

Impact of Teachers' Motivation on Quality Education at Secondary and Higher Secondary Level

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Abstract:

Background: The success of formal education as measured by student accomplishment is a sign that education quality is improving. The activities' learning process impacts how well students do by educators and pupils. One of the most crucial components of school is the teacher. The caliber of the teacher has a significant impact on the quality of instruction. Few would contest the idea that motivated employees are a key resource for the success and effectiveness of an organization, hence focus must be placed on assessing teachers' motivation as a means of ensuring high-quality instruction. **Objectives:** To determine the impact of Teachers' motivation on quality education at secondary and higher secondary levels **Methods:** The study's data came from Scopus and Google Scholar, articles that were published between 2008 to 2022. To find further studies, the reference lists of all included studies and pertinent systematic reviews were examined. All searches were limited to just human research and the English language. This systematic review was conducted in accordance with PRISMA guidelines. **Results:** Out of the ten studies we selected for our analysis, 80% of the studies highlighted the importance of teacher motivation in helping students reach their full potential and produce excellent results, ensuring the quality of the education the teachers deliver. Only 20% of the studies, however, suggested there was no connection between motivational factors and student outcome influences. **Conclusion:** After reading the articles, it was determined that teachers' motivation plays a specific role in the educational development and quality of education. In-depth research and projects are needed to understand the audio-visual concept's contribution to society.

Keywords: Role, teachers, motivation, education, performance.

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Introduction:

The intellectual life of the country is fundamentally influenced by education (Harfiani & Mavianti, 2022; Kholil et al., 2022). Every so often, attempts are undertaken to raise the standard of education. There are two types of education: informal and non-formal (Rizqi et al., 2022) enhancing the caliber of Student achievement is one way that formal education's success can be measured. its accomplishment student accomplishment is based on how well they learn (Shidler, 2009). The development of high-caliber, intelligent human resources is also crucial (Fatimah et al., 2022; Nelson, 2015), stable, democratic, capable of competing, and able to advance the wellbeing of all peoples (Pratomo et al., 2015), 2015), stable, democratic, capable of competing, and able to advance the wellbeing of all peoples (Pratomo et al., 2015). Quality education is the answer to every issue in this tremendously difficult and complicated world, and teachers are the key components in providing quality education (Agatha, 2015). Education systems and standards now discuss and express worry about the relationship between instructors' motivation and the quality of their instruction. It is understood that any country seeking to uphold excellent standards in its educational system must treat teachers and their motivational requirements with the highest care (Ofojebe and Ezugoh, 2010). In order for any institution to improve its greatness, it is crucial that its teaching staff be of the highest caliber and most motivated, according to the World Bank (1994). Raising instructors' motivation and maintaining them as employees both benefit from bettering their motivation as teachers in general. Therefore, having excellent teachers is essential to progress good education. In general, teachers' motivation determines their degree of participation in teaching activities. It is believed that an inspired teacher would put in more effort, experiment with new methods and pursuits, and in general primarily for the benefit of the students (Gokce, 2010). As For a teacher to be motivated to teach throughout their career, it is not just important but rather imperative to remain both inwardly and externally motivated and fulfilled. There are numerous factors that affect teachers' motivation elements, such as payment and success in their commitment to their field, their performance in the instruction they receive and the potential for progress in their careers (Sah, 2016). Teachers have a role as motivators by offering stimulation and support to raise students' interest and motivation. Interests are defined as a person's awareness, desire, and attention toward a certain thing that is connected to them and is connected to powerful

emotions (Witherington, 1982; Syah, 2011; Ahmadi, 2003). According to Slameto (2010), interest is a liking for an activity that is carried out through active participation. Because learning interest affects learning accomplishment, it is crucial to foster interest (Djamarah, 2002). Therefore, it is crucial to do research on how motivating factors affect instructors because motivation is what propels all of the teachers' behaviors at work.

Objective

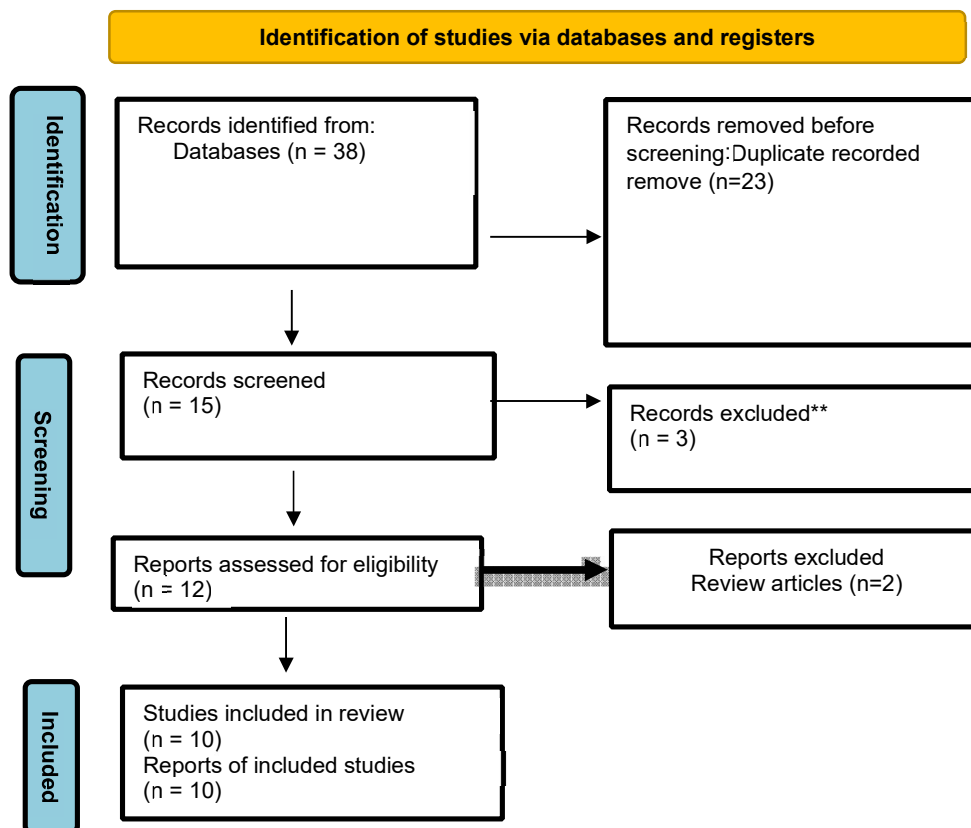
To determine the impact of Teachers motivation on quality education on secondary and higher secondary level

Research question:

What is the Impact of Teachers motivation on quality education on secondary and higher secondary level?

Methodology:

A literature search was done on educational developments connected to teachers' motivation. With a focus on evaluating educational results, the technique of a sample, comparisons, and outcome research was used. A reliable database search was done using keywords “teachers’ motivation”, “education”, “quality education” with “AND”, in PUBMED, Google Scholar, and Scopus. A protocol was developed with unambiguous requirements for inclusion and exclusion. The abstracts of the following papers were evaluated in accordance with PRISMA guidelines. After the homogeneity of the data was evaluated, the pertinent materials were added and the extraneous components were excluded for the research. After screening all publications, ten research in total were chosen for our investigation.



Results:

The results of the 10 studies are mentioned below

Table 1: Summary of 10 studies				
Title	Author and Year	Objectives	Methodology	Findings
Teachers' Motivation as Strategy for Sustenance of Instructional Task Quality and Standards in Secondary Schools in Ondo State, Nigeria	Adeolu Joshua Ayeni (2015)	This paper aimed to examine principals' motivational strategies and effects on teachers' instructional task performance.	A descriptive survey design was adopted and made use of questionnaires titled "Principal Motivational Strategies Questionnaire" (PMSQ), Teachers' Instructional Task Performance Questionnaire (TITPQ) and interview technique to collect data from 480 respondents, consisting 30 principals and 450 teachers in 30 public secondary schools, using a multi-stage sampling technique. Four research questions and two hypotheses were formulated.	The result showed that the relationship between principals' motivational strategies and teachers' instructional performance was significant ($r=-0.672$, $p,0.05$) there was a significant relationship between teachers' instructional tasks and students' academic performance ($r=0.938$, $p p<0.05$), while the majority of the principals were very effective in corporate goal setting, innovation, capacity development, teamwork, performance feedback, processing of salaries, recommending teachers for promotion, collegiality, and public relations.
Teacher motivation strategies, Student perceptions, student Motivation, and English achievement	Mercede Bernaus, Robert C. Gardner (2008)	This study investigated language teaching strategies, as reported by teachers and students, and the effects of these strategies on students' motivation and English achievement.	. The participants consisted of 31 English as a foreign language (EFL) teacher and their students ($N = 694$) in Catalonia, Spain. The teachers and students rated the frequency of use of 26 strategies in their classes. In addition, the students were tested on their attitudes, motivation, and language anxiety with the mini-Attitude Motivation Test Battery (AMTB; Gardner & MacIntyre, 1993) and completed objective tests of English achievement	The use of motivational and traditional strategies was not related to the student's English achievement, attitudes, motivation, or language anxiety, the students' perceptions of these strategies tended to be related to their attitudes and motivation at both the individual and class levels

<p>Impact of teachers' motivation on the academic performance of students: implications for school administration</p>	<p>Ken Ayo Azubuike, Orji Friday Oko (2016)</p>	<p>This paper examined the impact of teachers' motivation on the academic performance of students with special interest on how it will improve school administration</p>	<p>Survey research design was adopted with a sample size of 300 respondents comprised of 30 principals and 270 teachers from 30 public secondary schools in Umuahia and Aba Educational Zones. Three research questions and Respondent-Based Research Questionnaire with 21 items were used for the study. Cronbach Alpha was used to discover a satisfactory reliability coefficient of 0.87.</p>	<p>Teachers' motivation could impact on students' academic achievements by helping to explore, harness and develop students' cognitive, psychomotor and affective domains for the betterment of our society</p>
<p>Teachers' Motivation on Students' Performance in Mathematics in Government Secondary Schools, Makurdi Lg Area</p>	<p>Adeyemo Adeyinka R, Oladipupo Asabi, Omisore Adedotun O (2013)</p>	<p>The study aimed to examine the effect of teachers' motivation on students' performance in mathematics.</p>	<p>This study adopted both descriptive research design, the research design in this study used an ex-post factor research design. The study population comprised of the teachers in four different government schools in Makurdi local government area Makurdi. The study used a self-administered questionnaire to collect data from 100 teachers who were selected by the use of simple random sampling while the four schools were selected through purposive sampling.</p>	<p>The study results revealed that majority of the teachers (61.0%) under study are not satisfied with their condition of service. Three quarter of teachers (75.0%) under study are not satisfied with the fringe benefits attached to their salaries while majority of the respondents (66.0%) are not satisfied with the condition of service of teachers.</p>
<p>The effect of teacher motivation on students' performance in Biology in Calabar Municipality</p>	<p>Ibok, Ekpenyong Effiong</p>	<p>The study examined the influence of teacher motivation on students' performance in mathematics in Calabar Municipality of Cross River State.</p>	<p>The independent variables were examined, three research questions were raised, and three research hypotheses were also formulated. The research design adopted for this study was survey. The sample for the study comprised of 200 Biology students selected from nine (9) public secondary</p>	<p>There is a significant relationship between condition of service including teachers' motivation and students' academic performance in Biology.</p>

			schools in Abak Local Government Area The instrument that was used for data collection in this study was questionnaire titled “Teachers’ motivation” (TMQ) and students’ academic performance in Biology Pearson Product Moment Each of the hypotheses was tested at 0.05 level of significance.	
Motivational variables and teachers’ attritional tendencies among Physics teachers in public secondary schools in Calabar Municipality of Cross River State	Patrick Bassey (2019)	This study examined the relationship that exists between motivational variables and teachers’ attritional tendencies among Physics teachers in public secondary schools in Calabar Municipality Local Government Area of Cross River State.	Stratified random and accidental sampling techniques were used to select a total of 150 teachers from a population of 221 teachers comprising of 78 females and 143 males. These teachers were drawn from 15 secondary schools. Questionnaire was the instrument used in collecting data. Data analyses were obtained using Pearson product moment correlation statistics.	Teachers' motivational factors were not significant.
The Dominant Factor of Teacher’s Role as A Motivator of Students’ Interest and Motivation in Mathematics Achievement	Hardi Tambunan (2018)	This study aims to identify the most dominant factor of the teacher’s role as a motivator that influences students’ interest and motivation to perform in mathematics achievement.	The data collecting technique uses questionnaire about students’ interest and motivation toward mathematics and teacher’s role as motivator. Numerical data on mathematics achievement of students is obtained from school documents.	dominant factor of teacher’s role as motivator that is factor of delivery of learning goal and learning comfort equal to 6.10%, and 6.00% is influenced by the delivery of learning objectives and variations of learning approaches, 5.17% is influenced by the delivery of learning objectives, 5.06% is due to variations in the learning approach, 4.61% is influenced by learning comfort and variation of learning approach, and 4.26% influenced by pleasant class atmosphere.

<p>Does motivation matter? – The relationship between teachers’ self-efficacy and enthusiasm and students’ performance</p>	<p>Daniela Mahler, Jorg Großschedl , Ute Harms (2018)</p>	<p>The study examined the relationship between the domains of teachers’ motivational orientations and the performance of the students.</p>	<p>This construct is conceptualized by three domains: (1) self-efficacy, (2) subject-specific enthusiasm, and (3) enthusiasm for teaching the subject. Motivational orientations overall have shown to be relevant predictors of students’ learning. However, there are several dimensions of motivation and their relative importance remains unclear.</p>	<p>Results show a positive trend in the relationship between enthusiasm for teaching the subject and students’ performance. The results provide a differentiated picture about the importance of motivational orientations for the characterization of an effective teacher.</p>
<p>The Effect of Teacher Motivation on Student Achievement in Islamic Senior High School</p>	<p>Herdianto Wahyu Pratomo , Yeti Kuswati (2022)</p>	<p>The purpose of this study was to determine the significant influence of teacher motivation on learning achievement at Islamic Senior High Schools statistically</p>	<p>This research used the associative quantitative method to determine the effect or relationship between two or more variables. This research place is at the Islamic Senior High School of Nurussyahid, Kertajati, Majalengka, Indonesia. The number of samples is a total sampling of 18 teachers.</p>	<p>Result shows that implementing teacher work motivation in Islamic Senior High School Nurussyahid can be categorized as good. The achievement of Islamic Senior High School of Nurussyahid students can be categorized as good. Implementing teacher work motivation has a positive and significant effect on student achievement.</p>
<p>The effect of motivation and learning behaviour on student achievement</p>	<p>Moses Kopong Tokan and Mbing Maria Imakulata (2019)</p>	<p>The purpose of this study is to determine the direct effect of intrinsic and extrinsic motivation on learning behaviour; the direct effect of intrinsic and extrinsic motivation and learning behavioural on learning achievement; the indirect effect of intrinsic and extrinsic motivation from learned behaviour to learning achievement; and the influence of intrinsic and extrinsic motivation and learning behaviour on the learning achievement of the biology education department students of FKIP Undana.</p>	<p>This is a correlation study, consisting of three independent variables and one dependent variable. Data collection was done by a questionnaire and a document of learning achievement. Data were analysed descriptively and inferentially with path analysis.</p>	<p>Intrinsic motivation has a direct effect on learning behaviour, and that both directly affect learning achievement; intrinsic and extrinsic motivation and learning behaviour jointly affect the learning achievement of the students of the biology education department.</p>

Research Gap: There is no study related to the impact of teachers' motivation on quality education at secondary and higher secondary levels in Bangladesh. Very few studies at higher study levels. Therefore, it is necessary to initiate new studies in this area.

Key findings:

According to the findings of ten research that were chosen at random, it is essential to the instructors' efficacy that they be motivated in order to improve the overall standard of education. The performance of instructors can benefit by having higher levels of motivation in the classroom. When educators have a high level of motivation, they turn out to offer quality services, boost their performance and commitment to their work, and thus help guarantee quality education. Turn out to help ensure quality education.

Out of the ten studies we selected for our analysis, 80% of the studies highlighted the importance of teacher motivation in helping students reach their full potential and produce excellent results, ensuring the quality of the education the teachers deliver. Only 20% of the studies, however, suggested there was no connection between motivational factors and student outcome influences.

Table 2: Impact of Teachers' Motivation

Status	Number of studies	Total sample	Percentage
Importance of teacher's motivation in helping students reach their full potential and produce excellent results, ensuring the quality of the education the teachers deliver	08	2216	80%
There was no connection between motivational factors and student outcome influences.	02	844	20%

Limitations of the study

A significant limitation was the dearth of pertinent published articles on the contribution of audio-visual content to Bangladesh's educational development.

Discussion:

The findings of the research R, Asabi and O, (2013) by presented demonstrated a substantial association between the motivational tactics used by principals and the instructional responsibilities of instructors. It may be inferred that principals are the primary agents of change in secondary schools, and that the implementation of the latter's various methods of inspiring students to learn takes precedence over all other aspects of the educational experience. The overall mean score is quite high. According to the results by Bernnaus and Gardner (2008) and Azubike and Oko (2016) shows similar results that teachers who are motivated can have an effect on their students' academic performance. They can do this by assisting students in exploring, harnessing, and developing their cognitive, psychomotor, and affective domains for the benefit of our society. In line with the previously mentioned outcome, Bateman (2006) reported that a teacher who is motivated will put out more effort in the classroom in order to impart sufficient information upon his students in order for them to influence the learner's behavior in a constructive and favorable way that is optimally desired. In the study of Effiong () suggests that there is a considerable correlation between the conditions of the instructors' employment, which may include their motivation, and the academic success of the students but Bassy (2019) suggests otherwise that they have found no correlation in the terms of teachers' motivation on the quality of education. Mahler, Großschedl and Harms, (2018) also suggests similar implications that the level of subject-specific excitement displayed by teachers was found to have a favorable correlation with students' overall performance. Research utilizing experimental designs (Motz *et al.*, 2017) provides some evidence suggesting that the motivational orientations of teachers are a good predictor of students' performance. Also, in the study Pratomy and Kuswati, 2022 the motivation of instructors indicates that the teachers' motivation can be considered to be positive. It suggests that the job motivation of teachers plays a key impact in

enhancing student achievement with the end goal of producing the greatest possible graduates. alumnae and alumnae. They are able to respond to the difficulties presented by the Times based on the ideals that guide their attitudes and actions. According to Tokan and Imakulata (2019), both intrinsic and extrinsic motivation have an effect on learning behavior, and both of these in turn have an effect on learning achievement. Intrinsic and extrinsic motivation, as well as learning behavior, have a combined effect on the learning achievement of students in the biology education department. Out of the ten studies we chose for our analysis, 80 percent of the study has emphasized on the fact that teachers' motivation plays a huge role for developing students' potentials in achieving excellent performances and outcomes thus ensuring quality education provided by the teachers but only 20 percent of the study suggest no correlation to the motivational factors and student outcome influences. Concerning the motivation of teachers and how it affects individual performance, the majority of participants confirmed that when they viewed being highly motivated, they would be more optimistic about putting out their very best effort for individual performance and the success of the center. The findings lend substantial support to the same findings made by Jonathan (2015), which showed that teachers placed a great deal of weight on their motivation and effort.

Conclusion:

In order for educators to be effective in improving the overall standard of students' educational experiences, it is essential to motivate them. Boosting the level of motivation felt by educators can have a positive effect on their students' academic outcomes. When educators have high levels of motivation, they are better able to turn out to offer quality services, boost their performance and commitment to their employment, and thereby help guarantee the quality of education. Following the presentation of the findings and the subsequent debate, it was determined that intrinsic motivation had a direct impact on academic performance.

the academic performance and social behavior of pupils in education of sufficient merit.

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