

Teacher Motivation: A Crucial Requirement

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ABSTRACT

Motivation is necessary to bring about the drive in what we do. Everyone requires it in their day-to-day work and professions. Teachers also require motivation. Teacher motivation is the drive that keeps the teachers going. Teacher motivation is critical in achieving a high instructional quality. This study discusses on the factors affecting teacher motivation through positive and negative factors. It highlights the promotion of teacher motivation through policies and professional standards. Further, the study points out the significance of teacher motivation for teachers, students and educational institutions.

Keywords: teacher motivation, factors, promotion, significance

INTRODUCTION

Motivation is necessary to bring about the drive in what we do. Everyone requires it in their day-to-day work and professions. Motivation inspires for continuity and consistency to reach the goal. and. Motivation is a very important criterion through drives and determination for beautiful result, productive outcome and makes goals achievable. Everyone needs some form of motivation from children to adults. Motivation has been generally viewed as energy or drive that moves people to do something by nature (Han & Yin, 2016). In the same way to carry out smooth functioning of teaching learning, teachers require motivation. The study of de Jesus and Lens (2004) reporter that teachers suffer more than other professional groups from the occupational lack of motivation. Moreso, the importance of motivation amongst teachers is much felt as motivation specifies the reason why people decide to do something, how long people are willing to sustain the activity and how hard they are going to pursue the activity. Thus, teacher motivation is important and their motivation should sustain for effective functioning.

Teacher Motivation

Teacher motivation is the drive that keeps the teachers going. Sinclair (2008, as cited in Han & Yin, 2026) defined teacher motivation in terms of attraction, retention and concentration as something that determines what attracts individuals to teaching, how long they remain in their initial teacher education courses and subsequently the teaching profession, and the extent to which they engage with their courses and the teaching profession. Teacher motivation is an important element for each individual teacher, for all teachers in general and for professional association of teachers for effective promotion of teaching, research, extension activities and other extended services. Teachers are expected to not only excel in the personal domain but in academics as well as in their profession domains. Thus, the overall satisfaction and wellbeing of teachers is required to be fulfilled. Quality education and services require quality teachers who are balanced, resilient, effective and endured. Thus, teacher motivation plays an important role for the teachers to withstand the stress and strife of profession and life. Lack of motivation and commitment of teachers could lead to a negative impact on students' learning as well as outcomes (Kayuni & Tambulasi, 2007; as cited in Zafarullah et al., 2025). Further, Michaelowa (2002 as cited in Guajardo, 2011) defined teacher motivation as the willingness, drive or desire to engage in good teaching. For

this very same purpose teacher motivation is needed even more. 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 (Guajardo, 2011). Teacher motivation is critical in achieving a high instructional quality (Lazarides et al. 2025) and are more enthusiastic, responsible, and willing to adopt innovative teaching strategies (Kumar, 2025). Thus, teacher motivation should be promoted, encouraged and sustained.

Factors of Teacher Motivation

To reassure teacher motivation, the factors that endorse or relegate it needs to be identified. Several studies have pointed the factors.

Positive Factors: A study of related reviews by Zafarullah et al. (2025) reported that the core factors of positive and effective teacher motivation include high salary, financial incentives, feeling of autonomy, self-motivation, professional development, job design, content knowledge, effective working conditions, performance management system, students' willingness to learn, positive responses from students and using diverse approaches. Further teachers were motivated with being successful, students' desire for learning, being more autonomous, equitable and consistent implementations regarding with project-based education approach (Börü, 2018). Also, student relations, peer relations, and choosing profession increase teacher motivation (Sadiku, 2021).

Negative Factors: Zafarullah et al. (2025) reported that the core factors whose continuity affects the psychological conditions of teachers are unfavorable policies regarding teaching, low salaries, lack of resources, and a heavy workload were found the main factors affecting negatively teacher motivation. Guajardo (2011) further identified the heavy workload and constant and glaring challenges, low and irregular remuneration and incentives, fallen recognition and prestige, weak accountability with little support, few opportunities for career and professional development, an institutional environment with poor management and unclear and constantly changing policies, rare opportunity for input to voice out, and lack of learning materials and facilities.

Promotion of Teacher Motivation

For encouraging teachers to perform, teacher motivation needs to be promoted. Some ways to do this are as follows:

Policies: When judicious and well-thought policies are put in place, they will directly or indirectly affect teacher motivation. The recent National Education Policy (NEP) 2020 stated that the quality of teacher education, recruitment, deployment, service conditions, and empowerment of teachers is not where it should be, and consequently the quality and motivation of teachers does not reach the desired standards. Therefore, the policy highlighted that motivation and empowerment of teachers is required to ensure the best possible future for our children and our nation (NEP, 2020). It further highlighted that to gauge passion and motivation for teaching, a classroom demonstration or interview will become an integral part of teacher hiring at schools and school complexes. This would be a fair method of recruiting teachers apart from fulfilling the eligibility criteria. The structure of the education system and the characteristics of its progression are influenced by economic factors, social needs, and educational policy reforms (Hornýák, 2025). But with weak education policies there will be subsequent loss of motivation which is therefore not only an individual problem, but also a structural challenge that directly affects the strategic goals of education policy and social development (Hornýák, 2025). An important task of education policy is to create the right environment and conditions for maintaining and developing teacher motivation (Hornýák, 2025). Teacher motivation needs to be address and practiced. Hornýák (2025) stressed that for education policy, empirical mapping of teacher motivation provides information that enables targeted, effective and sustainable interventions.

Professional Standards: Professional standards are the standard yardsticks or benchmarks of competence, capability, ethics, and quality that is drawn to govern satisfactory behaviour within a specific profession. For teachers, standards should be met for the profession that one is practicing. It gives standard framework to teachers regarding expected behaviour, professional guidance and career progression. Professional standards setting

bodies needs to be sensitive to the need of the teachers. Standards for teachers and teaching are being used in many countries across the globe to serve one or more of these purposes of certification and licensing, career growth prospects, and professional development (Centre of Excellence in Teacher Education, 2021). The UNESCO framework uses three domains to categorize the standards for different aspects of teaching: Knowledge and Understanding, Teaching practice, and Teaching relations (Centre of Excellence in Teacher Education, 2021). The professional standards are there to guide the teachers and encourage them.

Significance of Teacher Motivation

The significance of teacher motivation is:

For Teachers: Teacher motivation is important for their wellbeing. A motivated teacher is focused, balanced and ambitious. Motivated teachers can deliver quality instructions and follow up students' performance. However, lack of motivation significantly impacts teaching effectiveness, increases burnout, and leads to higher attrition, particularly in early career stages (Hornyák, 2025). Motivation plays an important role in teacher performance (UNESCO, n.d.). They can bring out the best out of their content and pedagogical mastery. A satisfied teacher is also productive (Kadtong et al., 2018). Motivated teachers can have the best positive experience in the workplace. They can grow in both vertical as well as horizontal career progression.

For Students: Motivation in teachers can help bring the positive learning experience for the students. Teacher motivation is crucial as it directly affects the quality of education and the overall learning experience of students (Oxford University Press, 2023). Low motivation is less likely to apply innovative methods, show less responsiveness to student needs, and often contribute to weaker learning outcomes especially detrimental for disadvantaged students, as it amplifies educational inequality (Hornyák, 2025). By addressing motivation, schools are likely to create teacher incentive of the positive environment that is most likely to enhance the learning process of the students. The study has practical implications to upgrading the educational practices; it is recommended that increasing the level of teacher motivation leads to development of better classroom climate, therefore promoting a better education (Khumairah et al., 2023). A healthy classroom environment will cater the best for the students and teachers.

For Institutional Success: Teacher motivation is also critical for institutional success. Teacher motivation is widely recognized as a fundamental element in achieving effective educational outcomes and sustaining high levels of school organizational performance. Teacher motivation is a crucial component of educational quality and sustainability (Hornyák, 2025). Furthermore, low motivation reduces collaboration among teachers and limits the school's adaptability to external changes (Hornyák, 2025). It plays a significant role in enhancing organizational effectiveness, improving teaching quality, and fostering a collaborative school culture (Micheal, 2026). Schools that prioritize teacher welfare, recognition systems, and professional development tend to demonstrate stronger institutional performance (Micheal, 2026).

CONCLUSION

Teacher motivation is a catalyst to bring the best in all aspects of the education system. It contributes to the overall progress of teachers, students and educational institutions. Devaluing of teacher motivation leads to most loss, thus teacher motivation is not only to be encouraged and promoted but also to be invested. Investing in teacher motivation will bring positive outcomes in all aspects. Investment and sustenance of teacher motivation will bring sustainability in education system as a whole. Apart from this, there needs to have a support system that will strengthen teachers. This can be put forward by administrators and the whole school culture. Personal reflection of the teachers will also give the right direction and decision for improvement of teacher motivation and other teacher behaviours.

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