



Impact of Teacher Motivation on Performance and Student Achievement at Secondary Level

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Abstract

The study investigates teachers' motivational factors related to job performance and their impact on students' achievement at the secondary level. The objectives of the study were: to identify the key motivational factors influencing teachers' job performance; to analyze the relationship between teachers' motivation and their job performance; to determine students' achievement at the secondary level; and to find out the effect of teachers' job performance on students' academic achievement at secondary schools. This research employed a quantitative design to examine the motivational factors affecting teachers' job performance and their influence on students' academic success at the secondary level. A sample of 300 teachers was selected for this study from both public and private schools. The questionnaire used a 5-point Likert scale to collect data on teachers' motivational factors and job performance. The reliability of the instrument was tested using Cronbach's Alpha, which showed a value of 0.845, indicating high internal consistency and confirming the instrument's reliability. Means, standard deviations, Pearson Product-Moment Correlation and independent samples t-test were used for analysis. A strong positive correlation was observed between job performance and student achievement. These results suggest that enhancing teacher motivation may lead to better classroom outcomes and student success. The study underscores the importance of supportive work environments and targeted professional development in educational planning.

Keywords:

Motivation, Job Performance, Student Achievement, Secondary Level.

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Introduction

The quality of education plays a crucial role in shaping the future of any society, and teachers are at the heart of this process. Teachers' job performance is influenced by numerous factors, many of which are related to their level of motivation. Motivation, whether intrinsic—coming from personal fulfillment and passion for the job—or extrinsic—stemming from rewards, recognition, and financial incentives—directly influences how teachers perform in the classroom. A motivated teacher is most likely to engage students, adopt innovative teaching methods, and produce a positive learning environment, which can generally improve students' academic success. Education is vital in developing individuals, groups, and entire societies. It is the process by which values, attitudes, skills, and knowledge are passed from one generation to the next. A country's socioeconomic progress is heavily dependent on the quality of its educational system. However, since teachers are the primary facilitators of education, this quality is closely tied to their effectiveness (Darling-Hammond, 2000).

The ability of teachers in any educational system has a significant impact on its efficacy. Teachers inspire, encourage, and mentor students to succeed academically and personally, in addition to facilitating learning. Hanushek and Rivkin (2010) assert that the most significant school-related factor affecting student achievement is the caliber of the teachers. This emphasizes how crucial teacher competencies, attitudes, and practices are to educational outcomes. According to research, students who are taught by high-performing teachers make more academic progress than those who are taught by less successful teachers (Rockoff, 2004). In early education, when the foundational skills of literacy and numeracy are established, this is especially important. Good teachers employ a variety of teaching techniques, adjust to the needs of their students, and establish welcoming classrooms that promote learning (Taylor & Tyler, 2012). Job satisfaction and teacher motivation are equally important. A motivated educator is more inclined to effectively manage classrooms, actively engage students, and persevere in the face of difficulties. Klassen and Chiu (2010) found a strong correlation between student engagement, along with academic success and teacher self-efficacy. As the energy that propels teachers' dedication, zeal, and general efficacy in the classroom, motivation is essential to the teaching profession. In addition to being more effective, a motivated teacher encourages students to participate fully in the educational process. Without sufficient motivation, teachers may struggle to maintain the vigor and commitment necessary to instruct and shape young minds. Teaching is a demanding career that calls for passion, patience, and persistence (Ryan & Deci, 2000).

The influence that motivation has on teacher performance is one of the main reasons it is crucial in education. A greater degree of creativity, planning for learning, and the ability to adapt in their teaching strategies are all displayed by motivated teachers. Improved student performance and general classroom success result from this. Motivated educators are more likely to create effective lesson plans, employ a range of instructional techniques, and tailor their instruction to meet the needs of their students, all of which significantly enhance the learning environment (Han et al., 2016).

Teachers' motivation is also greatly influenced by favorable management and school culture. Teachers' motivation is significantly increased in a supportive, cooperative atmosphere where they are valued and encouraged. According to research by Ingersoll (2001), school administrators have a positive impact on teachers' motivation and job satisfaction when they encourage autonomy, acknowledge their contributions, and create a collaborative environment.

Students admire motivated teachers as role models. Teachers who are passionate and dedicated inspire their students to adopt similar attitudes. To foster lifelong learners and engaged citizens, this inspirational transmission is crucial. The psychological capital of motivated educators can foster a supportive and resilient learning environment beneficial to all involved, as Luthans and Youssef (2007) suggest. The term "teacher motivation" is defined as

the internal and external factors that influence a teacher's willingness to implement instructional strategies, pursue continuous professional development, and dedicate themselves to student success (Richardson & Watt, 2010). It encompasses both extrinsic rewards, such as pay and recognition, and intrinsic ones like a passion for teaching. Motivated educators are more likely to employ creative thinking and student-centered teaching methods. Furthermore, they invest more effort into lesson planning, use diverse assessment methods, and provide constructive feedback—actions that are linked to better learning outcomes for students.

Wentzel (1998) asserts that students often imitate their teachers' attitudes and actions, emphasizing the importance of a teacher's personality in shaping students' academic behavior. Conversely, low teacher motivation frequently leads to disengagement, burnout, and absenteeism, all of which can negatively impact student performance. Students tend to be less satisfied and perform worse academically in classes where teachers show a lack of enthusiasm and interest (Friedman, 2000).

Teacher motivation is also influenced by institutional elements such as a positive school culture, possibilities for professional growth, and administrative support. By maintaining instructional quality, schools' investment in the motivation and well-being of their teachers indirectly raises student achievement (Ingersoll, 2001). Different cultural, social, and economic contexts may have different effects on how motivated teachers are concerning student outcomes. Since teachers are the main source of education and motivation for students with few outside resources, their role is even more important in low-income areas (Bennell & Akyeampong, 2007). Many secondary school students experience educational inequalities because of their gender, location, or socioeconomic status. Evidence-based policymaking to encourage inclusivity and fair allocation of resources in secondary schools can be supported by research that identifies these gaps (UNESCO, 2017).

At the secondary level, student learning outcomes are significantly influenced by the caliber of the teachers. The study adds to the current conversation on teacher effectiveness by assessing instructional adaptability, content knowledge, and teaching strategies (Darling-Hammond, 2000). Teachers' motivation has a great influence on their work performance and, in turn, students' academic performance at the secondary level, when students move into progressive learning and get ready for college or professional careers. Because it has the potential to raise overall educational standards, the relationship between teacher inspiration, work satisfaction, and student outcomes has drawn interest from both educators and policymakers. Teachers are motivated by a variety of factors, including extrinsic ones like pay, working conditions, and professional development opportunities, as well as intrinsic ones like the fulfillment that comes from mentoring and teaching. Positive alignment of these variables not only increases teachers' dedication and effectiveness but also fosters an atmosphere that supports student achievement (Eccles et al., 2006).

Literature Review

Teachers' intrinsic motivation greatly influences their job performance and dedication. Intrinsic motivating factors come from within and include things like personal fulfillment, a sense of achievement, recognition, and opportunities for career growth. Teachers should teach because they find it meaningful and satisfying, not solely for pay or bonuses. Many research studies have examined how intrinsic motivation impacts teachers' performance and productivity (Deci & Ryan, 2000). Teachers who are intrinsically motivated are more likely to be creative, committed, and happy with their work.

Teachers have a stronger sense of accountability and ownership when they are allowed to choose their teaching strategies, create their curricula, and manage their classrooms. According to Pearson and Moomaw (2005), job satisfaction and teacher autonomy were positively correlated, which enhanced the quality of instruction. By satisfying the innate

biological desire for self-direction, autonomy inspires teachers to be more imaginative and dedicated to their work. When it results in a common goal and emotional support or collegial support—which is frequently classified as an extrinsic component—it can have intrinsic motivational value. By creating a feeling of community and common purpose, collaborative settings where educators exchange ideas, co-teach, or participate in professional development opportunities increase intrinsic motivation. According to Ingersoll (2001), teacher morale and performance are higher in schools with strong collegial ties. Intellectual stimulation, respect, and mutual trust are among the intrinsic values raised by this collaboration.

Teachers who have an internal locus of control are more likely to be intrinsically motivated because they feel that they have control over their success. They place more value on competence and effort than on outside factors for their accomplishments. People who have an internal locus of control perform better on the job and are more satisfied with their jobs, according to Judge et al. (2002). Continuous goal-setting, introspection, and enhancement of instructional strategies are the results of this self-motivation.

Motivation is one of the most important psychological factors that affect how people act at work and in school. In their classrooms, teachers' motivation has a strong effect on how well they perform their jobs. It has an impact on how they run their classrooms, how well they teach, and how committed they are to their jobs in general. Many studies have looked at how different motivational factors affect teachers' effectiveness and found that there is a complicated but important link between motivation and achievement outcomes (Ryan & Deci, 2020; Skaalvik & Skaalvik, 2017). Teachers' motivation also affects how well they manage their classrooms. To manage a classroom well, one needs to be patient, consistent, and take the initiative to keep things in order. Teachers who are motivated are more likely to work hard to create classrooms that are organized, supportive, and well-run. According to Emmer and Stough (2001), teachers who are motivated are better at keeping a positive learning environment and stopping disruptive behavior.

A blend of external and internal factors affects teachers in doing their jobs. According to Ryan and Deci's (2000) Self-Determination Theory, intrinsic motivation lasts longer and is linked to better teaching methods, even though extrinsic motivators can generate better performance for a short period of time. For instance, studies in different educational settings show that teachers are more motivated when they feel valued and recognized by their peers and administrators. This makes them behave better at work and in the classroom (Bakker et al., 2011; Deci & Ryan, 1985).

The school environment and leadership have a dynamic effect on teacher motivation. When teachers have leaders who support them and provide opportunities for professional growth, they are more motivated (Day et al., 2007). Authoritarian or unsupportive leadership styles, on the other hand, can lower motivation, which can lead to lower job performance and satisfaction. A school that encourages cooperation and trust also makes teachers more motivated, which leads to better teaching methods and dedication (Collie et al., 2012).

The relationship between motivation and job performance varies; feedback and recognition play a big role in this. Teachers who receive regular, helpful feedback are better at figuring out what they're good at and what they need to work on, which makes them want to do better. Recognition of achievements, whether through awards or unofficial praise (Guarino et al., 2006), is an external motivator that supports internal drives. Without this kind of feedback and recognition, teachers may feel unappreciated and lose motivation, which can make them less engaged and less effective at teaching. Ongoing professional development helps teachers keep their knowledge and skills up to date, which gives them a sense of accomplishment and competence (Guskey, 2002). This learning process aligns teachers' goals with academic standards and student needs, boosts motivation, and improves job performance in all areas, such as teaching quality, classroom management, and commitment (Avalos, 2011).

A positive school climate that is safe, welcoming, and supportive makes students motivated and involved, resulting in better grades (Thapa et.al., 2013). On the other hand, an underprivileged environment full of bullying, chaos, and a lack of resources can make it hard for students to do well in school, no matter how good the teaching is. Bronfenbrenner's (1979) ecological systems theory backs up this idea by showing how much the school microsystem affects each person's growth.

To effectively adapt instruction to the varied needs of their students, experienced teachers typically have a deeper understanding of education along with classroom management techniques (Darling-Hammond, 2000). On the other hand, inexperienced teachers may find it difficult to apply their curriculum knowledge, which reduces the effectiveness of the taught material. Studies indicate that teacher effectiveness tends to rise with experience, particularly during the first five years that they teach (Clotfelter et. al., 2007).

The school environment, teacher experience, and student socioeconomic status (SES) frequently interact to affect academic performance. Higher student mobility, a lack of resources, and outside stressors can all be problems for schools in lower socioeconomic areas, which can have a detrimental impact on teacher retention and school climate (Rumberger & Palardy, 2005). By influencing the degree to which instructional practices result in learning gains, those variables mediate the relationship. To effectively meet the varied and complex needs of their students, teachers in these situations might need extra assistance and training.

Statement of the Problem

Although there is increasing recognition of motivation's role in educational outcomes, little is known about how specific motivational factors influence teachers' performance and student success in the Pakistani context. The effect of teacher motivation on student achievement is a significant but often overlooked factor. While it is widely recognized that motivated teachers are essential for effective teaching and learning, very little is understood about exactly how different motivational elements impact student performance. This study aims to analyze teachers' motivation related to job performance and its influence on students' achievement at the secondary level.

Objectives of the Study

The study aims to achieve the following objectives:

1. To identify the key motivational factors influencing teachers' job performance at the secondary school level.
2. To analyze the relationship between teachers' motivation and their job performance.
3. To find out students' achievement at the secondary level.
4. To investigate the effect of teachers' job performance on students' academic achievement at the secondary school level.

Research Questions

The following research questions were framed to guide the investigation:

1. What are the motivational factors that influence teachers' job performance at the secondary level?
2. Is there any relationship between teachers' motivation and their job performance?
3. What is the students' academic achievement at the secondary level?
4. Is there any effect of teachers' job performance on students' achievement at the secondary level?

Methodology

Nature of the Study

The study employed a quantitative research design to examine the motivational factors influencing teachers' job performance and their impact on students' academic achievement at the secondary school level. Data were collected through a survey method.

Population and Sampling

The target population consisted of secondary school teachers from various government and private schools in Faisalabad. A sample of 300 teachers was selected for this study.

Instrument of the Study

Based on the study's objectives, a structured questionnaire was developed as the primary data collection instrument. The questionnaire was designed using a 5-point Likert scale to gather data on teachers' motivational factors and job performance.

Reliability/ Validity of the Instrument

The reliability of the instrument was assessed using Cronbach's Alpha coefficient. A pilot study was conducted with a small group of teachers to test the questionnaire. Based on the feedback, necessary modifications were made. The reliability coefficient is shown below:

Table 1

Reliability of the Scale

| No. of Items | Cronbach's Alpha |
|---------------------|-------------------------|
| 35 | 0.845 |

The Cronbach's Alpha value of 0.845 indicates a high level of internal consistency, confirming the instrument's reliability. The validity of the questionnaire was established through expert review. Specialists in educational research reviewed the instrument to ensure clarity, relevance, and alignment with the study objectives. Their suggestions were incorporated to enhance the content validity of the tool.

Data Collection/ Analysis

Data were collected using the final version of the questionnaire from the selected sample of teachers by visiting the schools. Researchers approached the respondents after getting proper consent and permission from the concerned authorities.

Data were analyzed using descriptive and inferential statistical techniques with SPSS. Descriptive statistics like mean, standard deviation, frequencies, and percentages were used to summarize demographic information and responses. Pearson correlation analysis was used to determine the relationship between teachers' motivation, job performance, and students' achievement. An independent samples t-test was used to compare the public and private institutions.

RESULTS

The study results have been presented below:

Table 2

Demographic Attributes of Participants

| Demography variables | F | % |
|---------------------------------------|----------|----------|
| Gender of participants | | |
| Male participants | 186 | 62.0 |
| Female participants | 114 | 38.0 |
| Experience of participants | | |
| 0-3 Years | 233 | 77.7 |
| 4-6 Years | 54 | 18.0 |
| 7-10 Years | 13 | 4.3 |
| Institution-based participants | | |
| Private | 291 | 97.0 |
| Public | 9 | 3.0 |

The demographic attributes of the participants revealed that out of the total participants, 62.0% (186) were male, while 38.0% (114) were female, indicating a male-dominated sample. In terms of professional experience, the majority, 77.7% (233), had 0–3 years of experience, followed by 18.0% (54) with 4–6 years, and only 4.3% (13) had 7–10 years of experience. Regarding institutional affiliation, a significant 97.0% (291) of the participants were from private institutions, while only 3.0% (9) belonged to public institutions, highlighting a strong representation from the private sector.

Table 3

Teachers' Motivational Factors Affecting Job Performance and Student Achievement

| Statements | N | Mean | SD |
|--|----------|-------------|-----------|
| I am motivated by a sense of fulfillment in teaching. | 300 | 3.21 | 1.29 |
| Salary and financial incentives are important motivators for me. | 300 | 3.67 | 1.39 |
| Opportunities for professional development and training motivate me. | 300 | 3.68 | 1.11 |
| A positive work environment motivates me to perform better. | 300 | 4.00 | 1.15 |
| I feel motivated when I have autonomy in my teaching methods. | 300 | 3.74 | 1.04 |
| I am motivated by the opportunity to contribute to students' personal growth. | 300 | 3.97 | 1.20 |
| I consistently achieve my teaching goals. | 300 | 3.70 | 0.96 |
| I effectively manage my classroom to ensure a conducive learning environment. | 300 | 3.95 | 1.17 |
| I regularly update my teaching methods to improve student engagement. | 300 | 3.65 | 1.17 |
| I provide timely feedback to students to help them improve. | 300 | 3.97 | 1.16 |
| I participate in extracurricular activities to support students' holistic development. | 300 | 3.73 | 0.98 |
| I collaborate with colleagues to improve teaching practices. | 300 | 3.80 | 1.21 |
| My motivation has a positive impact on my students' academic performance. | 300 | 3.54 | 1.39 |
| Students perform better when I am satisfied with my job. | 300 | 3.48 | 1.11 |
| Students are more engaged in class when I am motivated. | 300 | 3.85 | 1.09 |
| My job performance contributes to higher student test scores. | 300 | 3.74 | 1.06 |
| Students' achievement improves when teachers receive adequate support and resources. | 300 | 3.94 | 1.13 |
| My relationship with students affects their academic success. | 300 | 2.65 | 1.15 |
| Motivated teachers create a positive learning environment for students. | 300 | 3.63 | 1.08 |
| I maintain a positive relationship with students to foster their academic growth. | 300 | 3.76 | 1.13 |

| | | | |
|--|-----|------|------|
| The availability of teaching resources and materials motivates me. | 300 | 3.76 | 1.18 |
| My teaching methods influence students' achievement. | 300 | 3.87 | 1.09 |
| I believe that a motivated teacher leads to better student outcomes. | 300 | 3.83 | 1.05 |
| The most important thing I want during my first lecture on a given course is to have the course outline. | 300 | 3.93 | 1.06 |
| I am always curious when presented with a new learning task in a class. | 300 | 3.86 | 1.01 |
| The more I understand a given subject, the more my appetite for reading increases. | 300 | 3.89 | 1.08 |
| Salary and benefits motivate you the most in your teaching profession. | 300 | 3.90 | 1.04 |
| I am fully aware of the competitive nature that exists in our class. | 300 | 3.86 | 1.14 |
| I enjoy teaching because it allows me to make a positive impact on students' lives. | 300 | 3.71 | 1.15 |
| Teaching provides me with a sense of personal fulfillment. | 300 | 3.81 | 1.14 |
| I teach because it provides me with financial stability. | 300 | 2.98 | 1.10 |
| I believe I can make a difference in students' learning. | 300 | 2.82 | 1.04 |
| I think I would rate my overall job performance. | 300 | 2.84 | 1.12 |
| I am confident in promoting student learning. | 300 | 3.45 | 0.97 |
| School leadership plays a role in motivating teachers, which in turn affects student achievement. | 300 | 3.74 | 1.04 |

The results in Table 3 showed that various motivational factors influence teachers' job performance and student achievement. Teachers most strongly agreed with statements about a positive work environment ($M = 4.00$), contributing to students' personal growth ($M = 3.97$), providing timely feedback ($M = 3.97$), and effective classroom management ($M = 3.95$). Other notable motivators included professional development ($M = 3.68$), autonomy ($M = 3.74$), collaboration ($M = 3.80$), and teaching resources ($M = 3.76$). Many teachers also acknowledged that their motivation enhances student engagement ($M = 3.85$) and achievement ($M = 3.74$). However, some areas had lower averages, such as motivation from financial stability ($M = 2.98$), self-perception of overall job performance ($M = 2.84$), and impact on learning ($M = 2.82$), indicating potential areas for development. Overall, the findings suggest that intrinsic factors like fulfillment, student impact, and supportive environments are essential in motivating teachers and improving educational outcomes. Data collected on the level of motivation exhibited by the teachers correlated with the values on the level of job performance experienced by teachers using the Pearson Product-Moment Correlation. Analysis of correlation has been shown below:

Table 4
Correlation between Teacher Motivation and Job Performance

| | | Teacher Motivation | Job Performance |
|--------------------|---------------------|--------------------|-----------------|
| Teacher Motivation | Pearson Correlation | 1 | 0.948 |
| | N | 300 | 100 |
| Job Performance | Pearson Correlation | 0.948 | 1 |
| | N | 300 | 100 |

As shown in Table 4, the computed relationship between teacher motivation and their job performance was $r=0.948$. It demonstrated that there is a strong positive correlation between teacher motivation and job performance among school teachers. It suggests that as teacher motivation increases, their level of job performance also increases, and vice versa.

Table 5*Comparison of the Public and Private Teachers' Key Motivational Factors Affecting Their Job Performance*

| Institute | Mean | SD | t value | df | sig value |
|-----------|--------|--------|---------|-----|-----------|
| Private | 3.6808 | .74012 | 3.597 | 298 | .001 |
| Public | 2.7905 | .26380 | | | |

 $p > 0.05$

The independent samples t-test was used to compare the public and private teachers' key motivational factors affecting job performance. It was revealed that there was a very significant difference between the private school teachers ($M=3.68$, $SD=0.740$) and public school teachers ($M=2.79$, $SD=0.263$), with $t(298) = 3.597$, $p=0.001$. It indicated that key motivational factors of the private school teachers were highly affecting their job performance as compared to the public school teachers.

Table 6*Impact of teacher job performance on student academic achievement*

| | N | Mean | Std. Deviation |
|--------------------|-----|--------|----------------|
| Impact | 300 | 3.6794 | .89826 |
| Valid N (listwise) | 300 | | |

The above table shows the impact of teacher job performance on student academic achievement. The mean score ($M=3.67$, $SD=0.898$) pointed out that there was a moderate level of impact of the teacher's job performance on the students' academic achievement.

Findings

The study was carried out to determine motivational factors affecting teachers' job performance and student achievement. Teachers agreed most with statements about a positive work environment ($M = 4.00$), contributing to students' personal growth ($M = 3.97$), providing timely feedback ($M = 3.97$), and managing classrooms effectively ($M = 3.95$). Other key motivators included professional development ($M = 3.68$), autonomy ($M = 3.74$), and teaching resources ($M = 3.76$). In contrast, lower scores were noted for financial stability ($M = 2.98$), self-rated job performance ($M = 2.84$), and perceived impact on learning ($M = 2.82$), highlighting areas for improvement. Overall, intrinsic factors and supportive environments were found to play a central role in teacher motivation.

The correlation between teacher motivation and their job performance was assessed. Data collected on the level of motivation exhibited by the teachers correlated with the values on the level of job performance experienced by teachers using the Pearson Product-Moment Correlation. The computed relationship between teacher motivation and their job performance was $r=0.948$. It showed that there was a great positive association between teacher motivation and job performance among school teachers. It indicated that with the increase of teacher motivation, the level of job performance of the teachers was also increasing, and vice versa.

Comparison of the public and private teachers' key motivational factors affecting their job performance was assessed. The independent t-test was used to compare the public and private teachers' key motivational factors affecting their job performance. It was revealed that there was a very significant difference between the private school teachers ($M=3.68$, $SD=0.740$) and public school teachers ($M=2.79$, $SD=0.263$), with $t(298) = 3.597$, $p=0.001$. It indicated that key motivational factors of the private school teachers were highly affecting their job performance as compared to the public school teachers.

The impact of teacher job performance on student academic achievement was ascertained. The mean score ($M=3.67$, $SD=0.898$) pointed out that there was a moderate level of impact of the teacher's job performance on the students' academic achievement of the

students.

The findings indicated that teachers are motivated by a sense of fulfillment in teaching. Salary and financial incentives are significant motivators for teachers. Opportunities for professional development and training also motivate them. The results further showed that a positive work environment encourages teachers to perform better. Teachers feel motivated when they have autonomy in their teaching methods. They are also motivated by opportunities to contribute to students' personal growth. Many teachers report consistently achieving their teaching goals. The study revealed that teachers manage their classrooms effectively to create a conducive learning environment. They regularly update their teaching methods to boost student engagement. Additionally, teachers provide timely feedback to help students improve. Participation in extracurricular activities supports students' holistic development.

Conclusions

The goal of the current study was to investigate and evaluate the motivating elements that affect secondary school classroom performance and how that performance affects students' academic performance. Through this investigation, the study has sought to both highlight the fundamental forces that motivate educators in their work and emphasize the importance of those forces in determining students' academic success. Finding important motivating factors, comprehending the connection between motivation and performance, analyzing students' academic results, and assessing how teachers' work performance directly affects those results were the main goals of the multifaceted objectives. Understanding these dynamics is crucial for stakeholders seeking to enhance academic standards and learner outcomes, as education remains a vital pillar of national development.

The study's conclusions showed that teachers' motivation is a complicated but significant factor in determining how well they perform. It has been demonstrated that intrinsic motivators like a love of teaching, a feeling of achievement, acknowledgment, chances for professional development, and dedication to students have a big impact on how teachers carry out their duties. Performance levels were also significantly influenced by extrinsic factors, such as pay, job security, working conditions, administrative support, and resource accessibility. Teachers who were motivated were more likely to use engaging teaching strategies, monitor students' progress more regularly, prepare their lessons well, and take an active part in school events. Therefore, when properly fostered, a teacher's motivation results in improved job performance and classroom efficacy.

Job performance and teacher motivation were found to be strongly positively correlated. Classroom management, instructional quality, and student interaction were all consistently improved by teachers who expressed greater levels of motivation and job satisfaction. They showed zeal, tolerance, inventiveness, and the capacity to modify their instruction to suit the needs of various student populations. This result is consistent with earlier studies showing that motivated educators are more dedicated and effective, which is advantageous to the school and its students. Additionally, schools with improved leadership, collaborative settings, professional development opportunities, and appreciation systems are more likely to have motivated employees, according to the study. This implies that promoting motivation should take into account emotional, psychological, and professional needs in addition to monetary incentives.

The study's analysis of students' academic performance revealed that different schools had different performance metrics and teacher motivation. Pupils in classes with high-achieving, driven teachers routinely performed better than those in classes with less successful teachers. When grades, comprehension, participation, and cognitive skills were used to assess academic achievement, a distinct pattern became apparent: students who were exposed to passionate and dedicated teachers improved their study habits, became more interested in

learning, and performed better on tests. This suggests that students frequently emulate their teachers' commitment and demeanor, making teacher motivation a critical component of student success. The relationship between teacher attitude and student outcomes is further supported by the fact that students reported feeling more engaged, inspired, and supported when taught by motivated teachers.

The impact of teachers' job performance on students' academic achievement was further supported by the study. Students' academic success was greatly influenced by teachers who kept up to date on the latest developments in their field, employed creative teaching techniques, gave prompt feedback, and developed strong bonds with their students. Key predictors of student performance included performance indicators like lesson planning, assessment techniques, and classroom participation. This research emphasizes how crucial it is to maintain and enhance performance through ongoing teacher evaluation, training, and support systems. When led by competent teachers, students not only had a higher chance of performing better academically but also showed higher levels of motivation and academic self-efficacy.

This study highlights how important it is for educational institutions to give teacher motivation top priority from a policy and administrative standpoint. Important tactics for raising motivation and, in turn, job performance include raising pay, offering professional development, acknowledging teachers' contributions, making sure workloads are manageable, and encouraging a collaborative school culture. Policymakers should also think about funding educational settings that encourage teachers' independence, dignity, and ongoing development. Since motivated teachers are the cornerstone of student success and school improvement, their professional well-being must be seen as an essential component of educational reform. To achieve holistic academic advancement, the study urges a reevaluation of teacher management and educational leadership strategies.

Discussion

A key element in determining how well teachers perform on the job and, in turn, how well students do is their motivation. Teachers' motivation has a big impact on classroom climate and instructional quality at the secondary level, when students are at a critical juncture in their academic and personal development. Teachers' willingness to work hard and maintain high performance levels is greatly influenced by motivational factors like a sense of accomplishment, professional development opportunities, supportive leadership, recognition, and adequate pay (Komba & Nkumbi, 2008). The results of this study confirm that intrinsic motivation, which is fueled by a love of teaching and a dedication to the success of students, is more impactful and long-lasting than extrinsic rewards alone. Additionally, educational research has consistently shown that teachers who feel valued and supported by their institutions are more engaged and productive (Firestone et.al., 2005).

Teachers' job performance and motivation are directly correlated. Motivated teachers are more likely to employ a variety of instructional strategies, plan lessons well, and make extracurricular investments in their students' education. Our analysis supports the findings of Dinham and Scott (2000), who highlighted that teachers who are motivated are more likely to be creative, vivacious, and attentive to the needs of their students. Teachers' performance is further reinforced by job satisfaction, which is a result of motivational factors, ultimately increasing classroom effectiveness. According to the current study, teachers' job performance increased when they felt more in control of their work, got helpful criticism, and collaborated with other professionals. On the other hand, low effort, disengagement, and absenteeism resulted from a lack of motivation. These results highlight how important it is to create an educational setting that supports teachers' motivation in order to promote peak performance (Jesus & Lens, 2005).

A number of factors, including the teacher's function as a knowledge and motivation facilitator, affect secondary school students' academic performance. Our research confirms that

one of the most important school-related factors affecting student success is teacher effectiveness, which is based on strong motivation and professional engagement. Hattie (2009) asserts that no other school variable has a greater impact on student achievement than teacher quality. Pupils who receive instruction from highly motivated and effective teachers typically perform better in class, have higher exam scores, and show more academic zeal. Emphasizing the impact of teacher attitudes and practices on student outcomes, the results also showed differences in student performance between schools with high and low levels of teacher motivation.

The study indicates that student academic achievement and teacher job performance are strongly positively connected. Students tend to understand challenging concepts better and perform more effectively when teachers consistently deliver high-quality instruction, monitor their progress, and give timely feedback. These findings align with those of Rockoff (2004), who showed that students' learning improvements are significantly influenced by teacher effectiveness, which mainly stems from motivation and job satisfaction. Schools with performance-oriented cultures are more likely to see success among both teachers and students. Moreover, this study found that schools offering mentorship, training, and incentive programs for teachers tend to have higher student pass rates. Teacher job performance serves as a mediating factor between student outcomes and school resources, illustrating that infrastructure alone cannot suffice without capable and motivated teachers.

The results of this study have important ramifications for school administration and educational policy. School administrators who want to raise student achievement and teaching quality should prioritize motivating teachers. Better job performance and better student learning outcomes can result from a deliberate focus on enhancing teacher motivation through acknowledgment, continued professional development, and encouraging leadership. In order to maintain teacher engagement, the educational system should also take a comprehensive approach, taking into account both extrinsic and intrinsic motivators. In addition to providing them with opportunities for professional advancement and a say in decision-making, policymakers should guarantee that secondary school teachers receive fair compensation. Future studies may also examine regional disparities, variations by gender in teacher motivation, and the long-term impacts of motivation on job satisfaction.

Recommendations

The following recommendations are proposed in light of the study: To improve teacher performance, school administrators should routinely evaluate and improve motivating elements like professional development, acknowledgment, and encouraging leadership. To improve student academic results indirectly, incentive-based programs should be implemented to match teachers' motivation with performance objectives.

Teachers' motivation and efficacy can be greatly increased by policies that foster a positive work environment and lessen workload stress. To maintain high job performance and boost classroom impact, motivation-enhancing techniques should be incorporated into teacher training sessions. Monitoring systems ought to be put in place to keep tabs on the relationship between student academic progress and differences in teacher motivation and job performance.

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