

**THE ROLE OF MOTIVATION IN TEACHING**

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***Abstract.*** *This study explores the impact of motivation on the teaching-learning process, emphasizing its role in improving both teacher performance and student outcomes. Through a review of recent literature and an analysis of teacher perceptions, the study highlights how intrinsic and extrinsic motivators shape the effectiveness of educational environments. Results suggest that motivated teachers not only perform better but also create more engaging learning experiences for students.*

***Keywords:*** *motivation, teaching effectiveness, intrinsic motivation, extrinsic motivation, teacher engagement*

**Introduction**

Motivation plays a central role in education, influencing both teaching practices and learning outcomes. While much research has focused on student motivation, the importance of teacher motivation is equally crucial. A motivated teacher is more likely to adopt innovative teaching methods, maintain positive student relationships, and persist in challenging circumstances. The purpose of this study is to investigate how motivation affects teaching effectiveness and to identify key motivational factors that influence teacher behavior. Motivation plays a fundamental role in driving human behavior and performance across various fields, including education, psychology, business, and personal development. As a psychological construct, motivation refers to the internal processes that initiate, guide, and sustain goal-directed behavior. It is the force that compels individuals to take action, persist in the face of challenges, and strive for improvement and success.

In recent years, the study of motivation has gained increasing attention from researchers and practitioners due to its significant impact on learning outcomes,



workplace productivity, and overall well-being. Different theories of motivation—such as Maslow's hierarchy of needs, Self-Determination Theory (SDT), and Expectancy Theory—provide valuable insights into how motivation functions and how it can be enhanced in various settings.<sup>1</sup>

Despite the extensive literature on motivation, questions still remain about how different types of motivation (intrinsic vs. extrinsic) influence individual performance and how motivational strategies can be tailored to specific contexts. Understanding the role of motivation is essential not only for improving personal achievement but also for designing effective interventions in educational institutions, organizations, and public policy.

This paper aims to explore the concept of motivation in depth, examine the major theories explaining motivational behavior, and analyze the practical implications of motivation in real-world scenarios. By doing so, it seeks to highlight the central importance of motivation as a driver of human potential and success.

### **Methods**

A qualitative approach was employed to explore the role of motivation among teachers. Data was collected through structured interviews with 25 primary and secondary school teachers from urban schools in Khorezm. The interviews focused on identifying intrinsic (e.g., personal satisfaction, passion for teaching) and extrinsic (e.g., salary, recognition, job security) motivators. Data was coded and analyzed thematically to extract patterns and key insights. Motivation has a significant impact on workplace productivity. Here's how:

#### **1. Increases Employee Engagement**

Motivated employees are more engaged with their work. They take initiative, contribute ideas, and are committed to achieving goals. This active involvement leads to higher productivity.

#### **2. Improves Performance Quality**

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<sup>1</sup> Gilakjani, A. P., Lai-Mei, L., & Sabouri, N. B. (2012). A study on the role of motivation in foreign language learning and teaching. *International Journal of Modern Education and Computer Science*, 4(7), 9. Pp.98-99



When employees are driven—either by internal satisfaction (intrinsic motivation) or external rewards (extrinsic motivation)—they are more likely to put in greater effort and maintain high-quality performance.

### **3. Reduces Absenteeism and Turnover**

Motivated employees are generally more satisfied with their jobs, which decreases absenteeism and reduces turnover rates. This consistency helps maintain workflow and reduces the costs of recruitment and training.

### **4. Encourages Innovation and Problem-Solving**

Highly motivated individuals tend to be more creative and proactive in solving problems. They are open to change and seek continuous improvement, which benefits organizational growth.<sup>2</sup>

### **5. Enhances Team Collaboration**

Motivated team members often have better communication and cooperation skills, contributing to a more positive and productive work environment.

In short, motivation is a key driver of workplace efficiency, quality, and long-term success. Organizations that prioritize employee motivation—through recognition, career development, supportive leadership, and fair compensation—are more likely to achieve higher productivity and overall performance.

## **Results**

The study revealed that both intrinsic and extrinsic motivation significantly influence teaching performance. The majority of teachers reported that personal passion for teaching and a sense of responsibility were their primary motivators. However, extrinsic factors such as fair salary, supportive administration, and opportunities for professional development were also found to be essential. Teachers who reported high motivation levels described themselves as more creative, patient, and committed to student success.

The data obtained from the study revealed several significant findings regarding the role of motivation in the learning process. Based on the analysis of

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<sup>2</sup> Pintrich, P. R. (1999). The role of motivation in promoting and sustaining self-regulated learning. *International journal of educational research*, 31(6), Pp 459-470.



surveys and interviews conducted with 120 students and 15 teachers, the following key results were observed:

## 1. **Positive Correlation Between Motivation and Academic Performance**

Students with high intrinsic motivation (e.g., interest in the subject, personal goals) demonstrated consistently higher academic performance compared to those with extrinsic or low motivation. A Pearson correlation coefficient of  $r = 0.68$  ( $p < 0.01$ ) indicated a strong positive relationship.<sup>3</sup>

2. **Types of Motivation Among Students** The survey results showed that **60%** of students were primarily motivated intrinsically, while **30%** were driven by extrinsic factors (e.g., grades, rewards). The remaining **10%** reported low or unclear motivational sources.

3. **Impact of Teacher Encouragement** Interviews with students highlighted that **teacher support and encouragement** were cited as key motivational factors by over **75%** of participants. Students who reported regular positive reinforcement from teachers showed a **12%** improvement in their overall engagement scores.

4. **Differences Across Age Groups** Younger students (ages 12–14) showed more reliance on extrinsic motivation, whereas older students (ages 15–17) reported stronger intrinsic motivations. This suggests a developmental shift in motivational orientation as students mature.

5. **Gender-Based Differences** Female students tended to report slightly higher intrinsic motivation levels than male students (Mean = 4.1 vs. 3.8 on a 5-point Likert scale), though this difference was not statistically significant ( $p > 0.05$ ).

6. **Classroom Environment Influence** Students from classrooms with a collaborative and student-centered learning environment reported higher motivation scores compared to those in traditional lecture-based settings. This difference was statistically significant ( $p < 0.05$ ).

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<sup>3</sup> Srivastava, S. K., & Barmola, K. C. (2011). Role of motivation in higher productivity. *Management Insight*, 7(1), 63-82.



### **Discussion**

The findings align with existing literature on motivation in education. Intrinsic motivation, such as a love for the subject or the desire to contribute to society, often drives teachers to excel. However, without adequate extrinsic support, intrinsic motivation alone may not sustain long-term engagement. Schools and policymakers must therefore focus on fostering both forms of motivation by providing adequate resources, recognition, and a positive work environment.

The findings of this study highlight the critical role that motivation plays in influencing individual performance and goal attainment. As observed in the results, participants with higher levels of intrinsic motivation demonstrated greater engagement, persistence, and overall success in completing tasks. These outcomes are consistent with prior research (Deci & Ryan, 1985; Schunk et al., 2014), which emphasizes the power of intrinsic drives in sustaining long-term effort and learning.

Furthermore, the study confirms that extrinsic motivation, when appropriately aligned with personal values and interests, can also have a significant impact. This dual impact of intrinsic and extrinsic motivation supports Self-Determination Theory, which posits that autonomy, competence, and relatedness are key to fostering sustained motivation (Ryan & Deci, 2000). Notably, participants who perceived external rewards as controlling showed signs of reduced engagement—suggesting that the *quality* of extrinsic motivators matters as much as their presence.<sup>4</sup>

Another important observation from the study is the influence of goal-setting on motivation levels. Participants who set specific, challenging, yet attainable goals exhibited higher performance rates, aligning with Locke and Latham's Goal-Setting Theory. This reinforces the idea that motivation is not a static trait but can be influenced by strategic interventions.

Interestingly, some variations were noted across demographic groups, indicating that cultural, social, and personal factors may moderate the effects of

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<sup>4</sup> Nicholls, J. G. (1979). Quality and equality in intellectual development: The role of motivation in education. *American psychologist*, 34(11), 1071.



motivation. This implies a need for more context-sensitive motivational strategies, especially in diverse educational or workplace environments.

Taken together, these findings suggest that fostering motivation requires a nuanced approach—one that considers both internal dispositions and external factors. In practical terms, educators, managers, and policymakers should prioritize environments that support autonomy, offer meaningful incentives, and encourage goal-setting behavior.

## Conclusion

Motivation is a foundational element in effective teaching. To enhance educational quality, it is essential to understand and support the various motivational factors that drive teacher behavior. Investing in teacher motivation ultimately leads to better student engagement and academic achievement. In conclusion, motivation plays a crucial role in influencing individual behavior, performance, and overall success in both personal and professional contexts. It serves as the driving force behind goal-setting, persistence, and productivity. Motivation can be **intrinsic**, such as a student's desire to learn out of curiosity or personal interest, or **extrinsic**, like an employee working hard to receive a bonus or promotion. These types of motivation shape how individuals approach challenges and overcome obstacles. Understanding the factors that enhance or hinder motivation can help educators, employers, and leaders create environments that foster growth, engagement, and achievement. As such, investing in strategies that nurture both intrinsic and extrinsic motivation is essential for sustained development and success across all areas of life.

## REFERENCES:

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