

## **Identification of teachers' motivation on academic performance of elementary school level students in district haveli Kahuta, Azad Jammu and Kashmir**

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### **Abstract**

This study to explore the impact of teachers' motivation on the academic performance of students in elementary schools within Tehsil Haveli Kahuta, AJK. The objective of the study is to identify the extent of teachers' motivation to students. Utilizing a mixed-method research approach, quantitative data were collected from 100 elementary teachers through questionnaires and interviews. The research instrument comprised 25 closed-ended questions and a semi-structured interview protocol. The validity of the instrument was confirmed by a panel of experts, and its reliability was measured using Cronbach's Alpha, yielding a value of 0.895. Data analysis was conducted using SPSS, employing statistical tools such as chi-square and regression analysis. Findings reveal that teacher motivation significantly influences students' academic performance, with personal interest, active engagement, internal satisfaction, and social acknowledgment being key factors. Challenges faced by teachers include lack of student engagement and individual differences. Chi-square analysis further substantiates the strong impact of teacher motivation on various aspects of students' academic performance, rejecting the null hypothesis and confirming a meaningful association between these variables. The findings underscore the importance of fostering both intrinsic and extrinsic motivation among teachers to enhance the educational experience and promote higher academic standards. The study concludes that motivated teachers positively affect students' active participation, and academic outcomes, emphasizing the importance of a supportive classroom environment. Recommendations include encouraging student engagement in

learning and suggesting future research to explore the long-term effects of teacher motivation on academic performance through longitudinal studies.

**Keyword:** Teacher's motivation, Academic performance

## INTRODUCTION

Teachers' motivation, on the other hand, pertains to the various elements and influences that drive teachers to take action. It is fundamentally connected to their approach to work. As stated by Asemah (2010), teachers' motivation is a broad concept encompassing a range of internal drives, desires, needs, and wishes that are activated to encourage teachers to engage in academically beneficial activities. Hicks (2011) suggested that teachers' motivation encompasses the inner needs, desires, and wishes that reside within an individual, subsequently shaping a teacher's thoughts and leading to positive changes in behavior aimed at enhancing the learning process. In essence, teachers' motivation involves ensuring that educators can fulfill the basic necessities of life, such as food, water, and shelter, as well as addressing requirements like insurance, medical benefits, and retirement plans.

As per Akpan (2013), the effective motivation of teachers plays a crucial role in fulfilling their daily requirements and, in turn, securing their dedication to their profession. A teacher who experiences strong motivation, along with access to opportunities for professional growth, favorable working environments, acknowledgment of their efforts, and fair compensation, is likely to demonstrate a high level of commitment to their teaching responsibilities, ultimately contributing to the desired educational outcomes for students.

According to Luthan (2019), extrinsic prizes are described as physical gain related to a process along with salary, bonus benefits, physical conditions, the quantity of work, and the centers to be had for doing the work. In this study include, teachers' extrinsic motivation involves externally managing different rewards like salary, in institution accommodation, meals, weekly responsibility allowances, more coaching allowances, increased bills in cases of monetary issues, and loose hospital therapy, amongst others. An extrinsically motivated student participates in learning primarily to obtain a reward or to avoid a punishment. Extrinsic motivation is characterized by the desire to achieve some external incentive or evade some form of external consequence that is separate from the intrinsic enjoyment or satisfaction derived from the activity itself. Examples of these external incentives include grades, stickers, or seeking approval from a teacher (Mohamadi, 2021).

Extrinsic motivation comes from outside the individual or the activity itself, whereas intrinsic motivation comes from within the person. Intrinsic motivation takes a beneficial impact on students as well teachers' behaviour, performance, and well-being. (Ryan and Dcci, 2000). The extrinsic motivation arises from gaining rewards that are managed externally, such as

money, material things, position, and auspicious reviews, among others. Extrinsically motivated participants are more likely to focus on the competition or performance consequences. Extrinsic motivation may be stressed, leading individuals to believe that it controls their behaviour (Akhtar et al., 2015).

Intrinsic motivations comprised develop from inside the person; for example, responsibility a tricky acrostic puzzle is most effective for the person's success in breaking an issue. The demonstration of being inspired by means of inward elements to play out unique sports and behaviour is referred to as intrinsic motivation." Intrinsic motivation is what takes place at the same time as someone is taking an interest in something she or he takes pride in and is visible as inner rewards. n this study, the focus is on teachers' intrinsic motivation, which includes various factors that contribute to their internal drive and satisfaction in the teaching profession. These factors encompass elements such as the sense of pride derived from the teaching process, finding joy and pleasure in teaching, embracing the challenges and competitive nature of the profession, receiving recognition for their work, opportunities for professional growth and advancement, the ability to positively influence others, and viewing teaching as a purposeful and fulfilling aspect of their lives (Dornyei, 2001).

Academic performance refers to a student's ability to achieve and excel in various academic subjects. Educators and education officials typically assess achievement through classroom performance, promotion rates, and standardized test scores. Motivation, on the other hand, is the driving force that initiates, guides, and sustains goal-directed behaviors. It is the factor that inspires individuals to take action, whether it's fulfilling basic needs like quenching thirst by getting a glass of water or engaging in learning activities such as reading a book to acquire knowledge. (Filippatou & Kaldi, 2021).

Academic performance encompasses excellence in all academic subjects, both within the classroom and in extracurricular activities. It goes beyond just grades and involves achievements in areas such as sports, behavior, confidence, communication skills, punctuality, assertiveness, arts, culture, and more. Within educational institutions, success is often evaluated based on academic performance, which reflects how effectively a student meets the standards established by local government authorities and the institution itself. In today's highly competitive job market, the significance of students excelling in their academic pursuits has garnered significant attention from parents, lawmakers, and government education agencies. This emphasis on academic achievement underscores the growing competition for career opportunities in the professional world (Lambic, 2021).

It's important to note that academic performance is not solely determined by one factor but is the result of a combination of influences. Moreover, individual students may be impacted differently by these factors, and what works for one student may not work for another. Educators, parents, and

students themselves can work together to identify and address specific factors that may be affecting academic performance and implement strategies to improve it.

### **STATEMENT OF THE PROBLEM**

The problem statement of the study was “identification of teachers' motivation on academic performance of elementary school level students in district haveli Kahuta, Azad Jammu and Kashmir”.

### **OBJECTIVES**

These are following study objectives.

1. To identify the extent of teachers' motivation to students.

### **HYPOTHESES**

- 1 **H<sub>1</sub>**: There is significant impact of teacher's motivation on academic performance of students.

### **SIGNIFICANCE**

This research promotes guidelines to motivate students. This research will guide students to determine the specific goal towards which they have to strive. This research will prepare students for the challenges of future to handle upcoming hurdles in the education system. This study is beneficial for students because the current study results highlight motivation and its impact on students' academic performance. This research will be helpful for students to get encouragement, and they will be able to increase their confidence. Students will get a lot of motivation through this study. Beneficial for teachers: However, this research will be huge for teachers to rouse the general public.

## **LITERATURE REVIEW**

### **CONCEPT OF TEACHER MOTIVATION**

Abraham Maslow's theory suggests that individuals must fulfill their fundamental needs such as physiological needs (e.g., water and shelter), safety, love and belonging, and esteem before they can strive for self-actualization. In the context of education, self-actualization can be seen as achieving personal fulfillment and growth, which is essential for teacher motivation. Maslow's theory is particularly relevant when studying teacher motivation in underdeveloped countries where basic needs are often overlooked or neglected. By understanding and addressing these basic requirements, we can create a conducive environment for teachers to thrive and contribute effectively to education (Troia et al., 2009). Teacher motivation is influenced by a combination of internal and external factors. Internal motivation encompasses the needs, wants, and desires that exist within an individual, which in turn impact the teacher's cognition. When teachers are internally motivated, it leads to positive changes in their behavior, ultimately enhancing the learning experience for students. By

understanding and nurturing both the internal and external factors that drive teacher motivation, we can create an environment conducive to their professional growth and the success of their students (Alhassan, 2020).

### **INTRINSIC MOTIVATION**

Intrinsic motivation refers to the internal drive that compels individuals to engage in activities because they find them personally rewarding, rather than for external rewards. In the context of teaching, intrinsic motivation is fueled by various factors such as a sense of pride in the teaching process, joy in the act of educating, and the fulfillment that comes from overcoming challenges and competition within the profession. Teachers who are intrinsically motivated often embrace continuous professional development, value recognition of their work, and view teaching as their life's purpose. This deep-seated passion and dedication are what drive them to excel in their roles, influencing both their teaching effectiveness and their students' success (Dornyei, 2001). Active engagement, closely tied to intrinsic motivation, refers to the enthusiasm and commitment teachers bring to their profession, which often translates into innovative lesson delivery and ongoing professional growth (Cavanagh, 2020). Additionally, personal interest in the subject matter can significantly enhance a teacher's motivation, leading to more dynamic and impactful teaching that inspires and connects with students (Quinlan, 2019).

### **EXTRINSIC MOTIVATIONS**

Extrinsic motivations encompass external factors such as salary, promotions, grants, and working conditions that drive individuals to perform specific tasks. These motivations originate outside the individual and often involve tangible rewards like money, recognition, or other benefits. According to Luthans (1998), extrinsic rewards are the material benefits individuals receive in exchange for their work, including salary, fringe benefits, and conducive working conditions. In the context of teaching, extrinsic motivation can involve various incentives like free accommodation, meals, duty allowances, training opportunities, financial support, and medical treatment. These rewards are designed to motivate and encourage teachers in their professional roles by providing tangible incentives for their efforts. Social acknowledgment, another form of extrinsic motivation, involves recognizing and validating the significant role that teachers play in society. This recognition can come from students, parents, colleagues, and the community, reinforcing the teacher's value and contribution (Forstmeier et al., 2019). Rewards, whether financial or non-monetary, serve as incentives that acknowledge teachers' dedication and impact. These can include salary increases, bonuses, professional development opportunities, and public recognition, all of which contribute to teachers' motivation and professional satisfaction (Sidin, 2021).

### **ACADEMIC PERFORMANCE**

Academic performance refers to the level of achievement or success attained in an educational setting, often evaluated through various metrics such as

grades, test scores, research output, or overall progress. It is a crucial indicator of educational effectiveness for students, teachers, and institutions, offering insights into how well educational goals are being met (Sverrisson et al., 2018). Exam results, which provide data on student performance over time, are a common measure of academic achievement, highlighting the skills students have mastered (Ganyaupfu, 2019). Marks, representing numerical or letter-based evaluations, serve as a concrete measure of a student's performance in assessments, assignments, and exams, reflecting their level of mastery in specific subjects (Mensink & King, 2020). Meanwhile, academic participation involves active engagement in educational activities, contributing to the learning process and fostering a richer educational environment. It is essential for developing critical thinking and problem-solving skills, as it encourages students to actively engage with course materials and participate in discussions (Cardoso et al., 2018).

## **RESEARCH METHODOLOGY**

### **RESEARCH DESIGN**

The study has a mixed method focus, the data was collected through the survey method as well as a questionnaire and interview protocol. By using this method, the researcher examines and measure the variables in the study.

### **POPULATION**

The population of the study was consisting of 400 elementary school teachers in 100 public sector schools in the district Haveli Kahuta, AJK.

### **SAMPLE AND SAMPLING TECHNIQUE**

The sample was selected 100 teachers from public sector schools in the district Haveli Kahuta. The researcher was selected samples through sample random sampling technique.

### **RESEARCH INSTRUMENT**

The tool was designed with 25 closed-ended questions and semi structured interview protocol for teachers about "Impact of teacher motivation on students' academic performance at the elementary school level at District Haveli Kahuta, AJ&K". In addition to the questionnaire, Semi-structured interviews were conducted with 25 teachers. Each interview included 5 questions designed to elicit detailed qualitative insights into teachers' perspectives on motivation and its effects on their teaching practices and student outcomes.

### **RELIABILITY**

The researcher conducted a pilot study to calculate the scale's reliability, measured using Cronbach's Alpha. SPSS version 16 was utilized to apply the Cronbach's Alpha method for this purpose. It came to 0.895.

### **DATA COLLECTION**

Data was collected through personal visits, and first the researcher was developing a permission letter from the supervisor and department for the

teachers where the researcher was visit for the collection of data. The data were be collected through a questionnaire from the teachers of elementary education at the district level in Haveli Kahuta, AJ&K. For this process, the researcher visits himself to collected data. In the data collection process, a laptop and a pen sheet were be used.

## DATA ANALYSIS

After collecting data, the researcher was interpreting and analyses the data. The data was tabulated through tables, graphs and bar charts using SPSS. The data were analyzed using statistical and logical methods to describe, summarize, and evaluate the information. Chi square, regression analysis, percentage used as statistical tool.

## RESULTS AND DISCUSSION

Data analysis covers the interpretation, findings, discussion, summary, conclusion, and recommendations based on data collected through a rigorous scientific process. The data, gathered from primary schools in Tehsil Haveli Kahuta, AJ&K, was analyzed using SPSS and MS Excel, applying various scientific formulas. The analysis is primarily presented in percentages and organized into tables for clarity.

**Fig 1: Teachers' Motivation**

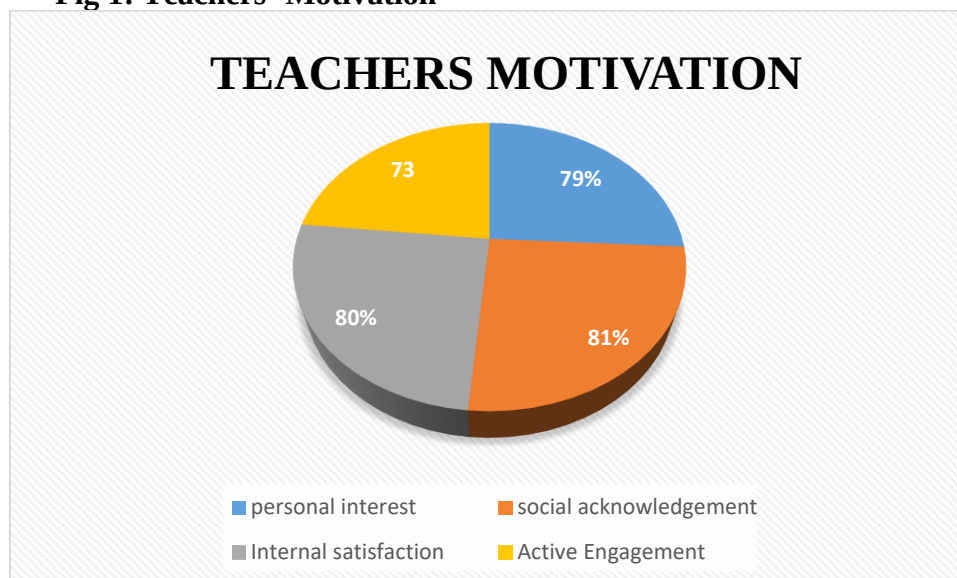
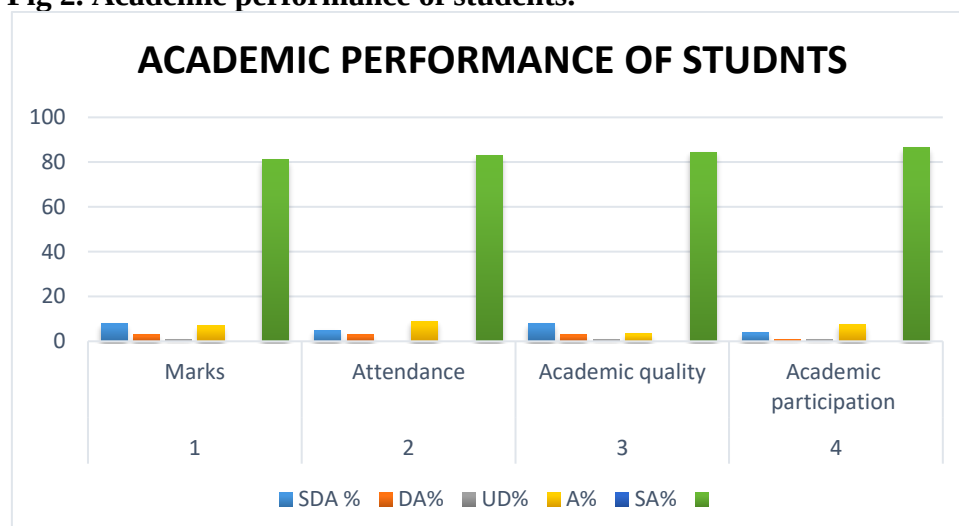


Figure 1 shows that personal interest of teachers related to teachers' motivation has great impact on teacher motivation. The majority of teachers, 81%, strongly agreed that personal interest plays a crucial role in motivating teachers. Additionally, 80% of teachers strongly agreed regarding the social acknowledgement of teachers. Moreover, 79% of teachers strongly agreed about the internal satisfaction of teachers. Lastly, the majority, 73% of teachers, strongly agreed regarding the active engagement of teachers.

**Fig 2. Academic performance of students.**

According to Figure 2, teachers' motivation significantly influences the academic performance of students. An overwhelming majority, 89% of teachers, strongly agreed that students' marks improved due to teachers' motivation. Similarly, 82% of teachers strongly agreed that there is a positive impact on students' attendance as a result of teachers' motivation. Additionally, 79.5% of teachers strongly agreed that students' academic quality is influenced by teachers' motivation, while 70.6% of teachers strongly agreed that students' academic participation improves due to teachers' motivation.

**Table 1. Analysis of chi-square.**

| Sr. No | Variables | N   | Df | P    | Cal X2 value | Crit X2 value | Decision |
|--------|-----------|-----|----|------|--------------|---------------|----------|
| 1      | PI = SR   | 100 | 1  | .000 | 723.331a     | 3.84          | Rejected |
| 2      | IS=A      | 100 | 1  | .000 | 792.920a     | 3.84          | Rejected |
| 3      | AE=M      | 100 | 1  | .000 | 281.788a     | 3.84          | Accepted |
| 4      | R=AQ      | 100 | 1  | .000 | 1.783        | 3.84          | Accepted |
| 5      | SA=AP     | 100 | 1  | .000 | 728.431a     | 3.84          | Rejected |

PI= Personal interest, SR= Self-recognition, IS= Internal Satisfaction, A= Attendance, AE= Active Engagement, M= Marks, R= Reward, AQ= Academic Quality, SA= Social Acknowledgement, AP= Academic Participation.

Table 1 shows that based on these values we reject or accept our null hypothesis. If the calculated value of chi-square is less than the critical value it means the null hypothesis is accepted same as if the calculated value of

chi-square test is greater than the critical value of chi-square it means the null hypothesis is rejected.

**H<sub>1</sub>:** There is a significant impact of teacher's motivation on academic performance of students.

Chi-square results shows that the comparison between the calculated Chi-square value and the critical Chi-square value are "Rejected." This implies that there is no significant impact of personal interests on students' self-recognition, internal satisfaction on students' attendance, active engagement on students' marks, reward on academic quality and social acknowledgement on academic participation of students the Chi-square test results strongly suggest that teachers' motivation have a notable and statistically significant impact on students' academic performance. The rejection of the null hypothesis indicates that there is a meaningful association between these variables in the studied population.

**Fig 3. Challenges faced by teachers to maintain motivation and create a positive impact on students' performance.**

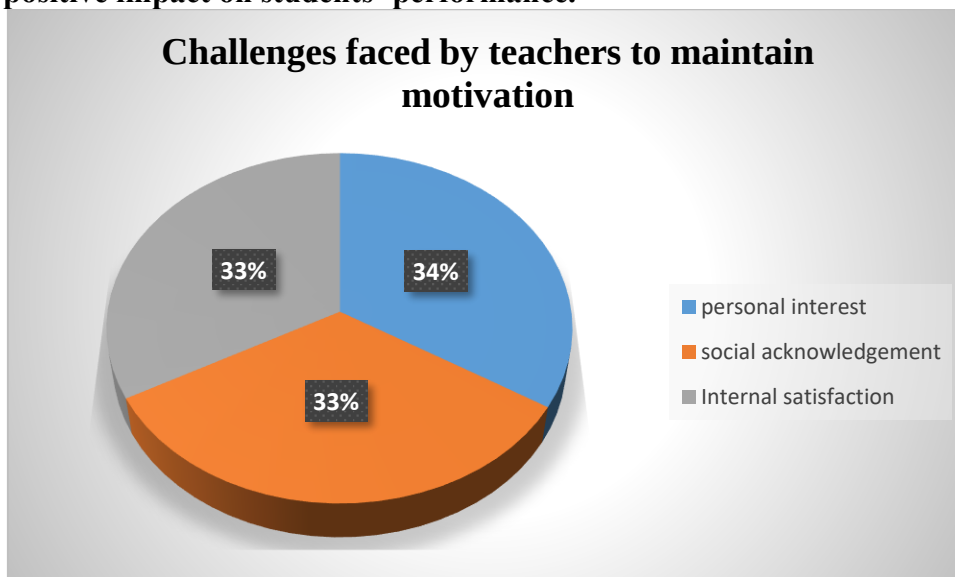


Figure 4 shows that majority 51% of respondents said that lack of students' engagement is a big challenge for teacher motivation faced at elementary school level. Most of the teacher respond 30% that individual differences are a challenge for teachers during professional life. Many of them respond that make learning easy for students at elementary school level is a challenge for teachers. 19% of them respond that teachers faced high workload and stress at school they can't maintain teachers' motivation.

### FINDINGS AND DISCUSSION

It was found that the majority of teachers, 81%, strongly agreed that personal interest plays a crucial role in motivating teachers. An overwhelming majority, 80% of teachers, strongly agreed that students' marks improved

due to teachers' motivation. Majority 79% of the teachers said that students' engagement is a real factor of teacher motivation. Students' engagement important for teachers' motivation at elementary school level. Majority 73% of respondents said that lack of students' engagement is a big challenge for teacher motivation faced at elementary school level.

It was found that the chi-square results shows that the comparison between the calculated Chi-square value and the critical Chi-square value are "Rejected." This implies that there is no significant impact of personal interests on students' self-recognition, internal satisfaction on students' attendance, active engagement on students' marks, reward on academic quality and social acknowledgement on academic participation of students the Chi-square test results strongly suggest that teachers' motivation have a notable and statistically significant impact on students' academic performance. The rejection of the null hypothesis indicates that there is a meaningful association between these variables in the studied population.

### **CONCLUSION**

The following were the conclusion of the study:

1. It was concluded that the personal interest of teacher impacted on academic performance of students at elementary level. Teachers were aware of their personal interests in terms of students' academic achievement. They were engaged in teaching process so, that to provide their best in teaching process.
2. It was determined that active engagement of teacher positively impacted on students' academic performance. Teachers were passionate to attend educational activities and adapt teaching strategies based on students' individual differences. Teachers are actively participating in professional communities.
3. It was concluded that motivated teachers positively influenced students' engagement and participation in the learning process.
4. It was concluded that teachers' motivation contributes to creating a positive and supportive classroom environment.
5. It was concluded that students are more likely to achieve elementary academic outcomes when teachers are motivated and enthusiastic about teaching.

### **RECOMMENDATIONS**

There were following recommendations of the study

1. It was recommended that take an active role in learning: Students are encouraged to actively participate in their own learning process. Engage in class discussions, seek additional resources, and set personal academic goals to enhance motivation and performance.
2. It was recommended for future researchers that conduct in-depth longitudinal studies: Future researchers are encouraged to undertake comprehensive longitudinal studies to explore the long-term impact

of teachers' motivation on students' academic performance. This approach can provide a nuanced understanding of the sustained effects over the course of elementary education.

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