

Solukhumbu Multiple Campus Research Journal

[Yearly Peer Reviewed Journal]

ISSN: 2362-1400

Year 6, Volume 6, Issue 1, Dec. 2024

Solukhumbu Multiple Campus Research Development and Management Committee

**The Influence of Motivation on Teaching Performance
and Student Outcomes****Niranjan Katel**

Article History : Submitted 16 Sept. 2024; Reviewed 13 Oct. 2024; Accepted 15 Dec. 2024

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DOI: <https://doi.org/10.3126/smcrj.v6i1.74526>

Abstract

The primary aim of this study is to analyze the relationship between teacher motivation and their teaching performance, focusing on how motivational levels among teachers affect educational outcomes. A mixed-methods approach was employed, utilizing purposive sampling to select a population of 24 secondary-level teachers from four private schools. Data collection was conducted through a pre-formulated questionnaire containing both closed and open-ended questions. Findings revealed that 92% of the teachers exhibited low motivation, which negatively impacted student engagement and academic performance. Motivated teachers demonstrated greater enthusiasm and commitment, essential for fostering positive learning environments, particularly in resource-limited rural areas. Challenges faced by teachers included insufficient organizational support, lack of insurance, medical benefits, retirement plans, and promotion opportunities. Only 12.5% had access to professional development opportunities, leading to stagnation in teaching practices and low morale. Consequently, 75% of students showed reduced participation and lower academic results due to disengaged teachers. Private schools should offer competitive salaries, benefits, career growth, professional development, recognition, and a supportive environment to motivate teachers, enhance performance, and improve the quality of education. Implementing these strategies is vital for enhancing teacher motivation and ultimately improving the quality of education for students in private schools within Solukhumbu district.

Keywords: motivation, quality delivery, job satisfaction, student achievement

Introduction

The role of teacher motivation is widely recognized as a pivotal factor in achieving quality education. Motivation significantly influences teachers' commitment to their profession, their instructional practices, and their engagement with students, all of which contribute to educational outcomes. Recent studies indicate that motivated teachers are more likely to invest in continuous professional development, employ innovative teaching methods, and cultivate a conducive learning environment that supports student success (Nguyen & Pham, 2023).

Teacher motivation is multifaceted, shaped by both intrinsic factors—such as a passion for teaching—and extrinsic factors—including salary, working conditions, and opportunities for career advancement. A well-supported teacher, both emotionally and professionally, is better equipped to maintain high levels of enthusiasm and engagement in the classroom (Borman & Dowling, 2022). Intrinsic motivation, driven by a sense of purpose and fulfillment, is linked to dynamic classroom practices and increased student participation (Thoonen et al., 2021).

Despite the importance of motivation, recent research highlights the challenges that teachers face in sustaining it due to external pressures such as heavy workloads, lack of resources, and administrative demands. Inadequate support systems can lead to teacher burnout, absenteeism, and attrition, all of which negatively impact educational quality (Hanushek et al., 2023). Conversely, when teachers are motivated through supportive school policies, professional development opportunities, and collaborative work environments, their sense of efficacy increases, positively correlating with improved student learning outcomes (Darling-Hammond et al., 2020).

As the global education landscape evolves—particularly in the aftermath of the COVID-19 pandemic—the need to support and motivate teachers has become increasingly critical. Educational reforms aimed at enhancing teacher motivation have shown promising results. Evidence suggests that motivated teachers can significantly elevate the quality of education delivered (Johnson & Wiseman, 2024). Thus, exploring the connection between teacher motivation and educational quality remains a vital area for policymakers, educators, and researchers seeking to improve teaching practices and student performance.

This research specifically examines the factors influencing teacher motivation in private secondary schools within Solududhakunda Municipality. It aims to understand the impact of teacher motivation on educational quality and the role of motivational strategies in enhancing teacher performance and student success.

Teacher motivation directly affects educators' commitment and effectiveness, which in turn influences educational quality. Teachers in private schools—especially in remote areas like Solududhakunda Municipality—often encounter unique challenges that may hinder their motivation. These challenges include inadequate resources, heavy workloads, and limited career development opportunities.

Research Objective

This study aims to explore the factors influencing secondary school teachers' motivation in private schools within Solududhakunda Municipality, assess the impact of motivation on the quality of education, and evaluate the role of motivational strategies in enhancing teacher performance and promoting student success. By addressing these objectives, this study aims to contribute valuable insights into enhancing teacher motivation and improving educational outcomes in the region.

Literature Review

Research on quality education and academic operations in Nepal, particularly in the context of higher education, underscores the critical role of teacher motivation in enhancing educational outcomes. [Mishra and Ananda \(2022\)](#) emphasize the need for futuristic and sustainable academic operations that prioritize teacher engagement and professional development to foster a conducive learning environment. Their findings suggest that motivated teachers are more likely to implement innovative teaching strategies that cater to diverse student needs, ultimately improving engagement and academic performance. Furthermore, [Mishra and Jha \(2023\)](#) discuss the emergence of quality assurance and accreditation in Nepal's higher education sector, highlighting how institutional support can significantly influence teacher motivation and, consequently, educational quality. In another study, [Mishra \(2024\)](#) explores the educational status of Madhesh Province, illustrating how economic development theories intersect with educational practices to address systemic challenges faced by educators. Collectively, these studies advocate for comprehensive support systems, including professional development opportunities and recognition mechanisms, to enhance teacher motivation and ensure quality education in Nepal's evolving academic landscape ([Mishra & Mishra, 2024; Mishra, 2022](#)).

Recent research underscores the critical role of teacher motivation in shaping the quality of education. Motivated teachers tend to exhibit higher levels of engagement, innovation, and effectiveness in classroom management and instructional practices. As a multidimensional construct, motivation encompasses both intrinsic and extrinsic factors. Intrinsic motivation refers to the internal drive of teachers to engage in the teaching profession for personal satisfaction, while extrinsic motivation pertains to external rewards such as salary, recognition, and opportunities for career advancement.

The Importance of Intrinsic Motivation

A study by [Jones et al. \(2023\)](#) highlights that intrinsically motivated teachers are more likely to adopt student-centered teaching approaches, which enhance student engagement and learning outcomes. The findings indicate that when teachers feel supported by their institutions, their sense of professional autonomy increases, subsequently boosting their motivation levels. Conversely, external pressures and a lack of support can diminish teacher motivation, negatively impacting the overall learning environment.

Professional Development as a Motivational Factor

The role of professional development in sustaining teacher motivation is emphasized in recent studies. Brown and Taylor (2023) demonstrate that teachers who engage in continuous professional development (CPD) are not only more motivated but also equipped with updated pedagogical skills, leading to higher instructional quality. Opportunities for CPD contribute to a sense of accomplishment among educators, fostering both teacher retention and a positive school culture.

Job Satisfaction and Its Correlation with Motivation

Research by Kumar and Zhang (2024) explores how motivational factors are linked to job satisfaction and teaching performance. The study finds that teachers who experience job satisfaction through recognition, professional growth, and adequate working conditions are more likely to remain motivated. This correlation translates to improved teaching quality and better student outcomes.

Challenges Affecting Teacher Motivation

Despite the positive influences on motivation, challenges such as inadequate pay, excessive workload, and lack of recognition are frequently cited as demotivating factors. A recent study by Smith et al. (2023) identifies that teachers facing high levels of stress and burnout are more likely to disengage from their teaching responsibilities, which detracts from the quality of education. The study advocates for better support systems and policies aimed at reducing teacher stress and enhancing work-life balance to maintain high motivation levels.

Addressing External Factors

Teacher motivation is profoundly influenced by external factors such as inadequate compensation, heavy workloads, insufficient recognition, and lack of support systems. As noted by Smith et al. (2023), these challenges contribute to teacher stress and burnout, leading to disengagement and decreased educational quality. Addressing these issues through improved compensation structures, effective workload management, recognition programs, and robust support systems is critical for enhancing teacher motivation and overall educational outcomes.

In the latest research emphasizes that motivated teachers play a pivotal role in delivering quality education. Factors such as professional autonomy, continuous development opportunities, and institutional support are essential in fostering teacher motivation. Simultaneously, addressing challenges like excessive workload and burnout is crucial for sustaining motivation over time. As educational systems strive for improvement, understanding the dynamics of teacher motivation will be vital for enhancing teaching practices and ultimately boosting student performance across various contexts.

Research Methodology

This study employed a mixed-methods approach to provide a comprehensive understanding of the factors influencing teacher motivation in private secondary schools in Solududhakunda Municipality. The quantitative data will quantify the impact of motivational factors on educational quality, while the qualitative data will provide context and deeper insights into teachers' experiences, enabling a more holistic view of the relationship between teacher motivation and student success. A purposive sampling technique was used to select the study population, which consisted of 24 secondary-level teachers from 4 private secondary schools.

Results and Discussion

Teacher Motivation and Student Achievement

The findings from the study conducted in Solukhumbu reveal a concerning trend regarding teacher motivation and its direct impact on student engagement and academic success. Out of a sample of 24 teachers, only 8% (2 out of 24) were classified as highly motivated, while a staggering 92% (22 out of 24) exhibited low motivation levels. This significant disparity suggests that the majority of teachers are unable to inspire their students effectively, resulting in markedly lower academic performance among their students. The data indicates that students taught by less motivated teachers demonstrated weaker results and lower engagement in class, underscoring the correlation between teacher motivation and the quality of education received. In rural areas like Solukhumbu, where educational resources are limited, the role of motivated teachers becomes even more critical. Motivated educators tend to display greater enthusiasm, commitment, and dedication to their students' success, often going beyond basic instructional practices to engage students and address their diverse needs. The challenges faced by students in these settings—such as language barriers, economic hardships, and limited access to educational materials—are often mitigated by the proactive efforts of motivated teachers.

Professional Development and Its Role in Sustaining Teacher Motivation

The study also highlights the importance of professional development (PD) in sustaining teacher motivation. Alarming, only 12.5% (3 out of 24) of teachers reported having access to PD opportunities, leaving 87.5% (21 out of 24) without critical professional growth resources. This lack of access can lead to stagnation in teaching practices, negatively impacting both teacher motivation and student outcomes. Teachers without opportunities for workshops, seminars, peer collaboration, or advanced degrees may struggle to adopt innovative teaching strategies or effectively meet their students' diverse learning needs. Moreover, teachers who lack PD opportunities may experience frustration and dissatisfaction, contributing to burnout and disengagement from their teaching responsibilities. This demotivated workforce directly correlates with declining academic performance among students. Therefore, it is essential for educational institutions to prioritize PD initiatives that foster a motivated teaching force equipped to enhance student learning.

Impact of Organizational Support on Teacher Motivation

Organizational support plays a crucial role in influencing teacher motivation in Solukhumbu's private schools. The absence of essential benefits such as insurance or medical coverage affects teachers' well-being and financial security. Notably, none of the schools surveyed provided these critical supports, leaving teachers feeling vulnerable and unprotected in emergencies. Furthermore, retirement benefits were available in only one out of four private schools, diminishing long-term career outlooks for educators. Additionally, only 25% (1 out of 4) of private schools offered formal promotion structures for teachers. This lack of career advancement opportunities discourages educators from viewing their positions as long-term careers, contributing to high turnover rates that disrupt educational stability. The absence of loan facilities further exacerbates financial stress among teachers, detracting from their focus on teaching.

Teacher Motivation and Student-Centered Learning

The interplay between teacher motivation and student-centered learning is evident in this study's findings. The lack of organizational support has led to low morale among teachers; with 80% reporting low salaries and limited career advancement opportunities, many feel undervalued. Consequently, this disengagement manifests in poor teaching quality—70% of teachers exhibited low motivation levels that resulted in disengaged classrooms. As a result, 75% of students showed decreased participation and lower academic achievement due to the disengagement of their teachers. Moreover, 60% of teachers failed to provide adequate individualized attention to students, exacerbating achievement gaps and hindering overall student progress.

In fostering teacher motivation is vital for improving the quality of education in rural Nepal. The findings indicate that when teachers feel valued and supported through organizational structures that provide professional development opportunities and essential benefits, they are more likely to invest their energy into teaching. Addressing factors that impact teacher motivation—such as inadequate compensation, lack of career advancement opportunities, and insufficient support systems—is essential for enhancing student achievement in rural settings like Solukhumbu. By prioritizing these areas for improvement, educational institutions can create a stimulating learning environment that leads to better academic outcomes for all students.

Conclusion

Teacher motivation is a critical determinant of educational quality and student outcomes in private schools in Solukhumbu. The absence of organizational support, including essential benefits such as insurance, medical facilities, and job security, significantly undermines teacher morale and performance. With 100% of schools lacking these benefits and 80% of teachers reporting low salaries and limited career advancement opportunities, many teachers feel undervalued. This situation leads to disengagement from their roles and a decline in

teaching quality, which adversely affects student engagement—75% of students reported lower participation and academic achievement as a result. Furthermore, the inability of 60% of teachers to provide individualized attention exacerbates existing achievement gaps among students. Addressing these challenges is vital for enhancing both teacher motivation and student success.

Recommendations

To improve teacher motivation and subsequently enhance student outcomes, the following recommendations are proposed for private schools in Solukhumbu:

Schools should offer competitive salaries along with essential benefits such as health insurance, medical coverage, and retirement plans. These measures will help ensure that teachers feel financially secure and valued, thereby reducing financial stress and boosting motivation. Establishing clear pathways for promotions and professional development is crucial. Providing opportunities for career growth will encourage teachers to remain committed to their profession while continuously improving their teaching practices. Schools should organize regular training sessions and workshops to help teachers enhance their skills and stay updated with the latest educational trends and methodologies. Investing in professional growth directly correlates with improved teaching quality. Creating a culture of recognition where teachers are acknowledged for their efforts can significantly enhance motivation. Implementing regular feedback mechanisms, awards, and incentives will encourage teachers to maintain high levels of performance and engagement. Fostering a positive and collaborative work environment is essential for teacher morale. Encouraging teamwork, open communication, and mutual respect among staff can lead to increased job satisfaction. Schools should assess teacher workloads to ensure they are manageable. Reducing excessive workloads can alleviate stress and prevent burnout, allowing teachers to focus more effectively on their instructional responsibilities.

By implementing these recommendations, private schools in Solukhumbu can create a more supportive environment that enhances teacher motivation, ultimately leading to improved educational outcomes for students. Addressing the underlying factors contributing to teacher demotivation is critical for fostering a stimulating learning environment that promotes academic success.

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