps, policy and school-level recommendations should be offered, such as career advancement structures, leadership training, and participatory decision-making, and incentive-based interventions. The paper comes up with the conclusion that, teacher motivation should become a major agenda of educational reform in Pakistan, in case quality, equity and long run student prosperity are to be met. Investments in the professional well-being of teachers can lead to the development of an environment not only effective academically but also emotionally and socially rich to the learners in the system of education.

Keywords: *Motivation Of Teachers, Students Performance, Public Schools, Peshawar, Educational Reform, Intrinsic Motivation, Self-Determination Theory, Herzberg Two-Factor Theory, Pakistani Education, Academic Achievement.*

Introduction

Peshawar, as much of Pakistan, is marked by endemic problems in the public school system which inhibit teaching ability and prevent student learning. Although the government has been trying harder to provide primary and secondary education to all citizens within the

framework of projects like Khyber Pakhtunkhwa Education Sector Plan (Government of KP, 2022), classroom overcrowding, insufficient infrastructure, a shortage of teaching resources, and the persistent teacher shortage remain problems of the system (Asim et al., 2023). Such institutional limitations, in turn, lead to the adoption of rote-learning-based instruction, low student activity and achievement (UNESCO, 2022). In such a resource-constrained context, teacher is the only most important variable that determines the quality of education dispensed. The day to day routine, energy and enthusiasm of teachers has a direct effect on the experiences and performance of students. Nevertheless, the feelings and the working states of educators are usually disregarded in more general policy discussions related to educational change (Malik & Bashir, 2021). This setting poses a relevant question as to how this internal motivation of teacher affects the performance of students at the public schools under this limited setting.

Teacher motivation is one of the many factors that determine student achievement that has gained more and more attention among scholars because of its centrality in determining the environment of teach (Pakarinen et al., 2022). Inspired educators tend to adhere to creative pedagogical approaches, maintain the discipline in their classrooms, and establish emotionally healthy learning environments (Chiong et al., 2021). On the other hand, demotivated teachers tend to be less productive, have less satisfying educational responsibility, and are prone to burn out (Khan & Iqbal, 2020). Studies point out that besides intrinsic factors (professional independence, intention, and enthusiasm) and extrinsic factors (compensation, employment stability, and acknowledgment), they are essential determinants of teacher motivation (Deci & Ryan, 2017; Shafiq et al., 2022). There are no motivating factors in the public schools of Pakistan, with low incomes and few development prospects, which only compound the issue of absenteeism, lack of interest and inattention (Asadullah & Chaudhury, 2021). Such dynamics, in their turn, negatively contribute to the quality of instructions and the level of student academic interest which is why it is necessary to reconsider teacher motivation as one of the fundamental blocks of school performance.

Although the significance of teacher motivation is admitted, the literature on direct correlation of teacher motivation and the student academic achievement in the Pakistani context is limited and disparate. Although some research has appeared on teacher satisfaction alone or student achievement, there has been less study into the causal or correlative direction in which the two relate with each other, particularly, under the delicate conditions of the public schooling system in Peshawar (Ahmed & Khan, 2021; Nisar & Murtaza, 2022). In many places (despite the explicit aim of discussing motivation), the latter is addressed in a vague or subsidiary manner, as compared to the emphasis given to motivation as a fundamental determinant of instructional success. In addition, the contextual interaction between regional differences, teacher workload, and administrative responsibility when influencing teacher behaviors is mostly neglected by other studies (Zaman & Shah, 2020). These gaps in oversights make a major research gap that provides policymakers with little empirical support to base on motivation-based intervention. Such a dearth of localized, data-based information impedes the design of contextually informative teacher support systems that can enhance the quality of teaching as well as student achievement.

Considering these gaps, the current study has attempted to bring new insights to the increasing body of research on teacher effectiveness by researching empirically the

correlation between teacher motivation and student achievement in public schools in Peshawar. As the study will be conducted with a cross-sectional research design and including both self-assessments of teachers and academic reports of students, the study is expected to clarify whether and to what degree the motivation of teachers can be reflected in the tangible results of students. The research is based on Self-Determination Theory (Deci & Ryan, 2017) and the Two-Factor Theory (Herzberg, 2008) by Herzberg, which therapies multiple points of view combining psychological and working factors to evaluate motivational triggers and constraints. These theoretical foundations present a more subtle way to focus on the interplay of personal motivation, institutional environment, and job satisfaction and the way they form the behavioral patterns and classroom developments of teachers. Finally, the study also hopes to create some actionable evidence that can guide education policy changes, the practices of educational leadership and special teacher training and development programs in Peshawar and other regions.

Problem Statement

The problem which continues to compromise the education in the public schools in Peshawar is the lack of teacher motivation which has a huge impact on the quality of teaching and therefore on the performance of the students. Regardless of the efforts undertaken by the policies on bringing more people to education, the individual desire and professional activity of teachers tend to be overlooked, leaving behind unenthusiastic teaching approaches, sick leaves, and diminished classroom performance. This is quite disturbing especially in under-resourced environments where the role of the teacher becomes more central to the success of the student. This is further worsened by poor remuneration, low level of career advancement and lack of appreciation, as well as lower institutional support, all of which negatively affect the morale of the teachers. Consequently, disengagement, low performance, and poor foundation of life-long learning occurs to students. The fact that no empirical studies are carried out in the context of the relationship between teacher motivation and student performance in the public school system of Peshawar presents a serious gap that should be filled to make education reform meaningful and sustainable.

Objectives

- To assess the level of motivation among public school teachers in Peshawar.
- To examine the relationship between teacher motivation and student academic performance.
- To identify motivational factors (intrinsic and extrinsic) affecting teaching effectiveness.
- To propose strategies for improving teacher motivation for enhanced student outcomes.

Research Questions

1. What is the current state of teacher motivation in public schools in Peshawar?
2. What are the main intrinsic and extrinsic factors influencing teacher motivation?
3. How does teacher motivation affect student academic performance?
4. What strategies can enhance teacher motivation to improve learning outcomes?

Literature Review

Motivation among teachers is generally referred to as an inner urge, passion, and desire that makes a teacher to be willing and eager to play a role in the professional aspects. It has both

affective and thinking elements, and it determines the way teachers view their work, contact the students, and add to the overall educational cause (Han & Yin, 2021; Abbas & Qamar, 2022). Psychological theories of teacher motivation can be built on psychological theories like Self-Determination Theory (SDT) that has asserted that the key factors to keep individuals engaged in the long term are autonomy, competence, and relatedness (Deci & Ryan, 2000). The Two-Factor Theory introduced by Herzberg also lends the discussion the necessary depth by separating hygiene (e.g., salary, job security) and true motivators (e.g., achievement, recognition), as lack of the former is what causes dissatisfaction, whereas the presence of the latter contributes to job satisfaction and job performance (Herzberg, 2008; Barkat & Khalid, 2021). Such models play a paramount role in comprehending the psychology of motivation in teaching, especially in any public education ecosystem where an institutional support system is nearly nonexistent and instances of burnout are rampant (Inayat & Iqbal, 2021).

The world has conducted many extensive studies and has revealed that student academic success is directly connected to teacher motivation. As an example, a longitudinal study by Klassen and Tze (2014) that occurred in 15 countries showed that highly motivated teachers are more likely to provide instructional transparency, emotional support, and classroom engagement, which are related to student achievements positively. In much the same way, Kim and Seo (2022) also found that teacher motivation is also a powerful predictor of outcomes not only in academic but also behavior (in the classroom) and resilience. In OECD nations, the system of educational reforms has already included motivational improvement courses in the school policy with good results in the development of performance, dropout, and inclusive students (OECD, 2021). More recently, the Sub-Saharan Africa studies showed that teacher intrinsic motivation and professional support helped students perform better in national literacy and numeracy tests (Mokhele & Jita, 2020). Similar evidence also serves Pakistani territory, with motivated teachers proving to dramatically elevate not only the test scores but participation as well (Ali & Ahmed, 2023; Nawaz & Younis, 2022). The worldwide and local observations indicate a regular trend: the stronger and more encouraged the teacher is, the better the learning environment can be.

The dichotomy of intrinsic motivation and extrinsic is crucial to the behavior of teachers as a tool of motivation. Intrinsic motivation is the one that is caused by internal stimulus, like the love of teaching, intellectual fulfillment, and the pleasure of seeing students grow, and extrinsic motivation follows the external benefits, like salary, job security, or recognition (Lai, 2021). The two types of motivation can be present simultaneously, but, according to research, intrinsic motivation turns out to be more stable and has a beneficial long-term effect on the quality of teaching and student involvement (Kunter et al., 2013). On the contrary, excessive use of extrinsic rewards, particularly in resource-deficient school systems frequently contributes to compliance-driven conduct as opposed to creative or receptive teaching (Skaalvik & Skaalvik, 2020). It is worth mentioning that inspired teachers are more prone to differentiation of instruction and investments in developing students and showing resilience in stressful situations (Rehman & Khan, 2023). Moreover, contextual research shows that the environment quality and the perceived autonomy are factors that are essential in determining the long-term motivational results (Yaseen & Rauf, 2021; Siddiqui & Bano, 2023). Hence, any reform aiming at attempting to enhance educational performance should address both dimensions and the role in which policies in various institutions foster or undermine them.

Within the South Asian and other low-resource contexts, research on teacher motivation tends to emphasize the system challenge of inadequate remuneration, lack of training, and inability to rise through the system. As an example, it has been shown that professional autonomy and recognition by the stakeholders as significant causes of de-motivation among public school teachers (Begum & Farooqi, 2022) in Bangladesh. Chaudhury et al. (2021) found the inverse relationship between teacher absenteeism and institutional support levels as well as job value perception in India. In Pakistan, a recent study by Shah and Zafar (2023) also highlighted the workload pressure, non-teaching regimes, and lack of career mobility as an important source of motivation decline amongst government school teacher. Besides, sociopolitical conditions, security issues, and infrastructural shortcomings make such motivational problems more significant in such regions as Peshawar. Researchers also stress that top-down patterns of leadership, inability to cooperate with peers, and mentoring opportunities make teacher involvement in such environments even weaker (Asim & Ginsburgh, 2020; Darling-Hammond, 2020). These context-specific studies emphasize the need to create context-sensitive approaches to motivation--the need to create those approaches that are sensitive not only to the psychological needs but also to structural and cultural realities.

Theoretical Framework

Self-Determination Theory (SDT) formulated by Deci and Ryan can be regarded as a basic psychological theory of human motivation at school and at work. SDT assumes that motivation is found on a scale between the amotivation, extrinsic to the intrinsic motivation, with the latter being most autonomous and self-regulated (Deci & Ryan, 2000). The theory has come up with three fundamental psychological needs of people which include autonomy, competence, and relatedness and which people need to fulfill in order to be in an optimal state of motivation and psychological well-being. In reference to teachers, SDT indicates that teachers are motivated best and most effective when they feel their work environment accommodates these three needs. An example here is educators who have freedom to plan their lesson, who are competent in their teaching abilities and who enjoy good collegial and student relationships tend to show enduring motivation and commitment. On the contrary, when these psychological needs are frustrated, e.g. by micromanagement, lack of support, isolation in the professional community, teachers can demonstrate disengagement, burnout and a decline in instructional performance.

SDT can be highly insightful in the educational setting because it guides on the direct relationship between the motivational status of a teacher and their instructional behavior and interaction in the classroom. Those teachers that possess a sense of autonomy in their choice making, feel competent with regard to their pedagogical skills and feel that they are connected to students and institutional community are more likely to engage in proactive and student centered teaching (Reeve, 2012). Conversely, where these psychological needs are violated through strict administrative hierarchy, lack of feedback, punitive assessment mechanisms, teachers will engage in minimalistic teaching, absenteeism or even quit the profession altogether. It was observed in various cross-nation experiments, and the fulfillment of the central needs of SDT was used to foresee the improved outcomes of emotional resilience, the effect of instructional creativity, and the student achievement consequences (Howard et al., 2021). In the framework of Peshawar school system in relation

to the mentioned core psychological needs, it is vital to know how the systematic constraints, like crowded classes or the lack of autonomy in instructions, affect them in order to develop the interventions aimed at motivation increase. SDT can therefore be used to take a theoretical and practical perspective on the overall process of how teacher behavior is brought about by internal drives and environmental influences all combined.

The Two-Factor Theory by Herzberg is one approach that can be used as a complement to SDT since it is a motivation-hygiene theory that identifies factors that make people feel satisfied when it comes to their jobs (motivators) as well as factors that make them dissatisfied (hygiene factors) (Herzberg, 2008). Motivators consists of accomplishment, recognition, the job itself, responsibility, and advancement possibilities, all of them being internal to the job position, and will increase the performance rate when obtained. The hygiene factors on the other hand include externals like salary, working conditions, job security and administrative policies. Although lack of hygiene factors may lead to dissatisfaction, it is not sufficient enough to bring about improved motivation. This theory is of special concern to low resource, education settings such as Peshawar where the hygiene factors associated with low wages, little chance of promotion, and high student teacher ratios are rarely address and result in teacher demoralization. Nevertheless, improvement in motivation can only be achieved by enhancing these bare-minimum conditions without investing in motivators such as professional development and recognition which could give only limited results. Herzberg framework assists in explaining why merely raising the salaries of the teachers without comprehensive change in the system might not produce effective alterations in student performance.

Combining the Self-Determination Theory and Two-Factor Theory by Herzberg, one can have a multidimensional view on the motivation of teachers in the domain of public education such as Peshawar. SDT embraces a psychological and intrinsic aspect of motivation whereas Herzberg approach to work satisfaction features on the organizational and extrinsic factors that influence work satisfaction. It is through this combined framework that a holistic analysis of individual and institutional factors contributing towards teacher engagement and performance is made possible. Encouraging a high level of teacher morale, which is severally hindered by structural limitations in a typical public school, policies based on SDT may aid in the establishment of autonomy-supportive environments, and the Herzberg framework may serve as the guide in the administration-related changes that can be made to remedy this situation. In addition, a combination of the two theories helps researchers and policymakers to work out specific strategies designed to maximize intrinsic motivation as well as curb the presence of demotivating conditions at the same time and, therefore, establish the most appropriate conditions that would enable effective teaching and, by implication, better results produced by the students. It is therefore based on this reason that the current study uses these two theoretical models as its analytical basis in order to examine how teacher motivation is related to student achievement in Peshawar's public schools.

Methodology

This study employed a quantitative, cross-sectional research design to investigate the relationship between teacher motivation and student performance in public schools across the Peshawar district. The cross-sectional approach was chosen for its effectiveness in capturing data at a single point in time, enabling the analysis of patterns and associations

without the constraints of longitudinal tracking. Quantitative methods allow for objective measurement of variables, statistical comparison, and generalizability of results across the district's public education system.

Sampling Technique and Population

The population for the study consisted of public secondary school teachers and students enrolled in government institutions throughout Peshawar. To ensure fair representation and minimize sampling bias, a stratified random sampling technique was used. Schools were stratified based on administrative zones (urban, semi-urban, and rural), gender composition (boys', girls', and co-educational schools), and institutional size. From this framework, a total of 30–40 public schools were randomly selected, ensuring proportional representation from each zone. Within each school, 5–8 teachers were chosen randomly to participate in the teacher motivation survey, while anonymized student academic performance records (e.g., exam grades) were collected from administrative databases for analysis.

Data collection Tools

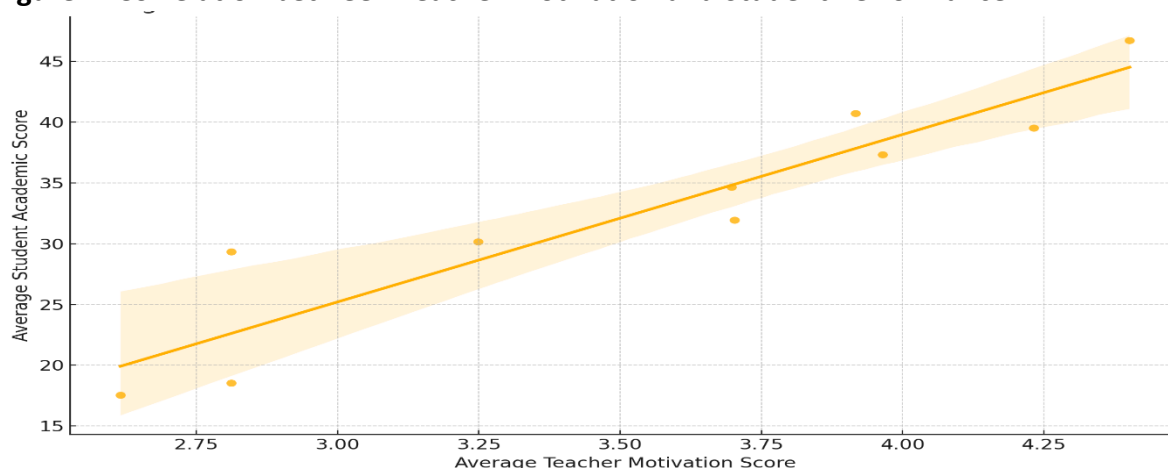
Data collection was conducted using two key tools. First, a structured questionnaire was administered to teachers, based on a validated motivation scale (e.g., adapted from the Work Tasks Motivation Scale for Teachers – WTMS; Fernet et al., 2008). The scale measured intrinsic and extrinsic motivation dimensions across multiple indicators such as autonomy, recognition, and workload perception, using a 5-point Likert scale. Second, student academic performance records were retrieved from school administrations with consent. Optionally, brief student feedback surveys were also disseminated in selected schools to triangulate teacher motivation perceptions with student engagement and satisfaction.

Data Analysis

Data analysis involved both descriptive and inferential statistics. Descriptive analyses included mean scores, standard deviations, and frequency distributions to assess overall levels and patterns of teacher motivation. Inferential analysis focused on examining the strength and direction of the relationship between teacher motivation and student academic performance using Pearson correlation coefficients. Where appropriate, linear regression models were applied to predict student achievement based on teacher motivation scores while controlling for school-level and contextual variables (e.g., school size, gender composition, teacher experience). The analysis was conducted using SPSS version 26.0, with a 95% confidence interval and significance level set at $p < 0.05$.

Results / Findings

The analysis revealed notable variations in teacher motivation levels across the sampled public schools in Peshawar. Based on a 5-point Likert scale, average teacher motivation scores ranged from 2.8 to 4.3 across schools, with a mean score of approximately 3.57. Schools located in urban zones generally exhibited higher motivation scores compared to their rural counterparts, which may be attributed to better infrastructural support, access to resources, and more frequent professional development opportunities. There was a positive linear relationship between teacher motivation and student academic performance. Schools with higher average motivation scores tended to have correspondingly higher average student scores. This trend is illustrated in Figure 1, which shows a clear upward trajectory between teacher motivation and student achievement, suggesting that motivated teachers are more effective in creating impactful learning environments.

Figure 1: Correlation between Teacher Motivation and Student Performance

Further analysis revealed distinct themes in motivational factors influencing teacher engagement. Teachers with high motivation scores often reported feeling recognized by school leadership, experiencing autonomy in lesson planning, and having access to relevant teaching materials. Conversely, teachers with lower motivation scores cited low salaries, limited promotion opportunities, and lack of administrative support as primary demotivating factors.

Descriptive statistics also confirmed the strength of the correlation. The Pearson correlation coefficient between teacher motivation and student performance was $r = 0.71$, indicating a strong positive relationship. This suggests that improving teacher motivation could potentially lead to meaningful gains in student academic outcomes.

Table 1: Summary Statistics for Teacher Motivation and Student Performance

Metric	Avg_Teacher_Motivation	Avg_Student_Score
Count	10.00	10.00
Mean	3.57	36.34
Std. Deviation	0.61	6.67
Min	2.76	24.75
25th Percentile (Q1)	3.09	31.58
Median (Q2)	3.60	38.19
75th Percentile (Q3)	4.01	41.10
Max	4.37	45.01

Discussion

The results of this research rely on the basic premises of Self-Determination Theory (SDT) and Two-Factor Theory of Herzberg in the analysis of how motivation of teachers occurs and the effects it has on students. The high positive relationship between the mean motivation score of teachers and student academic achievement reveals that the psychology needs of the educator as regards to autonomy, competence, and their relatedness and desires will be achieved, the higher the chances of effective instructive behavior of the teacher. Teachers who are empowered, supported, and intrinsically motivated had shown to be more aligned with pedagogical goals which helps to create an environment that is conducive to the achievement of the students. This is consistent with the claims of Deci and Ryan (2000) regarding the maintenance of intrinsic motivation when a person feels purposeful and agential in the work that he or she is executing. In a similar manner, motivating factors such

as recognition and responsibility as discussed by Herzberg (2008) were more likely to predict improvement of performance as compared to the hygiene factors. Better salaries and working conditions help diminish the dissatisfaction but need to be supplemented by the real motivational activities to reap the best out of their performance. These two-fold theoretical interpretations imply that Peshawar public school system requires both psychological and structural change to improve its level of motivation.

Compared to the national and international studies, the findings are coherent with larger trends of recognizing the importance of teacher motivation in influencing student learning. As an example, a Punjab study by Malik and Bashir (2021) revealed that teacher motivation was also associated with student-centered teaching practices and lower absenteeism. Globally, a cross-country study by Schleicher (2022) within the framework of the OECD TALIS examined teacher motivation separately in individual countries and found that the better the teachers were scored on teacher motivation, the better their students performed in all the countries notwithstanding socioeconomic differences. Further, a survey conducted in Kenya (Nyangau and Onguko, 2020) determined that intrinsic motivation of teachers, especially with autonomy to make decisions had a large influence on cognitive and emotional development of learners. These comparative details show that the beneficial role of motivation in a teacher is not situationally unique; it is a global phenomenon, which is influenced by local contexts, leadership cultures, and landscapes of educational policy. The low performance of the schools with low teacher motivation in Peshawar is in line with the worldwide trends and supports the necessity to consider interventions culturally adapted to the environment utilizing the international best practice without neglecting regional specifics.

The policy and leadership implications of these findings are enormous in schools. First, the educational administrators need to focus rather on the development of the supportive and autonomy-increasing work conditions, in which the teachers would feel valued and professionally satisfied. Leadership training subjects must focus on models of transformational leadership that can enable teachers as opposed to compliance management (Bush & Glover, 2021). Second, considering retention of teachers, the policies must include career development channels, frequent rewards, and decision-making structures where teachers are involved in making key school decisions. Third, education policy-makers in Pakistan need to move beyond solving their infrastructural problems on a short-term basis and instead invest in their human resource in terms of teacher welfare and professional growth. Incorporation of motivation-sensitive policies in the national education reform strategies would not only enhance the quality of teaching but also lower the number of students who drop out and raise a level of equity in learning outcomes. Finally, in case Pakistan wishes to reach the aims described in SDG 4 (Quality Education), the motivation and morale of its teachers in public schools will have to be treated as a priority issue and not as a secondary detail.

Way Forward

The education departments, both at the federal and the provincial level, should issue comprehensive policies that consider emphasis on school effectiveness by focusing on the teachers motivation as a key point to enhance satisfaction of teachers and the achievement of the students. On the policy level, it implies going beyond the infrastructure and enrollment rates to putting an emphasis on the well-being of a teacher, his/her career growth and job

satisfaction. One of the first steps is to develop the generalized career advancement patterns by providing merit-based promotion, opportunities in advancing skills, and reward long-term service. They should also sustain reasonable workloads, fair allocation of resources among schools, and provide job security as well, especially to those who teach on a contract basis or in rural schools, with job precocity being one of their biggest professional issues. Department of education should also combine frequent teacher satisfaction surveys in their oversight mechanisms to capture information that can be used to influence evidence-based reforms and responsive interventions on a large scale.

At school level, teacher morale can be boosted through a culture of peer appreciation, cooperative learning, and leadership in schools. Training of school heads must focus on administrative management as well as interpersonal leadership skills whereby the school head can develop trust-based cultures whereby teachers no longer feel unheard and underprivileged. A feeling of ownership and belonging can be created by having internal teacher-led committees to discuss pedagogy, brainstorm success stories, or to solve classroom problems. In addition to this, professional development courses must be incorporated into the academic schedule and be situationally appropriate- not making the teachers feel overworked. The teacher-school head feedback systems are meant to be two way, timely and constructive and give a safe reflective and improvement zone. Schools where teachers are recognized, and innovative teaching activities are rewarded and where employees are allowed to participate in the decision-making process have more chances to attract motivated educators.

Finally, one more thing that may become a game changer in increasing intrinsic and extrinsic motivation is the introduction of performance-based incentives and autonomy-strengthening interventions. Although financial appreciation should not be the only factor, small performance-related incentives or prizes, or group accolades are likely to verify the efforts made by the teachers and promote healthy competition. At the same time, allowing teachers to have some autonomy in the delivery of the curriculum, classroom management and lesson planning will bring in innovation and a greater sense of purpose. Educational officials may experiment with the adaptable teaching patterns in which educators co-design the material or guide the local community learning with the adaptation to the reasonableness of the pupils. Such transformations not only ignite teacher involvement but also provide a mode of shaping democratic participation amongst the children. Once motivators are applied on both policy and institutional levels, the teaching profession becomes more gratifying, thus, converting schools into inspiring, developing, and excellence spheres.

Conclusion

The results of this research reaffirm the centrality of the issue of teacher motivation in defining the quality of education in the public school system, especially in the contexts that are already overwhelmed by system-level issues, such as the case of Peshawar. Teachers are more than content deliverers and they are the foundations of learning environments that motivate or stifle student development. When educators are given the feeling of worth, encouragement, and professional satisfaction, they apply the enthusiasm in their classrooms, the involvement with their students, and the academic outcomes. On the contrary, when they are de-motivated because of stagnant remunerations, incentives, fewer autonomies, and working conditions, the adverse downstream effects are passed directly to students. The facts

provided in this research affirm the view that inspired teachers take an improved chance at embracing good instructional procedures, putting in effort into student-love learning and developing a supportive learning bond. They are core elements to student performance and their well-rounded growth especially in the public school system where student-to-teacher ratio is high, funding is minimal and control is inconsistent.

Going ahead, policymakers and school administrators should shift their focus on teacher motivation as a secondary concern but rather feature it as the corner stone of educational revamping. The strategies should not be only superficial change but in order to transform the system itself, they should redefine how teachers should be recruited, nurtured, trained and even rewarded professionally. Schools are supposed to become places where people can collaborate, where feedback can go both ways, and professional growth is permanent and significant. Likewise, the education departments need to institutionalize systems that are aimed at recognizing teachers, offer them career development opportunities and autonomy in instructional formats that give the teachers a professional status. It is only through such combined and persistent work that we will be able to make sure that the ever-popular phrase of the failure of the public schools in Peshawar, and other settings like it, will not be a symbol of failure but will be a symbol of excellence, equity, and empowerment of teachers and students they cater.

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