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## EXPLORING MOTIVATION OF TEACHERS AND STUDENTS OF PUBLIC SECTOR SCHOOLS: A QUALITATIVE STUDY FROM KARACHI, PAKISTAN

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**ABSTRACT**

*This qualitative study explored public sector, middle school teachers' perceptions and factors effecting motivation and examined the influence of classroom environment and practices on students' motivation. Data were collected from classroom observations and individual semi structured interviews with teachers and from students of grades VI - VIII via focus group interviews. Findings derived from thematic analysis denoted that teachers were intrinsically demotivated due to lack of professional growth opportunities, low social status designated to their profession and lack of role in decision making. The teachers were extrinsically motivated because of salaries, job security and less working hours; however, data from class observations showed that despite being extrinsically motivated, teachers lacked spirit and motivation in classroom practices. Data from students' focus group interviews revealed dissatisfaction with teachers' pedagogical strategies and lack of encouragement. Recommendations based on findings include elevation of public school teachers' status in society, teacher participation in decision making and professional development programs. Additionally, teachers should apply a variety of teaching strategies for student motivation and enhanced learning.*

**KEYWORDS**

*Extrinsic motivation; intrinsic motivation; teacher motivation; public schools*

**INTRODUCTION**

Motivation is the determining force which inspires positive thinking and behaviors and

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encourages actions accordingly (Recepoglu, 2013). For teachers, motivation and performance are interdependent because this influences students' learning and creates a communal environment in the classroom which leads to fruitful results (Ates & Yilmaz, 2018; Bardach & Klassen, 2021; Pekrun, 2021; Thommen et al., 2021). Research at the global level in developing countries indicates that teachers are demotivated due to different reasons such as economic concerns, lack of social recognition and unsatisfactory working conditions (Hung, 2020; Perkun, 2021). Most of the African countries like Gambia, Tanzania and Uganda are striving to confront the challenge of demotivated teachers (Singh, 2021).

Teachers in Indian public schools are also demotivated due to unfair accountability processes and dishonesty of local administration (Kapur 2019). In Bangladesh most of the teachers are demotivated due to less wages and absence of other facilities (Anjum et al., 2021). In the Pakistani educational set up, particularly in public sector schools, teachers are demotivated and have limited knowledge of concepts which affects students' learning and performance (Ashraf et al., 2015; Gul et al., 2020; Shahbaz et al., 2021). As such it is important to study factors that affect public school teachers' motivation, so that students' learning is not hindered.

## **LITERATURE REVIEW**

Motivation signifies aspirations to achieve targeted aims (Cherry 2022) and inspires individuals to take mental and physical initiatives, instilling energy for attaining the required goals. A motivated person does his/her best to overcome obstacles for accomplishing objectives (Aslam, 2013; Cherry 2022; Salifu & Agbenyega, 2013).

### **Intrinsic Motivation**

Intrinsic motivation comes from within an individual, bearing a positive emotional impact on behavior, performance and happiness (Mruma, 2013). Intrinsically-motivated people put in optimal efforts to work towards achieving outcomes (Perlman, 2013), and work with zeal and pleasure (Fishbach & Woolley 2022). Furthermore, intrinsic motivation is based on the sentiments of satisfaction and enjoyment and does not require material and physical means for contentment (Legault 2016).

### **Extrinsic Motivation**

Extrinsic motivation relates to external factors in terms of tangible gains individuals get from his/her job, such as, salary, fringe benefits and available facilities (Legault 2016). Thus extrinsic motivation relates to human beings' tendency to perform activities through which they get rewards, such as money or other incentives (Shaikh et al., 2015). Contributing factors to extrinsic motivation also include organizational policy, technical supervision, personal and interpersonal relations with superiors, peers

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and subordinates (Ates & Yilmaz, 2018).

### **Factors Affecting Teacher Motivation and Impact on Students' Performance**

Factors affecting teachers' motivation include school principals' encouragement for teachers to use their potential to the fullest. For instance, principals can empower teachers by engaging them in managerial affairs, giving them a share in responsibilities, and appreciating and rewarding them. Additionally, they can provide professional development opportunities which can directly impact on students' achievements (Börü 2018; Thommen et al., 2021). Institutional rules, school environment, adequate resources, attractive salary and the number of students in each class also influence teacher motivation and can significantly impact students' achievement (Gbollie & Keamu, 2017; Mangaleswarasharma, 2017; Pekrun, 2021). When a teacher is motivated, learning is more effective and students are encouraged to perform tasks which otherwise appear difficult and challenging (Aslam, 2013; Kapur, 2019).

### **International Empirical Researches on Teacher Motivation**

Various researches have been conducted internationally to examine teacher motivation and its influence on student learning. Hamzah and Begum (2017) via a qualitative research study examined the effect of intrinsic and extrinsic motivation factors on teachers in public and private secondary schools of Telangana, Malaysia. The findings revealed that lack of incentives and benefits lowered teacher motivation levels in public and private sector schools. However, findings revealed two positive motivational factors, the first being good communication between principal and teachers and the second was excellent school discipline which contributed to teachers focus on pedagogy in class. Ngozi et al., (2021) conducted a mixed methods research on teachers' motivation and its impact on students' learning in Nigeria. Findings revealed that most of the teachers were extrinsically motivated, due to prompt payment of salary, timely promotions, adequate academic resources, provision of health care facilities, and refundable loan.

Teachers were also intrinsically motivated because they accepted academic responsibility, enjoyed a good working environment, and worked closely with the students, motivating them to work hard and achieve a high percentage in exams. In a quantitative research study conducted by Kumar (2013) on factors affecting the motivation of teaching staff in Krishna District, India, data obtained from a questionnaire survey of 350 teachers showed that motivation level of most teachers was low. The major reasons for low motivation included extrinsic factors such as no reward for hard work, low salary, dissatisfaction towards policies, and partiality of management towards some teachers. However, some of the teachers were satisfied with the opportunities provided to them for professional growth.

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**Empirical Researches on Teacher Motivation in Public Sector Schools in Pakistan**

A quantitative study on teachers' intrinsic motivation and its impact on students' academic achievement was conducted by Akhtar et al., (2017) in public secondary school teachers teaching in high schools of five districts of Lahore Division in Punjab, Pakistan. Findings from the survey revealed that teachers were intrinsically motivated because they were given some share in responsibility. This had a positive impact on students' academic achievement because teachers were focused on teaching. Thus the intrinsic motivating factor was directly correlated with students' achievement.

Inayatullah, and Jehangir (2012) conducted quantitative research on the role of motivation in teachers' performance in five public and five private sector schools in Peshawar, Pakistan. A significant difference was found in motivation and performance among public and private school teachers because private school teachers were highly motivated as compared to public school teachers. It was found that private school teachers were intrinsically motivated due to factors such as peaceful working environment, friendly and supportive staff, strong leadership of principals and head teachers and the ongoing professional development programs which contributed to their better performance. However, the findings also revealed that teachers of private sector schools were not extrinsically motivated because most of them were dissatisfied with their low salary package. On the other hand, in public sector schools, the teachers' motivation level was low, particularly on account of lack of intrinsic motivation such as strong leadership of principals and head teachers, scarcity of resources and dearth of professional development. Moreover, they were also not extrinsically motivated due to low salary scales at the time this research was conducted.

Shahbaz et al., (2021) conducted a mixed methods study on motivation and demotivation factors among school teachers in public and private schools in Saikot, Pakistan. The findings of this study revealed that private school teachers were dissatisfied with the administration of their schools and had to deal with immense workload and were paid low salaries. Furthermore, excessive scheduled meetings, workshops, and marking of too many test papers, make them psychologically ill, and affecting their personal lives. While, public school teachers were also not satisfied with their wages, and lack of professional development programs and had no technological support that could make their job easier.

**RESEARCH OBJECTIVES**

1. To explore how middle school public sector teachers understand the concept of motivation and the factors that influence their motivation.
2. To observe the influence of classroom environment and pedagogical practices on teacher motivation.
3. To examine the influence of teachers' motivation on students' learning.

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**RESEARCH QUESTIONS**

1. What are public sector school teachers' perceptions of motivation?
2. What are the factors that influence public sector teachers' motivation?
3. How does the classroom environment and pedagogical practice affect teachers' motivation?
4. How do teachers' classroom practices affect students' motivation and attitude towards learning?

**RESEARCH METHODOLOGY**

A qualitative research approach was apt for this particular context because it is a research paradigm that enables the researcher to do an in-depth study of rich experiences of individuals, and provides insights to why individuals think and behave the way they do. Moreover, qualitative research offers various approaches for data collection and analysis (Denny & Weckesser, 2019; Patton, 2014). Data were collected from nine teachers of grades VI, VII and VIII, including six females and three males from three public sector schools located in Karachi. Individual, in-depth, semi structured interviews were conducted in Urdu with the teacher participants.' The reason for conducting interviews in Urdu was that Pakistani public school teachers are more comfortable in expressing their views in Urdu which is Pakistan's national language. Regarding educational qualifications, all teacher participants had done their M.Ed. and their teaching experience ranged from 10 to 25 years. The subjects they taught included Mathematics, English, Social Studies, Science and Islamiat. Two observations of each teacher's class were conducted, as such, there were 18 observations in total. Furthermore, focus group interviews of students from grades VI –VIII were conducted from all three middle schools, and each discussion group consisted of nine students, three from each grade. Informed consent was obtained from all participants, and in the case of students, consent was obtained from school principals and the students' parents as well. As per research ethics, pseudonyms were used for participants to protect their identity.

**DATA ANALYSIS PROCEDURE**

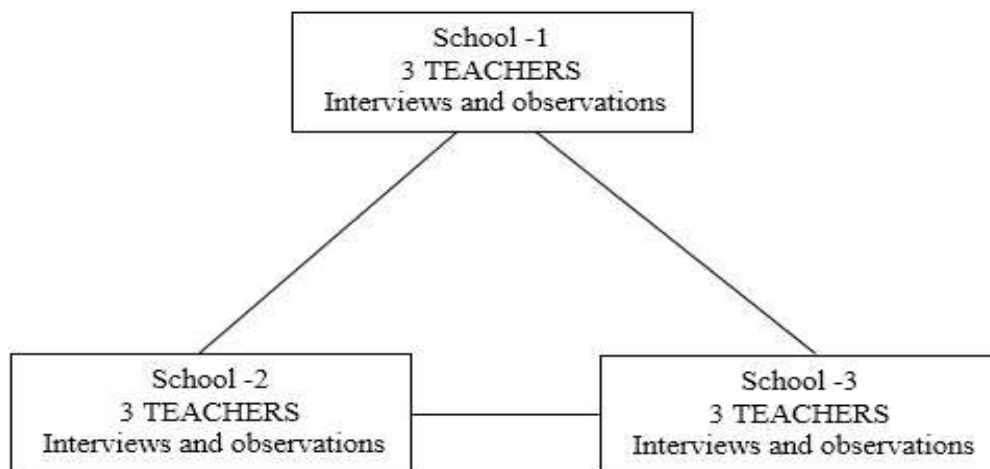
Interview data were translated and transcribed in English so as to be able to report the findings for this research. Qualitative data analysis procedures recommended by Corbin and Strauss (2008) and Saldana (2013) were used for conducting thematic analysis. After the coding process was completed, similar codes were combined to develop higher level concepts or themes. Depending on the recurrence of concepts within interviews, themes were identified and in order to gauge recurrence of concepts within interviews, the constant comparative technique recommended by Corbin and Strauss (2008) was used. Trustworthiness and credibility are most important aspects of qualitative research. Credibility is the "fit between respondents' views and the researchers' representation of them" (Nowell, et al., 2017, p.3)

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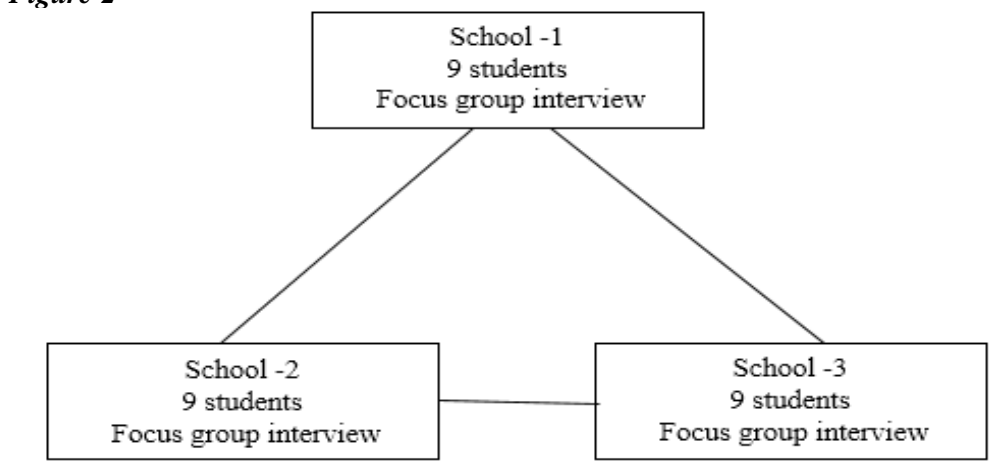
and one way of achieving credibility is through triangulation of data. Triangulation is the application of two or more approaches for deriving answers to research questions. This provides a balanced and holistic view of the results obtained (Heale & Forbes, 2013). Triangulation of data for the current study was obtained due to conducting interviews and classroom observations of the same teachers, so that what teachers said in their interviews could be authenticated by observing them functioning practically in the classrooms.

Figures one and two highlight data collection strategies.

**Figure-1**



**Figure-2**



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**FINDINGS AND DISCUSSION**

The first research question pertained to middle school teachers' perceptions about motivation. Repetitive themes which emerged from participants' interviews, signified that motivation for the participant teachers meant working willingly and honestly, being devoted and committed to one's profession, displaying positive emotions for doing work, and being mentally and physically prepared to achieve targets. For example, aligning motivation with willingness, Memon from school 1, with 23 years of teaching experience, said:

*"If a person works willingly for anything he or she does, then this is motivation. Until and unless people are willing to work, they cannot be motivated and cannot motivate others. You cannot force anybody to work."*

In this connection, another veteran teacher, Shahida from school 3 stated:

*"Motivation is when people show devotion and commitment towards their profession. This means that you are dedicated to what you do. For motivation, self-submission is necessary to get the desired outcome. I teach science to my students with full devotion and I even go to the laboratory to conduct experiments to show to my students."*

Some participants expressed that motivation for teachers or for any other professionals was that they should not be distracted or diverted from their target, and felt that motivation created an environment that stimulated the emotion and desire to work. Following is an excerpt from Naila's interview from school 3 with 15 years teaching experience:

*"You cannot convince anyone to be motivated to do any work; motivation has to come from within a person. Motivation creates the emotion for a person to be interested and excited to do anything which seems difficult and challenging. The courage and feeling to achieve high targeted goals is known as motivation."*

Interestingly, findings from 3 participants' data also linked motivation with not only mental preparedness but also with physical ability. For example, Jamail with 10 years teaching experience from school 2 stated:

*"To be motivated, one has to be physically well and mentally prepared beforehand for hard work to achieve targets. For example, one cannot be careless in doing work but that is mental capacity to be focused. It is also very important to have physical health to be a motivated worker, for example if a person is unwell but he is just coming to work to get his salary, he cannot be focused."*

Thus a majority of participants expressed similar views but conveyed their perspectives in different ways. The views articulated above clearly reflect that the absence of willingness is a hindrance to motivation and that one has to be devoted to

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his/her work and also that physical and mental fitness matter a great deal for motivation.

Findings of the second research question which pertained to factors influencing teachers' motivation highlighted recurrent themes related to job security, attractive salary, working hours, professional development, conducive work environment, leadership role and social status.

All the research participants underscored job security as one of the main factors for motivation. They felt strongly that if there was no job security, they would be threatened all the time about losing their job. Mamoona from school 1 with 12 years teaching experience expressed her views in this way:

*"Job security is the most important factor for keeping a teacher or really any person in any job motivated. If you know that no one can dismiss you, you feel secure and happy. This leads to motivation. Since my job is secure, I feel good about it."*

Attractive salary was yet another aspect of motivation that teachers highlighted. Besides job security, they emphatically stated that a person cannot be motivated if he/she did not have a good salary package. Regarding their own salary, most of them were contented with the pecuniary rewards of their jobs. They felt that government job was a blessing because of their highly attractive salary package. In this connection, Farheen from school 2 stated:

*"I get good salary from my public sector school job. Nowadays due to inflation one person cannot run the house, necessities have increased. I cannot ignore my kids' needs, so my salary is important along with my husband's salary because it fulfills necessities of our family"*

Jamail from school 2, who had a similar standpoint regarding salary, stated:

*"One of the advantages of public sector job is an attractive salary. I am able to fulfill my family necessities through my salary. We get good increment when the yearly budget is announced. The private sector teachers either get a very small increment at time of budget or none at all."*

All the participants were content with the number of working hours and emphasized that not only do fewer working hours contribute to their motivation but also that they are able to do different activities after performing their duties. Naila from school 3 stated:

*"School timings are less, from 8 a.m. to 1:00 p.m. It is only a 5 hours' job; I do not have to give much time as in other professions, people have to give time from morning till evening. In the teaching profession time required is less; I can cook and look after my house chores. It is because I work for fewer hours that I feel motivated. Also, I have*

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*much time left to spend at home with my family members.”*

Though participants underscored that professional development was a very significant factor in keeping teachers motivated, and showed their willingness to attend training programs, eight out of nine teachers said in their interviews that there was dearth of professional development programs in public sector schools. One of the participants, Naveed from school 2 stated:

*“The education department under the Sindh government never arranges any training or workshop for senior or junior teachers to get them to know what changes have occurred in teaching methods.”*

Furthermore, all research participants expressed the standpoint that motivational incentives, such as, appreciation letters and rewards for good work are included among key factors that keep teachers motivated. Regarding lack of incentives and appreciation given to teachers, Samina from school 1 expressed the following views:

*“We never get any reward for working hard, the government does not pay attention towards rewards. An appreciation letter or shield in a ceremony would be so good for the teachers. If the government education department gives awards every year, for example, selecting one teacher for best activity, selecting another for being punctual and another for obtaining best results; In this way, they will have competition and would be motivated and try to bring good result.”*

Interestingly, seven out of nine participants related motivation to social status; they expressed their dissatisfaction regarding the status that Pakistani society gives them. They were of the standpoint that teachers were not given the same value as other professionals like bankers, engineers, and doctors. Hassib’s feelings are evident from the following quote:

*“Nobody respects the teaching profession or teachers, especially if you are a government teacher: if I tell anybody that I am a government sector teacher, I am devalued as a person and a professional because it is considered a least priority option for a profession.”*

Some research participants were of the opinion that the principal had to play an active role in keeping teachers motivated; however, their standpoint was that in their current scenarios, the principals were not very active or dynamic and they hardly had any interaction with the teachers. Naveed, a teacher from school 2 stated:

*“The school head should value his/her teachers; but that is not what happens in our school. The principal is hardly ever in the office and shows no concern for us. I accept that teachers have some faults, but the head should help them overcome their shortcomings.”*

Another aspect that emerged regarding factors that encouraged motivation, pertained to involvement of teachers in the administration's decision making process. However, this cannot be considered as a theme generated from this research, because only one senior teacher expressed this view. It has been included here due to its relevance in literature.

The third research question concerned classroom environment and its influence on teachers' motivation. Data for this question were derived from interviews of teachers and observations of their classroom environment and teaching. Participants believed that a conducive environment for schools and classrooms was important not only for teachers but also for students' motivation. However, eight out of nine participants expressed that this was lacking in their schools. Teachers complained about lack of ventilation and light in classrooms and said that this had an adverse impact on motivation. They also emphasized that there was dearth of resources and that they never received any teaching aids to facilitate teaching. Farheen from school 2 said the following:

*“My classroom is so dingy and dark. The lights are broken and there is no ventilation. We keep inhaling dust from blackboard chalk...in such a situation, what I can say about teachers, even students are unhappy.”*

However, regarding conducive environment, three teachers had more to add beyond lack of resources and ventilation because they regarded cooperation among colleagues as part of conducive environment. The following excerpt from Haseeb's (school 1) interview clearly defines his perspective:

*“I think school environment can be pleasant when all the staff members cooperate with each other. For example, if I have less knowledge about my subject, I should get support from my colleagues. In this way the school becomes a learning community.”*

### **Findings from Classroom Observations**

Classroom observations of teachers were also conducted from the stance of the third research question regarding how classroom environment and pedagogical practices influence teacher motivation. An observation guide was adapted from two sources, namely Aga Khan Education System, Pakistan (AKES, P 2003) and USC Center for Excellence in Teaching (2018).

It was observed that in all three schools, teachers arrived late for class and did not even offer a reason to students for their late arrival. None of the teachers had any concept about planning a lesson and could not provide a lesson plan for the particular session observed, even on request of the researchers. Teaching techniques were completely outdated and the traditional, teacher centered approach was followed. The students were only passive learners because all instruction was conducted by the teacher.

Moreover, the teachers did not provide learners' the opportunity to ask questions, nor did the students seem interested in asking questions. There was no discussion and no group or pair work conducted in the classroom.

Regarding classroom arrangement, it was noted that the desk setting in all nine classrooms had been done in the traditional way. Desks were arranged in straight rows which provided no facilitation for group or pair work. Regarding ventilation and light, only two of the nine classrooms had proper ventilation; the rest either had windows which were closed because the teachers did not want outside noise to enter the classrooms or there were no windows. Due to closure or lack of windows, lighting was dim in seven classrooms and light bulbs were being used, most of which were broken. Most teachers were unable to control the students, and even while they were teaching, the students were continuously talking to each other. Due to lack of classroom discipline, the teaching and learning process was hindered. However, social skills were in practice to a limited extent in one school only, for example, when students entered or left the class they asked for permission from their teachers.

The fourth research question focused on how teachers' classroom practices affected students' motivation. Thus three focus group interviews were held with students of grades VI-VIII (Middle school) from the three schools. Findings demonstrated that most students were dissatisfied with their teachers because they complained that they wanted a healthy relationship and rapport with their teachers, which according to them did not exist. Students reported that teachers never used any appreciative words or encouraged their students. If any student gave the correct answer or showed good manners such as, raising hand for giving an answer, rubbing the blackboard for the teacher or providing chalk for writing, no teacher said "good" or "well done" or similar words. Furthermore, they found teaching strategies very dull and monotonous and that they did not enjoy their classroom experiences. The only teacher they praised was one who taught science Ms.Shahida from school 3. A student participant from school 2 in the focus group shared his views regarding pedagogy of the English teacher in the following way:

*"I do not like English because our English teacher does not explain anything; if we request him to explain something, he starts shouting, that's why we get scared of him."*

Another student from the school 1 focus group stated:

*"I am scared of my teachers because they shout a lot. Most of the time they come late in the class and when they write on the board, they ask us to copy everything from the board. If we are unable to do so, they start yelling at us and sometimes slap us. We want to have polite teachers."*

A student from the school 2 focus group said the following:

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*“Some of our teachers insult us if any day we do not have any type of stationary or our parents do not have money to buy the stationary, they start saying that your parents are illiterate and you people are cheap; their words hurt us and once or twice when I complained to the principal, she did not say anything to them, studying here is boring.”*

## **DISCUSSION**

The purpose of this qualitative research was to examine the factors affecting motivation of teachers and impact of this on students learning. All teacher participants expressed similar views on motivation, yet within the similarities there were subtle differences. Results from Shishigu’s (2015) study are similar to the findings of this research because teachers in his study also defined motivation as a high level of commitment and dedication. Regarding emotions and physical fitness, findings from Akhtar et al., (2017), also demonstrate emotion as an essential component of motivation. However, the difference is that in the current study, participants explained emotion as being enthused for doing anything which seemed difficult and challenging, whereas, in Akhtar and Iqbal’s study, participants considered emotion as working towards achieving organizational goals.

However, despite having made tall claims about what motivation is for a teacher, findings from classroom observations demonstrated exactly the opposite of what teachers had said about motivation. Barring a couple of teachers who stood by what they had said in the interviews regarding motivation, the rest of the participant teachers appeared completely demotivated. Most arrived late in class, three teachers were not even concerned about students walking in and out of the class and did not bother to correct students even when they were eating sweets during class time. The teaching strategies of all nine teachers had nothing novel to raise students’ interest and neither did they show any enthusiasm in teaching. Thus by using triangulation to corroborate findings from interviews and observations, it was found that while most of the teachers described motivation well, it was not displayed in the classrooms at all.

Though several studies (Gbolle & Keamu, 2017; Tanveer, et al., 2012; Thommen et al., 2021) demonstrate that intrinsic motivation is crucial for teachers and that it is critical for them to take pleasure in what they teach, there were hardly any factors related to intrinsic motivation that emerged from this research. Intrinsic motivational attitude was visible to some extent only in one teacher (Shahida’s) attitude who said that she taught science with full devotion and even took her students to the laboratory for experiments.

Teachers also expressed a strong desire for a decent social status and recognition in society which they do not get in Pakistan. In addition, they were also desirous of a voice in the decision making process, and acquiring professional development. Similar

to the outcomes of the current study, the results of a research conducted by Ahmed et al., (2013) revealed that in Pakistani public sector schools, there was a dearth of professional development programs, and, on account of this lack, teachers are not equipped to use updated teaching strategies in their classes; the absence of professional development for teachers has a direct impact on students because they are unable to make meaning of learning in their real life situations. The notion of teacher role in decision making has also been highlighted by Javaid (2009) who states that teachers can be evaluated by their role in curriculum designing, policy making and textbook development.

The findings of the study clearly indicate that the participant teachers from all three schools were more extrinsically than intrinsically motivated because they highlighted job security, attractive salary, flexible working hours, incentives and rewards as factors for motivation. All nine participants were very vocal about their job security in the public sector and emphasized that this was a major incentive to continue in their current positions. In the public sector schools in Pakistan, principals do not have the authority either for hiring or dismissing teachers and other staff. Bari (2017) highlighted that public sector principals do not have the power to take the decision of hiring and firing and do not even have the authority to make teachers perform their duties. A study conducted by Parveen et al., (2012) in Karachi, Pakistan on teacher motivation had similar findings which showed that due to job security in the public sector schools, teachers take power and authority for granted. In addition, because of the absence of accountability, teachers hardly paid any attention to the students' learning outcomes.

However, findings from Nadim et al., (2012), study conducted in Punjab, Pakistan, underscored that though public sector teachers' salaries had increased in 2010, yet teachers were not satisfied with the raise, as they indicated that their expenses were more than what they earned. Therefore, the findings regarding satisfaction with salary are different from findings of a previous research.

Another factor pertaining to extrinsic motivation that the findings of this study revealed, related to working hours. Participants from all three schools expressed full satisfaction regarding the half day timings. Findings of a study by Cents-Boonstra et al., (2022) demonstrated that limited teaching hours are one of the reasons for increased teacher motivation. The current study also demonstrated that in all three schools, the teachers were never appreciated or awarded with any incentives. The findings from Khadakaj (2021) recommend that rewards, both financial and non-financial, play an important role in increasing teachers' motivation.

Much research has been conducted to examine the effect of environment on teacher motivation. Classroom observations supported the accounts of the teachers regarding

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dearth of amenities and cleanliness issues. This is consistent with the findings of Gitonga (2012) which indicate that classroom environment critically affects teacher motivation. Teachers feel motivated when the working condition is appealing. (Yarborough & Fedesco, 2020).

Findings from students focus group interviews demonstrate that they were not content with their teachers, neither did the teacher trust the students. This type of teachers' behavior on the part of the teachers demotivated students. Students also highlighted that due to the rude behavior of the teacher, they did not enjoy classes, nor did they learn anything. This shows that student-teacher relation was not strong. In order to improve students' learning, a strong bond and relationship is needed between teachers and pupils because teachers play a key role by being kind to students and assisting them to accomplish their goals. (Agyekum, 2019; Aspelen, 2020).

Maxwell (2012) states that in qualitative research, researchers mostly study a small number of individuals, or sites and because of this, the findings cannot be generalized to a larger population. This research focused on nine teachers from three public sector schools, gauging their perceptions of motivation and observing the effect of their motivation and pedagogical strategies on student achievement, thus restricting generalizability of findings. Also, a limited number of students from three public sector schools participated in the focus group interviews. However, since in qualitative inquiry, depth rather than number of participants is considered, the in-depth findings, though not generalizable, provide deep implications for policy makers, educationists, principals and teachers. The implications of this research will go a long way in affording policy makers, principals and teachers to revisit and refine their approaches in their relevant fields. The findings highlight that not only is the extrinsic factor an important aspect for teacher motivation, but intrinsic motivation is also a much needed characteristic for teachers. Dearth of proper professional development initiatives from the government for public school teachers, lack of participation in decision making and absence of respect for them are issues that have been highlighted via this research. This research posits that teachers should be encouraged to take ownership and responsibility of their work so that they can take pride in what they do. This can happen not only through professional development of teachers but also workshops for principals, highlighting how teachers should be encouraged to take ownership of their work.

### **RECOMMENDATIONS**

It is imperative for policy makers to focus on professional development programs for pre-service and in-service teachers, regardless of their seniority. It is through training programs that teachers will learn the latest teaching methods so as to impart these to the students and develop their interest.

Principals need to be proactive and keep a record of the performance of all his/her staff members especially the teaching staff.

The principals should give voice to teachers in school-based decisions. This can have a tremendously positive impact on teacher motivation in public schools.

From the perspective of teachers, it is imperative to understand students' needs and design activities apt for their academic level. Teachers, through professional development should be encouraged to use different strategies such as group work, pair work and discussion.

There should also be strategies in teacher development programs to bring a change in the mindset of teachers to make them more appreciative of their profession.

Teachers should also use technological resources which may motivate students.

They should develop positive relationship with students that would enhance students' trust in their teachers and vice versa.

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