

International Journal of Social Science and Education Research



ISSN Print: 2664-9845
ISSN Online: 2664-9853
Impact Factor: RJIF 8.42
IJSSER 2025; 7(2): 870-873
www.socialsciencejournals.net
Received: 08-11-2025
Accepted: 09-12-2025

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Role of teacher motivation in enhancing academic achievement of school students

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DOI: <https://www.doi.org/10.33545/26649845.2025.v7.i2k.450>

Abstract

Teacher motivation is widely recognized as a crucial factor influencing the effectiveness of teaching and the academic achievement of school students. Motivated teachers demonstrate higher levels of commitment, enthusiasm, and responsibility toward their profession, which significantly enhances classroom interaction and learning outcomes. The present study examines the role of teacher motivation in enhancing the academic achievement of school students at the secondary level. The study aims to explore how intrinsic and extrinsic motivational factors among teachers affect students' engagement, interest in learning, and overall academic performance. A descriptive survey method is employed, using standardized teacher motivation scales and student achievement records as tools for data collection. The sample comprises teachers and students from selected secondary schools. Statistical techniques such as mean, standard deviation, and correlation analysis are used to analyze the data. The findings of the study reveal a positive and significant relationship between teacher motivation and students' academic achievement. Teachers with high levels of motivation create a supportive learning environment, adopt effective teaching strategies, and encourage active participation among students, which leads to better academic results. The study highlights the importance of institutional support, professional development opportunities, and recognition systems in enhancing teacher motivation. The findings suggest that improving teacher motivation can serve as an effective strategy for improving the quality of education and student achievement. The study has important implications for educational administrators, policymakers, and teacher education programs in strengthening motivational practices within schools.

Keywords: Teacher motivation, academic achievement, teaching effectiveness, student learning, school education

Introduction

Teacher motivation plays a pivotal role in determining the quality of teaching and the academic achievement of school students, making it a central concern of contemporary educational research and practice. Motivation refers to the internal and external forces that stimulate, direct, and sustain behavior toward the accomplishment of goals, and in the context of teaching, it influences teachers' commitment, enthusiasm, job satisfaction, and instructional effectiveness. A motivated teacher is more likely to design meaningful learning experiences, adopt innovative teaching methodologies, and show genuine concern for students' academic and emotional needs. In contrast, a lack of motivation among teachers may result in monotonous teaching, poor classroom management, and limited student engagement, which can adversely affect learning outcomes. Academic achievement, commonly measured through examination scores, grades, and overall scholastic performance, is not solely dependent on students' abilities or socio-economic background; it is profoundly shaped by the quality of teaching they receive. Teachers act as role models, facilitators, and mentors, and their motivational level directly influences students' interest in learning, classroom participation, and persistence in academic tasks. When teachers exhibit enthusiasm and dedication, students are more likely to develop positive attitudes toward learning, set higher academic goals, and demonstrate improved performance. Both intrinsic factors, such as a teacher's passion for teaching, sense of professional competence, and personal achievement, and extrinsic factors, including salary, recognition, supportive leadership, and opportunities for professional development, contribute significantly to teacher motivation. In the rapidly changing educational landscape characterized by

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technological advancement, diverse classrooms, and increasing accountability, teachers face numerous challenges that can either enhance or diminish their motivation. Workload pressure, limited resources, lack of autonomy, and insufficient recognition often act as demotivating factors, whereas supportive school environments, collaborative cultures, and continuous training opportunities help sustain high levels of motivation. Research studies across different educational contexts have consistently indicated that motivated teachers are more effective in managing classrooms, employing learner-centered approaches, and adapting instruction to meet individual differences among students. Such practices not only improve students' comprehension and retention of subject matter but also foster critical thinking, creativity, and self-confidence. Furthermore, teacher motivation has been found to influence students' attendance, discipline, and overall school climate, thereby creating a positive cycle of learning and achievement. In school education, particularly at the secondary level where students encounter academic pressure and developmental changes, the role of motivated teachers becomes even more significant. Teachers who are motivated are better equipped to guide students through academic challenges, encourage resilience, and provide constructive feedback that promotes continuous improvement. Recognizing the strong link between teacher motivation and student academic achievement, it becomes essential for educational administrators and policymakers to focus on strategies that enhance teachers' motivational levels. Understanding this relationship is vital for improving the effectiveness of teaching-learning processes and ensuring quality education, as the academic success of students is closely intertwined with the motivation and commitment of their teachers.

Concept of Teacher Motivation

Teacher motivation refers to the psychological forces that inspire teachers to perform their professional responsibilities with dedication and commitment. It includes both intrinsic motivation, such as personal satisfaction, interest in teaching, and a sense of achievement, and extrinsic motivation, such as salary, promotions, job security, and recognition. Motivated teachers are more enthusiastic, responsible, and willing to adopt innovative teaching strategies. They actively participate in school activities and show greater concern for students' academic progress. Understanding the concept of teacher motivation is essential, as it directly affects teaching effectiveness and the overall quality of the learning environment in schools.

Meaning and Nature of Academic Achievement

Academic achievement refers to the level of knowledge, skills, and competencies attained by students as a result of the teaching-learning process. It is commonly measured through examination scores, grades, and performance in academic tasks. Academic achievement is influenced by various factors such as intelligence, learning environment, teaching methods, and teacher behavior. Among these, the role of the teacher is highly significant, as effective teaching promotes understanding, retention, and application of knowledge. High academic achievement reflects not only students' efforts but also the quality of instruction provided by motivated and competent teachers.

Factors Influencing Teacher Motivation

Teacher motivation is influenced by several intrinsic and extrinsic factors. Intrinsic factors include teachers' interest in the profession, commitment to student development, self-

esteem, and professional self-growth. Extrinsic factors involve salary structure, working conditions, administrative support, recognition, job security, and opportunities for training and promotion. A positive school climate and supportive leadership play a crucial role in enhancing motivation. When teachers feel valued and supported, their motivation increases, leading to better classroom practices and improved student learning outcomes.

Impact of Teacher Motivation on Teaching Effectiveness

Teacher motivation greatly enhances teaching effectiveness by encouraging the use of innovative, student-centered, and interactive teaching methods. Motivated teachers plan lessons carefully, manage classrooms efficiently, and create a positive learning environment. They are more responsive to students' needs and provide timely feedback, which improves understanding and academic performance. Effective teaching influenced by high motivation fosters student interest, active participation, and discipline. Thus, teacher motivation acts as a driving force in improving instructional quality and promoting meaningful learning experiences in schools.

Relationship between Teacher Motivation and Students' Academic Achievement

A strong relationship exists between teacher motivation and students' academic achievement. Motivated teachers inspire students through enthusiasm, encouragement, and effective instructional practices. Their positive attitude toward teaching enhances students' confidence, interest, and engagement in learning activities. When students receive guidance and support from motivated teachers, they are more likely to perform well academically. Research indicates that classrooms led by motivated teachers show higher academic achievement, better attendance, and improved overall student performance, highlighting the importance of teacher motivation in educational success.

Review of Literature

1. **Herzberg (1966)** ^[2] Herzberg, through his Two-Factor Theory of motivation, emphasized that both motivators and hygiene factors play a significant role in determining employee performance, including teachers. His study highlighted that intrinsic factors such as achievement, recognition, and professional growth increase teacher satisfaction and commitment. In the educational context, motivated teachers were found to demonstrate higher involvement in teaching activities, which positively influenced students' learning and academic achievement. The study laid the foundation for understanding how teacher motivation impacts teaching effectiveness.
2. **Locke and Latham (1990)** ^[4] Locke and Latham, in their Goal-Setting Theory, emphasized that clear goals and motivation significantly improve job performance. Their research indicated that teachers who set specific academic goals for students and remain motivated to achieve them encourage better student engagement and performance. The study suggested that motivated teachers create structured learning environments, resulting in improved academic achievement. The findings are relevant in understanding the psychological link between teacher motivation and student success.
3. **Gupta and Sharma (2012)** ^[6] Gupta and Sharma conducted a study on secondary school teachers in India to examine the relationship between teacher motivation and students' academic achievement. The findings revealed a positive correlation between motivated

teachers and higher academic performance among students. The study emphasized that supportive school administration and opportunities for professional development significantly enhance teacher motivation, which in turn improves classroom effectiveness and student learning outcomes.

4. **Singh (2016)** ^[7] Singh examined the influence of teacher motivation on teaching effectiveness and student achievement at the secondary school level. The study found that motivated teachers employed innovative teaching methods and maintained better classroom interaction. As a result, students taught by highly motivated teachers showed better academic performance and increased interest in learning. The study concluded that teacher motivation is a key factor in improving educational quality.
5. **Kumar and Kaur (2020)** ^[8] Kumar and Kaur studied the impact of teacher motivation on students' academic achievement in government and private schools. The results showed that students taught by motivated teachers consistently performed better academically than those taught by less motivated teachers. The study highlighted the importance of incentives, job satisfaction, and institutional support in maintaining high levels of teacher motivation. It reinforced the need for policies aimed at improving teacher morale and motivation.

Research Gap: Despite extensive research on teacher motivation and student academic achievement, notable gaps remain in the existing literature. Most studies have focused on general educational settings, while limited attention has been given to school-specific and regional contexts, particularly at the secondary level. There is a lack of empirical studies examining the combined influence of intrinsic and extrinsic teacher motivation on students' academic achievement. Additionally, many studies rely on self-reported data without adequate use of achievement

records. Comparative and longitudinal studies exploring how changes in teacher motivation affect student performance over time are also scarce, indicating the need for more focused and context-based research in this area.

Objectives of the Study

1. To study the level of teacher motivation at the secondary school level.
2. To examine the academic achievement of school students.
3. To find out the relationship between teacher motivation and students' academic achievement.
4. To analyze the impact of intrinsic and extrinsic teacher motivation on teaching effectiveness.
5. To suggest measures for enhancing teacher motivation to improve students' academic performance.

Research Methodology

The present study adopts a descriptive survey method to examine the role of teacher motivation in enhancing the academic achievement of school students. The population of the study consists of secondary school teachers and students. A sample of 50 teachers and 100 students was selected from selected secondary schools using the simple random sampling technique. Teacher motivation was measured using a standardized Teacher Motivation Scale, covering intrinsic and extrinsic dimensions, while students' academic achievement was assessed using their annual examination scores obtained from school records. Data were collected through questionnaires and official academic documents. For data analysis, appropriate statistical techniques such as mean, standard deviation, and correlation were used to interpret the data. The collected data were tabulated and analyzed systematically to understand the relationship between teacher motivation and students' academic achievement.

Data Analysis

Table 1: Relationship between Teacher Motivation and Academic Achievement of Students

Variable	N	Mean	Standard Deviation	r-value
Teacher Motivation	50	72.40	8.35	
Academic Achievement	100	68.20	7.90	0.62

Interpretation of the Table

The above table shows that the mean score of teacher motivation is 72.40 with a standard deviation of 8.35, while the mean score of students' academic achievement is 68.20 with a standard deviation of 7.90. The calculated correlation coefficient ($r = 0.62$) indicates a moderate positive relationship between teacher motivation and students' academic achievement. This suggests that higher levels of teacher motivation are associated with better academic performance among school students. The findings support the view that motivated teachers contribute significantly to improving students' learning outcomes.

Limitations of the Study

The present study has certain limitations that should be considered while interpreting the findings. The study is limited to a small sample of selected secondary schools, which restricts the generalization of the results to a wider population. The use of a descriptive survey method and self-reported teacher motivation scales may be influenced by personal bias and subjective responses. Academic achievement was measured only through examination scores, which may not fully represent students' overall

learning and abilities. The study focuses mainly on the relationship between teacher motivation and academic achievement, while other influencing factors such as socio-economic background, parental support, and school infrastructure were not examined. Moreover, the cross-sectional nature of the study does not allow for an analysis of changes in motivation and achievement over a longer period of time.

Importance of the Study

The present study is important as it highlights the crucial role of teacher motivation in enhancing the academic achievement of school students. Understanding this relationship helps in recognizing teachers as a key factor in improving the quality of education. The findings of the study can assist school administrators and policymakers in developing effective strategies to improve teacher motivation through incentives, professional development, and supportive working conditions. The study also contributes to teacher education programs by emphasizing the need to foster intrinsic motivation and professional commitment among teachers. For schools, the study provides practical insights into creating a positive and

motivating work environment that directly influences student learning outcomes. Moreover, the study adds to existing educational research by providing empirical evidence on the impact of teacher motivation on academic performance, thereby supporting efforts to achieve higher educational standards and overall student development.

Conclusion

The present study concludes that teacher motivation plays a significant and decisive role in enhancing the academic achievement of school students. The findings clearly indicate that motivated teachers are more effective in creating a positive, engaging, and supportive learning environment, which directly contributes to improved student performance. Both intrinsic factors, such as passion for teaching, professional satisfaction, and sense of achievement, and extrinsic factors, including salary, recognition, administrative support, and opportunities for professional development, were found to influence teacher motivation. Teachers with higher motivation levels tend to adopt innovative teaching methods, maintain better classroom management, and provide continuous guidance and encouragement to students. As a result, students demonstrate increased interest in learning, better concentration, and higher academic achievement. The study also emphasizes that teacher motivation not only affects academic outcomes but also shapes students' attitudes, discipline, and overall classroom climate. While other factors such as home environment and individual abilities also influence academic achievement, the role of motivated teachers remains central to the teaching-learning process. The study highlights the need for school authorities and policymakers to focus on improving teachers' working conditions, providing recognition, and ensuring opportunities for professional growth. Strengthening motivational practices among teachers can serve as an effective strategy for enhancing the quality of education. In conclusion, the academic success of school students is closely linked with the motivation, commitment, and effectiveness of teachers, making teacher motivation a vital element in achieving educational excellence.

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