

“FACTORS INFLUENCING TEACHER MOTIVATION IN GOVERNMENT SCHOOLS: EVIDENCE FROM DISTRICT GHOTKI, SINDH, PAKISTAN”

Ayaz Ali¹

ayazali4267@gmail.com

Islamia university of Bahawalpur Rahim Yar Khan Campus Punjab Pakistan

Asif Ali Gabol²

gabolasifali67@gmail.com

Islamia University of Bahawalpur, Rahim Yar Khan Campus, Punjab, Pakistan

Hassan Bux³

hassan.gohar41@gmail.com

Sindh Madressatul Islam University Karachi

Zahida Gabol⁴

GabolZahida@gmail.com

Virtual University of Pakistan

Abstract

The motivation of teachers is a critical determinant of the quality of instruction and job performance especially in the state sector schools that are experiencing limitations in administration and resources. Using the Self-Determination Theory, this paper will analyze the motivators of teachers in the District Ghotki government schools in Sindh, Pakistan. A quantitative cross-sectional study was adopted and 336 teachers were chosen as the sample using a structured Likert scale questionnaire that included intrinsic and extrinsic motivation, work environment, leadership support, student related factors and professional development. The data analysis was performed with the help of the R software, with the use of reliability analysis, descriptive statistics, correlation, multiple regression, independent sample t-tests, and one-way ANOVA. The findings showed a high-internal consistency level than the constructs and moderate overall teacher motivation. The results of regression showed a significant positive relationship between motivational dimensions and overall motivation and intrinsic motivation was the highest predictor of motivation. There were no significant differences about gender and teaching experience. The research identifies the significance of implementing an integrated policy to better motivate teachers working in the public schools.

Keywords: Teacher motivation; Self-Determination Theory; Intrinsic motivation; Government schools; Sindh, Pakistan

Introduction

It is a common knowledge that education is a primary stimulus of social, economic, and human growth. It is central in developing human capital proficiency, enhancing social cohesion, lessening inequality, as well as ensuring sustainable economic growth. Teachers are at the center of every successful education process, as their level of knowledge, commitment and motivation have a direct impact on the quality of the teaching and learning processes. The teachers are not only knowers, they can also be mentors, role models, and support of intellectual and moral growth of students. As a result, teacher motivation and performance are some of the main determinants of the effectiveness of any education system (Boru, 2018; Zou et al., 2023).

Teacher motivation is a vital aspect of determining the quality of instruction, classroom control and interactions as well as learning outcomes. Teachers motivated tend to embrace teaching innovativeness, put in more efforts during lesson planning, and they are resilient to professional challenges (Forson et al., 2021). They are more likely to develop favorable classroom atmosphere, which promotes student engagement, interest, and academic success. Conversely, the de-motivated teachers are normally emotionally exhausted, have low job

satisfaction, absenteeism and lack professional commitment. These consequences may be disastrous to the academic achievement and the quality of education among the students especially in resource limited environments.

Teacher motivation can be defined as an internal and external aspect that facilitates, directs, and maintains teacher-related actions. These forces can affect the interest of teachers towards their job and desire to pursue the process of professional growth and perseverance under institutional and contextual pressure (Hair et al., 2021). Motivation is not a fixed attribute but it is built as the result of an active process of interaction of personal beliefs, organizational conditions, leadership practices and socio-economic factors. Consequently, the multidimensionality of teacher motivation should be understood in order to enhance teacher performance and retention.

The teachers in third world nations like Pakistan usually work in harsh conditions especially those in government schools and this may harm their motivation and job satisfaction. These issues are low salaries, late financial rewards, lack of teaching and learning material, congested classes, excessive work on the side of the administration and lack of chances to become a better teacher. In addition, educators are often subjected to bureaucracy, uneven policy execution, and inadequate freedom in the decisions made concerning instructions. These structural and organizational limitations may seriously destabilize the professional value and commitment of teachers (Rasheed et al., 2016; Shishigu, 2015).

This is especially acute in poorly developed and rural districts, where the level of the educational infrastructure is low, and the opportunity to receive professional assistance is scarce. The teachers in the regions might feel isolated, under recognized, and the teaching occupation is not respected by the society. Not only these factors influence the motivation of teachers but also cause the differences in the quality of education between urban and rural areas. The need to deal with teacher motivation in such situations is thus critical to attain equity in education results (Kumari & Kumar, 2023).

The present research is based on the Self-Determination Theory (SDT), which is a popular theoretical framework of human motivation. Motivation according to SDT is a continuum that starts with intrinsic (self-determined) motivation to extrinsic (non-self-determined) motivation (Ryan and Deci, 2000). The intrinsic motivation can be motivated by internal things like personal interest, enjoyment, feeling of achievement, and personal intrinsic satisfaction of teaching. Intrinsically motivated teachers have higher chances of exhibiting sustained commitment, creativity, and professional engagement (Zou et al., 2023).

On the contrary, extrinsic motivation is affected by external elements, which include salary, incentives, promotion, job security, recognition, and organizational policies. Whereas extrinsic motivators may be significant in behavioural formation, studies indicate that improperly designed or inadequate extrinsic rewards may result in superficial adherence as opposed to involvement. Conversely, extrinsic motivation may be effectively supplemented with intrinsic motivation and increase the overall job satisfaction when the extrinsic features are well-aligned (Kumari and Kumar, 2023).

In addition to intrinsic and extrinsic motivation, work environment, leadership, administrative support, and dynamics with students are crucial activities in motivating the teaching experience of teachers. The working environment should also be conducive with proper facilities, class sizes that are manageable and availability of teaching resources that will help in improving the effectiveness of teachers and their morale. On the same note, trust, commitment, and professional satisfaction in teachers can be nurtured by positive leadership practices, which include making decisions fairly, emotional support, and effective communication (Hair et al., 2017).

The teacher motivation is also affected by student-related factors. Positive relationships with students, visible learning processes, and courteous conducts in the classroom are some sources of motivation to teachers. On the other hand, misbehavior among students that is recurrent, lack of parental support, and low academic success can be a cause of stress as well as demotivation. Training programs, workshops, and peer collaboration are also considered to be a vital part of providing the teachers with the chance to be motivated as they can improve their skills, confidence, and perception of professional development.

Within the setting of the Pakistani system of public education, especially in the districts of the Pakistan Sindh, like Ghotki, the teachers have been struggling with the structural, administrative, and socio-economic issues. Poor school infrastructure, low financial rewards, crowded classrooms, and lack of continuity in leadership provision are among the factors likely to cause the lowering morale of government school teachers. Although the role of teacher motivations cannot be stressed seriously, there is a lack of empirical data that specifically addresses the situation with the government school teachers in underdeveloped areas of Sindh. To a large part, the available studies have been concentrated in cities or even the national level of analysis with the significant variation at a regional level under-researched (Kumari & Kumar, 2023).

Determinants of teacher motivation in such localized contexts are crucial in order to develop specific and efficient policy intervention. The insights informed by evidence may assist the policymakers, educational administrators, and school leaders to formulate strategies to transform the working conditions to enhance leadership practices and to provide teachers with more opportunities of developing professionally.

Thus, the proposed study will investigate the intrinsic, extrinsic, organizational, leadership, student-related and professional developmental variables affecting the teacher motivation of government school teachers in District Ghotki, Sindh. Through defining the most important factors of teacher motivation, the study aims to add to the available body of literature and offer practice-level suggestions that would help boost the teacher motivation, job satisfaction, and performance. In the end, the increased motivation of the teachers will result in the increase of the quality of the instruction, the improved achievements of the students, and the improved education system in the region.

Literature Review

The motivation of teachers has been extensively accepted as the key factor of the quality of education, the performance of teachers, and the performance of students. Educational psychologists, organizational behaviorists, and human resource managers have stressed that motivated teachers have greater ascribed chances of expressing professional commitment, teaching efficacies, and perseverance in demanding conditions. In this respect, Self-Determination Theory (SDT) is a holistic and broad acceptable theory of explaining the nature and origin of teacher motivation through differentiating between intrinsic and extrinsic motivation (Hair et al., 2021).

Self-Determination Theory assumes that human motivation is determined by the satisfaction of the three fundamental psychological needs, namely autonomy, competence, and relatedness. Autonomy is a concept that is used to describe how much individuals believe that they are in control of their actions and choices. Competence is the perception of efficiency and skill to do the job, whilst relatedness is relatedness with other people at the work place. In case such needs are met, there is a high possibility of intrinsic motivation, which is defined by pleasure, interest, and even satisfaction in the very process (Rasheed et al., 2016).

Regarding instructional teaching, intrinsic motivation occurs when teachers have the power to make instructional choices, judge themselves to be effective in learning facilitation, and feel that they have good relationships with students, colleagues, and administrators. Intrinsically

motivated teachers are also more likely to show increased enthusiasm, creativity, and persistence, even when no external rewards are involved. The findings of Collie and Martin (2017) indicate that teachers who were more intrinsically motivated said they have more work engagement, reduced burnout, and professional commitment, which illustrates the significance of internal motivational processes to long-term teaching performance.

On the other hand, extrinsic motivation is motivated by outside factors like salary, promotions, performance-based incentive, job security as well as recognition. In SDT, extrinsic motivation is not regarded as either negative in nature, but its influence is dependent upon the organization and perception of external rewards. Professional values, fair and transparent extrinsic incentives can support motivation and can improve job satisfaction. Nevertheless, in cases when reward systems are seen as not consistent, unfair, or controlling, they can depress intrinsic motivation and cause dissatisfaction (Kumari and Kumar, 2023).

Extrinsic motivators are especially relevant in most of the developing nations such as in Pakistan where economic factors and other employment opportunities are minimal. Teachers are likely to be driven by the salaries and job security as the main motivators. Nevertheless, poor scales of pay, late salaries and low promotion may demotivate and diminish professionalism. They report that a significant proportion of teachers feel that their payment is not sufficient or fair enough to be stressed, absent, and leave their job (Rasheed et al., 2016).

There is a considerable amount of empirical research that indicates a high correlation between teacher motivation and job performance. In their research on the Pakistani secondary school teachers, Rasheed et al. (2016) discovered that low salaries, poor performance appraisal, and absence of administrative support had a significant negative effect on teacher motivation and job satisfaction. Their results underscored the role played by financial rewards as well as supportive organizational designs in helping to maintain motivation. Educators who felt that the school leadership cared about evaluations and gave them the recognition showed increased rates of engagement and effectiveness in teaching.

On the same note, Shishigu (2015) also focused on the motivation of teachers in public primary schools and found that the attribute was largely demotivational due to low remuneration, heavy workloads, misbehavior of students, and poor school leadership. Teachers were complaining of the lack of career growth and appreciation of the teaching profession in the society. These aspects led to emotional burnout and decreased dedication, which eventually had an impact on the quality of teaching and student achievement.

Nyakundi (2012) also noted that the leadership practice and working conditions were critical in influencing the teacher motivation in the public secondary schools. The research pointed out that supportive leadership, effective communication, and involvement of teachers in decision making played a major and positive role in boosting their professional value and motivation. On the other hand, unpopular leadership style and unequal enforcement of the policy were linked to low morale and low job satisfaction.

According to Boru (2018), intrinsic and extrinsic factors are some of the key motivating elements of teachers. Personal fulfillment, desire to teach, and seeing the success of students were the intrinsic factors identified to have potent motivation that kept the teachers committed as time went by. Institutional policies, collegial backing, and access to resources were also extrinsic elements that were significant in the determination of motivational experiences. Teachers said that they were more motivated when the school administration was supportive and when the teaching conditions were conducive to effective teaching practice.

These results indicate that teacher motivation is multidimensional and cannot be sufficiently described with the help of one factor. Instead, it is a product of interaction between personal

beliefs, organizational circumstances, and contextual forces. This multidimensional approach corresponds to SDT in which much attention is paid to the combination of intrinsic and extrinsic motivation processes.

Teacher motivation has been extensively known to be largely dependent on the school work environment. The physical infrastructure, size of classes, the availability of learning aids and the distribution of work have great impacts on how effectively teachers can carry out their duties. The overcrowded classes, poor infrastructure, and lack of instructional resources contribute to stress and low-quality instructions (Shishigu, 2015). Educators who operate in low-resource settings also note frustration, powerlessness, and low professional effectiveness. Teacher motivation is a primary concern as well of leadership and administrative practices. Principals who offer constructive feedback, reward the teachers, and a positive school culture are supportive and positive in motivating and job satisfaction. Nyakundi (2012) highlighted that open decision making, equality in implementing rules and allowing the teachers a chance to contribute to school governance fosters the sense of autonomy and relatedness of the teachers, which are some of the elements of intrinsic motivation under SDT. Additionally, poor leadership, favoritism, and communication deficit may result in a poor organizational climate, which results in disengagement and lack of motivation. Educational leaders are prone to stress and decreased commitment by teachers who believe school leadership to be unfair or unresponsive.

The teacher motivation is also subjected to student-related factors. Good student behavior, school improvement, and respectful teacher student relation are some of the factors that lead to job satisfaction and intrinsic motivation. Educators tend to get a meaning of purpose and satisfaction in watching the learning and personal development of students. On the other hand, frustration, emotional exhaustion, and burnout may be caused by persistent misbehavior of students, the absence of parental engagement, and low academic performance (Boru, 2018).

The professional development opportunities are also critical in maintaining teacher motivation. Training programs, workshops, mentoring, and collaboration with peers are beneficial in improving skills of teachers, their confidence, and their competence. When the teachers are enabled to see professional development chances, they are most likely to be motivated and committed to their profession. On the other hand, the insufficient or unrelated training opportunities could also be the reason of stagnation and lack of motivation.

Even though the available literature is rich in information on teacher motivation, there is still several gaps. One, we can observe that empirical research on the specific group of government school teachers in rural and semi-urban settings within the Sindh region, specifically Ghotki, is lacking. Majority of research has been focused on cities or national level analysis without considering regional differences between socio-economic status and challenges in institutions.

Second, numerous studies that exist focus on either intrinsic or extrinsic determinants, and not on a consolidated set of motivational determinants within a unified empirical model. This piecemeal methodology does not allow one to comprehend the roles of various motivational dimensions in interacting to affect the overall teacher motivation.

Lastly, empirical research on the combination of SDT with situational variables like leadership, work environment, student-related problems, and professional development in Pakistani system of public education is scarce. These gaps need to be addressed in order to come up with evidence-based policies and interventions that are specific to local settings.

To address these gaps, the study is a systematic survey of various aspects of teacher motivation among government school teachers in a district Ghotki, Sindh. The extensive approach to the issue based on Self-Determination Theory will allow the research to present

the new insight into the factors of teacher motivation and make its contribution to both theory and practice in the educational management.

Methodology

The proposed study utilizes a quantitative, cross-sectional survey research design in its offering to research variables that influence teacher motivations among the government school teachers in District Ghotki, Sindh. The survey method was selected in order to gather standardized data in the large sample, which can be statistically analyzed and generalized in the study.

The study population will be teachers of government primary and middle schools (Classes 1-8) in District Ghotki, Sindh. The 336 teachers on the selected convenient sample were sampled using a convenience sampling method, which is deemed sufficient in terms of reliability analysis, correlation, and statistical procedures that involve regression.

Data were collected using a structured questionnaire developed based on established literature and theoretical frameworks. The instrument consists of two main sections:

- **Part I:** Demographic information (gender, age, teaching experience, qualification, grade level taught, and school type).
- **Part II:** Thirty items measuring factors affecting teacher motivation, categorized into six dimensions:
 - Intrinsic Motivation
 - Extrinsic Motivation
 - Work Environment
 - Leadership and Administration
 - Student-Related Factors
 - Professional Development and Other Factors

All the points were assessed on a 5-point Likert scale of 1 (Strongly Disagree) to 5 (Strongly Agree). The questionnaire was based on the validated instruments that were applied in previous research (Kumari & Kumar, 2023).

To measure the reliability of the instrument, Cronbach alpha test was evaluated and the results were above the accepted value of 0.70 which shows that the instrument has good internal consistency. Expert review and correspondence with established theoretical constructs were used as a guarantee of content validity.

Data collection could not take place without the consent of the involved school authorities. The aim of the study was explained to teachers and their participation was full and voluntary and their confidentiality was guaranteed. The questionnaires were given and gathered during the school hours.

Data were analyzed using Rstudio. Descriptive statistics (means and standard deviations) were computed to summarize respondents' characteristics and motivational levels. Inferential analyses included:

- Reliability analysis (Cronbach's alpha)
- Pearson correlation analysis
- Independent samples t-tests
- One-way ANOVA
- Multiple regression analysis

These techniques were used to identify significant predictors of overall teacher motivation.

Results

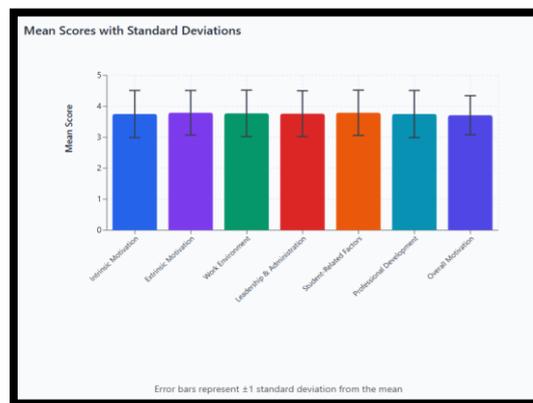
Descriptive Statistics

Table 1 gives the descriptive statistics of the key variables of study. The findings show that the average values of all the motivational dimensions are above the mid-value of the scale (Mean > 3.50), which means that most of the government school teachers in District Ghotki

are largely motivated. The positive motivation climate is manifested in the total motivation score ($M = 3.75$, $SD = 0.76$). The standard deviations were relatively low, which can be taken to imply moderate variability. The values of skewness and kurtosis are within acceptable limits (± 1), which proves that the data is approximately normal.

Table 1: Descriptive Statistics of Study Variables (N = 336)

Variable	Mean	SD	Min	Max
Intrinsic Motivation	3.75	0.76	1.60	5.00
Extrinsic Motivation	3.79	0.72	1.80	5.00
Work Environment	3.77	0.75	1.40	5.00
Leadership & Administration	3.76	0.74	1.80	5.00
Student-Related Factors	3.79	0.73	1.40	5.00
Professional Development	3.75	0.76	1.60	5.00
Overall Motivation	3.71	0.63	2.32	4.61

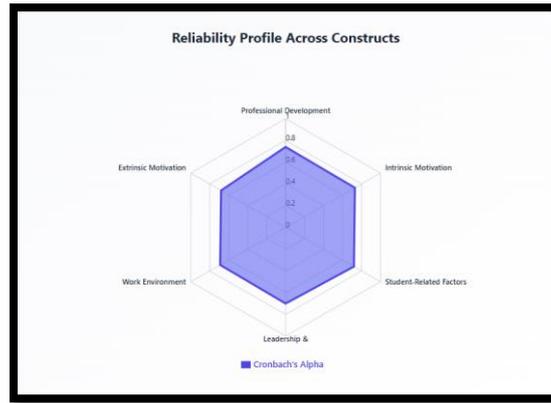


Reliability Analysis

Cronbach alpha was used to determine the internal consistency of the questionnaire. Table 2 indicates that all the constructs had reasonable levels of reliability as evidenced by the alpha of 0.68 to 0.74. These values are above the acceptable minimum of 0.60 of the exploratory social science research implying that the items are well measured to measure their constructs.

Table 2: Reliability Statistics (Cronbach's Alpha)

Construct	Cronbach's Alpha
Intrinsic Motivation	0.73
Extrinsic Motivation	0.68
Work Environment	0.69
Leadership & Administration	0.70
Student-Related Factors	0.72
Professional Development	0.74

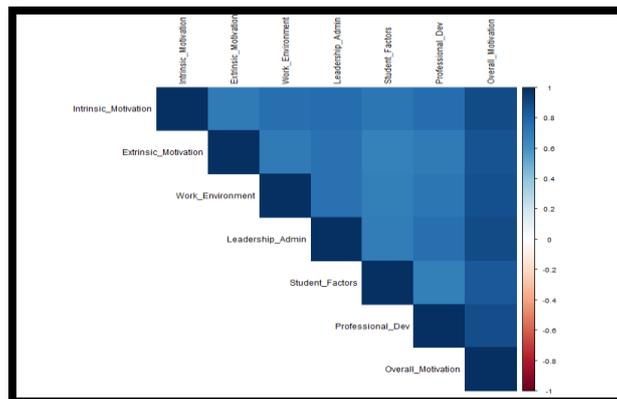


Correlation Analysis

Analysis of Pearson correlation was done to test relationships between the study variables. Table 3 indicates that there were positive significant correlations between all motivational dimensions and overall teacher motivation ($r = 0.85$ to 0.89). It means that the better any motivational area is, the more overall motivation can be expected.

Table 3: Correlation Matrix of Study Variables

Variable	IM	EM	WE	LA	SF	PD	OM
Intrinsic Motivation (IM)	1						
Extrinsic Motivation (EM)	0.71	1					
Work Environment (WE)	0.76	0.71	1				
Leadership & Admin (LA)	0.76	0.74	0.74	1			
Student Factors (SF)	0.72	0.67	0.69	0.69	1		
Professional Development (PD)	0.76	0.70	0.73	0.75	0.69	1	
Overall Motivation (OM)	0.89	0.86	0.88	0.89	0.85	0.88	1



Group Differences (Gender and Experience)

As an independent t-test, there was no statistically significant difference between the overall motivation between male and female teachers ($t = -0.08$, $p = 0.93$). Likewise, one-way ANOVA showed that teaching experience did not have a significant influence on the overall motivation ($F = 0.23$, $p = 0.63$). These findings indicate that motivational levels do not vary with gender and experience groups.

Multiple Regression Analysis

The results of multiple regression were carried out to discover predictors of the overall teacher motivation. Table 4 illustrates that all the six dimensions of motivations had a significant positive predictor of overall motivation ($p < 0.001$). The analysis of the model revealed that it explained the overall motivation variance ($R^2 = 0.998$) and this is an excellent model fit.

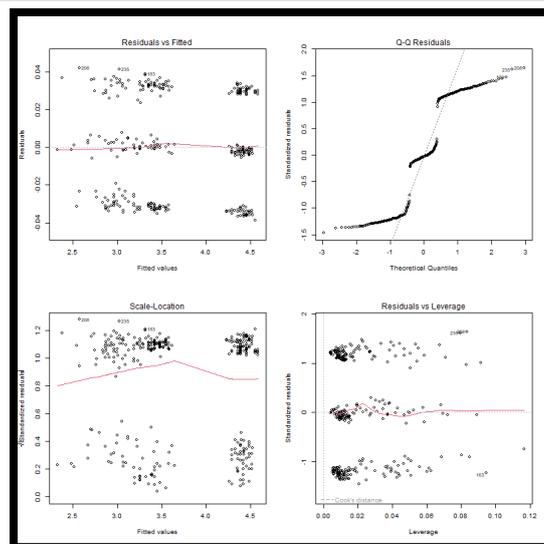
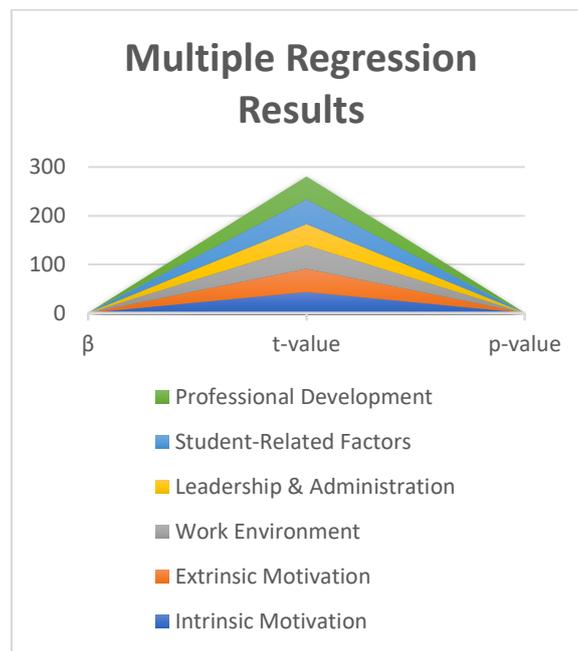


Table 4: Multiple Regression Results (Dependent Variable: Overall Motivation)

Predictor	β	t-value	p-value
Intrinsic Motivation	0.156	42.66	<0.001
Extrinsic Motivation	0.162	47.84	<0.001
Work Environment	0.164	48.02	<0.001
Leadership & Administration	0.162	44.19	<0.001
Student-Related Factors	0.162	50.19	<0.001
Professional Development	0.164	47.53	<0.001

Discussion

This research was conducted in order to investigate how teacher motivation is determined in government schools in District Ghotki Sindh. The results indicate that teacher motivation is a multidimensional concept that is influenced by intrinsic, extrinsic, organizational, leadership, student-related, and professional development variables. The findings in general indicate that even though teachers in government schools must work with the limited resources of the publicly supported education system, their motives are moderately high, and they are encouraged by the intrinsic loyalty and supported by the favorable external characteristics.

The descriptive statistics shows that there are rather high-mean scores in all motivational dimensions, which demonstrate that the motivational climate among teachers is generally positive. The given finding is also worth mentioning in relation to the scenario of teaching in Sindh where teachers have to struggle with such challenges as a lack of resources, excessive workload, and oversized classes. It was as a result of these constraints that the positive motivation was evident which results into the conclusion that there was a sense of professional responsibility and personal commitment among the teachers of government schools. In other studies that have been carried out in the same developing-country setting, such resilience has been observed in the past (Shishigu, 2015; Boru, 2018).

One of the most important results of the present study is that there is a strong and statistically significant correlation between intrinsic motivation and overall teacher motivation. This finding is a solid support to the assumptions of Self-Determination Theory (SDT) according to which intrinsic motivation based on autonomy, competence, and sense of purpose is the focal point of long-term engagement and well-being (Ryan and Deci, 2000). Teachers who personally consider teaching to be personally satisfying, meaningful and consistent with their values are better placed to be motivated even in the harsh work conditions. This is consistent with the results of Boru (2018) who indicated that personal satisfaction, pleasure in teaching, and seeing students succeeding are some of the most effective motivations to teachers.

The results also support those of Kumari and Kumar (2023), who have shown that self-determined motivation is a strong contributor to the commitment and performance of teachers. The importance of intrinsic motivation in the regression analysis is evident in the present research since motivation intrinsic motivation not only exhibited high mean values but also featured as a high predictor of overall motivation. This implies that policies and school processes that promote teacher control, recognize professional competence and a sense of purpose can be especially useful in maintaining motivation in government school teachers. Extrinsic motivation also came out as a strong predictive of teacher motivation. There were positive associations between overall motivation and factors, including that of salary adequacy, job security, incentives, and recognition. This observation is especially applicable to the Pakistani education system of public education where teachers are likely to be dissatisfied due to financial reasons and lack of promotions. In line with Rasheed et al. (2016), the findings suggest that although intrinsic motivation plays a key role, extrinsic

rewards are also important in satisfying the basic needs of teachers and strengthening their professional intentions.

Notably, the outcomes indicate that extrinsic factors do not always weaken intrinsic motivation provided that they are viewed as just, timely and supportive. Rather, they seem to complement intrinsic motivation by alleviating financial stress and developing the feeling of value to the teachers in the organization. This helps SDT claim that external rewards can be motivating if they are based on the psychological needs of people and not enforced in the controlling manner (Ryan and Deci, 2000).

Teacher motivation was also strongly predicted by the work environment. A good physical supply, classes that could be handled, availability of teaching materials and workloads were identified as having positive impacts on motivation. These results are in line with Shishigu (2015) and Nyakundi (2012), who highlighted the fact that poor working conditions are one of the causes of stress, burnout, and low job satisfaction among teachers. The situation with government schools in Ghotki is that the enhancement of basic infrastructure and instructional tools can potentially make a significant difference in terms of teacher motivation and performance.

Administrative support and leadership was also instrumental in achieving motivation. Teachers who felt that their school leadership was supportive, fair and responsive had more levels of motivation. The discovery supports the significance of effective school leadership in supporting a favorable organizational climate. There are supportive principals, who engage teachers in the decision-making process, who listen to their problems and discuss them openly, who enforce rules, who can make a great contribution to the sense of belonging and professional respect among teachers. Such findings are in line with Nyakundi (2012) and Boru (2018) who found leadership quality to be a major determinant of teacher motivation.

Student related variables came out as one of the best predictors of motivation in this research. Good student behavior, academic achievement, and teacher-student relations were identified to contribute a significant promotion to the motivation of teachers. This observation underscores the mutualistic character of the teaching-learning process in which inspired teachers lead to improved performance among the students which in turn strengthen the feeling of achievement and satisfaction by the teachers. Boru (2018) and Zou et al. (2023) have reached similar conclusions and stressed that meaningful interactions with students are strong intrinsic motivators among the teachers.

Another important finding is the lack of meaningful differences between the motivation of both genders and the teaching experience. The t-test and one-way ANOVA results of the independent samples indicate that the level of motivation is relatively homogenous in terms of demographic factors. This is an indication that motivational problems and motivators are systemic, and not personal. Male and female teachers, novice and experienced teachers are equally influenced by the conditions in the institutions of government schools. This observation illustrates why interventions at the system-wide level are more appropriate than those that are focused on the population groups.

Lastly, the regression result indicated that a significant percentage of overall teacher motivation was explained by all dimensions of motivation. This points out to the relatedness of motivational factors and the significance of holistic approach to teacher motivation. Only focusing on a single aspect including salary but not leadership, work environment, student dynamics, and professional growth opportunities is not likely to have long-term effects in terms of motivation.

Conclusion

This paper has investigated the issues that influence the motivation of the teachers of government schools based in District Ghotki, Sindh, through a holistic framework based on

the Self-Determination Theory. The results show that intrinsic motivation, extrinsic incentives, work environment related factors, leadership and administrative support, student related factors and possibilities of professional development all act in combination to influence the teacher motivation.

These findings indicate that intrinsic motivation is the key factor, and teachers find a lot of satisfaction in the meaningfulness of their work and the value that they contribute to the development of students. Concurrently, other extrinsic motivators like pay, job security, and acknowledgment are also critical in keeping motivation going especially in resource-limited public-school environments. The commitment and professional involvement of teachers are also supported by supportive leadership, proper working conditions, and positive interaction with students.

According to these results, the research reveals the necessity of a comprehensive and combined intervention in boosting teacher motivation in state schools. Fair and timely remuneration, open promotional policies, a supportive school administration, better infrastructure and constant professional growth opportunities should be the main concern of policymakers and educational administrators. Increased focus of these areas can help generate higher teacher motivation, higher quality of instruction and better student learning outcomes.

The research has significant implications on the educational policy and practice in Sindh and other contexts. Education systems can create a more motivated and resilient teaching force by responding to the intrinsic and extrinsic motivational factors. Future studies can follow up the current research by using qualitative method to investigate the lived experience of the teachers or using longitudinal research design to examine the change in motivation across time. Overall, teacher motivation is one of the key issues in ensuring sustainable educational development and the quality of the public education in Pakistan.

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