



Vol. 4 No. 6 (June) (2026)

A Study of the Relationship Between Teachers' Motivation and Students' Learning at Secondary Level in Rawalpindi city

Sehrish Abbas

M.Phil Scholar, Department of Education, PMAS, AAUR

sehrish88898@gmail.com

Dr Muhammad Imran

Assistant professor, Department of Education, PMAS, AAUR

Muhmmad.Imran@gUAAR.EDU.PK

Dr. Muhammad Imran Yousef

Professor Department of Education, PMAS, AAUR

Dr Badar Naseem Siddiqui

Associate Professor of Department of Agricultural Extension, PMAS, AAUR

ABSTRACT

Teaching motivation is an important aspect of the teaching-learning process, particularly at the school level, where students pass through important stages of academic and personal growth. A highly motivated teacher not only delivers good teaching but also encourages active participation among students and improves overall learning results. Teachers' motivation is an important area yet not sufficiently explored in the context of Pakistan particularly regarding student academic success. The objectives of this study were to identify the role of teachers' motivation in students' learning and to find out relationship between teacher's motivation and learning. A quantitative research design was adopted for this study. The population consisted of 100 private secondary schools in Rawalpindi. A sample of 80 schools was selected using Gay's sampling table, while data were collected from 14 randomly selected private secondary schools through a structured questionnaire. Random sampling technique was used for data collection, and the data were analyzed using SPSS. The findings of the study contribute to the existing body of knowledge by highlighting the factors influencing teacher motivation and its impact on students' academic progress. Based on the results, conclusions were drawn and relevant recommendations were provided to improve teacher motivation and enhance student learning outcomes.

Keywords: Teacher motivation, academic achievement, student learning, secondary education, Rawalpindi

INTRODUCTION

The motivation of teachers is a key factor in effective teaching and learning of students, especially in the secondary level where learners undergo significant academic growth and direction towards their future career. When teachers are motivated, they are more likely to show commitment, use innovative teaching strategies and create supportive classroom environments that foster student engagement and achievement. Recent research highlights



Vol. 4 No. 6 (June) (2026)

the importance of teacher motivation for instructional quality and student academic achievement (Richard M. Ryan & Edward L. Deci, 2021).

Teachers' motivation is commonly seen as a mix of intrinsic and extrinsic factors. Intrinsic motivation is the internal reward of passion for teaching and commitment to student success. Extrinsic motivation is the external reward of salary, job security, promotion opportunities, and institutional recognition. Recent research highlights the importance of having a mix of different kinds of motivation to keep up teachers' performance and improve student learning outcomes (OECD, 2023).

The education sector worldwide has faced serious challenges in recent years, including the learning crisis after the pandemic, increasing workloads and lack of teachers. In the post-2020 educational environment, challenges such as the COVID-19 pandemic, the shift to digital learning, and the increased workload for teachers have made the importance of teacher motivation more prominent. The challenges have also highlighted the importance of teacher motivation to maintain the quality of education and student performance (UNESCO, 2022).

Teacher motivation is a critical issue in developing countries like Pakistan because of low salaries, lack of professional development opportunities, limited resources and weak institutional support. Such challenges can diminish teachers' job satisfaction and adversely impact their effectiveness in teaching and, ultimately, student learning outcomes. Research shows that when teachers are more motivated, it leads to better classroom management, student engagement and academic performance.

In Rawalpindi especially, middle schools have a lot of problems, such as crowded classrooms, instructors with differing levels of quality, and a shortage of resources. These factors make it necessary to investigate the impact of teacher motivation on student learning and success. Grasping this relationship can assist policymakers, school administrators and educators in crafting policies to enhance teacher motivation and education outcomes.

1.1 STATEMENT OF THE PROBLEM

However, although there have been various curriculum reformations, examination reforms, and school improvement programs, the academic performance of secondary school learners in Rawalpindi city is still varied. Many schools claim poor performance by learners in their core subjects, high rates of failures during board examinations, and differences in performance among various schools. While many variables affect student academic achievement, teacher variables, including motivation, have remained underexplored

1.2 OBJECTIVES OF THE STUDY

The main objective of the study was

- i. To identify factors affecting teacher motivation on students' learning.
- ii. To find out the relationship between teachers' motivation and student learning at secondary level.

1.3 RESEARCH QUESTIONS

- i. What are the key factors that contribute to teacher motivation at the secondary level in Rawalpindi City?
- ii. How does teacher motivation influence student learning outcomes?

1.4 SIGNIFICANCE OF THE STUDY

This study is significant because it emphasizes the effect of teacher motivation on students' learning results at secondary level in Rawalpindi City. The findings can guide policymakers and school administrators to improve teaching approaches, increase teacher engagement, and eliminate gaps in student achievement. It also assists in the development



Vol. 4 No. 6 (June) (2026)

of methods for a good learning environment and academic performance.

1.5 CONCEPTUAL FRAMEWORK

In this study, teacher motivation as the independent variable and students' learning outcomes as the dependent variable. Motivated teachers are more likely to employ effective teaching approaches, engage pupils, and create a positive learning atmosphere. This, in turn, boosts the students' understanding, interest and academic achievement. Teacher motivation can affect student learning directly via classroom interaction and the quality of teaching and indirectly by promoting a positive and motivating learning climate.

Literature Review

Teacher motivation is a crucial determinant affecting the quality of education and students' academic achievement. Motivated educators are more inclined to actively engage students, implement new pedagogical practices, and foster a favorable classroom atmosphere, all of which boost learning outcomes (Guo, Justice, Sawyer, & Tompkins, 2019).

At the secondary level, where students encounter pivotal examinations that influence their future educational and employment prospects, the importance of teacher motivation intensifies. Numerous studies demonstrate that intrinsic factors for teachers, such as personal fulfillment and professional pride, as well as extrinsic factors like compensation, acknowledgement, and professional growth, directly influence teaching effectiveness and student performance. Despite comprehensive global research, there is a paucity of empirical studies concerning secondary schools in Rawalpindi City, underscoring the necessity to investigate the correlation between instructors' motivation and students' learning results within this particular educational and cultural milieu (Siddiqui, 2021).

i. Importance of Teacher Motivation

It is commonly accepted that teacher motivation is one of the most important factors influencing student learning outcomes and overall academic success. Motivated instructors have been found to be more engaged in lesson planning, classroom management, and student assessment, all of which has a direct effect on the quality of education given (Guo, Justice, Sawyer, & Tompkins, 2019). In secondary education pupils have to pass vital exams which will determine their chances of higher education, and here the motivation of teachers plays an even more important role. The absence of teacher motivation may lead to ineffectual teaching behaviors, low student motivation and poor academic performance making it crucial to understand the motivating variables in the educational setting (Akram & Qureshi, 2012).

ii. Theories of Teacher Motivation

There are a number of psychological and organizational theories which give a framework for studying teacher motivation. Maslow's Hierarchy of Needs indicates that before attaining higher-level goals, such as self-actualization in teaching, teachers' basic physiological, safety and social needs should be fulfilled (Maslow, 1943). Herzberg's Two-Factor Theory separates hygienic elements (such as compensation and working conditions) from motivators (such as recognition and performance), highlighting the need of both for job happiness (Herzberg, Mainer, & Snyderman, 1959). Furthermore, Self-Determination Theory suggests that teachers' intrinsic motivation rises when they feel autonomous, competent and linked, which leads to better teaching quality and better student learning results (Deci & Ryan, 1985).

iii. Intrinsic and Extrinsic Factors Affecting Motivation

There are intrinsic and external elements that influence teacher motivation. Intrinsic elements are those such as personal fulfilment, professional pride and the desire to see students succeed whereas extrinsic factors are compensation, benefits, recognition,



Vol. 4 No. 6 (June) (2026)

promotions and possibilities for professional Their development (Ryan & Deci, 2000). Research has shown the significance of both kinds of motivation: teachers with high levels of intrinsic motivation tend to be creative and innovative in their teaching, and extrinsic rewards can maintain long-term engagement and prevent turnover (Darling-Hammond, 2020).

iv. Impact on Student Learning and Academic Success

Motivated teachers do significantly impact students' learning, engagement and academic success. They use good teaching methods, provide timely feedback, and foster supportive classroom environments that promote participation and critical thinking Research shows that students of highly motivated teachers tend to have higher test scores, better attendance, and a more positive attitude towards learning (). In secondary schools with high curricular demands, teacher enthusiasm is a crucial driver of student achievement, influencing students' academic results and their general attitude toward education. (Skaalvik & Skaalvik, 2011).

v. Pakistani Context and Challenges

Research on Pakistani secondary schools in particular indicates that teacher motivation has a considerable effect on the learning of students; nevertheless, there are several contextual issues. Akram and Qureshi (2012) revealed that the major motivations of Pakistani teachers were job stability, recognition and professional progression, however extrinsic factors such as compensation were still important for performance.

Siddiqui (2021) pointed out that the urban schools including Rawalpindi, are faced with big class size, scarcity of resources and absenteeism of teachers, which weaken motivation and impair learning of students. These findings suggest that there is a need for localized studies to understand the specific elements affecting teacher motivation and its link with student outcomes in Rawalpindi City. Siddiqui, (2021)

RESEARCH METHODOLOGY

Research methodology is the methodical plan followed to gather, analyses and interpret data. It explains the research design and the methodology and procedures that were employed in gathering and analyzing information. This helps to guarantee that the findings are reliable, valid and applicable to the research objectives.

3.1 RESEARCH DESIGN

The study used a descriptive research methodology to determine the association between teachers' motivation and students' learning results. It helps identify patterns and relationships between teacher motivation and student performance.

3.2 POPULATION

The research included one hundred private secondary schools in Rawalpindi as its population. These were schools of different sizes, resources and academic performance, representing a wide cross-section of the secondary school sector in the city. The demographic was teachers and students since the study attempted to find out the association between teacher motivation and students' learning results. The study includes all the private secondary schools of Rawalpindi so that the conclusions may be relevant and applicable to diverse schools of the city.

3.3 SAMPLE OF THE STUDY

A sample of 80 schools was selected using Gay's sampling table, while data were collected from 14 randomly selected private secondary schools through a structured questionnaire.

3.4 SAMPLING TECHNIQUE

A random sample method was employed to choose schools, guaranteeing that each



Vol. 4 No. 6 (June) (2026)

institution in the target population had an equal opportunity for inclusion in the study. This approach mitigated selection bias and enhanced the representativeness and reliability of the collected data.

3.5 INSTRUMENT OF THE STUDY

The researcher employed a self-developed questionnaire for data collection. The questionnaire was designed to tackle the challenges encountered by students.

3.7 DATA COLLECTION PROCEDURE

The data were collected using a self-constructed questionnaire administered by the researcher himself. The data collection was done by interviewing the selected students for collecting data. The questions were framed in such a way that they were easily understandable and answerable in the ordinary lingo of the respondents. The same questions were asked and asked until numerous people had answered them. The questionnaire intended to solve the difficulties of the school.

3.8 DATA ANALYSIS

The acquired data were sorted, recorded and subsequently analyzed by the software package for statistical analysis (SPSS). Descriptive statistics and chi-square were employed to analyse the data. Recommendations and conclusions were formed from the analysis.

4.2 Demographic Profile of Respondents

Table 1: Gender distribution of respondents ($n = 400$).

Gender	Frequency	Percentage
Male	70	35.0
Female	130	65.0
Total	200	100.0

As shown in Table 1, the sample comprised 70 males (35.0%) and 130 females (65.0%).

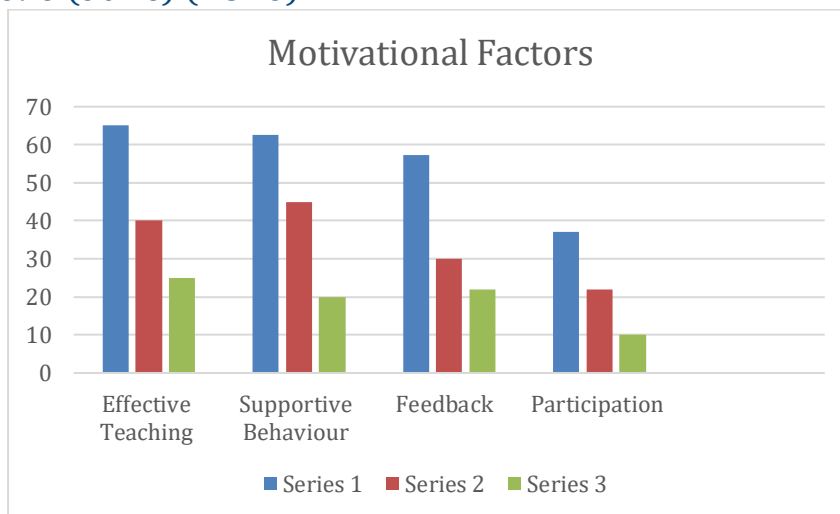
i. To identify factors affecting teacher motivation on students' learning

The results revealed that some factors of teacher motivation had a positive effect on students' learning at the secondary level. Effective teaching was highly considered by most of the participants; 65.0% of respondents rated it scale 4 and 24.0% rated it scale 5. This suggests that teachers with high motivation are more effective in their classroom instruction.

Teacher motivation and positive attitude were also rated positively with the majority of respondents selecting the higher scale points (4 and 5). These results suggest that motivated teachers have encouraging attitudes that have a positive effect on students' academic performance and classroom behavior.

The study also revealed that encouragement, guidance, supportive behavior, feedback and collaboration were significant motivators that influenced student learning. The most significant responses were to supportive behavior with 62.7% of respondents choosing scale 5, while feedback was also rated highly with 57.3% at scale 4 and 37.0% at scale 5. These findings suggest that motivated teachers foster supportive learning environments, give constructive feedback and promote active student participation.

Likewise, teaching strategies and participation were viewed positively by respondents. More than half of the respondents rated participation at scale 4 (51.7%) and methods of instruction were rated highly at scales 4 and 5 also. This proves that motivated teachers use effective ways of teaching which improve the attention, engagement and learning outcomes of students.



ii. To find out the relationship between teachers’ motivation and student learning at secondary level

Chi-square test of association between Teachers’ Motivation (TM) and Teacher Motivation and Success (TMS).

Test		χ^2	df	p
Pearson Chi-square		82.102	4	< .001

Note. Contingency coefficient = .413. One cell (11.1%) had expected counts less than 5 (minimum expected count = 1.80).

The Pearson Chi-square test was applied to find the relationship between teachers’ motivation and student learning at secondary level. The analysis showed a statistically significant relationship between Teachers’ Motivation and Teacher Motivation and Success (TM and TMS), $\chi^2 = 82.102$, $df = 4$, $p < .001$.

The p-value is significant (< .001), which indicates that there is a strong positive correlation between teachers’ motivation and students’ learning and academic success. The results indicate that motivated teachers contribute more to classroom participation, higher student attention, effective teaching practices and supportive learning environments.

In addition, the high ratings for guidance, feedback, collaboration and academic support also confirmed that teacher motivation plays a major role in enhancing students’ learning experiences and academic achievement at secondary level.

CONCLUSION

The study revealed that the teacher’s motivation had a significant positive effect on the students’ learning at the secondary level. The results revealed that motivated teachers are more successful in classroom instruction, good attitudes and supportive learning environment that increase students’ academic achievement and participation. Most respondents evaluated effective teaching, helpful behavior, feedback, guidance, collaboration and involvement highly, suggesting that these elements have a major impact on students learning.

Moreover, the Chi-square analysis showed a statistically significant association between teachers’ motivation and student learning achievement ($\chi^2 = 82.102$, $df = 4$, $p < .001$). This indicates that the more the motivation of the teachers the better the attention, involvement, academic success of students and the overall learning experiences. Hence, the study shows that teacher motivation has a significant influence in strengthening the teaching



Vol. 4 No. 6 (June) (2026)

effectiveness and the academic achievement of students at the secondary level.

Recommendations

i. Improve Teacher Welfare

The educational authorities should provide better pay, incentives, promotions and allowances to the instructors to boost their motivation and job satisfaction.

ii. Provide Professional Development

Schools should arrange frequent training, workshops and seminars for improving the teaching skills and instructional methods of teachers.

iii. Encourage Supportive School Environments

School administrators must establish pleasant and supportive working environments that promote collaboration, guidance and effective communication between instructors and pupils.

iv. Recognize and Reward Teachers

Teachers who perform should be recognized and rewarded through prizes, appreciation programmes and career growth chances to keep the motivation high.

v. Enhance Teaching Resources

The government and school management should offer appropriate teaching and learning materials to enable instructors to educate effectively.

vi. Promote Positive Teacher Student Relationships

Teachers should be encouraged to provide useful feedback, assistance and emotional support to students in order to increase participation and academic performance.

vii. Strengthen Monitoring and Supervision

School leaders should routinely observe and coach instructors so that successful instructional practices and ongoing growth on student learning outcomes can be cultivated.

REFERENCES

- UNESCO. (2022). *Global education monitoring report 2022: Learning recovery*.
- OECD. (2023). *Teaching and learning international survey (TALIS) 2023 results: Teachers and school leaders as lifelong learners*.
- Richard M. Ryan, & Edward L. Deci. (2021). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*.
- Akram, M., & Qureshi, M. A. (2012). Teacher motivation and students' academic achievement: A case study of secondary schools in Pakistan. *International Journal of Academic Research in Business and Social Sciences*, 2(9), 1–12.
- Guo, J., Justice, L., Sawyer, B., & Tompkins, V. (2019). Teacher motivation and its impact on students' learning outcomes. *Teaching and Teacher Education*, 84, 35–44. <https://doi.org/10.1016/j.tate.2019.04.003>
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78. <https://doi.org/10.1037/0003-066X.55.1.68>
- Siddiqui, M. H. (2021). Teacher motivation and student learning outcomes in secondary schools of Pakistan. *Journal of Educational Research and Practice*, 11(2), 45–59. <https://doi.org/10.5590/JERAP.2021.11.2.04>
- Khan, Z., Salah ud Din, B., & Ikram, N. (2024). Relationship between teachers' motivational support and students' achievement in science subjects at secondary school level. *Pakistan Social Sciences Review*, 8(4), 1–15. [https://doi.org/10.35484/psr.2024\(8-IV\)18](https://doi.org/10.35484/psr.2024(8-IV)18) *Psychology*, 473-490.



Vol. 4 No. 6 (June) (2026)

- Din, J. (2018). A Study of Student Teachers' Motivation, Expectations, Issues and Satisfaction on the Recently Reformed Teacher Education Program in Public Sector Universities and Colleges in Pakistan. *Global Social Sciences Review*, 631-646.
- Dinham, S.(2000). Moving into the third, outer domain of teacher satisfaction. *Journal of Educational Administration*,, 379-396.
- Fraser, B. J. (2005). Research on teacher–student relationships and learning environments. *International Journal of Educational Research*, 103–109.
- Guskey, T. R. (2000). Professional Development and Teacher Change. *Teachers and Teaching theory and practice*, 381,391.