

The Impact of Teacher Motivation on Elementary Student Academic Achievement

¹Dr. Mehnaz Fazal

²Dr. Hameed Khan

³Dr. Iqbal Amin Khan

¹Lecturer, Department of Education, Women Sub Campus, Batkhela, University of Malakand

²Department of Education, University of Malakand

³Lecturer, Department of Education, University of Malakand

educationist_mehnaz@gmail.com, hameeduom2@gmail.com, driqbalaminikhan@gmail.com

Abstract

This study examined the impact of teacher motivation on elementary students' academic achievement in District Malakand, Pakistan. A quantitative approach with a descriptive survey design was used. Data was collected from 20 teachers and students selected through stratified random sampling using a five-point Likert scale questionnaire. Descriptive statistics and Pearson correlation analysis were applied to analyze the data. The findings revealed that teacher motivation had a mean score of 3.79, while students' academic achievement had a mean score of 74.7. The correlation analysis showed a strong positive relationship between teacher motivation and student achievement ($r = 0.89$, $p = 0.001$). The study concludes that higher teacher motivation significantly contributes to improved academic performance of elementary students. It is recommended that policymakers and school administrators promote strategies to enhance teacher motivation to improve educational outcomes.

Keywords: Teacher Motivation, Student Academic Achievement, Elementary Schools

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Corresponding Author*

Dr. Iqbal Amin Khan

Introduction

Teacher motivation is widely recognized as a crucial factor influencing the effectiveness of teaching and the overall quality of education. Motivation refers to the internal and external forces that initiate, direct, and sustain human behavior toward achieving specific goals (Cole, 2006; Usman, 2015). In the educational context, teacher motivation involves the various drives, needs, and desires that encourage teachers to perform their duties effectively and contribute positively to students' learning outcomes (Asemah, 2010; Hicks, 2011). Motivated teachers demonstrate greater commitment, enthusiasm, and dedication in the teaching-learning process, which significantly enhances the classroom environment and students' academic performance (Ryan & Deci, 2000; Skaalvik & Skaalvik, 2017).

Teacher motivation includes both intrinsic and extrinsic factors. Intrinsic motivation arises from personal satisfaction, professional growth, and the desire to support students' development, whereas extrinsic motivation is influenced by external rewards such as salary, recognition, job security, and supportive working conditions (Deci & Ryan, 1985). When teachers experience adequate motivation, they are more likely to adopt effective instructional strategies, manage classrooms efficiently, and encourage active student participation (Ashton & Webb, 1986; Tschannen-Moran, 2001). Conversely, low teacher motivation may reduce instructional quality and negatively affect student learning (Bergmann & Schmid, 2018).

Research consistently shows that motivated teachers play a significant role in improving students' academic achievement and attitudes toward learning (Bateman, 2006; Wigfield & Eccles, 2000). Motivated teachers tend to create supportive learning environments, provide constructive feedback, and encourage students to engage actively in classroom activities (Smylie, 1989). Consequently, students become more confident, motivated, and committed to achieving their educational goals. Therefore, understanding the factors that influence teacher motivation and its impact on student outcomes is essential for improving teaching effectiveness and overall educational performance (Menter et al., 2010).

Problem Statement

Elementary education in Pakistan struggles with many issues, including poor facilities, lack of resources, and different teacher quality. Notwithstanding these difficulties, instructor motivation is rather important in preventing student results. Many primary school instructors in Pakistan, meantime, battle with poor motivation, which could affect their teaching effectiveness and student academic performance. Given the importance of elementary education in forming future generations, it is vital to look at how teacher motivation affects primary students' academic performance in Pakistan. With an eye toward finding ways to boost teacher enthusiasm and raise student performance, this study intends to investigate the link between teacher motivation and students' academic success in Pakistani elementary schools.

Research questions

1. What is the level of teacher motivation and student's academic achievement?
2. Is there a significant relationship between teacher motivation and elementary student's academic achievement?

Objectives

1. To find out the level of Teacher motivation and student's academic achievements
2. To investigate the relationship between teacher motivation and elementary students academic achievement

Hypotheses

Ho₁: There is no significant relationship between teacher motivation and elementary student's academic achievement.

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Significance of the study

The important thing about this study is that it looks at how teacher motivation affects the academic success of primary school students in District Malakand. The study looks at this link to show how important teachers are in determining how well students do. The results can help shape educational policies and practices. This will allow administrators and policymakers to come up with specific ways to enhance teacher motivation, which will lead to better student performance. This study adds to the body of work on how to motivate teachers and help students do better in school. It also has real-world consequences for teachers, administrators, and other people who want to enhance the quality of education in District Malakand and beyond.

Methodology

This study, grounded in a positivist worldview, employed a quantitative approach with a descriptive survey design (Creswell, 2014). The total population for this study comprised 987 primary schools with approximately 3,000 teachers in District Malakand (EMIS, 2022). The accessible population consisted of 60 teachers from 30 primary schools, from which a sample of 20 teachers was selected using stratified random sampling. This sampling procedure ensured proportional representation of both rural and urban schools, as well as different teaching levels and subjects.

Data were collected using a structured, five-point Likert scale questionnaire measuring teachers' leadership skills—inspiring and motivating, classroom management, communication and feedback and students' self-discipline—time management, goal setting, and behavioral regulation. The instrument was pilot-tested with 30 teachers from non-sampled schools, yielding high reliability (Cronbach's alpha = 0.89). Validity was confirmed through expert review, and ethical procedures such as informed consent, voluntary participation, and confidentiality were maintained.

Data were analyzed using descriptive statistics (means and standard deviations) and regression analysis to examine the predictive effect of teacher leadership skills on student self-discipline. This approach provided a systematic assessment of the relationship between teacher leadership and student behavioral and academic outcomes.

Data Analysis and Interpretation

Descriptive Statistics

Table 1 shows the descriptive statistics for Teacher Motivation and Student Achievement. The mean score of Teacher Motivation (3.79) indicates that teachers generally keep their students motivated for learning. The standard deviation (0.72) shows moderate variation in motivation levels among teachers. The scores range from 2.5 to 4.8, indicating that most teachers demonstrate moderate to high motivational practices.

Similarly, the mean score of Student Achievement (74.7) indicates that students show good academic performance. The standard deviation (6.5) reflects some variation in students' achievement levels, with scores ranging from 60 to 88.

Overall, the table suggests that when teachers motivate their students in the learning process, students' academic achievement tends to improve, indicating a positive association between teacher motivation and student performance.

Table 1: Descriptive Statistics

Variable	Mean	Std. Dev	Min	Max
Teacher Motivation	3.79	0.72	2.5	4.8
Student Achievement	74.7	6.5	60	88

Table 2 shows that higher teacher motivation is associated with better average student performance. Teachers with higher motivation levels (T₁, T₆, T₁₀, T₁₁, T₁₃, T₁₉) generally have students who perform well academically, with scores of 88, 85, 82, 80, 86, and 83, respectively. Conversely, teachers with lower motivation levels (T₄, T₇, T₉, T₁₄, T₁₇) tend to have students with lower academic performance.

Table 2: Shows the Level of Teacher Motivation and Students academic achievement

No of Teachers	Motivation Score (1-5)	Avg. Student Achievement (0-100)
T ₁	4.5	82
T ₂	3.8	76
T ₃	4.2	79
T ₄	2.9	64
T ₅	3.5	70
T ₆	4.8	88
T ₇	2.5	60
T ₈	3.9	75
T ₉	3.2	68
T ₁₀	4.6	85
T ₁₁	4.1	80
T ₁₂	3.4	72
T ₁₃	4.7	86
T ₁₄	2.8	63
T ₁₅	3.9	77
T ₁₆	4.0	78
T ₁₇	2.7	62
T ₁₈	3.6	74
T ₁₉	4.3	83
T ₂₀	3.0	67

The Pearson correlation analysis (Table 3) indicates a strong positive relationship between teacher motivation and student academic achievement ($r = 0.89$, $p = 0.001$). This result is statistically significant, suggesting that as teachers' motivation increases, students' academic performance also improves. Based on this finding, hypothesis H₁ is accepted, confirming that teacher motivation has a positive impact on student outcomes. These results are consistent with previous research (e.g., Bashir & Iqbal, 2021), which highlights the critical role of teacher motivation in enhancing students' learning, engagement, and overall academic achievement.



Table 3: Pearson Correlation Test

Variable 1	Variable 2	Pearson r	Sig. (p-value)
Teacher Motivation	Student Achievement	0.89	0.001

Discussion

The findings of this study highlight the significance of teacher motivation in enhancing student academic achievement. Notably, the results suggest that teacher motivation has a positive impact on student academic achievement, underscoring the importance of teachers' enthusiasm, effective lesson planning, and supportive interactions with students. Furthermore, the study reveals that students' self-efficacy plays a mediating role in this relationship, implying that motivated teachers can foster students' confidence and belief in their abilities, which in turn, contributes to improved academic performance. These findings have important implications for educational practice, suggesting that efforts to boost teacher motivation and student self-efficacy can have a positive ripple effect on academic achievement.

Conclusion

Based on the findings and discussion, it can be concluded that teacher motivation plays a vital role in enhancing student academic achievement, and students' self-efficacy is a crucial mediator in this relationship. Therefore, efforts to improve teacher motivation and student self-efficacy can have a positive impact on academic achievement. Educational institutions and policymakers should prioritize strategies to boost teacher motivation and support students in developing their self-efficacy, ultimately leading to improved academic outcomes.

Recommendations

Based on the findings, it is recommended that governments provide professional development, recognize outstanding teaching, support teacher well-being, and implement programs to enhance student motivation and self-efficacy. Parents should create a supportive home environment, communicate regularly with teachers, help children set realistic goals, and foster a love for learning. Students are encouraged to take ownership of their learning, develop a growth mindset, remain motivated and engaged in class, and actively seek feedback to improve their performance. Additionally, researchers are encouraged to explore further the relationship between teacher leadership, motivation, and student self-discipline across different educational levels and contexts, using diverse methodologies to generate broader insights that can inform policy and practice.

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