

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

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Abstract

This study investigates the impact of teacher motivation on the academic performance of students in elementary schools within Tehsil Haveli Kahuta, AJK. First objective of the study is to find out the extent of teachers' motivation to students. Second objective of the study is to find out the impact of teachers' motivation on academic performance of students. Utilizing a mixed-method research approach, quantitative data were collected from 130 primary teachers through questionnaires and interviews. The research instrument comprised 45 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 0.995. 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. The Chi-square tests reject the null hypothesis, showing that teacher motivation has a significant impact on academic performance. Regression analysis demonstrates a strong relationship between teacher motivation and student performance, with teacher motivation accounting for 94% of the variation in academic performance. 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 active student

participation in learning and suggesting future research to undertake longitudinal studies for a deeper understanding of the sustained effects of teacher motivation on student performance and to enhance both intrinsic and extrinsic motivation levels, regular seminars, workshops, and conferences should be organized.

Keyword: Teacher's motivation, Academic performance

INTRODUCTION

Motivation involves the internal and external forces that drive individuals to initiate, direct, and sustain efforts towards achieving specific goals. It includes factors such as attention, needs, objectives, and interests, all aimed at stimulating and attracting a learner's interest in engaging with and achieving a goal. Motivation involves the process of encouraging individuals to act responsibly, efficiently, and with greater speed. Analoui (2021), defined in educational context, motivation plays a vital role in development a conducive learning environment, as motivated people are more likely to be engaged, persistent, and successful in their academic pursuits.

Akpan (2019), suggested that motivated teachers are more inclined to implement innovative teaching strategies, adapt to diverse learning needs, and provide meaningful feedback, thereby enhancing the overall quality of education. Ultimately, the combined efforts of motivated teachers contribute significantly to the attainment of desired educational outcomes and the holistic development of students.

Extrinsic motivation of teachers comes from outside the individual or the activity itself. The extrinsic motivation of teachers arises from gaining rewards that are managed externally, such as personal interest, internal satisfaction, promotions, and social acknowledgment. These external rewards can influence teachers to perform their duties effectively and meet performance expectations. Akhtar et al. (2015), examined that this can result in stress and decreased job satisfaction if the external rewards are perceived as insufficient or unattainable.

Intrinsic motivations develop from within the individual, driven by internal factors that inspire and sustain the desire to perform specific activities. Hicks (2021), defined that the demonstration of being inspired by inward elements to perform unique activities is referred to as intrinsic motivation. Intrinsic motivation occurs when someone takes an interest in something they take pride in and perceives as providing inner rewards. In 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.

Academic performance of students is a term used to describe the level of achievement or fulfillment in an educational context. It encompasses the outcomes and results attained by students, instructors, or educational institutions in relation to their educational goals. Academic performance can be assessed through various means, including grades, which reflect students' understanding and mastery of the curriculum; attendance, which indicates

student engagement and consistency in attending classes; academic participation, which involves active involvement in class activities and discussions; and academic achievement, which measures overall progress and accomplishments in meeting educational standards (Filippatou and Kaldi, 2021). These assessments provide a comprehensive picture of students' educational outcomes.

Teacher motivation and students' academic performance, Motivation, both from the perspective of the student and the teacher, plays an important role in the learning process. It serves as a stimulus to drive behavior towards specific goals, increase effort and energy invested in learning, enhance cognitive development, foster imitation and determination in various activities, and determine which consequences are reinforcing (Watt and Richardson, 2013). When students and teachers are motivated, it creates an environment that supports active engagement, persistence, and a desire to shine.

The relationship between teacher motivation and students' academic performance is multifaceted and can be influenced by various factors. While motivated teachers can have a positive impact on students' academic success, it's important to remember that motivation is just one of many elements that contribute to student outcomes. Motivated teachers are more likely to foster engaging and dynamic classroom environments. When students are actively engaged in their learning, they tend to participate more, pay better attention, and absorb the material more effectively, which can ultimately lead to improved academic performance. As per Troia (2019), stated that when students perceive that their teachers believe in their abilities and challenge them to excel, they are more likely to work harder and strive for academic success.

STATEMENT OF THE PROBLEM

The statement of the problem is that this study aims to investigate the impact of teachers' motivation on the academic performance of elementary school students in District Haveli Kahuta, Azad Jammu and Kashmir.

OBJECTIVES

These are following study objectives.

1. To find out the impact of teacher motivation on academic performance of students.

HYPOTHESES

- 1 **H₀:** There is no significant impact of teacher's motivation on academic performance of students.

SIGNIFICANCE

The impact of teachers' motivation on academic performance of students at elementary school level in district Haveli Kahuta, Azad Jammu and Kashmir" holds substantial significance for multiple reasons. Firstly, it aims to improve educational outcomes by identifying the specific motivational

factors that most positively influence student performance. This knowledge can help in creating more effective learning environments where students achieve their full potential. Secondly, understanding what drives teachers can assist educational authorities in developing targeted support systems, such as professional development programs and reward initiatives, to boost teacher morale and engagement. Thirdly, the findings will inform policymakers, enabling them to design evidence-based policies that address teachers' motivational needs, leading to sustainable improvements in education.

LITERATURE REVIEW

TEACHERS' MOTIVATION

As per Analoui (2021), Teachers' motivation involves the internal and external factors influences that encourage teachers to actively participate in and stay committed to their teaching roles. 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. Intrinsic motivation involves personal fulfillment, passion for teaching, and the satisfaction derived from seeing students succeed and grow. Extrinsic motivation includes external rewards such as salary, benefits, recognition, promotions, and support from administration and colleagues. Teacher motivation is essential as it influences their job satisfaction and professional development.

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. In this particular study, intrinsic motivation for teachers is described as being rooted in various factors (Dornyei, 2020). These factors influenced on academic performance of students at elementary school level, Active engagement refers to the degree of involvement, commitment, and interest that educators exhibit in their profession. According to Cavanagh (2020), when teachers are actively engaged, they are more likely to be passionate about their subjects, invested in their students' success, and dedicated to ongoing professional development.

Actively engaged teachers seek innovative ways to deliver lessons, stay abreast of educational trends, and participate in collaborative efforts with colleagues. A teacher's personal interest can be a powerful source of motivation in the educational context. As per Quinlan (2019), when teachers are genuinely passionate about their subject matter or have a strong personal interest in the topics they teach, it often translates into enthusiasm in the classroom. This passion can serve as a driving force, motivating teachers to invest time and effort in creating engaging lessons, exploring innovative teaching methods, and staying abreast of the latest developments in their field. Furthermore, sharing personal interests with students can create a more dynamic and authentic learning environment, fostering stronger connections and inspiring curiosity (Alhassan,

2020). In essence, a teacher's personal interest can act as a motivational anchor, influencing their teaching style, commitment to professional growth, and the overall impact they have on students' educational journeys.

Teachers' internal satisfaction refers to the personal fulfillment and contentment that educators derive from their work, independent of external rewards or recognition. When teachers experience internal satisfaction, it means they find inherent value and meaning in their role as educators. This satisfaction often stems from a genuine passion for teaching, a sense of purpose in making a positive impact on students' lives, and a deep connection to the subject matter being taught (Arambewela and Hall, 2023).

EXTRINSIC MOTIVATIONS

Extrinsic motivations include salary and earnings, grants, promotion, and working conditions. Extrinsic motivations come from external sources and often include rewards such as prizes, money, social recognition, or praise. According to Luthans (2019), extrinsic rewards are defined as tangible benefits that individuals receive in exchange for their work. Muhammad (2015) explains that rewards include things like salary, benefits, work environment, workload, and the tools and resources available for the job. In this study, external motivation for teachers comes from offering rewards such as salary, free housing, free meals, weekly allowances, extra training allowances, more financial help when needed, and free medical care, among other perks. These extrinsic rewards are aimed at motivating and incentivizing teachers in their professional roles (Jarjoura, 2023).

There are some factors that influenced on academic performance of students like, social acknowledgment of teachers refers to the recognition, appreciation, and validation of the important role that educators play in society. This acknowledgment can come from various sources, including students, parents, colleagues, school administrators, and the broader community (Forstmeier et al., 2019). Reward refers to the incentives, recognition, or benefits provided to educators in acknowledgment of their hard work, dedication, and positive impact on students. Sidin (2021), defined that rewards can take various forms, including financial incentives, professional development opportunities, public recognition, and additional resources for the classroom. Financial rewards, such as salary increases or bonuses, can be instrumental in recognizing and valuing teachers' contributions. Professional development opportunities, like workshops, conferences, or advanced training, contribute to teachers' ongoing growth and skill enhancement. Public acknowledgment through awards or praise acknowledges their achievements and dedication.

ACADEMIC PERFORMANCE

Academic performance refers to how well students achieve their educational goals and objectives. It encompasses the outcomes and results attained by students, instructors, or educational institutions in relation to their

educational goals alike (Sverrisson et al., 2018). According to Lambic (2016), It serves as an important measure of success and can provide valuable visions into the effectiveness of the educational process for individuals and institutions.

According to Ganyaupfu (2019), exam results are widely used to define academic performance. Academic achievement is defined as the skills a student has mastered and is naturally calculated using tools comparable standardized examinations, performance evaluations. There are some indicators of academic performance like marks, in the context of academic performance, "marks" typically refer to the numerical or letter-based evaluations assigned to students' assessments, assignments, exams, or coursework to measure their performance and achievement in a particular subject or course. These marks represent a quantitative or qualitative measure of how well a student has performed in their academic tasks and are often used to assess their knowledge, comprehension, application, and overall academic progress. Marks can vary by educational system and institution but generally serve as a way to gauge a student's level of mastery in a specific area of study. They are an essential component of assessing and recording academic achievement (Mensink & King, 2020).

According to Cardoso et al (2018), academic participation refers to a student's active involvement and engagement in educational activities and experiences within an academic setting. (Cardoso et al, 2018).

IMPACT OF TEACHER MOTIVATION ON THE ACADEMIC PERFORMANCE OF STUDENTS

The impact of teacher motivation on student academic performance is deep and complex. When teachers are motivated intrinsically through active engagement, personal interest, and internal satisfaction, as well as extrinsically via rewards, promotions, and social acknowledgment, they are more likely to implement effective teaching methods, engage deeply with their students, and foster a positive learning environment. Mojavezi, & Tamiz (2022), defined motivation leads to improved student outcomes, including higher marks, better attendance, increased self-recognition, greater academic participation, and enhanced academic quality. Furthermore, administrative intervention and strong governance policies amplify this impact by providing the necessary support, resources, and professional development opportunities that sustain and enhance teacher motivation. As a result, motivated teachers are better equipped to drive significant improvements in student academic performance.

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 644 primary teachers in 116 public sector schools in the tehsil Haveli Kahuta, AJK.

SAMPLE AND SAMPLING TECHNIQUE

The sample was selected 130 teachers from public sector schools in the tehsil Haveli Kahuta. The researcher was selected samples through sample random sampling technique.

RESEARCH INSTRUMENT

The tool was designed with 45 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". For data collection of the research study a questionnaires and interview were developed. The questionnaire was developed by researcher himself by reviewing the literature and by consulting the experts of concerned field and the supervisor as well. The questionnaire was containing closed-ended items. Closed-ended questions was utilized to elicit direct and concise responses, which helps to minimize the time required for participants to provide their answers.

In addition to the questionnaire, Semi-structured interviews were conducted with 30 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.

PILOT TESTING

VALIDITY

Validity basically means "measure what is intended to be measured" (Bannigan & Watson 2019). The validity of instrument was determined by experts from the faculty of social sciences and other experts. The researcher was meet with experts and distribute the scale to establish content validity. On the basis of advice from experts, certain remarks were removed and others amended. Expert made the following recommendations: changing the wording of some of proposed statements.

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 0.995.

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 early childhood 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

This chapter focuses on data analysis. The researcher examines the data, interprets the findings, and provides a discussion, summary, conclusion, and recommendations. The data, collected through a rigorous scientific process, were analyzed using statistical software SPSS, aided by MS Excel and various scientific formulas. The analysis is primarily presented in percentages, with data organized into tables for clarity. The data were gathered from primary schools in Tehsil Haveli Kahuta, AJ&K.

Fig 1: Teachers' Motivation

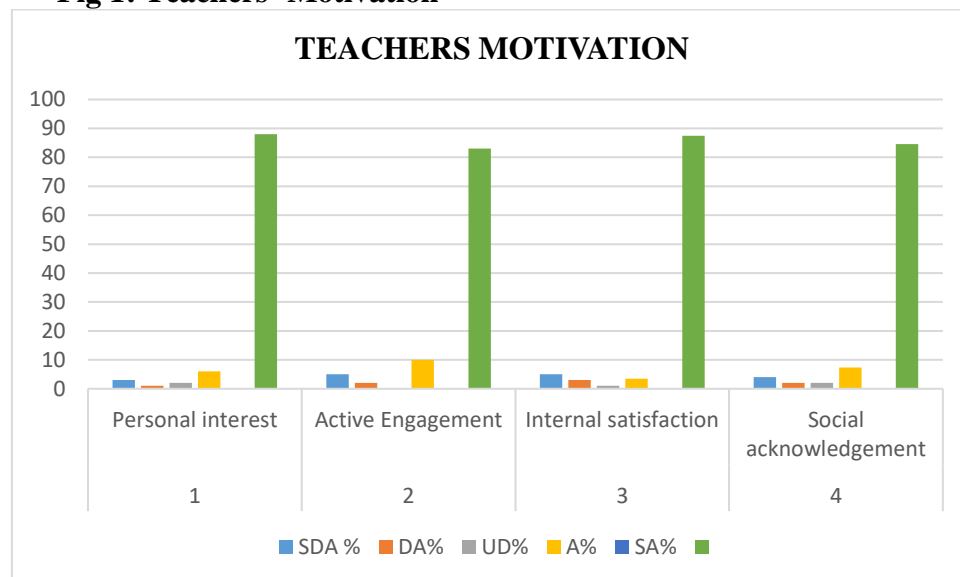
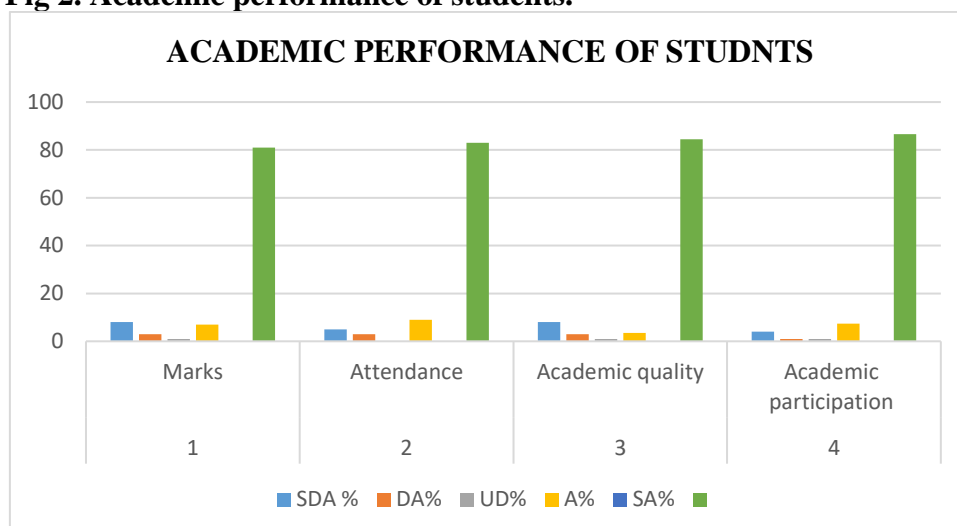


Figure 1 shows that personal interest of teachers related to teachers' motivation has great impact on teacher motivation. The majority of teachers, 88%, strongly agreed that personal interest plays a crucial role in motivating teachers. Additionally, 83% of teachers strongly agreed regarding the active engagement of teachers. Moreover, 87.5% of teachers strongly agreed about the internal satisfaction of teachers. Lastly, the majority, 84.6% of teachers, strongly agreed regarding the social acknowledgment of teachers.

Fig 2. Academic performance of students.

According to Figure 2, teachers' motivation significantly influences the academic performance of students. An overwhelming majority, 81% of teachers, strongly agreed that students' marks improved due to teachers' motivation. Similarly, 83% of teachers strongly agreed that there is a positive impact on students' attendance as a result of teachers' motivation. Additionally, 84.5% of teachers strongly agreed that students' academic quality is influenced by teachers' motivation, while 84.6% of teachers strongly agreed that students' academic participation improves due to teachers' motivation.

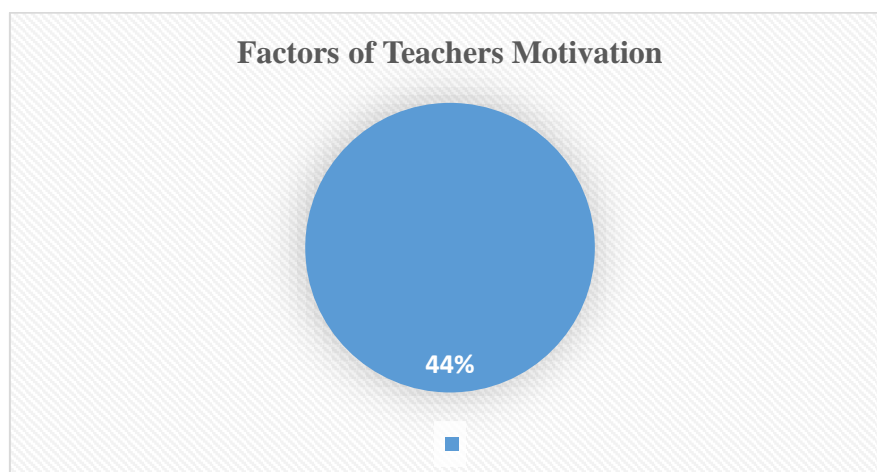
Fig 3. Factor that teachers feeling motivated or demotivated in context of school.

Figure 3 shows that majority 44% of the teachers said that students' engagement is a real factor of teacher motivation. Students' engagement important for teachers' motivation at elementary school level. Most of the teachers respond

that positive working environment is a factor that influenced teachers' motivation. Many of them respond that supportive leadership always play a very crucial rule in teachers' motivation. Few of teachers respond that professional development also a key factor of teacher's motivation.

Fig 4. Challenges faced by teachers to maintain motivation and create a positive impact on students' performance.

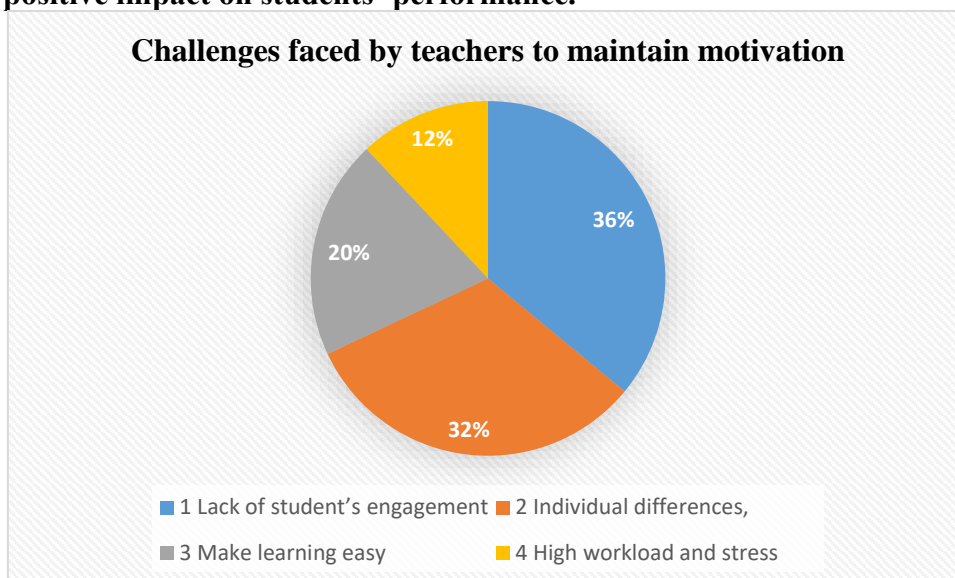


Figure 4 shows that majority 36% of respondents said that lack of students' engagement is a big challenge for teacher motivation faced at elementary school level. Most of the teacher respond that individual differences are a challenge for teachers during professional life. Many of them respond that make learning easy for students at elementary school level is a challenge for teachers. Few of them respond that teachers faced high workload and stress at school they can't maintain teachers' motivation.

Table 1. Analysis of chi-square.

Sr. No	Variables	N	Df	P	Cal X2 value	Crit X2 value	Decision
1	PI = SR	130	1	.000	843.331a	3.84	Rejected
2	IS=A	130	1	.000	804.920a	3.84	Rejected
3	AE=M	130	1	.000	751.788a	3.84	Rejected
4	R=AQ	130	1	.000	876.135a	3.84	Rejected
5	SA=AP	130	1	.000	918.431a	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 presents the chi-square statistical analysis used to test whether to reject or accept the null hypothesis. The table provides both the calculated chi-square values and the critical values. If the calculated chi-square value is lower than the critical value, we accept the null hypothesis. If it's higher, we reject the null hypothesis.

H₁: There is no significant impact of teacher's motivation on academic performance of students.

The chi-square results indicate that the comparison between the calculated chi-square value and the critical chi-square value leads to the null hypothesis being "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 academic performance of students. Rejecting the null hypothesis suggests that there is a significant relationship between these variables in the studied population.

Regression analysis

Table 2. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df 1	df 2	Sig. F Change
1	.997	.994	.994	.08240	.994	20906.593	1	128	.000

Table 2 shows that we can see that R-Square value is 0.994, meaning that the independent variable, teachers' motivation, explains 94% of the variation in the dependent variable, academic performance.

Table 4. Coefficients results

Coefficients					
Unstandardized Coefficients			Standardized Coefficients		
Model	B	Std. Error	Beta	T	Sig.
1 (Constant)	-333	.034		-9.947	.000
Teachers Motivation	1.062	.007	.997	144.591	.000

Table 4 presents the coefficient results, indicating a beta value of 0.997. This means that a one-unit change in the independent variable, teachers' motivation, will result in a 0.997-unit change in the dependent variable, students' performance.

The abovementioned table shows the model summary of the coefficient of determination is 0.994 which means that 90. % of variation in students' academic performance is due to their teachers' motivation.

FINDINGS

It was found that the majority of teachers, 88%, strongly agreed that personal interest plays a crucial role in motivating teachers. An overwhelming majority, 81% of teachers, strongly agreed that students' marks improved due to teachers' motivation. Majority 44% 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 36% of respondents said that lack of students' engagement is a big challenge for teacher motivation faced at elementary school level.

The chi-square results show that the comparison between the calculated chi-square value and the critical chi-square value leads to the null hypothesis being "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.

The regression analysis, as shown in the table, reveals an R-Square value of 0.994. This indicates that teachers' motivation, our independent variable, accounts for 94% of the changes in students' academic performance, our dependent variable. Additionally, the coefficient table shows a beta value of 0.997, suggesting that a one-unit increase in teachers' motivation results in a 0.997-unit increase in students' academic performance.

DISCUSSION

The study main goal was to investigate the impact of teachers' motivation on academic performance of students at elementary level. Teachers' motivation can have a profound impact on the academic performance of students, shaping the learning environment and influencing students' engagement and success. When teachers are motivated, enthusiastic, and dedicated, they create a positive atmosphere that can inspire and empower students. The findings of this study are aligned with the work of Bardach and Klassen (2021), which provides significant support for our results. Lee and Kim (2018) also support this research by highlighting the crucial role of teachers' motivation in influencing students' academic performance, which closely aligns with our findings. Teachers' personal interests and enthusiasm further enhance students' academic experiences, supported by Quinlan (2019) and Cavanagh (2020). Additionally, the study underscores the role of teachers' internal satisfaction as a quality benchmark for educational institutions, aligning with Arambewela & Hall (2023) and Jarjoura (2023).

Social acknowledgment and professional growth opportunities, as highlighted by Forstmeier et al. (2019) and Ellis et al. (2024), are crucial in sustaining teacher motivation, which positively impacts student grades and fosters a conducive classroom environment. This is further supported by research from Mensink & King (2020), Hattie et al. (2019), Muresherwa and Bama (2024), and Sverrisson et al. (2018). Lastly, the study finds that motivated and well-prepared teachers create creative classroom environments that enhance students' self-recognition and active participation, echoing the findings of Lewis and Minar (2022), and Hattie et al. (2019).

CONCLUSION

The following were the conclusion of the study:

The study was concluded that the impact of teachers' motivation on student' academic performance, concluding that motivated teachers play a crucial role in enhancing educational outcomes. The study concludes that teachers' personal interests and active engagement significantly enhance students' academic performance by fostering a more motivated and effective learning environment. Teachers who integrate their passions into their teaching not only maintain their motivation but also positively impact students' educational outcomes. The study also highlights the importance of teachers' internal satisfaction, which is closely tied to their effectiveness and the creation of a supportive learning environment. Social acknowledgment, rewards, and recognition are identified as crucial factors in maintaining teacher motivation and job satisfaction, leading to better academic outcomes for students. Promotions and career advancement opportunities further enhance teachers' motivation and sense of value within the educational community. Additionally, the study finds that both teacher and student motivation are essential for improving academic performance, with motivated teachers fostering higher student attendance, participation, and proactive academic behavior. Overall, teacher motivation significantly influences the academic quality and success of students, highlighting the importance for educational institutions to support and foster teacher motivation to achieve the best student outcomes.

RECOMMENDATIONS

There were following recommendations of the study

1. To enhance both intrinsic and extrinsic motivation levels, regular seminars, workshops, and conferences should be organized. Additionally, award ceremonies to honor and recognize teachers' achievements can be beneficial. Such programs would support teachers, motivated, and competent teaching workforce to improve the education system.
2. A motivated teacher is a powerful motivator for students, inspiring them towards academic excellence and various success goals. Therefore, more research should be conducted at the secondary, and

higher education levels. Such studies can lead to revolutionary changes in the education system, ultimately achieving the objective of quality education.

3. In the current era, the role of media in disseminating concepts and ideas is crucial. To raise awareness and motivate both teachers and students, private channels and the government should prioritize debates, talk shows, and other programs through media.

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