

The Impact of Teachers' Motivation on the Quality Education in Bangladesh

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Abstract

Introduction: In this challenging and competitive world, quality education is the prime factor to solve the arising problems, and teachers are the principal factors in ensuring quality education. The issue of teachers' motivation and quality education has become a matter of argumentative issue and concern in educational systems and standards. **Objective:** The aim of this study was to determine the impact of teachers' motivation on quality education in Bangladesh. **Methodology:** This cross-sectional study was conducted at the Department of Management in Jagannath University, Dhaka, Bangladesh during July 2023 to December 2023. A total of 75 classroom teachers were enrolled in this study. Of them (n=25) were High school, college and university teachers respectively. The collected data were analyzed by Statistical Package for Social Sciences (SPSS), version-23.0. **Results:** A total of 75 classroom teachers were enrolled in this study. Of them (n=25) were High school, college and university teachers respectively. Responses of the teachers regarding the impacts of motivation on quality education: 100% of the university teachers responded affirmative to the statement. "Teacher's motivation affects student performance" and followed 100% college teachers, 100% high school teachers. 68% university teachers strongly agreed to the statement. "Teacher's motivation influences the quality of teaching-learning". 32% agreed and followed by 72% college teachers strongly agreed, 28% agreed, 48% school teachers strongly agreed, 40% agreed, 4% remained neutral and 8% strongly disagreed. 56% university teachers agreed to the statement, "Enhanced motivation can have a significant impact on students' behavioral learning." 40% teachers strongly agreed and 4% teacher remained neutral and followed 52% college teachers strongly agreed, 48% agreed, 48% high school teachers strongly agreed, 48% agreed and 4% remained neutral. 64% university teachers agreed to the statement, "A Motivated educational setting may have a direct impact on the percentage of students", 36% teachers strongly agreed and followed by 64% college teachers agreed, 32% strongly agreed and 4% remained neutral, 56% high school teachers agreed, 44% strongly agreed. 52% university teachers agreed to the statement, "The motivation of teachers has the potential to influence the academic performance of students.", 44% strongly agreed and 4% remained neutral and followed by 56% college teachers strongly agreed, 36% agreed, 4% neutral, 60% school teachers agreed, 32% strongly agreed, 4% neutral and 4% strongly disagreed. 60% teachers agreed to the statement, "Motivational Boosts can have a direct on impact students' learning behavior." 28% strongly agreed,

12% remained neutral and followed by 52% college teachers strongly agreed, 48% agreed, 60% high school teachers agreed and 36% strongly agreed and 4% neutral. 64% university teachers agreed to the statement, "There is a positive relation between engaging in professional development and experiencing enhanced academic development. 32% teachers strongly agreed and 4% teacher remained neutral and followed 52% college teachers strongly agreed, 48% agreed, 60% school teachers agreed, 40% strongly agreed. 48% university teachers agreed to the statement, "The appreciation and admiration of both students and their parents may have an influence on teacher's performance" 36% strongly agreed, 8% remained neutral, 8% disagreed. 52% University teachers strongly agreed to the statement, "The supports, remuneration, and benefits provided by the administration strengthen your enthusiasm." 40% agreed, 8% remained neutral and followed 56% college teachers strongly agreed, 44% agreed, 56% high school teachers agreed, 40% strongly agreed and 8% neutral. 52% university teachers agreed to the statement, "Your actions, if you are motivated, reflects the steps when you educating your students." 44% strongly agreed and 4% neutral and followed 48% college teachers agreed, 44% strongly agreed and 8% neutral, 56% school teachers agreed, 40% strongly agreed, 4% neutral. 56% university teachers strongly agreed to the statement, "There is a relationship between teacher's motivation and performance in class room teaching" 44% agreed and followed 52% college teachers agreed, 40% strongly agreed and 8% neutral, 60% school teachers strongly agreed and 40% agreed. 76% university teachers preferred both financial and non-financial motivation, 12% only financial motivation and 8% preferred non-financial motivation and followed 100% college teachers preferred both financial and non-financial motivation and 96% school teachers preferred both financial and non-financial motivation, but 4% preferred only financial motivation. All the teachers (100%) faced challenges to impart quality education in their respective institution. Conclusion: This study investigated that all the respondents (100%) of this study strongly agreed that teacher's motivation has an active impact on imparting quality education in Bangladesh

Keywords: Impacts, teachers, motivation, relation, quality, education

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1. INTRODUCTION

In this challenging and competitive world, quality education is the prime factor to solve the arising problems, and teachers are the principal factors in ensuring quality education [1]. The issue of teachers' motivation and quality education has become a matter of argumentative issue and concern in educational systems and standards. It is known to all that, any nation that is aspiring to maintain high quality standards in its educational system must take teachers and their motivational needs with utmost high level of seriousness [2]. High quality and well-motivated teaching staff are essential for any institution to accelerate its excellence [3]. It is believed that a motivated teacher will work harder, try new techniques and activities, and in general do more for the sake of the learners [4]. For the teacher staff motivation is not just important but rather imperative to be both intrinsically and extrinsically motivated and satisfied in order to maintain the motivation to teach over the course of one's career. Teachers' motivation is influenced by a number of factors, including compensation, success in the classroom, dedication to the profession, having much training and the prospect of promotion and career advancement [5]. Motivation is a driving force that makes teachers put forth their best in whatever they do [6]. Teacher's motivation has been widely researched and evaluated as an effective tool for quality education through students' engagement in learning [7]. Motivation is surely a deciding factor in choosing teaching as a career. Regarding this, three motivations have been identified as a reason for becoming a teacher: "intrinsic motivations" which reflect a personal interest and desire to be a teacher, "social motivations" which reflects service oriented personal goals to serve others and the community and finally, "extrinsic motivations" which reflect motivations that are based on the desire of a secure job and reliable income [8]. Recent research seems clear, factors such as recognition, advancement, growth, work conditions, salary, status, and competence are fundamental to keep a person's motivation high, and more specifically, that of a teacher. It has been proved that "low teacher motivation can affect the quality of candidates entering the profession" and "it can also contribute to a reduced focus on the teaching and learning process as evidenced by minimal time spent preparing lessons or supporting struggling learners". On top of this, teachers with low motivation may repeatedly arrive late or not even show up for class, with absenteeism being reported as high as 25 percent in some countries [9]. A study of examining influence of motivational factors on teachers is, therefore, important as motivation is the driving force behind all actions the teachers take at workplace. At the same time, existing literature says that there are very few studies and limited data set which were conducted only in university level in Bangladesh context, regarding teachers' motivation and its impacts on quality educations in Bangladesh. Therefore, this study aimed to examine

the impacts of teachers' motivation on quality education of Bangladesh.

1.1 Research Question

What are the impacts of teacher's motivation on quality education in Bangladesh?

1.1.1 OBJECTIVES

General Objective: To determine the impact of teachers' motivation on quality education in Bangladesh.

Specific objectives: To know the socio-demographic characteristics of the (secondary, higher-secondary and tertiary-level) teachers of Bangladesh

To know the impacts of teacher's motivation on quality education in Bangladesh.

2. METHODOLOGY

This cross-sectional study was conducted at the Department of Management in Jagannath University, Dhaka, Bangladesh during July 2023 to December 2023. Written informed consent was taken and a total of 75 classroom teachers were enrolled in this study. Of them (n=25) were High school, college and university teachers respectively. Purposive randomized sampling technique was used in this study. Reviewing, relevant literatures on teacher's motivation and quality education, a structured questionnaire was prepared. This questionnaire contained a total of 11 categorical statements on the impacts of motivation on quality education and 2 questions along with demographic characteristics of the teachers. This questionnaire was used as a research tool to collect data from the respondents of this study. The data were collected through face-to-face interview. The collected data were cleaned, edited and coded for computer entry. The collected data were analyzed by Statistical Package for Social Sciences (SPSS), version-23.0. The continuous data were transformed into categorical and presented in the tables as frequency and percent. Descriptive statistical analysis was performed to analyze categorical data and the results were performed in the tables and charts as frequency and percent.

3. DISCUSSION

Our study revealed that among the university teachers, the most frequent age group was the most frequent age group was (36-45) years and followed by college teachers (41-50) years, High school teachers (33-42) years. 76% university teachers were male and 24% teachers were female and followed by 80% college teacher's male and 20% female, 60% high school teacher's male and 40% female. The majority of the teachers in university and college and high school level were observed male because male dominance is not an isolated case in Bangladesh as most educational institution in Bangladesh are dominated by male persons. The male dominance phenomenon in all sphere of life might be explained in relation to the socio-cultural beliefs in our society. To some extent it is believed that women are supposed to perform basically reproductive and domestic roles in the society. These socio-cultural factors make it extremely difficult and challenging for many women to find themselves in formal sectors of employment including teaching in Bangladesh. This current study observed the majority of the university, college and high school teachers were (33-50) years aged and the majority of the university, college and school teachers 91% were married. As the majority of the teachers are at middle at age married, financial motivation is very essential for them to maintain their family and to ensure better life. Therefore, this study prevailed the majority of the teachers (100%) preferred both financial and non-financial motivation [10]. In this current study, all the university, college and school teachers (75) unanimously agreed that teacher's motivation affects students' performance. 62% university, college and high school teachers strongly agreed that teachers' motivation influences the quality of teaching-learning processes. 47% of the total respondents strongly agreed that Enhanced motivation can have a significant impact on students' behavioral learning. 61% respondents agreed that a motivated educational setting may have a direct impact on the percentage of students. 49% respondents agreed that the motivation of teachers has the potential to influence the academic performance of students and 45% agreed. 41% respondents strongly agreed that motivational Boosts can have a direct on impact students' learning behavior and 56% respondents agreed. 45% respondents strongly agreed that there is a positive relation between engaging in professional development and experiencing enhanced academic development and 57% agreed. 48% respondents strongly agreed that the appreciation and admiration of both students and their parents may have an influence on teacher's performance and 47% respondents agreed. 49 % respondents strongly agreed that the supports, remuneration, and benefits provided by the administration strengthen your enthusiasm and 45% agreed. 47% respondents strongly agreed that there is a relationship between teacher's motivation and performance in class room teaching and 46% agreed. Similar observation was noted in some other studies [11-

14]. This present study also investigated that 76% university teachers preferred both financial and non-financial motivation, 12% only financial motivation and 8% preferred non-financial motivation and followed by 100% college teachers preferred both financial and non-financial motivation and 96% school teachers preferred both financial and non-financial motivation, but 4% preferred only financial motivation. All the teachers (100%) faced challenges to impart quality education in their respective institution. These findings of our study are persistent with some other studies [15-18].

LIMITATIONS OF THE STUDY

This study was conducted with a purposive randomized sampling technique over a short study period. Therefore, the findings of this study may not reflect the whole country.

4. CONCLUSION

This study investigated that all the respondents (100%) of this study strongly agreed that teacher's motivation has an active impact on imparting quality education in Bangladesh, this study also investigated that the majority of the teachers believe that there is a relationship between teacher's motivation and quality education. At the same time the majority of the teachers preferred both financial and non-financial motivation to continue their teaching-learning process.

CONFLICT OF INTEREST: None declared

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RESULTS

Table 1. Demographic characteristics of the university teachers (n=25).

Age groups (Years)	Frequency (N)	Percent (%)
≤35	10	40
36-45	13	52
46-55	2	8
Total	25	100
Gender		
Male	19	76
Female	6	24
Total	25	100
Marital Status		
Married	19	76
Unmarried	6	24
Total	25	100
Types of University		
Public University	15	60
Private University	10	40
Total	25	100
Designation		
Lecturer	10	40
Assistant Professor	10	40
Associate Professor	3	12
Professor	2	8
Total	25	100
Qualification		
Masters	20	80
Masters with MPhil	3	12
Masters with PhD	2	8
Total	25	100
Experience		

2 to <8 years	10	40
8 to <12 years	9	36
12 to <17 years	2	8
17 to <22 years	4	16
Total	25	100

Table-1 shows the demographic characteristics of the university teachers. Among the university teachers, the most frequent age group was (36-45) years which was (52%) and followed by ≤ 35 years (40%), (46-55) years (8%). The majority 19(76%) teachers were male and 6(24%) teachers were female. The majority 19(76%) teachers were married and 6(24%) teachers were unmarried. The maximum 15(60%) of the teachers participated in the survey from Public University and 10(40%) of the teachers participated in the survey from Private University. According to designation distribution, the most frequent designation of the teachers was Lecturer 10(40%) and the same designation followed by Assistant professor 10(50%) and followed by Associate Professor 3(12%), and Professor 2(8%). According to qualification distribution. The majority of the university teachers 20(80%) had Master's Degree and followed by 3(12%) Masters with MPhil degree and 2(8%) Masters with PhD. According to experience distribution, the maximum teachers 10(40%) had 2 to <8 years teaching experience and followed by 9(36%) 8 to <12 years, 2(8%) 12 to <17 years, 4(16%) 17 to <22 years.

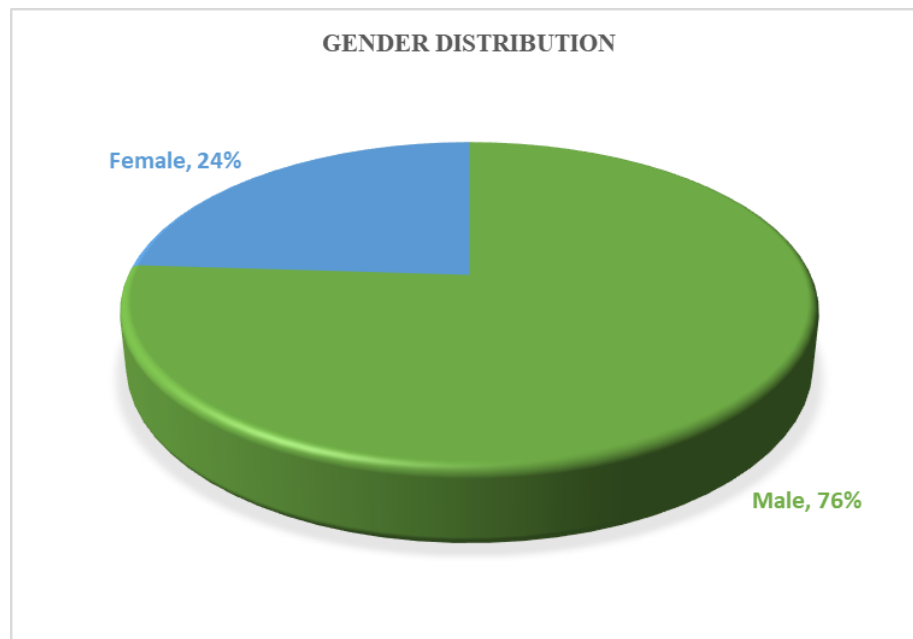


Figure 1. Gender distribution of the university teachers (n=25).

Table-2: Responses of the university teachers regarding the impacts of motivation on quality education (n=25).

SL.	Questions	Options	Response (N)	Percent (%)
1.	‘Teacher’s motivation affects student performance’, What’s your opinion regarding this statement?	Yes	25	100
		No	0	0
2.	‘Teacher’s motivation influences the quality of teaching-learning processes.’, What’s your opinion regarding this statement?	Strongly Agree	17	68
		Agree	8	32
		Neutral	0	0
		Disagree	0	0
		Strongly Disagree	0	0
3.	“Enhanced motivation can have a significant impact on students' behavioral learning.”, Do you agree with this statement?	Strongly Agree	10	40
		Agree	14	56
		Neutral	1	4
		Disagree	0	0
		Strongly Disagree	0	0
4.	“A Motivated educational setting may have a direct impact on the percentage of students.” Do you agree with this statement?	Strongly Agree	9	36
		Agree	16	64
		Neutral	0	0
		Disagree	0	0
		Strongly Disagree	0	0
5.	“The motivation of teachers has the potential to influence the academic performance of students.”, Do you agree with this statement?	Strongly Agree	11	44
		Agree	13	52
		Neutral	1	4
		Disagree	0	0
		Strongly Disagree	0	0
6.	“Motivational Boosts can have a direct on impact students' learning behavior.” Do you agree with this statement?	Strongly Agree	7	28
		Agree	15	60
		Neutral	3	12
		Disagree	0	0
		Strongly Disagree	0	0
7.	“There is a positive relation between engaging in professional development and experiencing enhanced academic development.” Do you agree with this statement?	Strongly Agree	8	32
		Agree	16	64
		Neutral	1	4
		Disagree	0	0
		Strongly Disagree	0	0
8.	“The appreciation and admiration of both	Strongly Agree	9	36

	students and their parents may have an influence on teacher's performance.”, Do you agree with this statement?	Agree	12	48
		Neutral	2	8
		Disagree	2	8
		Strongly Disagree	0	0
9.	“The supports, remuneration, and benefits provided by the administration strengthen your enthusiasm.” Do you agree with this statement?	Strongly Agree	13	52
		Agree	10	40
		Neutral	2	8
		Disagree	0	0
		Strongly Disagree	0	0
10.	“Your actions, If you are motivated, reflects the steps when you educating your students.” Do you agree with this statement?	Strongly Agree	11	44
		Agree	13	52
		Neutral	1	4
		Disagree	0	0
		Strongly Disagree	0	0
11.	“There is a relationship between teacher's motivation and performance in class room teaching.” Do you agree with this statement?	Strongly Agree	14	56
		Agree	11	44
		Neutral	0	0
		Disagree	0	0
		Strongly Disagree	0	0
12.	What type of motivation do you prefer?	Financial motivation	3	12
		Non-financial Motivation	2	8
		Both of them	19	76
		Others	1	4
13.	Do you face challenges to impart quality education?	Yes	19	76
		No	6	36
		Total	25	100

Table-2 shows responses of the university teachers regarding the impacts of motivation on quality education. 25(100%) of the university teachers responded affirmative (yes) to the statement. ‘Teacher's motivation affects student performance’.17(68%), the majority of the teachers strongly agreed to the statement. ‘Teacher’s motivation influences the quality of teaching-learning processes.’ and followed by Agree 8(32%), Neutral0 (0%), Disagree 0(0%) and strongly disagree 0(0%). The majority 14(56%) of the teachers agreed to the statement, “Enhanced motivation can have a significant impact on students' behavioral learning.” 10(40%) teachers strongly agreed and 1(4%) teacher remained Neutral. The maximum 16(64%) teachers agreed to the statement, “A Motivated educational setting may have a direct impact on the percentage of students. “And 9(36%) teachers strongly agreed. The majority 13(52%) teachers agreed to the statement, “The motivation of teachers has the potential to influence the academic performance of students.”, 11(44%) of the teachers strongly agreed and 1(4%) remained neutral. The maximum 15(60%) of the university teachers agreed to the statement, “Motivational Boosts can have a direct impact students' learning behavior.”,7(28%) teachers strongly agreed and 3(12%) teachers remained neutral. The majority 16(64%) teachers agreed to the statement, “There is a positive relation between engaging in professional development and experiencing enhanced academic development.”8(32%)

teachers strongly agreed and 1(4%) teacher remained neutral. The majority 12 (48%) teachers agreed to the statement, “The appreciation and admiration of both students and their parents may have an influence on teacher's performance.” 9(36%) teachers strongly agreed, 2(8%) teachers remained neutral and 2(8%) teachers disagreed. The majority 13(52%) teachers strongly agreed to the statement, “The supports, remuneration, and benefits provided by the administration strengthen your enthusiasm.” 10(40%) teachers agreed, 2(8%) teachers remained neutral. The maximum, 13(52%) teachers agreed to the statement, “Your actions, if you are motivated, reflects the steps when you educating your students.” 11(44%) teachers strongly agreed and 1(4%) teacher remained neutral. The majority 14(56%) teachers strongly agreed to the statement, “There is a relationship between teacher's motivation and performance in class room teaching “and 11(44%) teachers agreed to the statement. The maximum, 19 (76%) teachers preferred both financial and non-financial motivation, 3(12%) teachers preferred only financial motivation and 2(8%) teachers preferred non-financial motivation. The majority of the teachers 19(76%) responded in the affirmative (Yes) to the question, “Do you face challenges to impart quality education?” and 6(24%) responded in negative (No).

Table 3. Demographic characteristics of the college teachers (n=25).

Age groups (Years)	Frequency (N)	Percent (%)
≤30	2	8
31-40	9	36
41-50	12	48
>50	2	8
Total	25	100
Gender		
Male	20	80
Female	5	20
Total	25	100
Marital Status		
Married	25	100
Unmarried	0	0
Total	25	100
Types of University		
Government College	5	20
Non-government College (MPO)	10	40
Cadet College	5	20
Private College	5	20
Total	25	100
Designation		
Lecturer	20	80
Assistant Professor	5	20
Total	25	100
Qualification		
Masters	25	100
Masters with MPhil	0	0

Masters with PhD	0	0
Total	25	100
Experience		
2 to <8 years	6	24
8 to <12 years	6	24
12 to <17 years	6	24
17 to <22 years	4	16
>22 years	3	12
Total	25	100

Table-3 shows the demographic characteristics of the college teachers. Among the college teachers, the most frequent age group was (41-50) years which was 12 (48%) and followed by (31-40) years 9(36%) ≤35 years 2 (8%), >50 years 2(8%). The majority of the college teachers 20(80%) were male and 5(20%) college teachers were female. All the college teachers 25(100%) were married. The maximum 10(40%) of the college teachers participated in the survey from non-govt. (MPO) college and followed by 5(20%) from cadet college, 5(20%) from government college and 5(20%) from private college. According to designation distribution, the most frequent designation of the teachers was Lecturer 20(80%) and Assistant professor was 2(20%). According to qualification distribution. All the college teachers 25(100%) had Master's Degree. According to experience distribution, the maximum teachers 6(24%) had 12 to <17 years teaching experience and followed by 6(24%) 2 to <8 years, 6(24%) 8 to <12 years, 4(16%) 17 to <22 years and 2(8%) had >22 years' experience.

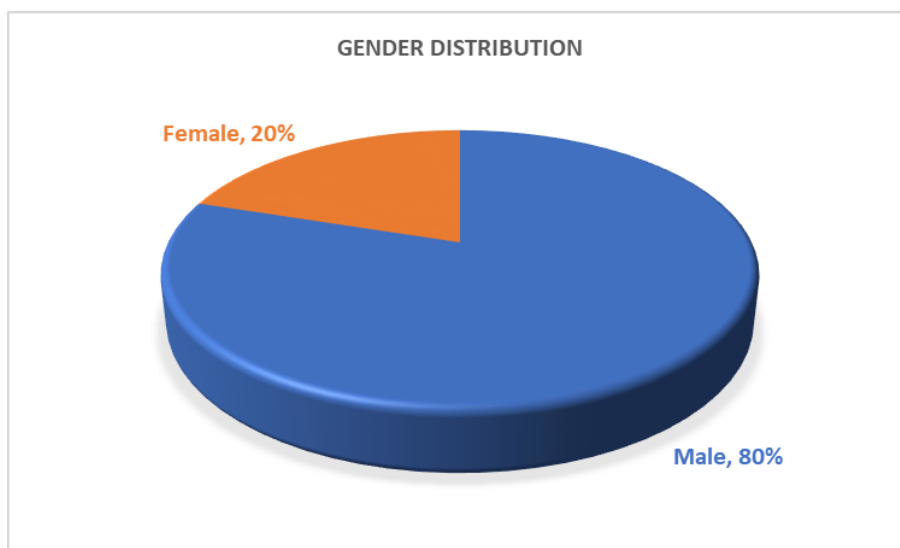


Fig.-2: Gender distribution of the college teachers (n=25).

Table-4: Responses of the college teachers regarding the impacts of motivation on quality education (n=25).

SL.	Questions	Options	Response	Percent
			N	%
1	‘Teacher's motivation affects student performance’, What’s your opinion regarding this statement?	Yes	25	100
		No	0	0
2	‘Teacher’s motivation influences the quality of teaching-learning processes.’, What’s your opinion regarding this statement?	Strongly Agree	18	72
		Agree	7	28
		Neutral	0	0
		Disagree	0	0
		Strongly Disagree	0	0
3	“Enhanced motivation can have a significant impact on students' behavioral learning.”, Do you agree with this statement?	Strongly Agree	13	52
		Agree	12	48
		Neutral	0	0
		Disagree	0	0
4	“A Motivated educational setting may have a direct impact on the percentage of students.”, Do you agree with this statement?	Strongly Agree	8	32
		Agree	16	64
		Neutral	1	4
		Disagree	0	0
		Strongly Disagree	0	0
5	“The motivation of teachers has the potential to influence the academic performance of students.”, Do you agree with this statement?	Strongly Agree	15	60
		Agree	09	36
		Neutral	1	4
		Disagree	0	0
		Strongly Disagree	0	0
6	“Motivational Boosts can have a direct on impact students' learning behavior.”, Do you agree with this statement?	Strongly Agree	13	52
		Agree	12	48
		Neutral	0	0
		Disagree	0	0
		Strongly Disagree	0	0
7	“There is a positive relation between engaging in professional development and experiencing enhanced academic development.” Do you agree with this statement?	Strongly Agree	12	48
		Agree	13	52
		Neutral	0	0
		Disagree	0	0
		Strongly Disagree	0	0
8	“The appreciation and admiration of both students and their parents may have an influence on teacher's performance.”, Do you agree with this statement?	Strongly Agree	16	64
		Agree	09	36
		Neutral	0	0
		Disagree	0	0
		Strongly Disagree	0	0
9	“The supports, remuneration, and benefits provided by the administration strengthen your enthusiasm.” Do you agree with this statement?	Strongly Agree	14	56
		Agree	11	44
		Neutral	0	0
		Disagree	0	0
		Strongly Disagree	0	0
10	Your actions, If you are motivated, reflects the steps when you educating your students. “Do you agree with this statement?	Strongly Agree	11	44
		Agree	12	48
		Neutral	2	8
		Disagree	0	0
		Strongly Disagree	0	0
11	“There is a relationship between teacher's motivation and performance in class room teaching.” Do you agree with this statement?	Strongly Agree	10	40
		Agree	13	52
		Neutral	2	8
		Disagree	0	0

		Strongly Disagree	0	0
12	What type of motivation do you prefer?	Financial motivation	0	0
		Non-financial Motivation	0	0
		Both of them	25	100
		Others	0	0
13	Do you face challenges to impart quality education?	Yes	21	84
		No	4	16
		Total	25	100

Table-4 shows the responses of the college teachers regarding the impacts of motivation on quality education. 25(100%) of the college teachers responded affirmative (yes) to the statement. “‘Teacher’s motivation affects student performance’.18(72%), the majority of the college teachers strongly agreed to the statement. ‘Teacher’s motivation influences the quality of teaching-learning processes.’” and 7(28%) agreed only, neutral0 (0%), disagree 0(0%) and strongly disagree 0(0%). The majority 13(52%) of the teachers strongly agreed to the statement, “Enhanced motivation can have a significant impact on students’ behavioral learning.” 12(48%) teachers agreed. The maximum 16(64%) teachers agreed to the statement, “A Motivated educational setting may have a direct impact on the percentage of students. “And 8(32%) teachers strongly agreed and 1(4%) teacher remained neutral. The majority 15(60%) teachers strongly agreed to the statement, “The motivation of teachers has the potential to influence the academic performance of students.” 9(36%) of the teachers strongly agreed and 1(4%) remained neutral. The maximum 13(52%) of the college teachers strongly agreed to the statement, “Motivational Boosts can have a direct on impact students’ learning behavior.” and, 12(48%) college teachers agreed. The majority 13(52%) teachers strongly agreed to the statement, “There is a positive relation between engaging in professional development and experiencing enhanced academic development.” And 12(48%) teachers only agreed. The majority 16 (64%) college teachers strongly agreed to the statement, “The appreciation and admiration of both students and their parents may have an influence on teacher’s performance.” 9(36%) teachers only agreed. The majority 14(56%) teachers strongly agreed to the statement, “The supports, remuneration, and benefits provided by the administration strengthen your enthusiasm.” and 11(44%) teachers only agreed. The maximum, 12(48%) teachers strongly agreed to the statement, “Your actions, if you are motivated, reflects the steps when you educating your students.” 11(44%) teachers strongly agreed and 2(8%) teachers remained neutral. The majority 13(52%) teachers agreed to the statement, “There is a relationship between teacher’s motivation and performance in class room teaching “, 10(40%) teachers strongly agreed to the statement and 2(8%) teachers remained neutral. All the college teachers 25 (100%) preferred both financial and non-financial motivation. The majority of the teachers 21(84%) responded in the affirmative (Yes) to the question, “Do you face challenges to impart quality education?” and 4(32%) responded in negative (No).

Table-5: Demographic characteristics of the high school teachers (n=25).

Age groups (Years)	Frequency (N)	Percent (%)
≤ 32	2	8
33-42	13	52
43-52	8	32
>52	2	8
Total	25	100
Gender		
Male	15	60
Female	10	40
Total	25	100
Marital Status		
Married	24	96
Unmarried	1	4
Total	25	100
Types of University		
Government High School	6	24
Non-government High School (MPO)	19	76

Total	25	100
Designation		
Assistant Teacher	15	60
Senior Teacher	10	40
Total	25	100
Qualification		
Masters	6	24
Honors Graduate	1	4
Masters with B.Ed.	14	56
Masters with B.Ed. & M.Ed.	4	16
Total	25	100
Experience		
2 to <8 years	2	8
8 to <12 years	9	36
12 to <17 years	11	44
17 to <22 years	3	12
>22 years	0	0
Total	25	100

Table-5 shows the demographic characteristics of the high school teachers. Among the high school teachers, the most frequent age group was (33-42) years which was 13 (52%) and followed by (43-52) years 8(32%) ≤32 years 2 (8%), >52 years 2(8%). The majority of the high school teachers 15 (60%) were male and 10(40%) were female. The majority of the high school teachers 24(96%) were married and only 1(4%) was unmarried. The maximum 19(76%) of the teachers participated in the survey from non-govt. high school. (MPO) and 6(24%) from government high school and. According to designation distribution, the most frequent designation of the teachers was Assistant teacher 15(60%) and Senior Teacher was 10(40%). According to qualification distribution. The majority 14(56%) high school teachers had had Masters with B.Ed. and followed by 6(24%) Master's degree, 4(16%) Masters with B.Ed. & M.Ed. 1(4%) Honours Graduate. According to experience distribution, the maximum teachers 11(44%) had 12 to <17 years teaching experience and followed by 9(36%) 8 to <12 years, 6(24%) 8 to <12 years, 3(12%) 17 to <22 years.

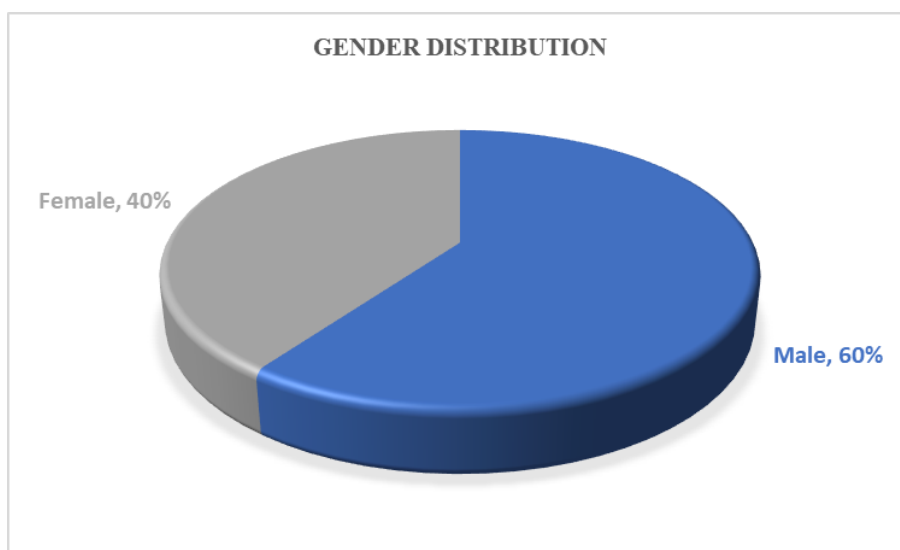


Fig.-2: Gender distribution of the high school teachers (n=25).

Table-6: Responses of the high school teachers regarding the impacts of motivation on quality education (n=25).

SL.	Questions	Options	Response	Percent
			N	%
1	‘Teacher's motivation affects student performance’, What’s your opinion regarding this statement?	Yes	25	100
		No	0	0
2	‘Teacher’s motivation influences the quality of teaching-learning processes.’ What’s your opinion regarding this statement?	Strongly Agree	12	48
		Agree	10	40
		Neutral	1	4
		Disagree	0	0
		Strongly Disagree	2	8
3	“Enhanced motivation can have a significant impact on students' behavioral learning.” Do you agree with this statement?	Strongly Agree	12	48
		Agree	12	48
		Neutral	1	4
		Disagree	0	0
		Strongly Disagree	0	0
4	“A Motivated educational setting may have a direct impact on the percentage of students.” Do you agree with this statement?	Strongly Agree	11	44
		Agree	14	56
		Neutral	0	0
		Disagree	0	8
		Strongly Disagree		4
5	“The motivation of teachers has the potential to influence the academic performance of students.” Do you agree with this statement?	Strongly Agree	8	32
		Agree	15	60
		Neutral	0	0
		Disagree	1	4
		Strongly Disagree	1	4
6	“Motivational Boosts can have a direct on impact students' learning behavior.” Do you agree with this statement?	Strongly Agree	9	36
		Agree	15	52
		Neutral	1	4
		Disagree	0	0
		Strongly Disagree	0	8
7	“There is a positive relation between engaging in professional development and experiencing enhanced academic development.” Do you agree with this statement?	Strongly Agree	10	32
		Agree	15	60
		Neutral		4
		Disagree	0	0
		Strongly Disagree	1	4
8	“The appreciation and admiration of both students and their parents may have an influence on teacher's performance.” Do you agree with this statement?	Strongly Agree	11	40
		Agree	14	56
		Neutral	0	0
		Disagree	0	0
		Strongly Disagree		4
9	“The supports, remuneration, and benefits provided by the administration strengthen your enthusiasm.” Do you agree with this statement?	Strongly Agree	10	36
		Agree	13	52
		Neutral	2	8
		Disagree	0	0
		Strongly Disagree	1	4
10	Your actions, If you are motivated, reflects the steps when you educating your students. “Do you agree with this statement?	Strongly Disagree	10	40
		Agree	14	52
		Neutral	1	4
		Disagree	0	0
		Strongly Disagree	0	4

11	“There is a relationship between teacher's motivation and performance in class room teaching.” Do you agree with this statement?	Strongly Agree	15	48
		Agree	10	40
		Neutral	0	0
		Disagree	0	0
		Strongly Disagree	0	12
12	What type of motivation do you prefer?	Financial motivation	1	4
		Non-financial Motivation	0	0
		Both of them	24	96
		Others	0	0
13	Do you face challenges to impart quality education?	Yes	23	92
		No	2	8
		Total	25	100

Table-6 shows the responses of the college teachers regarding the impacts of motivation on quality education. 25(100%) of the high school teachers responded affirmative (yes) to the statement. ““Teacher's motivation affects student performance”.12(48%), the majority of the high school teachers strongly agreed to the statement. ‘Teacher’s motivation influences the quality of teaching-learning processes.’ and followed by 10(40%) agreed, 1(4%) teacher remained neutral and 2(8%) strongly disagreed. The majority 12(48%) of the teachers strongly agreed to the statement, “Enhanced motivation can have a significant impact on students' behavioral learning “and similarly 12(48%) teachers agreed and 1(4%) teacher remained neutral. The maximum 14(56%) teachers agreed to the statement, “A Motivated educational setting may have a direct impact on the percentage of students. “and 11(44%) teachers strongly agreed. The majority 15(60%) teachers agreed to the statement, “The motivation of teachers has the potential to influence the academic performance of students.” 8(32%) of the teachers strongly agreed, 1(4%) disagreed and 1(4%) strongly disagreed. The maximum 15(60%) of the teachers agreed to the statement, “Motivational Boosts can have a direct on impact students' learning behavior.” ,9(36%) teachers strongly agreed and 1(4%) teacher remained neutral. The majority 15(60%) teachers agreed to the statement, “There is a positive relation between engaging in professional development and experiencing enhanced academic development.” and 10(40%) teachers strongly agreed. The majority14 (56%) high school teachers strongly agreed to the statement, “The appreciation and admiration of both students and their parents may have an influence on teacher's performance.” and 11(44%) teachers strongly agreed. The majority 13(56%) teachers agreed to the statement, “The supports, remuneration, and benefits provided by the administration strengthen your enthusiasm.” 10(40%) teachers strongly agreed and 2(8%) teachers remained neutral. The maximum, 14(56%) teachers agreed to the statement, “Your actions, if you are motivated, reflects the steps when you educating your students.” 10(40%) teachers strongly agreed and 1(4%) teacher remained neutral. The majority 15(60%) teachers strongly agreed to the statement, “There is a relationship between teacher's motivation and performance in class room teaching “,10(40%) teachers agreed to the statement. The majority of the teachers 24 (96%) preferred both financial and non-financial motivation and only 1(4%) teacher preferred financial motivation. The majority of the teachers 23(92%) responded in the affirmative (Yes) to the question, “Do you face challenges to impart quality education?” and 2(8%) responded in negative (No).