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Effects of Motivation on Teaching Standards of Higher Secondary Level English Teachers of Public and Private Sectors: A Comparative Study in Sialkot, Pakistan

Amna Arif

MS Scholar, Department of English, University of Sialkot, Punjab, Pakistan

Correspondence: awanamna447@gmail.com

Nadia Akram

MS Scholar, Department of English, University of Sialkot, Punjab, Pakistan

Email: nnadia.akram0020@gmail.com

Amna Zahid Ch

Lecturer, Department of English, University of Sialkot, Punjab Pakistan

Email: amnachaudhary47@gmail.com

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Abstract

This study investigates how motivation affects the teaching standards of higher secondary English teachers in the public and private sectors of District Sialkot, Pakistan. The study employs a mixed-method descriptive research design, rooted in Frederick Herzberg's Motivation-Hygiene Theory (1959), to thoroughly examine the motivation and demotivation factors that impact teachers' performance. We gathered quantitative data through questionnaires to gain broad statistical insights and obtained qualitative data from focus group interviews to gain in-depth perspectives. The population consisted of English teachers from eight higher secondary schools, divided equally between the public and private sectors. We selected 30 teachers with at least 3 years of experience using purposive sampling. The research instruments included a self-developed Likert scale questionnaire and structured interview protocols. The theoretical framework is based on Frederick Herzberg's Motivation-Hygiene Theory, which distinguishes between intrinsic motivators, such as achievement and recognition, and extrinsic hygiene factors, such as salary and working conditions. The researcher used statistical methods to analyse the quantitative data and subjected the qualitative data to thematic analysis. These insights are valuable for educational policymakers and administrators looking to improve teacher motivation and overall educational quality in District Sialkot.

Keywords: English Teachers, Higher Secondary Education, Herzberg's Motivation Hygiene Theory, Mixed-Method Research, District Sialkot.



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Introduction

Motivation is the driving force that enables college students to fulfill their desires and achieve their training goals. Motivation motivates them to learn, participate, and interact with the learning process. Without motivation, college students can also feel disconnected, disinterested, and lack the desire to study. According to Pintrich (2004), motivation is "the manner of instigating and maintaining intention-directed behaviour" (p. 384). Motivation plays a critical role in determining college students' instructional achievement, staying power, and universal fulfillment in the context of education.

There are two primary types of motivation: intrinsic and extrinsic. Intrinsic motivation refers back to the internal pressure to examine and gain, based entirely on private pursuits, curiosity, and a preference to succeed (Deci & Ryan, 2000). On the other hand, extrinsic motivation is the outside pressure to examine, based on factors consisting of rewards, reputation, and social pressure (Deci & Ryan, 2000). Research has proven that intrinsic motivation is a more powerful and sustainable driving force of studying and fulfillment (Deci & Ryan, 2000). Intrinsically inspired students are more likely to interact deeply with the learning material, ask questions, and seek out challenging situations.

Teachers and educators can play a considerable role in fostering motivation in students. Creating a supportive and inclusive getting-to-know environment (Wlodkowski, 2008) can assist students in experiencing and engaging. Setting clear and attainable desires (Locke & Latham, 2002) can also help students stay focused and influenced. Providing opportunities for autonomy and self-directed learning (Deci & Ryan, 2000) can assist students in developing a sense of ownership and responsibility for their knowledge acquisition. Lastly, providing positive remarks and recognition (Hativa, 2013) can help students feel valued and liked, thereby enhancing their motivation. In conclusion, motivation plays a crucial role in education, enabling students to explore, achieve, and achieve success. By identifying the distinct forms of motivation and using powerful techniques to foster intrinsic motivation, educators can help students attain their complete capacity. By cultivating a supportive and masterful environment, setting clear goals, granting students autonomy, and providing feedback and recognition, educators can assist students in developing the motivation they need to succeed.

Motivation plays a crucial role in training, playing a significant role in determining students' academic fulfillment, engagement, and average fulfillment (Wigfield & Ecclestone, 2000). It is pressure that initiates and sustains learning behaviors, influencing students' willingness to take part, effort, and endurance (Intrich, 2004). Motivation refers back to the procedures that provoke, manual, and preserve goal-directed behavior. It may be intrinsic or extrinsic. Intrinsic motivation comes from within the man or woman, driven by interest, enjoyment, or a sense of project. On the other hand, external factors such as rewards, grades, or approval from others influence extrinsic motivation (Ryan & Deci, 2000). In the educational context, motivation is vital for several reasons. Firstly, motivation enhances overall academic performance, as motivated college students tend to achieve higher grades and demonstrate advanced study results (Hativa, 2013). Secondly, motivation encourages active participation, prompting college students to ask questions and seek assistance whenever needed (Fredricks et al., 2004). Thirdly, motivation promotes autonomy, allowing college students to take ownership of their knowledge and develop self-regulating abilities (Zimmerman, 2000).

Teachers and educators can play a good function in selling motivation to college students. Strategies such as setting clear goals, making comments, and creating supportive learning

environments can help stimulate motivation (Ames, 1992). Parental involvement and encouragement also considerably impact student motivation (Henderson & Mapp, 2002). Understanding the function of motivation and imposing strategies to foster it could help educators create the most effective way of gaining knowledge of the environment, supporting students' growth and development. By recognizing the importance of motivation, educators can adapt their teaching methods to meet the diverse needs of their college students, resulting in a more inclusive and effective learning experience.

It is essential to realise how motivation affects educational quality while analysing the way it pertains to educational requirements. Deci and Ryan's studies demonstrate that intrinsic force, which originates from within, improves learning effects and raises scholar engagement. This implies that educators who are without a doubt passionate about what they do—teaching and getting to know—will be inclined to design more engaging and dynamic mastering environments (Deci et al. 2000). Reeve's influence encouraged teachers to improve their guidance methods, leading to an increase in students' academic achievement. Reeve argued that highly motivated educators are more likely to go above and beyond to maintain excellent teaching standards, which eventually improves the quality of education as a whole (Reeve 2012). Motivation significantly influences teachers' behavior and mindset, which in turn influences their ability to connect with students and effectively teach the material. Vallerand argued that motivation is critical in raising teaching standards because it encourages teachers to keep refining their methods, which gives students access to a more productive and interesting learning environment (Vallerand, 1997). Bandura's study on self-efficacy highlighted the crucial role of instructors' perspectives in positively influencing student outcomes. This study emphasises how a teacher's optimism can influence their methods of instruction, which in turn affects the motivation and performance of their students (Bandura 1997). Teachers' goals to motivate students are also important, as Eccles (2002) conducted a study on achievement motivation, which highlights the significant influence that teachers' personal objectives and motives have on students' academic performance and engagement. This study underscores the significance of educators' ambitions and goals in creating a positive and stimulating learning environment for college students, by exploring the intricate relationships between teacher motivation and student outcomes.

The consequences of motivation on the coaching requirements of higher secondary degree English instructors in the public zone in Sialkot, Pakistan, are full-size and multifaceted. Motivation plays a vital role in influencing the performance and effectiveness of instructors within the study room. It influences their level of engagement, enthusiasm, and commitment to their teaching obligations, ultimately affecting the first-class education they impart to students. A study by Ahmad (2017) highlights that motivated teachers are much more likely to demonstrate a better degree of determination and passion in their teaching, leading to stepped-forward student mastery outcomes. In the context of Sialkot, where public zone colleges regularly face aid constraints and various challenges, motivated teachers are better equipped to navigate these limitations and provide excellent education to their students (Khan, 2019). Moreover, motivation can contribute to the professional development of teachers, resulting in continuous improvement in their teaching requirements. Ali (2016) found that motivated teachers are more likely to seek out opportunities for professional growth, such as attending workshops, pursuing similar training, and participating in collaborative learning with their peers. This non-stop development at once translates into more advantageous teaching requirements, as stimulated teachers are more inclined to keep up with brand new pedagogical practices and academic traits, thereby reaping benefits for their students. Additionally, stimulated instructors are more likely to create a positive and supportive classroom environment that can notably effect pupil engagement and academic success (Hussain, 2020). In

the context of higher secondary education, the study room atmosphere and the instructor's guidance can foster college students' motivation and passion for studying.

However, it's crucial to note that a variety of factors, such as institutional support, reputation, and intrinsic motivation, can influence the level of motivation among teachers. According to Malik's (2019) research, institutional guidance in the form of expert development opportunities, good enough assets, and a supportive work environment can drastically impact teachers' incentive levels. Furthermore, the popularity and appreciation of instructors' efforts, with the aid of school control and the wider community, can function as powerful motivators, contributing to stepped-forward coaching requirements. Intrinsic motivation, stemming from an instructor's private passion for teaching and desire to make a tremendous effect on students, also performs a crucial role in maintaining excessive teaching standards (Nawaz, 2018).

This study addresses a tremendous gap in the literature and highlights the complicated dating between motivational elements and teaching standards in special instructional sectors in Sialkot, Pakistan. The comparative approach enriches the discourse on instructional quality and instructor overall performance by emphasizing contextual variations and proposing tailored strategies to improve motivation and teaching standards. The findings highlight the need for a balanced approach that nurtures both intrinsic and extrinsic motivators to enhance academic results. Future studies may want to increase this inquiry to other regions and topics, further elucidating the complex dynamics of motivation in various instructional settings.

Statement of the Problem

The educational landscape in District Sialkot presents a multifaceted environment for teachers in both public and private sectors, characterized by numerous challenges that can significantly impact their professional motivation and commitment. While teachers play a crucial role in shaping future generations through effective knowledge dissemination, there is a notable gap in understanding the specific motivational and demotivational factors that influence educators in this region. This study addresses this gap by examining the intricate relationship between factors such as salary, job security, opportunities for professional development, and recognition. By leveraging established motivational theories, the research will explore how these elements affect teacher motivation and demotivation. Ultimately, the findings are expected to yield valuable insights into the dynamics of teacher motivation, informing targeted interventions and policies that can enhance the quality of education in District Sialkot.

Research Objectives

The following are the objectives of the study:

- To find out the key motivation factors that have an impact on the teaching standards of secondary level English instructors in both public and private sector schools at Sialkot.
- To examine the effect of demotivation factors on the coaching standards of secondary level English instructors in public and private sector schools at Sialkot.

Research Questions

1. What are the key motivation factors that have an impact on the teaching standards of secondary level English instructors in public and private sector schools at Sialkot?
2. How demotivation factors have an effect on the coaching standards of secondary degree English instructors in public and private sector schools at Sialkot?

Significance of the Study

The significance of this study on motivation and demotivation elements among English language instructors in both public and private sectors in District Sialkot lies in its potential to inform centered strategies for enhancing the overall academic landscape. Understanding the drivers of trainer motivation is pivotal for enhancing coaching best, scholar outcomes, and the general instructional level. By figuring out precise elements contributing to motivation or demotivation, policymakers, school administrators, and schooling stakeholders can tailor interventions dealing with the specific wishes of teachers in District Sialkot.

Literature Review

The word "motivation" derives from the word "motive," which denotes an object and, as an action word, denotes movement without hesitation. Thus, mental health conditions are what compel people to behave in certain ways. We cannot overstate the role of motivation in the teaching-learning process, especially at the higher secondary level where students are exploring their interests and preparing for future academic and professional pursuits. Motivation plays a crucial role in enhancing the teaching standards of educators (Ryan & Deci, 2000).

As the demands of 21st-century education rise, teachers' motivation appears to be declining. In simpler terms, a highly motivated teaching staff is crucial for achieving outstanding student learning and effective teaching practices. Multiple factors contribute to teacher motivation, encompassing both material and psychological aspects. Research by Csikszentmihalyi (1990) and Bishay (1996) suggests that a teacher's daily experiences significantly influence the activities they find most psychologically rewarding. This can, in part, serve as an indicator of their overall motivation level. Furthermore, studies have shown a positive correlation between teacher motivation and increased student academic achievement.

In their study, Ahmad et al. (2020) underscore the importance of keeping professional development and support initiatives to enable educators to be ready for the current developments in both teaching and learning environments and requirements. Such investments enable educational institutions to foster professional growth and cultivate an exceptional teaching and learning environment, thereby enhancing learner performance. This comparative study, focusing on the relative impact of motivation on the Set Standard of Higher Secondary Level English Teachers working in Sialkot, Pakistan, unveils the complex process of motivation as well as its far-reaching consequences in the realm of education. When taking into consideration the findings made in this study and in other scholarly works, policymakers as well as educational leaders could work towards creating comprehensive frameworks and approaches for building and sustaining intrinsic motivation, fostering positive organisational and institutional climates, eradicating socio-economic inequalities, and facilitating continuous and constructively challenging education for the teachers. To that end, it is indeed possible for the organization to work towards educational excellence in adults and for children as well as different sectors, such as public and private both.

In this research, Khan (2024) noted that motivation plays a crucial role in learning new languages. Although teachers have faced difficulties in trying to support their students, they also help them by explaining things clearly and making lessons interesting and meaningful. Teamwork is also promoted by teachers. In this research, by examining the survey of 392 teachers, the best way to help students learn is to have clear understanding, meaningful assignments, instructions, and teamwork. In all these matters, teachers are important for helping students want to learn a new language and can make learning easy and fun.

In her work, Aneez (2024) discussed the importance of motivation. This research study looks at how important it is for teachers to be motivated when teaching English as a second language to high school students in Sialkot, Pakistan. This study also explores the challenges that teachers face when trying to use different techniques to help students learn the English language. This study also experienced a survey of 40 teachers of the private sector in Sialkot about their experience and opinions. The only aim of this survey is to understand the best way to motivate teachers and help students to learn English easily.

Motivation inside the subject of English language education, motivation performs a massive role in shaping educators' ranges of enthusiasm, involvement, and the general first-class of coaching (Dörnyei, 2001). Research by Hanushek and Rivkin (2003) indicates that, at the same time, instructors in both the public and personal sectors may also percentage comparable intrinsic motivations for coaching and differences in extrinsic motivations. Motivations, including salary and job security, can impact their usual effectiveness. Public quarter teachers, as an instance, may additionally face challenges associated with bureaucratic constraints and limited resources that can have an effect on their motivation levels.

Shaukat et al. (2021), in his research, explore that motivation plays a pivotal role in the lives of educators, as it directly affects the performance of teachers towards the students. This research examines how motivation is important for higher secondary-level teachers of English Language in private and public schools in Sialkot, Pakistan. Muhammad Abdullah Khan (2024) talks about the strategies that are employed in high schools in Sialkot, Pakistan, by English as a Second Language (ESL) teachers. This study examines the connection between the practicality of inspirational methods in Pakistan's educational context and the motivation of ESL teachers. Motivation holds a major significance for educators, as it is important to create a commendable learning environment for students. This research explores the challenges that were experienced by EFL instructors by using these motivational strategies. About 392 teachers participated in a survey comprised of 196 males and 196 females. We conducted this survey to understand their views on motivational strategies, which varied from "strongly disagree" to "strongly agree".

Atta (2024), in her study, aims to examine whether this research-based activity helps them to determine the series of strategies of motivation by ESL teachers. It highlights some meaningful tasks and also promotes group work that affirms a significant role of spreading motivation towards students with the coordination of the ESL teacher's motivation strategies. This comparative study of teaching standards of both the public and private sectors of Sialkot examines how motivation affects the quality of teaching, and by knowing these effects, we get insights to improve these educational flaws in both the public and private sectors. English as a Second Language (ESL) provides the strategies that inspire them to perform their duties with outstanding enthusiasm. This comparative study provides teachers with a diverse range of strategies that make them more involved and interactive with teaching students.

The study aims to fill this gap by specifically examining how motivational factors affect English teachers' teaching standards in both public and private schools in Sialkot. By identifying this research gap, your study will contribute valuable insights into how motivational dynamics operate within specific educational contexts. It will also provide a foundation for developing targeted interventions aimed at enhancing teacher motivation, which could lead to improved teaching standards and better educational outcomes for students.

Research Methodology

Research methodology refers to the systematic plan for conducting research, encompassing the techniques and procedures used to collect and analyze data. In this study, a mixed-methods descriptive design was employed, integrating both quantitative and qualitative approaches. The quantitative aspect involved structured questionnaires administered to a sample of 30 English language teachers with a minimum of 3 years of teaching experience are selected as participants in the study from eight (8) public and private higher secondary schools in District Sialkot. The sample consisted of 15 male teachers and 15 female teachers, representing a balanced perspective on gender dynamics within the teaching profession. This method allowed for the collection of numerical data that could be statistically analyzed to identify trends and correlations related to teacher motivation (Herzberg, 1966). On the qualitative side, focus group interviews were conducted to gather in-depth insights into teachers' experiences and perceptions regarding motivational factors (Herzberg, 1966). This combination of methods not only enhances the validity and reliability of the findings but also provides a richer, more nuanced understanding of how various motivational and demotivational factors influence teaching performance.

Theoretical Framework

The theoretical framework guiding this research is based on Frederick Herzberg's Motivation-Hygiene Theory (Herzberg, 1959), which distinguishes between factors that lead to job satisfaction (motivators) and those that lead to job dissatisfaction (hygiene factors). Herzberg's theory posits that intrinsic motivators such as achievement, recognition, and opportunities for growth are essential for fostering job satisfaction among employees (Herzberg, 1966). Conversely, hygiene factors, which include salary, working conditions, and company policies, are necessary to prevent dissatisfaction but do not contribute directly to motivation (Herzberg, 1966). By applying this framework, the study aims to explore how these two sets of factors interact within the context of English language teaching in Sialkot. Understanding these dynamics can provide valuable insights into improving teacher motivation and performance in both public and private educational settings.

Data Analysis

This study emphasized the factors that influence the performance of ESL instructors in public and private institutions, including motivation and demotivation. The researcher employed interviews and questionnaires as data collection instruments for this objective. The quantitative data was analysed using SPSS software, while the qualitative data was analysed in the context of the dual-factor theory of motivation. Additionally, the data was presented in two sections by the researcher. Interviews conducted by the researcher are described in the second half, while questionnaire responses are presented in the first. The integration of mixed methods enables the provision of a comprehensive and exhaustive analysis.

Reliability Statistics

Cronbach's Alpha	No of Items
.800	12

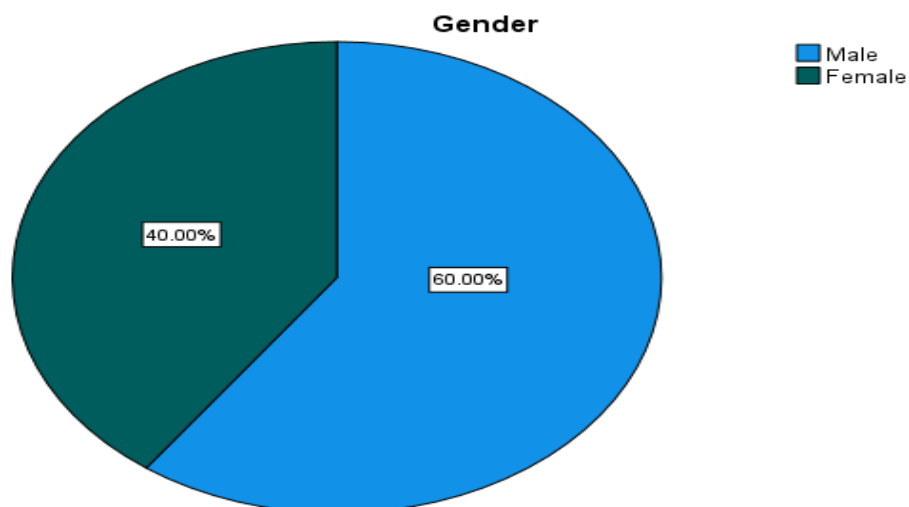
Table shows the result of reliability analysis using the Cronbach's Alpha to measure the internal consistency of a set of 12 items related to motivation and demotivation factors affecting teaching standards from higher secondary level public and private sector English teachers in Sialkot. Table indicates a high level of internal consistency among the items used in the questionnaire (Cronbach

Alpha=0.800). Cronbach's Alpha value greater than 0.7 indicates an acceptable level of internal consistency, and value greater than 0.8 suggests good reliability.

Quantitative Analysis

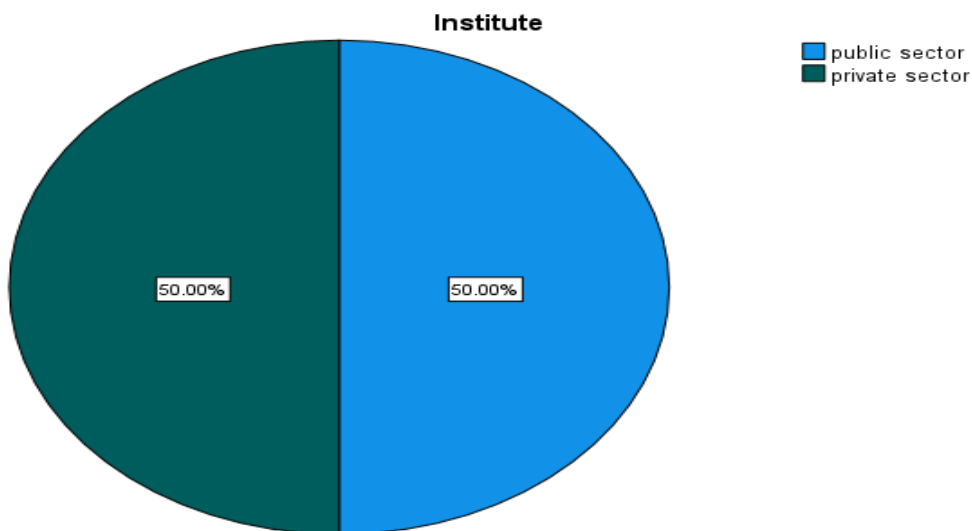
This section describes the questionnaire responses results. The frequency and percentage of the high-secondary level Pakistani ESL teachers' performance and effects of motivation and demotivation are presented through graphs below. Every question is analyzed and displayed separately. Questionnaire was divided into two part. 1) Demographic information of the participants 2) effects of motivation and demotivation on ESL teachers' performance.

Figure 1: Participants Gender



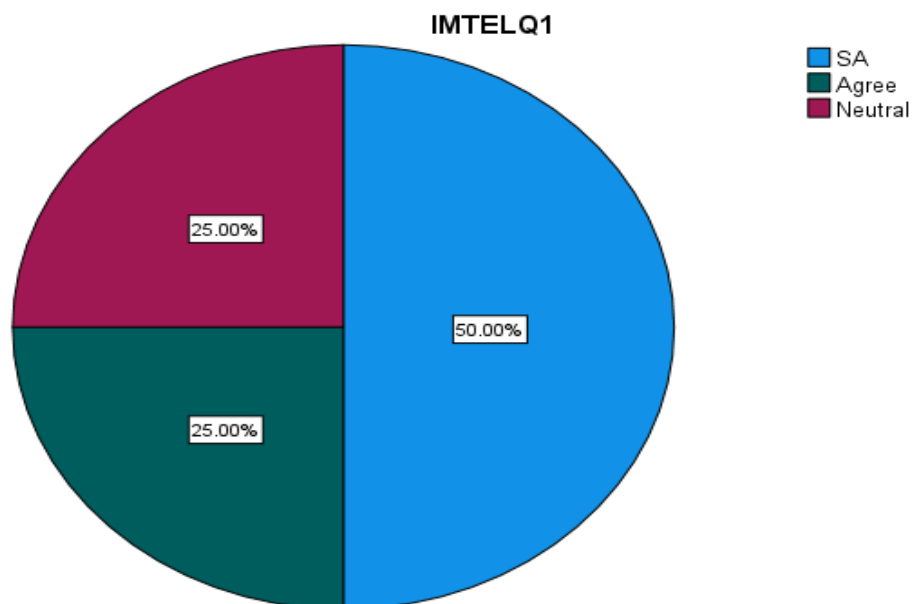
Present study aims to investigate that how motivation and demotivation effects the teacher's performance in private and public sector of Pakistani institutes. To make this contrast transparent selection of research participants was the key factor. Therefore, researcher selected the English language teachers from both public and private institutes of higher secondary level. Total 30 teachers participated in this study out of which 15 were male teachers and 15 were female teachers and this ratio is presented in above graph.

Figure 2: Participants Serving Institute



The members on this look at had been English language instructors from each public and personal higher secondary schools. There was an equal cut up: 50% of the academics had been from private schools and 50% have been from public faculties. This distribution helps the researcher to recognize the distinct motivational and demotivational factors confronted by using teachers in each varieties of faculties. These teachers, regardless of wherein they paintings, percentage a sturdy ardor for teaching and helping college students improve their English abilities. Private faculty instructors regularly use new and innovative teaching methods, pushed via the competitive nature of their faculties. Public school teachers, however, show wonderful determination to offering schooling to all students, frequently coaching large and extra varied companies of youngsters. By along with teachers from each public and personal schools, this study provides a wide variety of insights and reports. It highlights the commonplace intention of all teachers: to inspire a love for the English language of their students and prepare them for the future. This balanced approach indicates that instructors anywhere are committed to assisting college students reach an ever-changing global.

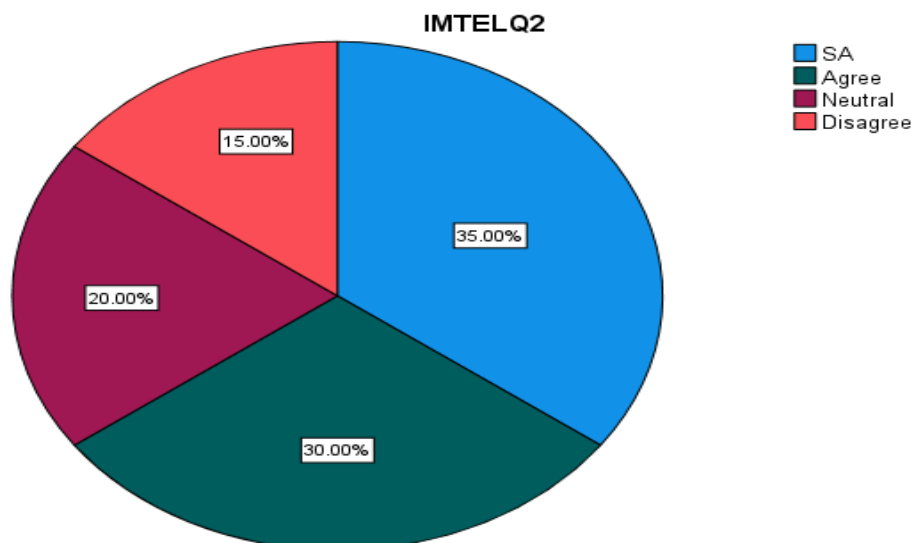
Figure 3: *Passionate about teaching*



The statistics in Figure 6 show that half of the teachers (50%) strongly agree that their passion for teaching keeps them motivated to continue working. This passion is an intrinsic factor, meaning it comes from within. Another 25% of the teachers agreed with this statement, and 25% were neutral. This response indicates that most teachers are driven by their love and passion for teaching. Those who strongly agree likely find great joy and satisfaction in their work, which keeps them dedicated to their roles. The 25% who agreed also feel motivated by their passion, even if they are not as enthusiastic as those who strongly agree.

The neutral 25% may have mixed feelings. They might enjoy teaching, but other factors like job security or salary could also play a role in their motivation. Overall, the data shows that 75% of the teachers are motivated by their passion for teaching. This passion helps them stay committed and creates a positive learning environment for their students. When teachers love what they do, it benefits everyone involved.

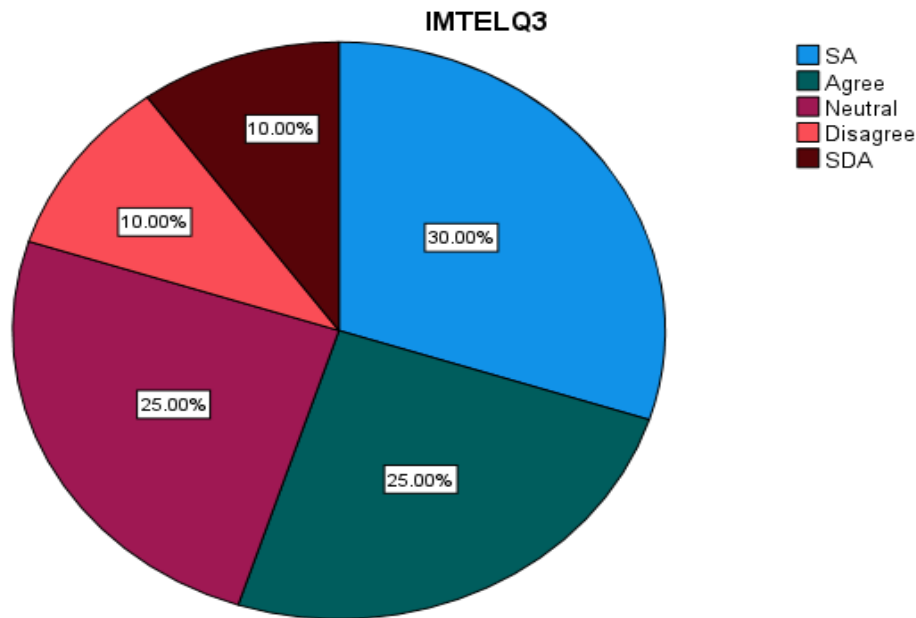
Figure 4: *New Teaching Methods Enhance my Lessons Excite Me*



Another intrinsic factor motivating the teachers who participated in this study is the application of new teaching methods. The data reveals that 35% of the teachers strongly agree that using innovative teaching techniques encourages them in their work. Additionally, 30% agree with this sentiment, indicating a significant portion of teachers who feel motivated and excited by incorporating fresh approaches into their teaching. These teachers likely see the benefits of new methods in enhancing their students' language abilities and making learning more engaging. Furthermore, 15% of the teachers responded neutrally to this factor. This neutrality suggests that while these teachers might appreciate new teaching methods, they do not find them particularly motivating or demotivating. They may balance between traditional and modern approaches, adapting their methods based on what works best in different situations.

However, 20% of the teachers disagree with the idea that new teaching methods are motivating. For these educators, traditional teaching methods are seen as more effective for teaching English. They might prefer tried-and-true techniques that have consistently delivered good results in their experience. Findings indicates that the majority of teachers, total 65%, feel excited and motivated by using new study approaches. This enthusiasm for innovation can lead to more dynamic and effective teaching, helping students improve their language skills in diverse and engaging ways. However, it is also clear that a notable minority of teachers prefer traditional methods, highlighting the importance of a balanced approach that respects both innovation and established practices in education.

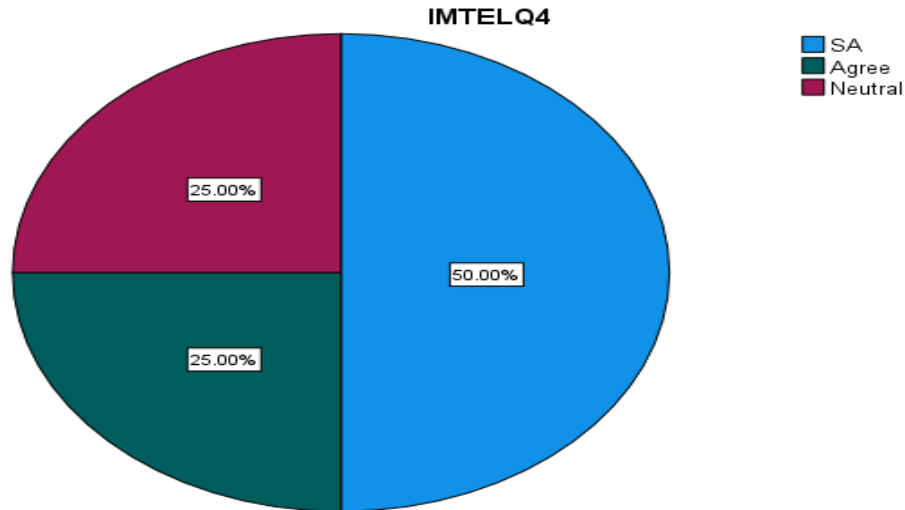
Figure 5: Satisfaction related to student progress



In response to the statement, “you are satisfied regarding student progress”. The teachers' responses varied. About 30% of the teachers strongly agree that seeing their students make progress provides them with satisfaction and motivation. Another 25% agree with this statement, showing a significant portion of educators who find student progress a key driver of their enthusiasm and commitment. Additionally, 25% of the teachers gave a neutral response, indicating that while they may recognize student progress, it does not strongly influence their motivation. Meanwhile, 10% of the teachers disagree, and another 10% strongly disagree, suggesting that other factors might be more important for their motivation.

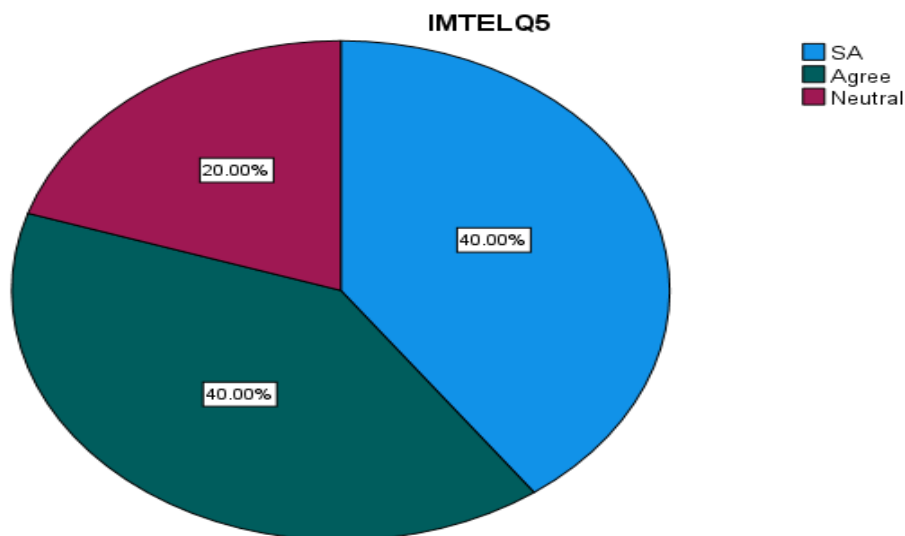
Interestingly, the teachers who feel most motivated by student progress tend to be younger, aged between 25-35 years, and are often fresh graduates. These teachers are typically proficient in using technology for educational purposes and enjoy experimenting with new classroom techniques. Their enthusiasm for innovation and technology likely contributes to their strong positive response to their students' achievements, as they see direct results from their efforts to modernize and improve their teaching methods.

Figure 6: *Engaged in professional development activities*



In response to the statement about engagement in personal development activities, such as workshops, 50% of the teachers strongly agree that participating in these self-growth activities enhances their teaching abilities and motivates them to adopt innovative teaching styles. This significant percentage highlights the importance of continuous professional development in keeping educators inspired and effective in their roles. Furthermore, 25% of the teachers agree with this statement, further emphasizing that a substantial portion of educators find value in attending workshops and similar activities. These activities now not best improve their competencies however additionally offer fresh perspectives and strategies that may be implemented within the classroom. Meanwhile, 25% of the teachers answered neutrally, suggesting that at the same time as they may participate in professional improvement, it does now not considerably impact their motivation or teaching fashion. Responses to this query shows that workshops and other academic sports play a vital role in motivating the bulk of teachers. These opportunities for growth and mastering help them live current with new academic developments and techniques, in the end benefiting their college students thru more advantageous teaching practices.

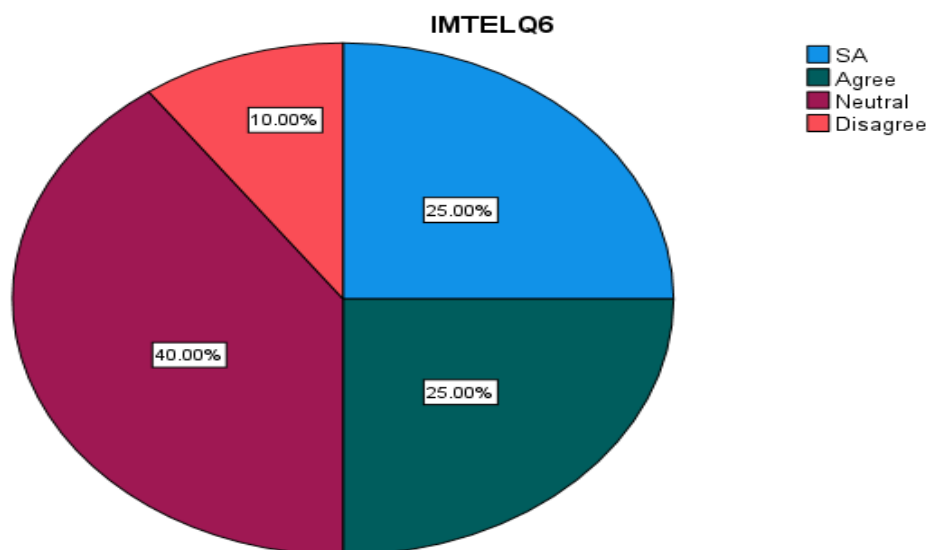
Figure 7: *Workload and Personal Life Balance*



The impact of an excessive amount of paintings on instructors is obvious from the outcomes. A good sized 40% of instructors strongly agree, and every other forty% agree that having too many responsibilities hurts their work and motivation. This suggests that many teachers feel their duties go properly beyond simply teaching and planning instructions. They frequently have greater duties that delay their most important work and depart them feeling tired. This heavy workload would not simply affect their job performance—it also influences their personal lives. Teachers say they have got much less time for themselves and their households because of their paintings. This imbalance can reason extra pressure and cause them to experience less glad both at paintings and at home.

Having an excessive amount of to do also can make it hard for instructors to give you knew thoughts for teaching or to trade their techniques to in shape college students' wishes. To restore this, faculties must make regulations that help to manipulate workload better. They ought to additionally deliver instructors the resources and help they need to balance work and private existence. This way, teachers can cognizance greater on assisting college students to research and develop.

Figure 8: *Feeling recognized and favored*

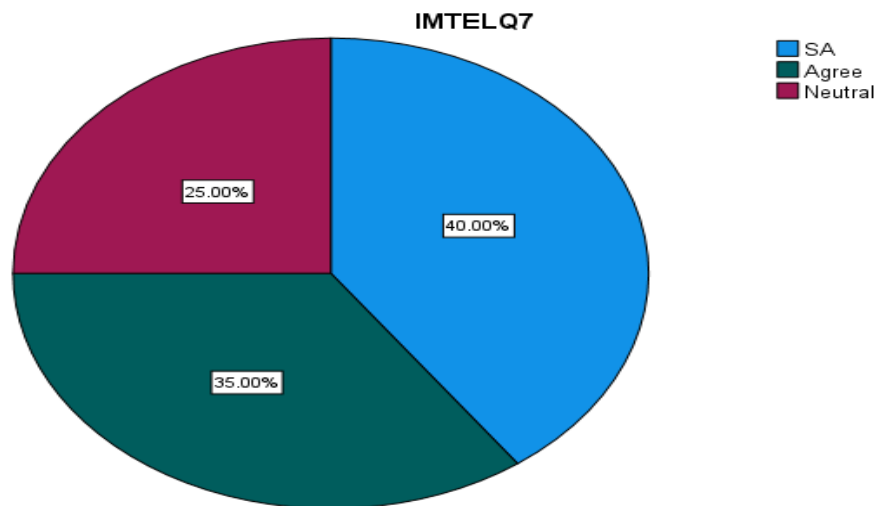


Participants within the take a look at have been requested about their feelings regarding reputation and appreciation of their work. The findings reveal that 1/2 of the participants, totaling 50%, strongly believe that being diagnosed and appreciated by way of higher authorities boosts their morale and motivates them to put in greater effort. This acknowledgement validates their tough paintings and determination, making them feel valued and respected in their career. On the alternative hand, forty% of the individuals answered neutrally to this question. This impartial stance suggests that even as they may appreciate reputation, it may no longer appreciably impact their motivation or feel of fulfilment. They would possibly view reputation as a pleasant gesture but now not always a using force in the back of their paintings. Furthermore, 10% of the contributors disagreed with the idea that reputation and appreciation have an effect on their morale undoubtedly.

In end, responses to the given query highlight the significance of recognition in fostering a high-quality paintings environment for instructors. When instructors feel preferred, it reinforces their self-belief and encourages them to take pride in their talents. This experience of fulfilment can lead to greater job pleasure and a deeper dedication to nurturing college students' growth and

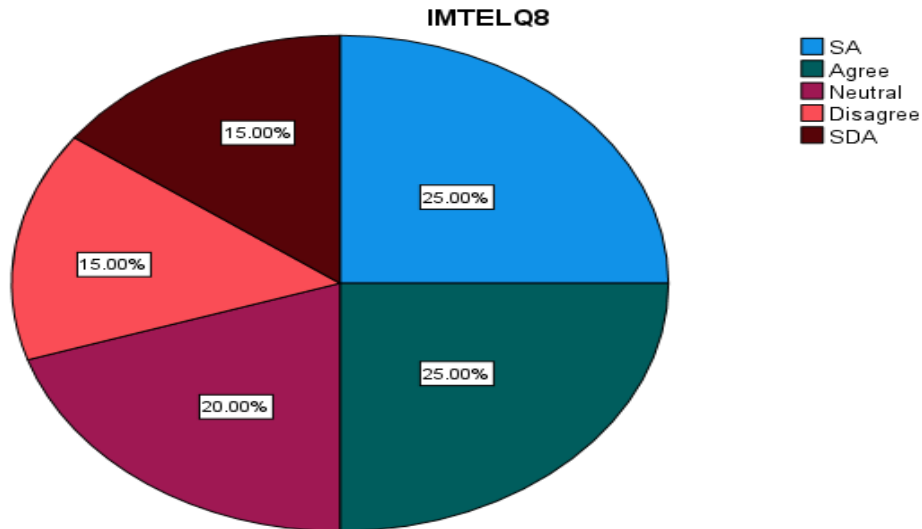
gaining knowledge of. Schools and academic institutions can advantage from spotting and appreciating their instructors' efforts, by using cultivating a supportive and influenced coaching community.

Figure 9: Learners' diverse background challenge



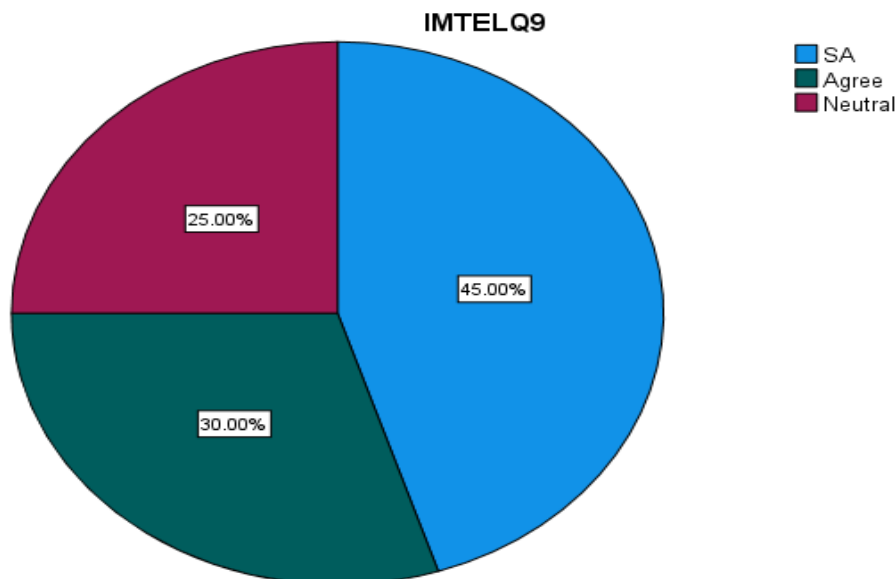
The attention of the prevailing takes a look at centers on schools within the Sialkot region, in which the researcher seeks to discover the motivating and demotivating factors amongst ESL (English as a Second Language) teachers. This location includes each non-public and public sector schools, catering to students from various socio-economic backgrounds. According to the findings, forty% of instructors strongly agree that scholars on the better secondary level come from numerous backgrounds, which poses a full-size venture for language teachers, especially in public zone institutes. This diversity can encompass versions in language skillability, educational backgrounds, and cultural contexts, making it complicated to tailor coaching techniques to fulfill the desires of all newbies successfully. Moreover, 25% of instructors agreed with this statement, while 35% responded neutrally. This suggests a reputation among a few educators of the complexities posed through pupil diversity, even though not universally perceived as a first-rate challenge. In general, the diversity among students in the Sialkot region impacts teachers' performance by necessitating adaptive teaching strategies and heightened sensitivity to individual learning needs. Addressing this challenge requires support systems and professional development opportunities that equip teachers with the skills and resources to effectively engage and educate a varied student population.

Figure 10: Consecutive lectures pressure



Half of the teachers (50%) find back-to-back classes demotivating, as they leave little time for preparation or breaks between lessons. However, 30% (15% disagree and 15% strongly disagree) do not see this scheduling as a problem, possibly managing their time well or thriving in a fast-paced environment. Remarkably, teachers in the private sector face this challenge more frequently. The high frequency of back-to-back classes can lead to annoyance and dissatisfaction with administrative policies among private school teachers. This suggests a need for better scheduling practices to support teachers and improve their job satisfaction. Improving how classes are scheduled could create a more supportive work environment, reducing burnout and enhancing teaching quality for both teachers and students.

Figure 11: Intellectual challenge & personal growth motivates to teach

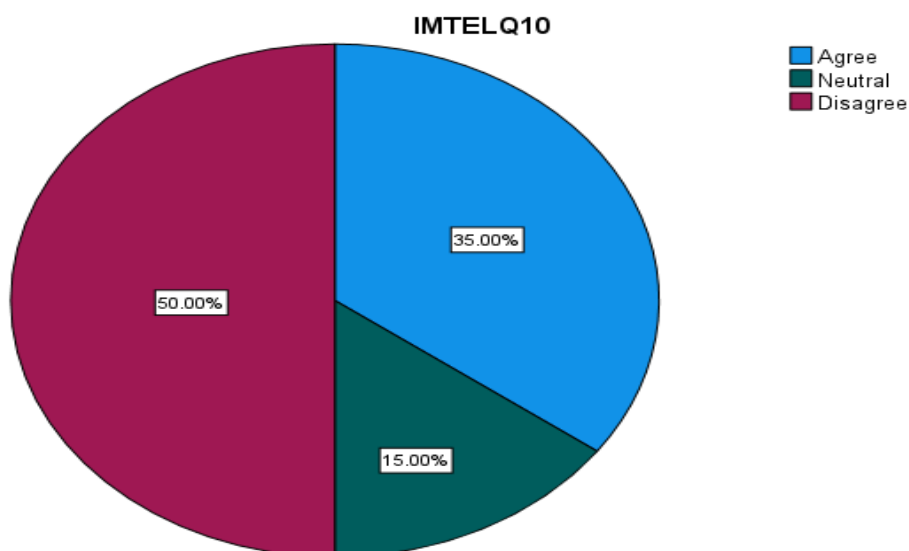


Personal growth and intellectual challenges play a significant role in motivating teachers, according to the study. A substantial 45% of teachers strongly believe that these factors persuade them to continue teaching. Another 30% agree with this sentiment, indicating a majority who find personal and intellectual growth compelling reasons to remain in the profession. Moreover, 25%

of teachers responded neutrally to this factor, suggesting that while they may recognize its importance, it may not strongly influence their motivation.

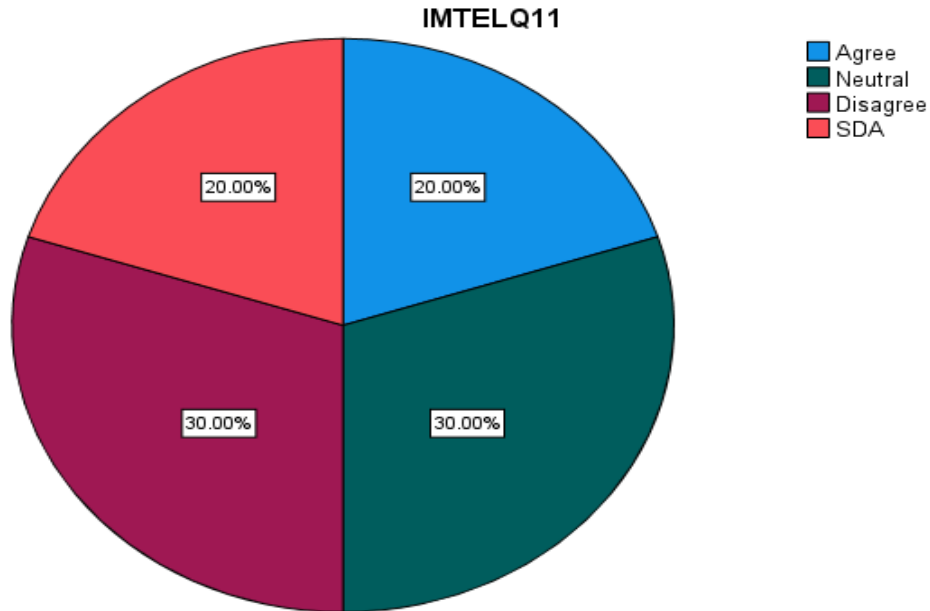
Furthermore, responses to this question highlight that 75% of teachers feel that personal growth and intellectual challenges positively impact their motivation and dedication to teaching. These factors inspire educators to continually improve their skills, explore new teaching methods, and tackle intellectual challenges in their classrooms. This drive for growth not only enhances their professional development but also enriches the learning experience for students, fostering a dynamic and stimulating educational environment.

Figure 12: *Satisfaction with current financial incentives*



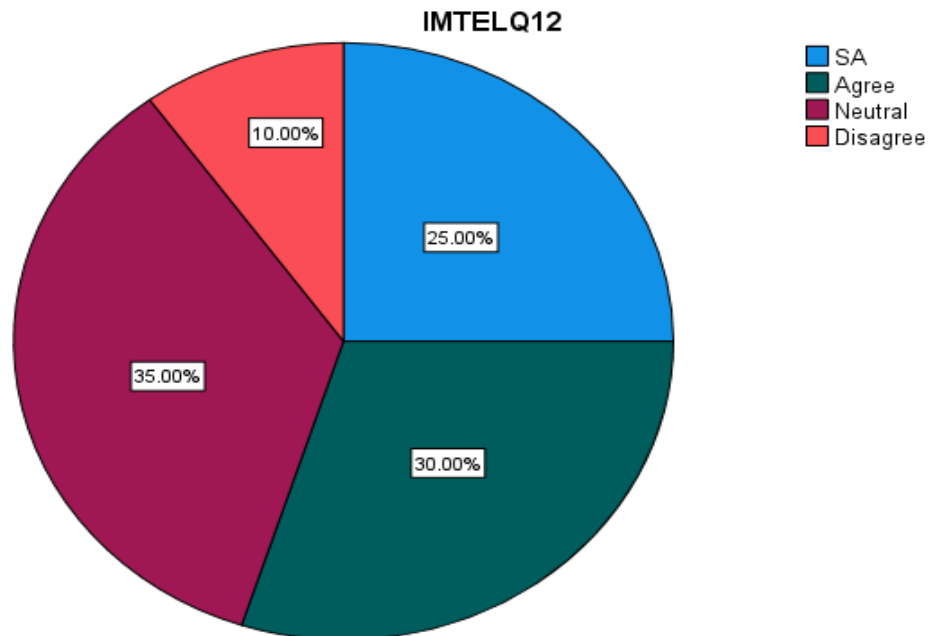
Regarding the question about satisfaction with financial incentives, the findings reveal that a significant 50% of employees are dissatisfied with their current salary, while 35% are somewhat submissive to this reality. This dissatisfaction with financial compensation often acts as a demotivating factor, causing employees to consider leaving their jobs. Low salaries not only fail to meet teachers' financial expectations but also affect their overall job satisfaction and morale. Many teachers might also experience undervalued or fight to satisfy their economic responsibilities, that could result in pressure and decreased productiveness. Moreover, the steady concept of insufficient repayment can overshadow their dedication to their roles and impact their performance. Additionally, majority of teachers disenchanted with economic incentives belonged to the personal sector.

Figure 13: *Administrative rules and manner*



Unfair administrative policies and approaches are a large demotivate for instructors, especially among female contributors who often sense greater affected than their male colleagues. Many female teachers believe they do the same amount of work as male teachers but receive fewer benefits and opportunities in return. This inequality is a substantial issue, specifically in personal faculties. Feeling deceitfully treated not only lowers confidence but also reduces job satisfaction and makes it harder to keep good teachers. When teachers feel unappreciated or overlooked, they may become less motivated and not perform as well in their classrooms. To resolve this conflict, schools need to review their policies to ensure impartiality for everyone, regardless of gender. They should offer equal chances for career growth, reasonable pay, and recognition for good work. By making these changes, schools can create a better environment where all teachers feel respected and motivated to do their best.

Figure 1: Work beyond regular hours



Teachers are dissatisfied with the fact that they often work beyond regular hours. 25% participants strongly agree with this, 30% agree, 35% replies neutral, and only 10% disagree with this question. They feel dissatisfied by working extra hours without additional incentives. Overall, survey questionnaire responses show a variety of motivational and demotivational factors that affect the Pakistani secondary level ESL teachers' performance. Quantitative analysis reveals that intrinsic factors like; passion for teaching, learners' results, professional development activities, appreciation and recognition etc. encourage the teachers. However extrinsic factors; low incentives, unfair administrative policies, extra workload, extra working hours, and continued classes demotivate the teachers and affect their performance.

Thematic Analysis of Interviews

The focus group interview responses to the intrinsic or motivation factors questions revealed several key insights into the motivation factors that influence higher secondary level English teachers in both public and private sectors. Teachers frequently described moments of significant achievement, such as successfully implementing new teaching strategies or witnessing substantial student progress, which provided a profound sense of fulfilment. The motivation factors impact ESL teachers identified by Herzberg's two-factor theory that influence teacher's motivation level. After collecting the interview separated the common themes for analysis. Then the findings are described in detail.

First theme recognized by using researcher via interview records changed into, Achievement and popularity which have essential impacts on motivation for instructors, drastically impacting their performance and dedication to their career. When instructors enjoy an experience of fulfillment, it often stems from efficiently enforcing new teaching strategies, fostering good sized instructional progress in their students, or overcoming challenging study room conditions. These accomplishments not best improve their self-assurance but also improve their ardor for teaching. Recognition, then again, serves as an external validation of their tough paintings and willpower. It can be available in various paperwork, such as verbal praise, awards, or expert acknowledgements, and is especially powerful while it's miles precise, well timed, and honest. Teachers who sense

valued and preferred are more likely to engage enthusiastically with their college students and decide to non-stop development of their teaching strategies. In private zone faculties, instructors often file higher levels of popularity, which correlates with accelerated process delight and motivation. Conversely, inside the public zone, in which recognition can be much less frequent and more standardized, teachers may sense undervalued, main to lower motivation levels. Therefore, growing a culture that celebrates achievements and provides normal popularity is vital for preserving excessive teaching requirements and motivating educators to excel in their roles.

Second subject highlighted by using teachers turned into, Intellectual project and personal boom which can be different full-size motivational elements for teachers. Engaging in intellectually stimulating activities, along with developing complex lesson plans, addressing various mastering wishes, and staying updated with the modern-day instructional research, continues instructors inspired and passionate about their profession. These challenges push instructors to usually improve their abilities and understanding, fostering a sense of personal and expert boom. Opportunities for expert development, superior education, and in addition training contribute to this boom, permitting instructors to advance their careers and beautify their coaching practices. In environments wherein intellectual challenges and private boom are encouraged, instructors are much more likely to sense fulfilled, motivated, and committed to keeping excessive teaching standards. This is regularly more widely wide-spread in non-public quarter faculties, which might also offer extra assets and assist for ongoing improvement in comparison to the general public sector. Moreover, most personal instructors who supported this notion had been getting excellent incentives.

Third theme researcher determined that majority of instructors whinge approximately loss of stability and further workload. Additionally, this have a look at supported this argument concerning the Dual-issue principle of motivation. According to Herzberg's two-aspect theory, the effect of "Workload and Personal Life Balance" on instructors' motivation and coaching requirements is profound. Interview responses show that an overwhelming workload can lessen teachers' intrinsic motivation, leaving them with little time for coaching practices and leading to decreased task satisfaction and exuberance. On the extrinsic aspect, they agree with that high workloads make contributions to stress and burnout, negatively affecting instructors' properly-being and private lives, resulting in lower task delight and extended absenteeism. Conversely, achieving a balance between workload and personal lifestyles supports both intrinsic and extrinsic motivation, permitting teachers to contain meaningfully in their work at the same time as retaining a healthful life-style. This balance in the end complements activity satisfaction and coaching requirements, underscoring the significance of honest workload distribution and administrative support.

Fourth theme became Salary and Job Security, that is highlighted with the aid of members of the take a look at considered critical in influencing coaching standards. Extrinsic elements inclusive of salary immediately impact instructors' motivation and delight. A competitive profits now not simplest serves as a supply of extrinsic motivation however also displays the cost positioned on teachers' contributions, thereby improving their dedication to preserving excessive coaching standards. Similarly, activity security presents a foundation for instructors to cognizance on their career without the distraction of financial uncertainty, main to accelerated activity pleasure and progressed coaching performance. However, while those factors are insufficient or uncertain, they are able to undermine teachers' motivation, ensuing in decreased morale and probably decrease coaching requirements. Therefore, ensuring competitive salaries and process safety is critical for

promoting an advantageous work environment and sustaining excessive teaching standards, as outlined in Herzberg's -aspect principle.

The remaining subject matter diagnosed by using research from interview responses is that instructors suppose that the effect of agency guidelines and administration on ESL instructors' teaching requirements is big in shaping their motivation and normal job pleasure, which without delay impacts the quality of training they provide to college students. When policies are honest, obvious, and supportive, instructors' sense empowered to supply their excellent inside the lecture room, resulting in higher teaching requirements. Moreover, whilst directors offer positive remarks, opportunities for increase, and access to assets, teachers are stimulated to always improve their coaching practices. Conversely, if policies are unclear or administrative tactics are burdensome, teachers may feel stifled and demotivated, potentially main to a decline in teaching requirements. Therefore, developing a nurturing environment with nicely-described guidelines and supportive administrative practices is vital for empowering ESL instructors in district Sialkot to excel in their profession and foster superb learning reviews for his or her college students.

Discussion

The study found that intrinsic motivation factors such as achievement, popularity, obligation, and opportunities for professional growth significantly improve teaching standards. These findings align with Herzberg's statement that intrinsic elements are critical for activity satisfaction and overall performance improvement (Herzberg, 1959). Teachers who felt diagnosed and appreciated for his or her paintings confirmed better levels of task delight and were more devoted to their teaching roles. This supports preceding research suggesting that intrinsic rewards, inclusive of expert recognition and personal growth possibilities, are critical for preserving high degrees of motivation among teachers (Ryan & Deci, 2000).

Extrinsic elements, including revenue, running situations, administrative assistance, and job protection; loss of stability and additional painting load; and employer policies were additionally located to be essential. However, whilst these elements helped save you task dissatisfaction, they had been much less powerful in selling high stages of activity delight and coaching overall performance as compared to intrinsic elements. This location is consistent with Herzberg's component idea, which posits that extrinsic factors, or hygiene elements, are necessary to avoid dissatisfaction but do not always beautify pleasure (Herzberg, 1959). The examinee's results corroborate the view that while aggressive salaries and correct working situations are critical, they alone do not cause gold standard coaching overall performance (Liu & Onwuegbuzie, 2012).

This study revealed a significant difference in motivational factors between public and private instructors. Private faculty instructors reported higher levels of intrinsic motivation, likely due to their greater recognition in the community and the increased opportunities for professional development. This aligns with findings from various research studies, suggesting that private colleges typically have more resources and flexible administrative systems, leading to a surge in expert growth (Dinham & Scott, 2000). In contrast, public school instructors by and large trusted job safety and salary as motivators; however, they confronted extensive dissatisfaction because of poor administrative help and inadequate running situations. This discrepancy highlights the need for centred interventions within the public quarter to improve both intrinsic and extrinsic motivational elements.

Demotivation factors, which included a lack of resources, inadequate salaries, and limited professional growth opportunities, were particularly prominent in the public sector. These elements led to reduced task satisfaction and negatively impacted coaching standards. The examine

supports the findings of preceding research that insufficient assets and bad administrative assistance are main sources of teacher dissatisfaction and burnout (Kyriacou, 2001). Addressing these demotivational factors is crucial for boosting trainer performance and average educational excellence.

These findings have significant implications for academic policymakers and directors in District Sialkot. Enhancing intrinsic motivation through recognition, expert development, and multiplied autonomy can result in better process satisfaction and improved teaching standards. This is in line with suggestions from different research that emphasise the importance of intrinsic motivational strategies in instructional settings (Deci, Koestner, & Ryan, 2001). Improving extrinsic situations, such as salaries and operating situations, is also critical to reducing process dissatisfaction. This balanced method, addressing each intrinsic and extrinsic element, is crucial for developing a motivating painting environment for instructors.

Future research needs to consider longitudinal research to track changes in motivation and overall performance through the years, imparting deeper insights into the long-term outcomes of motivational strategies. Expanding the sample length to include extra schools and an extra numerous group of teachers ought to enhance the generalizability of the findings. Additionally, comparative studies with other regions could spotlight nearby differences and commonalities, providing a broader knowledge of motivational factors in distinct academic contexts. This would contribute to a more nuanced understanding of how various motivational elements have an impact on trainer overall performance across exclusive settings.

Conclusion

This study examined the impact of motivation and demotivation on English teachers' performance in public and private institutions in Sialkot district, using a mixed-method approach grounded in Frederick Herzberg's motivation theory. It found that intrinsic motivators, such as popularity, obligation, fulfillment, and professional development, significantly enhance teacher performance, while extrinsic factors like salary, working conditions, and administrative support are crucial for job satisfaction. Private school teachers reported higher levels of intrinsic motivation compared to public school teachers, who experienced greater extrinsic motivation. The findings suggest that educational authorities should implement policies that recognize teacher achievements and improve working conditions to foster a supportive environment. Future research should explore longitudinal changes in motivation and expand the sample to include diverse educational contexts for broader insights. Overall, addressing both intrinsic and extrinsic motivational factors is essential for improving teaching standards and educational outcomes in Sialkot.

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APPENDIX

Questionnaire

These questionnaire items aim to gather data on effects of motivation on teaching standards of higher secondary level English teachers of public and private sector.

1=Strongly Disagree 2=Disagree 3=Neutral 4= Agree 5= Strongly Agree

Section 1: Demographic Information

Participants are requested to fill out following entries.

Gender: Male/ Female

Age: _____ (open ended)

Serving Institute: Public/ Private

Teaching Experience: _____ year

Qualification: bachelor/Master/ PhD

Section 2: Teachers motivation in public and private schools.

	Statements	SD	D	N	A	SA
1	You are passionate about teaching.					
2	New teaching methods enhance your lessons.					
3	You are satisfied regarding student progress.					
4	You are engaged in professional development activities.					
5	You have a balance between workload and personal life					
6	You feel recognized and favored.					
7	Learners' diverse backgrounds challenge you					
8	You feel pressure from consecutive lectures.					
9	Intellectual challenge and personal growth motivate you as a teacher.					
10	Are you satisfied with current financial incentives?					
11	You follow administrative rules and manners.					
12	You work beyond regular hours.					