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## **The Relationship Between Teacher Motivation And Students Academic Achievement**

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### **Abstract**

The study aims to explore the impact of teacher's motivation on student academic achievement at elementary level. Motivation is one of the factors to improve student's achievement in teaching and learning process. The objectives of the study were to identify the views of students and to find out the perception of teachers regarding teachers' motivation; and to find out the impact of teacher's motivation at elementary level. The nature of the study is descriptive in which quantitative method was used to describe the data. The study was limited to elementary level. The 80 students and 80 teachers of the MS Education School were the population of the study. A simple random sampling technique used to select the sample for the study. The sample size study was comprised of 43 students and 23 teachers from MS Education School. Pilot testing was done before finalization of the instruments. The validity of instruments was ensured by an expert's opinion. The reliability of instruments was calculated by Cronbach's alpha formula. The value of Cronbach's alpha for the questionnaire of students was 0.907. The researcher personally visited sampled colleges to collect data. After data collection, descriptive analysis (frequency percentage distribution) was applied to the data. It is concluded that the impact of teacher's motivation on student academic achievement. It is recommended that teachers may evaluate student's achievement at the end of lessons and motivate students to perform during the class.

**Key words:** Teacher's motivation, Academic Achievement.

### **Introduction**

Motivation is a vital factor in improving students' achievement in the teaching and learning process. Woolfolk views it as integral to attaining any goal, while Wigfield and Guthrie stress its role as a determining factor in second or foreign language success. Motivation is not only a strong desire to learn but also an inner drive that pushes students



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forward with enthusiasm and willingness.

Research by Shams (2009) shows that motivation significantly affects language learning achievement, with highly motivated students scoring better than less motivated ones. Thus, motivation influences students' performance, achievement, and overall success in learning. It acts like the engine of an automobile, turning boredom into interest and providing the energy to strive for better results. According to Harmer, motivation strengthens students to achieve higher scores, and Fortune (2005) emphasizes that motivated learners excel academically and professionally.

For English Education students at UIN Ar-Raniry, motivation plays a critical role in academic success, as reflected in GPA. Highly motivated students are expected to achieve higher results, making it essential to understand their motivation levels.

Teachers, as nation builders, also play a vital role in fostering motivation. teaching develops the child, with teachers guiding students toward their goals. Motivation in teaching accelerates learning outcomes, much like glucose energizes the body. A motivated teacher can inspire students not only to achieve academically but also to shape their worldview and vision for life (Walsh & Middleton, 1984).

### Statement of the Problem

Teacher motivation is not consistent across all educational contexts. teacher motivation affects student learning outcomes but also the extent to which this effect occurs at the elementary level. Identification of the students and teachers views regarding teacher motivation are important for education atmosphere.

### Objectives

Following where the objective is as follow:

- To identify the views of students regarding teachers' motivation.
- To find out the perception of teachers regarding teachers' motivation.

### Significance of the Study

Teacher motivation is crucial for classroom effectiveness and school improvement. Motivated teachers actively participate in academic and non-academic activities, which enhances student performance. Studying teacher motivation helps identify and overcome barriers, enabling institutions to provide suitable facilities and support. When teachers are satisfied and treated fairly, their willingness and competence to work increase, leading to better teaching and learning outcomes.

### Delimitation

This study is delimited to students at the elementary level.

### Variables Defined

- Teacher Motivation: The effort and energy a teacher dedicates to teaching, influenced by contextual factors.
- Academic Achievement: Progress toward education-related goals, typically measured by assessments and overall student performance in various disciplines.

### Literature Review

#### What is Motivation?

The idea of movement is reflected in such common ideas about motivation as something that gets us going, keeps us working, and helps us complete tasks. Yet there are many definitions of motivation and much disagreement over its precise nature for now, we



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will say that motivation has been viewed as due to inner forces, enduring traits, rewards, beliefs, and affects.

### **The Concept of Motivation in Education**

Motivation is an essential component for goal achievement, while Wigfield and Guthrie highlight motivation as a determining factor in the success of language acquisition. Motivation can be intrinsic (originating from internal desire) or extrinsic (stimulated by external rewards), and both forms significantly affect student engagement and performance.

### **Importance of Teacher Motivation**

Teachers serve as mirrors, guides, and facilitators who help students envision and achieve their futures. A motivated teacher not only imparts knowledge but also inspires students to do their best, influencing their willingness to learn, participate, and achieve high academic performance. When teachers are motivated, they synthesize their teaching in creative ways, adopting varied instructional methods and striving for continuous improvement.

### **Theories of Motivation**

Motivational theories provide insight into how teachers and students interact with educational content:

- Attribution Theory (Heider and Weiner): Explains how individuals interpret success and failure, attributing outcomes to ability, effort, luck, or difficulty.
- Cognitive Dissonance Theory: Proposes that learners seek consistency between beliefs and actions, seeking to resolve conflicts to maintain motivation.
- Maslow's Hierarchy of Needs: Suggests that self-actualization and achievement are possible only when foundational needs are met.
- Herzberg's Two-Factor Theory: Indicates that both hygiene factors (salary, conditions) and motivators (recognition, achievement) influence teachers' motivation.

### **Motivation and Academic Achievement**

Various studies support the correlation between teacher motivation and student success. Motivated teachers create positive classroom climates, use varied teaching techniques, and tailor instructional strategies to student needs. This leads to dynamic learning environments that encourage higher order thinking, creativity, and sustained academic growth.

### **Theoretical Framework**

#### **The Role of Teacher Motivation**

Teachers' motivation stems from both intrinsic satisfaction and external incentives. Passion for teaching, pride in their profession, and commitment to student success are core elements. Motivated teachers continuously seek personal and professional development, adjust to changing circumstances, and employ diverse instructional strategies to make lessons meaningful.

### **Impact on Students**

Motivation enhances student attention, engagement, and retention of knowledge. When students perceive their teacher as motivated, they feel valued, which increases their own motivation, effort, and academic achievement. This creates a positive feedback loop:



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motivated teachers inspire motivated students, who in turn encourage further teacher engagement.

### Research Methodology

The study was descriptive and quantitative, focusing exclusively on the elementary level at MS Education School. This study was discussed the methods and procedure which was used to collect the data. This chapter presents the research design, population, target population, sample size and sampling technique, data collection method, research instrument and data analysis techniques were used.

### Population & Sample

This research was comprised with three grades including, sixth, seventh, eight from MS education system school. The total population included 80 students and 80 teachers, from which 43 students and 23 teachers were selected through simple random sampling as the study sample.

### Data Collection Instruments

Self-designed questionnaires were administered for both teachers and students to gather perceptions regarding teacher motivation and its impact on academic achievement. The tool was pilot tested and validated by a panel of educational experts to ensure reliability and authenticity.

### Data Analysis

The data was analyzed by using SPSS. Descriptive statistic was used to describe the results. The results of the study were described regarding relationship between teacher's motivation and students' academic achievement. In which frequency, percentage explain how much respondents were known about the topic.

### Results

**Table 1:** Perceptions of students regarding teacher motivation

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Teacher motivation promotes student academic achievement	4.8%	0%	11.9%	52.4%	31.0%
Observed teacher lacking motivation	0%	21.4%	14.3%	38.1%	26.2%
Observed highly motivated teacher	7.1%	0%	23.8%	33.3%	35.7%
Teachers motivate students to perform at their best	7.1%	4.8%	23.8%	16.7%	47.6%
Teacher motivation is sustainable	7.1%	4.8%	26.2%	45.2%	16.7%



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Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Teacher motivation aids achieving personal goal and success	2.4%	4.8%	26.2%	28.6%	38.1%
Teacher motivation affects creativity and innovation	4.8%	14.3%	16.7%	21.4%	42.9%
Faced a situation requiring motivating a group of people	14.3%	2.4%	26.2%	28.6%	28.6%
Teacher perceived competence is linked to motivation	7.1%	11.9%	7.1%	40.5%	33.3%
Teacher support is important	9.5%	4.8%	21.4%	31.0%	33.3%

### Interpretation

- Majority of students agree that motivated teachers positively affect their academic achievement, classroom motivation, and creativity.
- There is a notable perception that teacher motivation can be sustained and is essential for both teacher and student success.
- A minority have observed a lack of teacher motivation, suggesting variance in motivation levels among educators

**Table 2:** Teacher Perceptions

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Feel proud to be called a teacher	4.8%	0%	11.9%	52.4%	31.0%
Adjust themselves to circumstances	0%	21.4%	14.3%	38.1%	26.2%
Strive for continuous improvement	7.1%	0%	23.8%	33.3%	35.7%
Make teaching effective with diverse techniques	7.1%	4.8%	23.8%	47.6%	16.7%



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Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Listen to students patiently, guide in spare time	7.1%	4.8%	26.2%	45.2%	16.7%
Use different motivational techniques	4.8%	14.3%	16.7%	21.4%	42.9%
Award marks fairly	14.3%	2.4%	26.2%	28.6%	28.6%
Relate subject matter to students' lives	7.1%	11.9%	7.1%	40.5%	33.3%
Treat students without discrimination	9.5%	4.8%	21.4%	31.0%	33.3%

### Interpretation

- Teachers overwhelmingly take pride in their profession.
- Many strive for continual self-improvement and adapt to school circumstances.
- Most agree that various motivational and instructional methods are crucial for effective teaching.

### Findings

- 52.4% students are agreed that they believe that the teacher motivation is promoting student academic achievement
- 38.1% students are agreed that they ever observed a teacher lack motivation in the classroom
- 35.7% students are strongly agreeing that they ever observed a teacher who was highly motivated in the classroom.
- 47.6% students are strongly agreeing that teacher motivates students to perform at their best in the classroom
- 45.2% students are agreeing that teacher motivation is something that can be sustained over a long period of time
- 38.1 % students are strongly agreeing that teacher motivation is important in achieving personal goal and success
- 42.9 % students are strongly agreeing that teacher motivation effects creativity and innovation.
- 28.6% students are agreeing that they ever face the situation where you had to motivate a group of people
- 40.5% students are agreeing that they believe that teacher perceived competence is related to their level of motivation in the classroom
- 33.3 % students are strongly agreeing that they believe that teacher motivation is important.
- 52.4% teachers are agreeing that they feel proud to be called as teacher





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- 38.1 % teachers are agreeing that teachers adjust him/her self with with prevailing situation and circumstances of school 35.7% teachers are strongly agreeing that teachers strive for continuous improvement in their knowledge and skills
- 47.6% teachers are strongly agreeing that teachers make the teaching effective with different teaching techniques
- 45.2% teachers are strongly agreeing that teachers listen to the students with patience and tolerance and guide students in spare time.
- 38.1% teachers are agreeing that teachers use different evaluation techniques during teaching.
- 42.9% teachers are strongly agreeing that teachers use different motivational techniques.
- 28.6% teachers are strongly agreeing that teachers award marks fairly in the examination to all the students
- 40.5% teachers are agreeing that teacher relate the subject matter with lives of the students
- 33.3% teachers are strongly agreeing that teacher treat students without discrimination

When aggregating the percentages, it is clear that positive student outcomes are strongly linked to teacher motivation and associated professional behaviors, including innovative teaching, patience, and fairness.

### Discussion

#### Barriers to Sustained Motivation

Despite high levels of motivation, both intrinsic and extrinsic barriers can affect teachers:

- Workload, lack of administrative support, and insufficient incentives may contribute to demotivation.
- Institutional factors such as school culture, peer recognition, and opportunities for advancement play a significant role in sustaining motivation.

#### Contextualizing with Theories

- Attribution Theory is validated as students and teachers interpret academic outcomes based on perceived effort and motivation.
- Motivation strategies align strongly with Maslow and Herzberg's frameworks: fulfilling basic needs and enabling professional growth fosters lasting motivation.

### Recommendations

#### For School Administrations

- Provide ongoing professional development tailored to teacher interests and challenges.
- Establish robust support systems and recognize outstanding teaching efforts.
- Foster a collaborative culture where teachers feel their work has a direct impact on student success.

#### For Policymakers

- Develop incentive structures (monetary and non-monetary) to retain and motivate teachers.
- Ensure manageable workloads and clear pathways for teacher career progression.

#### For Teachers



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- Engage in self-reflection to identify motivational strengths and areas for improvement.
- Use varied, student-centered instructional strategies.
- Cultivate supportive relationships with colleagues and students.

### For Further Research

- Study should be expanded to include more schools and larger, more diverse populations.
- Qualitative interviews can offer deeper insight into specific motivational drivers and barriers.
- Longitudinal studies can track the sustainability of teacher motivation over time.

### Conclusion

Teacher motivation is a fundamental agent of student academic achievement at the elementary level. The evidence from MS Education School supports the idea that highly motivated teachers foster improved student outcomes through engaging instruction, fair practices, and sustained professional motivation. It's essential for educational stakeholders to recognize, nurture, and support teacher motivation, positioning it as a cornerstone for educational success and development.

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