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**Teachers' Motivational Factors and Student Learning Achievements****Krishna Prasad Katel**

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**Abstract**

*The present study entitled Teachers' Motivational Factors and Student Learning Achievements tries to identify the factors responsible for low and high motivation of teachers and to investigate how far the teachers' motivational factor affects students learning achievements. I used qualitative research method and narrative design as a research methodology and unstructured interview as tool for data collection. The participants were 5 secondary level teachers of Solukhumbu district taken through purposive non-random sampling procedure. The findings were workload management, remuneration, recognition, accountability, career development, institutional environment, availability of resources, administrative efficacy, opportunities for professional growth, and autonomy. The study emphasizes the pivotal role of motivation in creating a positive classroom environment, enhancing instructional effectiveness, and providing personalized attention to students. Ultimately, motivated teachers serve as inspirational role models, fostering student engagement and driving improved learning outcomes. The implications included practical training should be given to the teachers for updating contemporary skills.*

**Keywords:** Motivational factors, Achievements, Teaching profession, Students' performance

**Introduction**

In the realm of education and professional development, understanding motivation is crucial, as it constitutes a multifaceted aspect of human psychology and behavior. It intricately shapes individuals' decisions regarding time allocation, determines the level of energy

dedicated to specific tasks, influences cognitive and emotional responses to those tasks, and ultimately plays a pivotal role in the duration of their persistence in pursuing and completing various objectives. Williams and Burden (1997) define that motivation is a state of Cognitive arousal, which provokes a 'decision to act' because of which there is sustained intellectual and physical effort. Greenburg (1999) says that, "Motivation is the process of arousing, directing and maintaining behavior towards particular goal" (p.75).

In order to achieve the best outcomes for student learning and teacher wellbeing, we must assist instructors who are in continual communication with their pupils. In addition to being impacted by continuing connections between teachers' professional and personal resources, teachers' wellbeing is fostered through the fulfillment of important intrinsic motivators (such as relatedness; Ryan & Deci, 2000). As one crucial method of supporting teachers, the current study focuses on the chances and resources for inspiring and interesting professional learning. We start by defining professional development for teachers and then discuss the significant impact motivation has on a teacher's day-to-day activities. A teacher feels emotionally spent and professionally unfulfilled when they are not inspired to educate. As a result, they could leave their position. When teachers lack motivation to teach, the quality of instruction declines even if they do not eventually resign (Bardach & Klassen, 2021). Therefore, the current study investigated how TM and students' academic accomplishments relate to one another.

Although teacher motivation has a significant impact on students' motivation, it is a major problem for educational leaders and managers. The problem of maintaining pupils' motivation to study in the classroom is a typical teacher issue. For educational changes to progress, teacher motivation is crucial. According to Jesus and Lens (2005), motivated teachers are more inclined to support progressive legislation and educational change. Motivating teachers aids in their professional development. This indicates that teachers are drawn to professional activities for this reason. For teachers to feel satisfied and fulfilled, teacher motivation is crucial.

Many research findings related to motivation founded that teachers are taken as the change agent of the society who play crucial role to transform the existed situation of the society through disseminating education. If the teachers are not perfectly motivated, they cannot share their expertise with students. They are unable to deliver contents effectively in the classroom. However, teachers' motivational factors were yet to investigate through research process properly. Thus, this study was designed to identify the factors for low and high motivation of teachers and to investigate how far the teachers' motivational factor affects student learning achievements.

## Literature Review

### Self-determination theory :

Intrinsic and extrinsic motivation are distinguished by the self-determination theory of teacher motivation, and "the quality of experience and performance can be very different when one is behaving for intrinsic versus extrinsic reasons" (Ryan & Deci, 2000, p. 55). Extrinsic motivation is focused on achieving monetary benefit, but intrinsic drive guides instructors toward improved learning chances. According to Ryan and Deci (2000), the innate psychological needs for competence, autonomy, and relatedness in humans contribute to the emergence of intrinsic motivation (p. 57). However, environmental factors may help or hurt intrinsic drive. According to studies, instructors become more intrinsically motivated if they feel competent and independent. When individuals believe they are being controlled or that they are not being respected, however, intrinsic motivation declines.

Extrinsic motivation, in contrast to intrinsic motivation, is more useful than self-directed. Different types of extrinsic motivation are introduced by Organic Integration Theory (OIT), a sub-theory of self-determination theory: external regulation (i.e., behaviors performed to please others); introjected motivation (i.e., behaviors performed to maintain one's self-esteem despite the activities being suggested by others); identification (i.e., behaviors performed because of their personal value); and integrated regulation (i.e., full acceptance of external regulation) (Ryan & Deci, 2000). The drive for professional growth among teachers is intimately correlated with these types of motivation. Examining how teachers are regulated, whether or not their personal beliefs are recognized, and how teachers truly feel while they are being regulated may help determine whether or not teachers are strongly driven towards their professional growth.

One of the biggest problems is that teachers only participate in externally controlled activities if they truly esteem the person who begins them and believe that they are competent to carry them out. Roth et al. (2007) stated that research educators exhibiting a high degree of autonomous motivation were significantly more likely to experience a sense of accomplishment compared to those demonstrating a high level of controlled motivation. The correlation observed between elevated levels of student autonomy in learning and instructors' autonomy in learning further reinforces the notion that autonomy in learning contributes to competence-based learning.

### Achievement goal theory :

The achievement goal theory of teacher motivation makes the underlying assumption that instructors' motivation is influenced by the objectives they establish for their instruction (Butler, 2007). The four types of goals proposed by Butler (2007) are (a) learning, developing, and acquiring professional understandings and skills (mastery orientation); (b) demonstrating superior teaching ability (ability approach); (c) avoiding the demonstration of inferior teaching ability (ability avoidance); and (d) getting by each day with a minimum of effort (work

avoidance) (p. 242). Understanding teacher motivation requires consideration of these elements. According to studies, instructors who are focused on mastering are more likely to ask for assistance from other educators than those whose aims are to hide their worse teaching skills. In a similar vein, educators who prefer to put off work are more prone to looking for any help if they think that it would make their task easier.

Shim et al. (2013) suggest a three-structure framework of accomplishment goals for instructors that are similar to Butler's (2007) goal category: mastery goals, performance goals, and performance avoidance objectives. Teachers' accomplishment goals, which in turn affect the objective they set for their own classroom, can be influenced by the kind of achievement goals that are supported by schools. To further explain this, "teachers may be more likely to use performance-oriented instructional practices in the classroom when schools overly stress the importance of high test scores, academic competition, and use the highest achieving students as models for all students" (Butler, 2007, p. 551). Further supporting this claim, Butler (2007) claim that "teachers who approach their teaching with the desire to improve their teaching competence tended to promote mastery goals for their students and value all students' progress and learning" (pp.99-100). Comparatively speaking, "teachers who strive to demonstrate their superior teaching ability to their principal or other colleagues (performance-approach goals) were more likely to encourage competition among students". This suggests that mastery objectives are preferable to performance goals for both teachers and students.

#### **Teachers' motivation and its impact on quality education :**

In recent years, educational contexts have given a lot of emphasis to the idea of quality (Komor-owska, 2017). Every nation and its citizens have a fundamental right to a high-quality education. It not only enables people to work toward the improvement of society but also aids in skill improvement. Gordon & Partington (1993) stated that, successful educational environment is one that allows students to effectively achieve valuable learning goals, including acceptable academic standards.

The foundation and continued improvement of educational quality depend on instructors' motivation. The motivation of teachers is a strategy for encouraging them to perform better in their professional roles. When teachers are highly motivated and have enough support, the teaching-learning process improves, which raises the value of education (Ayeni, 2015). The management employs tactics and actions as part of the motivational process to create an environment that is conducive to meeting the requirements of the instructors in a way that makes them happy, committed, and productive in their work.

#### **The effect of teacher motivation on student learning :**

Studies conducted under the SDT framework revealed that instructional behavior or styles might modulate the effect of teacher motivation on student motivation. Previous research on teacher motivation has proven a close association between instructor motivation and student learning. However, due to the research design and dearth of current data, the

relationship between teacher motivation, instructional behaviors, and student motivation is somewhat ambiguous. Future studies should investigate how teachers' autonomy in motivation enables them to support students' autonomy in learning, as well as how the variety of teachers' classroom behaviors affects students' autonomy in motivation (Roth et al., Citation 2007). Furthermore, given that SDT has been the only theoretical framework used to guide related studies, there is a critical need for future research to be conducted using expanded and enriched motivational theories in order to provide more evidence for the beneficial relationship between teacher motivation and student motivation.

As a result, the potential effects of teacher motivation on students' cognitive outcomes could be reasonably predicted both empirically and theoretically. This is because a large body of research on student affective effects has supported the positive impact of student motivation, one of the key factors of affective effects on their cognitive outcomes (Bernaus & Gardner, 2009). As a result, it is reasonable to anticipate that the relationship between student motivation and student cognitive outcomes will be complex, particularly when student motivation is taken into account as a mediator.

A number of studies in the educational setting are urgently needed to test these assumptions, and in-depth research on the potential connections between teacher motivation, student motivation, and student cognitive outcomes will be of enormous importance in each of the three areas.

**Teachers' roles to motivate the students in ELT classroom :** It is impossible to learn without motivation. Teachers should pique students' interests in order to improve language learning. Motives enable learning to begin, progress, and be effectively completed. Moreover, achieving success in one learning experience encourages him or her to tackle another challenge. Instructors play a crucial role in encouraging pupils to learn in the classroom since learning is a collaborative process involving students, instructors, and parents.

In cultivating an effective and student-centric learning environment, teachers play a pivotal role in shaping the educational experience. Employing student-centered activities and fostering a positive atmosphere are crucial elements, emphasizing cooperation and teamwork. Creating an atmosphere where students feel comfortable expressing themselves, without undue pressure, contributes to an open learning environment. The relevance and organization of learning materials further enhance the educational experience, ensuring alignment with students' needs. Transitioning from traditional teaching methods to encourage active, independent learning allows students to engage with and comprehend the subject matter more profoundly. Providing constructive feedback, rather than penalizing mistakes, promotes a growth mindset and encourages continuous improvement. Acknowledging individual progress and accomplishments, along with organizing non-intrusive group competitions, contribute to a holistic learning experience. By understanding students' psychology and needs, teachers can offer tailored guidance and support, creating opportunities for effective and meaningful learning.

Thus, the aforementioned ideas represent crucial teacher responsibilities for improving classroom motivation, as recommended by the teachers. These arguments demonstrate that motivating students during class activities is a challenging endeavor for which teachers bear responsibility.

### **Research Methodology**

Research is the methodical, thorough investigation of a certain issue, problem, or concern. Qualitative research method was used in this research to explore and understand complex phenomena from a holistic and interpretative perspective. It aims to delve into the depth of human experiences, perspectives, and social contexts. Similarly, narrative design was used as a research design and unstructured interview as tool for data collection. The participants were 5 secondary level teachers of Solukhumbu district taken through purposive non-random sampling procedure. The collected data were analyzed descriptively by creating various themes. This strategy was adopted in order to fully explore the research issue and acquire a deeper comprehension of the intrinsic and extrinsic motivational variables pertinent to the study's setting.

### **Result and Discussion**

The collected data from the respondents for teachers' motivational factors and student learning achievement were interpreted descriptively by creating various common themes.

#### **Factors influencing teacher motivation :**

The most important element in the sphere of education is teacher motivation. It could not possibly be risk-free from instructor motivational threats. Various motivational elements have an impact on teachers during the teaching and learning process. Based on participants' responses the following major themes are generated.

#### **Workload and challenges :**

Workload, when managed appropriately, can serve as a motivator for teachers. A reasonable and manageable workload allows teachers to effectively plan and execute their lessons, leading to a sense of accomplishment and motivation. When workload is reasonable, teachers have the capacity to be creative in their lesson planning and teaching methods. This innovation can be a source of inspiration and motivation. A workload that aligns with reasonable expectations helps to reduce stress levels. Regarding workload, majority of the respondent stated that *when teachers feel less overwhelmed, they are more likely to be motivated and engaged in their work. It is important to note that a balanced workload is crucial. Excessive or unrealistic expectations can lead to stress, burnout, and demotivation.* Therefore, institutions and administrators play a vital role in ensuring that teachers' workloads are reasonable and conducive to their success and well-being.

Teachers are under more and more pressure in the classroom. Teachers who are working long hours require enough motivating assistance to maintain their professionalism and level of

effort. Teachers express discouragement due to their overwhelming workloads, handling multiple lessons with numerous students, and dedicating extensive hours (Matoke et al., 2015). Similarly, a positive association was found between workload, research demands, and challenges with absenteeism, with an observed inverse correlation with teacher job satisfaction. The study suggests that teacher motivation is compromised when the workload surpasses their sources of motivation.

#### **Remuneration and incentives :**

Remuneration (salary and benefits) and incentives are crucial factors in motivating teachers. They provide tangible rewards for their hard work and dedication. A competitive salary and benefits package provides teachers with financial security, reducing stress and allowing them to focus on their teaching. Knowing that their efforts are rewarded, teachers are more likely to go beyond in their roles, striving for excellence in their teaching. All the participants responded that *fair compensation and incentives contribute to higher levels of job satisfaction and morale among teachers*. When they feel financially supported, they are more likely to be content and motivated in their work. Adequate remuneration allows teachers to invest in their own professional development, attending workshops, conferences, and pursuing advanced degrees, which ultimately benefits their students. Publicly acknowledging outstanding teachers through awards and ceremonies provides recognition and motivation for continued excellence.

In general, teacher pay is poor and inconsistent. When teachers are struggling to make ends meet, they frequently turn to side jobs, which might diminish their drive to perform well at their primary position and increase absenteeism. Iliya and Ifeoma (2015) stated that, when teachers cut back on teaching a portion of the curriculum in school in order to generate demand for their tutoring services outside of school, private tutoring can be especially detrimental to students' achievement, or at least the distribution of students' achievement. Without appropriate cash incentives, it is also challenging to persuade talented educators to work in underserved schools and rural locations. When they are paid on time and receive their assignments on time, teachers are more motivated.

#### **Recognition and prestige :**

The most important aspect affecting teachers' motivation is prestige. Students, parents, the government, and the rest of society no longer hold teachers in high regard. Private tutoring, where teachers frequently have professional standing, self-esteem, and greater salary, has been associated with lack of prestige due to poor pay and little autonomy in planning and instructing. Educators often contend that enhancing the public perception of their profession through increased awareness of the genuine challenges they face is an additional strategy to elevate societal respect for education.

**Institutional environment :**

An institutional environment encompasses the overall culture, policies, and practices of an educational institution. When this environment is conducive and supportive, it can be a significant motivator for teachers. Effective and supportive leadership sets the tone for the entire institution. When administrators are approachable, responsive, and value the contributions of teachers, it creates a positive working environment that motivates educators. Participants A, B and D responded that *conducive environment provides the necessary foundation for teachers to thrive in their roles. It reduces stress, fosters collaboration, and provides the resources and support they need. This, in turn, motivates teachers to be more engaged, innovative, and effective in their teaching practices.* Open and transparent communication channels between administrators, teachers, and staff foster trust and collaboration. When teachers feel heard and included in decision-making processes, it boosts their morale and motivation. In conclusion, a supportive institutional environment provides the necessary foundation for teachers to thrive in their roles. It fosters a culture of trust, collaboration, and continuous improvement, ultimately motivating educators to be more engaged, innovative, and effective in their teaching practices.

Teachers face poor management and ambiguous, frequently changing policies. Education laws are frequently murky or open to corruption or favoritism. However, politics and patronage networks typically predominate and undermine teacher motivation.

**Learning materials and facilities :**

The facilities and instructional materials available to teachers are subpar. Teachers are being asked to do more with fewer resources, fewer textbooks, more pupils who need to use additional learning tools, and subpar physical infrastructure. It has been observed that the quality and sufficiency of physical resources significantly affect teachers' motivation. Matoke et al. (2015) analyzed, due to a lack of resources for effective instruction, teachers sometimes teach things that are intended to be taught practically. Since the school curriculum presumes that teachers have access to learning materials but in reality, such materials are few, this demotivates teachers.

**Administrative Management :**

Administrative well management plays a crucial role in motivating teachers in their profession. Regarding administrative management Participants responded that *when educators feel supported and valued by their administrators, it creates a positive work environment that fosters their passion for teaching and enhances their overall job satisfaction.* Administrators who invest in professional development opportunities demonstrate a commitment to the growth and success of their teachers. Providing access to workshops, seminars, and training programs helps teachers stay updated with the latest educational practices and feel more competent in their roles. Ensuring that teachers have access to the necessary resources, such as textbooks, technology, and classroom materials, is essential for effective teaching. When



administrators prioritize providing these resources, it demonstrates their commitment to the success of both teachers and students.

### **Reward System :**

A reward system acknowledges the hard work and dedication that trainee teachers put into their professional development. This recognition boosts their morale and encourages them to continue putting in their best effort. A reward system sets clear, achievable goals for trainee teachers. This clarity helps them stay focused and motivated to meet and exceed the established benchmarks. Receiving rewards for their achievements can boost trainee teachers' confidence in their abilities. This positive reinforcement can help them overcome self-doubt and approach their training with greater self-assurance. In this regard, Respondent B said that *well-structured reward system can create a healthy sense of competition among trainee teachers. This can drive them to push themselves further, strive for excellence, and learn from one another.* It is important to note that the effectiveness of a reward system depends on its fairness, transparency, and alignment with the goals and values of the training program. Additionally, the rewards should be meaningful and tailored to the individual preferences and needs of the trainee teachers.

### **Opportunities for Professional Development :**

Opportunities for professional development can be highly motivating for teachers. Professional development workshops and training sessions offer teachers the chance to enhance their existing skills and acquire new ones. This makes them feel more confident and competent in their roles. Education is a field that constantly evolves. Majority of the respondents stated that *professional development helps teachers stay up-to-date with the latest research, methodologies, and technologies. This keeps their teaching methods fresh and effective. Professional development opportunities often lead to career advancement. This could be in the form of promotions, leadership roles, or specialized positions. The prospect of advancement can be a powerful motivator. Professional development often includes workshops on effective classroom management, dealing with diverse student needs, and other problem-solving strategies. These skills boost teachers' confidence and motivation.* Professional development events provide opportunities for teachers to network with colleagues from other schools or districts. This expands their professional circle, enabling them to learn from others' experiences and share their own expertise. Professional development helps teachers adapt to these changes, making them more resilient and effective in their roles. In conclusion, professional development opportunities provide teachers with the tools, knowledge, and inspiration they need to excel in their roles. They foster a culture of continuous learning and improvement, which ultimately benefits both educators and their students.

**Students Interactions :**

Student interactions play a significant role in motivating teachers. When teachers see their students engaged, participating, and learning, it reinforces their belief in the value of their work. Respondent D responded that *witnessing student progress and growth is a powerful motivator. Positive interactions with students provide immediate feedback to teachers.* When students respond positively to their teaching methods, it validates their efforts and affirms that they are on the right track. Meaningful interactions with students help teachers build strong relationships. When there is a positive rapport between teachers and students, it creates a supportive and enjoyable learning environment, which is motivating for both parties. It reminds them of the transformative potential of education. Positive interactions contribute to a positive classroom culture. When students feel comfortable, respected, and valued, it creates a conducive environment for learning, which motivates teachers to continue creating such spaces.

**Classroom Management :**

Effective classroom management is a crucial factor in motivating teachers. When a classroom is well managed, it creates an environment conducive to learning, which in turn boosts a teacher's motivation. All the participants responded that *Effective classroom management minimizes disruptions and behavioral issues. This reduces stress levels for teachers, allowing them to focus more on teaching and less on managing disruptions. When students know what is expected of them and feel safe in their classroom, it fosters a positive and supportive learning environment. This encourages active participation and engagement, which is motivating for teachers.* Classroom management techniques often include strategies for delivering clear instructions, providing effective feedback, and implementing differentiated instruction. These skills improve teaching effectiveness, which is a strong motivator for teachers. A well-managed classroom enables teachers to address the diverse needs of their students. Being able to adapt instruction to meet individual learning styles and abilities is both rewarding and motivating for teachers. When classroom management is effective, teachers have the opportunity to reflect on their teaching methods and make adjustments as needed. This reflective practice leads to continuous improvement, which is a powerful motivator. In conclusion, effective classroom management creates a positive and supportive learning environment, which ultimately motivates teachers to excel in their roles. It reduces stress, enhances teaching efficiency, and fosters positive teacher-student relationships.

**Autonomy :**

Autonomy is a powerful motivator for teachers. When educators have the freedom to make decisions and exercise their professional judgment, it can lead to increased job satisfaction, creativity, and a sense of ownership in their work. When teachers have autonomy, they feel a greater sense of ownership over their classrooms and curriculum. This personal investment can be a powerful motivator to ensure the best outcomes for their students. In this

regard participant E said that *Autonomy encourages teachers to be innovative and creative in their teaching approach. They are more likely to experiment with new methods and strategies, which can lead to more engaging and effective lessons.* Autonomy encourages teachers to take ownership of their professional development. They are more likely to seek out new research, attend conferences, and engage in continuous learning opportunities. Autonomy allows teachers to practice their profession in a way that aligns with their beliefs and values. This sense of alignment leads to a deeper sense of professional fulfillment and satisfaction. In summary, autonomy empowers teachers, giving them the freedom to make decisions and exercise their professional judgment. This sense of ownership and control over their work can be a powerful motivator, leading to increased job satisfaction, creativity, and a sense of fulfillment in their teaching roles.

### **Teacher Motivation on Student Achievement :**

Teacher motivation plays a crucial role in influencing students' learning achievements. When teachers are motivated, it can lead to a positive and productive learning environment, which in turn can enhance student outcomes. Based on responses, here are some themes which teacher motivation can influence students' learning achievements:

**Positive Classroom Environment:** A motivated teacher creates a positive and engaging classroom environment. They are more likely to be enthusiastic, encouraging, and supportive, which can inspire students to be more engaged and motivated themselves. Teacher A responded that *“In my teaching journey, I have witnessed the transformative power of motivation. Fueled by passion, I strive to create a classroom where enthusiasm is contagious. My students thrive in an atmosphere of encouragement, igniting their own motivation. A motivated teacher is not just an educator; they are a catalyst for inspiration and positive learning experiences.”*

**Effective Instruction:** Motivated teachers are more likely to put effort into lesson planning, teaching strategies, and instructional materials. They are more likely to adapt their teaching methods to suit the needs and learning styles of their students. *As Teacher B, I embrace motivation as my driving force in education. Dedicated to my students' success, I invest time and effort into meticulous lesson planning, diverse teaching strategies, and tailored instructional materials.*

**Inspirational Role Model:** A motivated teacher can serve as a positive role model for students. *Most of the teachers responded that they demonstrate qualities like dedication, passion, and a love for learning, which can inspire students to adopt similar attitudes towards their studies.*

**Enhanced Student Engagement:** A motivated teacher often employs interactive and participatory teaching methods. Participants responded that *through these approaches, students become more actively involved in the learning process, fostering a dynamic and*

*stimulating educational environment.* This can lead to increased student engagement, as students are more likely to be actively involved in the learning process.

**Improved Classroom Management:** A motivated teacher is likely to have better classroom management skills. This means they can maintain a well-organized and structured learning environment, which is conducive to effective learning. Respondent D stated that *motivated teachers are more likely to pay attention to individual student needs.* They may be more open to providing additional support or challenges to students based on their unique learning abilities.

**Feedback and Assessment:** A motivated teacher is more likely to provide timely and constructive feedback on assignments and assessments. Most of the participants responded that *feedback helps students to understand their strengths and areas for improvement, facilitating their learning process.* A motivated teacher is more likely to instill a growth mindset in their students. They encourage the belief that abilities and intelligence can be developed through dedication and hard work, which can lead to improved learning outcomes.

**Enhanced Emotional Well-being:** A motivated teacher tends to be more aware of the emotional well-being of their students. They can create a supportive and nurturing environment where students feel valued and cared for, which can positively influence their learning achievements.

In summary, teacher motivation is a critical factor in shaping the learning experiences and achievements of students. Motivated teachers create a positive, engaging, and conducive learning environment that encourages students to be active participants in their own education. This, in turn, leads to improved learning outcomes and achievements.

## Findings

- Properly managed workload serves as a motivator for teachers, enabling them to engage in creative lesson planning and teaching methods.
- Excessive workload can lead to stress, burnout, and reduced motivation among teachers.
- Remuneration and incentives provide tangible recognition for teachers' dedication, ensuring financial security and enabling professional development.
- Recognition and prestige are critical in bolstering teacher motivation; lack of societal respect can erode motivation and professional satisfaction.
- Accountability, when balanced with support, serves as a positive motivator for teachers.
- Career development opportunities and a supportive institutional environment are crucial for nurturing teacher motivation and professional growth.
- Availability of learning materials and facilities directly influences teacher motivation; inadequate resources can hinder effective instruction.

- Administrative management and a well-organized work environment play a crucial role in fostering a positive atmosphere.
- Opportunities for professional development empower teachers with the necessary tools and knowledge for their roles.
- Motivated teachers contribute to a positive classroom environment, employ effective instructional strategies, and offer personalized attention to students, leading to increased student engagement and improved learning outcomes.

### **Conclusion**

The study underscores the paramount significance of teacher motivation in education. It identifies various motivational factors that significantly influence teachers' performance and their ability to facilitate effective learning experiences. Effectively managing teacher workload is pivotal in motivating educators, fostering creativity in lesson planning, and promoting innovative teaching methods. Conversely, an overwhelming workload induces stress and diminishes motivation. Sustaining motivation hinges on remuneration, incentives, and tangible acknowledgment for teachers' commitment, coupled with professional development. Recognition and prestige are vital for bolstering motivation, while societal disrespect can undermine it. Accountability, with support, serves as a positive motivator. Nurturing teacher motivation requires career development opportunities, a supportive institutional environment, and ample learning materials. Administrative efficiency and a well-organized work environment create positivity. Professional development equips teachers with essential tools. The study emphasizes the reciprocal relationship between teacher motivation and student achievement, as motivated teachers enhance the classroom environment, use effective instructional strategies, and foster engagement, leading to improved learning outcomes. In conclusion, cultivating teacher motivation is crucial for an optimal learning environment that positively influences student achievement, demanding a comprehensive approach.

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