



RESEARCH PAPER

**District Lahore's Primary School Students' Academic Performance
and Teachers' Motivation: A Comparative Analysis**

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ABSTRACT

The objective of the study was to examine the effects of teachers' motivation on students' academic performance in district Lahore's public and private primary schools in order to ascertain the impact of teachers' motivation on students' academic performance. The effectiveness of the classroom is regarded to be considerably enhanced by the teacher's motivation. Instructors must concentrate on a number of aspects of the traditional classroom. All students in primary school from district Lahore, including public and private, made up the population. It employed a multistage sampling approach. Questionnaires were used as the study's primary tool. The findings of the study shows that there was highly significant effect of teachers' motivation on students' performance and also regarding the impact of motivation on students' performance, there is a highly significant variation in teachers' responses between the public and private sectors.

Keywords

Teachers' Motivation, Students' Academic Performance, Primary Level, District Lahore

Introduction

When we talk about motivating teachers, we mean those things that get them moving. In this formal sense, the term "teacher motivation" is to be understood as a psychological notion. It is viewed as the process of coordinating pupils' ongoing behaviour and directing it in a particular direction. It is regarded as a procedure for sustaining and boosting behaviour (Bennell, & Akyeampong, 2007; Guajardo, 2011). Students benefit from teacher motivation not only in rote learning but also in focusing on particular details and comprehending the reading material through personal experiences, ideas, and reflections. Both internal and external influences can be used to inspire students to become teachers. According to Hicks (2011), an individual's personal needs, ambitions, and passions make up their internal teacher motivation. As a result, these factors affect the teacher's ideas. The requirements, goals, and ambitions that each person has impact the teacher's thinking, which in turn results in positive behaviour changes that enhance learning (Gitonga, 2012).

The effect of teachers' motivation on pupils' academic performance (achievement). It then went on to define teacher motivation as a broad phrase referring to the full class of forces begun for instructors in order to persuade them to behave in a desired academically constructive way (Nedeljković, Hadžić, & Čerović, 2012). (The level of a learner, instructor, or institution has met its educational objectives is determined by their academic performance, also known as academic

achievement, which was taken into account by this study as the school performance (Davis, Patte, Levitan, Reid, Tweed, & Curtis, 2007).

Learners are intrinsically driven because it allows them to perform their work at their best. Because internal motivation boosts pupils' ability to work hard and perform well under pressure (Buberwa, 2015). The finest person to inspire a pupil either extrinsically or intrinsically is the teacher. Sometimes a pupil's interest in a particular subject can be used to gauge their intrinsic motivation because that interest drives them to perform well. Extrinsic motivation in students is based on instructor attitude; they are motivated by rewards and consequences (Afful-Broni, 2012).

Literature Review

The concept of motivation is understood as an internal urge to direct or push a particular human activity toward a particular task. Another internal force that encourages action toward the accomplishment of a certain objective or task is motivation. A worker's willingness to put up a lot of effort in their work is motivated, and this willingness is influenced by both their personal surroundings and how effectively their employment can meet their requirements. A motivated employee was eager to put forth the effort necessary to provide their finest work toward completing their tasks.

According to Pritch and Schunk (2002), the definition of motivation is "a process by which direct target activity is initiated and sustained" or "forming a scenario or a situation of all circumstances impacting the degree of willingness to participate in an activity." According to Bozanolu (2004), the definition of motivation is "the development of the energy needed for educational labour." Motivation is "a general word that encompasses demands, wants, requirements, urges, and passions," according to Cüceloglu (2005)." The idea of motivation affects a child's purpose, persistence, and direction. A critical component of effective student performance and superior academic outcomes is motivation. Academic performance, involvement, and extra - curricular activities are all impacted by a student's motivation. The degree to which students are willing to take part in the class determines their level of enthusiasm and motivation (Ushioda, 2011).

Both extrinsic and intrinsic motivation are beneficial for student learning. Extrinsic motivation was helpful at that time because pupils don't show any interest in learning when they lack knowledge about what they do. Then, external incentive assists in igniting internal cues that foster interest in the subject of study. When a person is engaged in an activity, they get joyful and satisfied with it, and this is known as intrinsic motivation (Dornyei, 2001). Extrinsic rewards, as described by Luthan (1998), are observable benefits related to a job, such as a wage, fringe benefits, physical conditions, the volume of work, and facilities offered for carrying out the work (Ryan and Deci, 2017).

Ngirwa (2006) defined teachers' motivation as the potential of a teacher to provide high levels of effort to his or her work, which is conditioned by the effort's ability to meet demands and the teacher's personal surroundings. A driven teacher makes a conscious effort to give his or her best effort in order to complete the task at hand. In relation to this study, motivation will be understood as the internal drive or push that resulted in a certain human action or inactivity at a specific time under particular environmental circumstances (Mittag, Bieg, Hiller, Metz, & Melenk, 2009).; Fischer & Rustemeyer, 2007).

Academic achievement is the definition of academic performance, which is also occasionally used to refer to academic attainment, which is the result of schooling. Ongoing assessment is typically used to monitor academic performance (academic accomplishment), but there is no consensus on the optimal testing methods or the elements of procedural knowledge that are most crucial (Ferlazzo, 2015). Excellence in all academic fields, in class as well as in extracurricular activities, can be characterised as academic performance (academic achievement). It encompasses excellence in activities like sports, conduct, self-assurance, communication skills, timeliness, the arts, and similar things. A motivated teacher will work harder in the classroom to give their students the necessary knowledge, and the students will benefit from the instructor's good behaviour. According to Bateman (2006), teacher motivation is the factor that propels, guides, and sustains teaching assistant efforts; motives are aspirations to achieve particular goals (Stearns, 2013).

Academic performance is seen as the results of education. Students are motivated to learn by teachers. It is as a result of teachers encouraging students to participate in both group and individual classroom activities and ask questions. Each learner has a unique way of learning. Academic performance of a student is significantly influenced by the kind of tasks he completes. The teacher-student connection is changed by supportive teacher-learning situations, which foster professional socialisation and motivated knowledge acquisition (Ahmadova, 2020). The learner's perception influences learning and motivation, and he aspires to be interested in the learning process. However, it's also critical to take into account how actively they participate in their education. However, it's also critical to take into account how actively they participate in their education. Students may be driven to execute a task, but their motivation varies according to the circumstances and their abilities (Schuitema, Peetsma, & van der Veen, 2016).

If offered working incentives, a pleasant workplace, and adequate remuneration, a really good teacher will unquestionably be committed to his or her teaching obligations in order to support the essential for students to learn. This is supported by Archibong (2013), who made the case that improving the motivation of teachers through a variety of welfare programmes is one way to ensure that quality education is delivered. Quality education can also be attained through ongoing efforts by all parties involved in the education system (Thoonen, Slegers, Peetsma, & Oort, 2011).

It's crucial to remember that teachers' effectiveness won't matter unless students' performances are satisfactory or even improve. Orji (2014) asserts that, if all other factors are equal, the performance of a teacher can only be evaluated in relation to the performance of the student. There are numerous industries in Pakistan that advance via the use of motivational strategy, but the education industry is one where it is lacking. Motivation is a key component of our educational system for both students and teachers. Since instructor motivation encourages students to give a task their all, it has an overall impact on their performance and outcome. Therefore, the purpose of this study is to determine if the elementary level education system's incentive is preferred by the commercial or public sectors.

Material and Methods

This was quantitative research. All primary schools in district Lahore, including public and private, made up the population. There are 525 public primary

schools in district Lahore overall, with a total of 7,994 teachers and 39335 pupils enrolled (Sis, 2022). There are a total of 1210 private primary schools, with a total of 18150 teachers and 20735 children enrolled in them. First, the researcher divided the population into two strata using a stratified sample technique (Public & private). The researcher then used the cluster sampling method to divide the population into five clusters (Tehsils).

Table 1
Detail of population of public and private primary schools and teachers of District Lahore

Tehsils	Schools		Teachers	
	Public	Private	Public	Private
Lahore city	95	210	2255	3150
Model Town	110	289	1777	4335
Rewind	101	197	845	2955
Shalimar	112	241	1699	3615
Lahore Cantt	107	273	1118	4095
Total	525	1210	7994	18150

(School Information System Punjab, 2022)

From each cluster 5 public and 10 private schools will be selected through simple random sampling technique. This study included 375 teachers as participants. There are 75 primary schools (25 public and 50 Private schools). Using a simple random sampling method, 3 teachers from each private school and 6 teachers from every public school were chosen. The final outcome for kids of sampled teachers was their academic status.

Research Instrument

A questionnaire served as the study's main tool. The impact of teachers' motivation on students' academic achievement at the primary level were investigated using the questionnaire. Rugarabamu (2018) modified the teacher motivation survey.

Methods of Data analysis

Through the use of the statistical software for social science (SPSS), version 25, various analytical techniques were employed to assess the hypotheses and finally accomplish the research objectives. The data were analysed using independent sample t-test, spearman r, and simple linear regression analysis.

Sample description on the basis of mean and standard deviation

Table 2
Sample description on the basis of mean and standard deviation

Variables	N	Mean	Std. Deviation
Motivation	375	3.70	.538
Extrinsic motivation	375	3.70	.558
Intrinsic motivation	375	3.69	.691

The above table illustrates that overall sample description on the basis of mean and standard deviation. The variable motivation mean is 3.7 and S.D .538, extrinsic motivation mean is 3.70 and S.D .558, and intrinsic motivation mean is 3.69

and S.D .691. Overall, respondents' responses reflected toward the higher level of agreement.

Table 3
Intrinsic Motivation

Items	N	Mean	Std. Deviation
Intrinsic motivation			
Teaching is one of your goals in life.	375	3.59	1.220
You enjoy teaching as a profession.	375	3.58	1.181
Teaching gives you job satisfaction.	375	3.74	1.096
The teaching profession provides the opportunity to interact with other people.	375	3.76	1.102
I gain respect and admiration from the community via teaching.	375	3.76	1.085
The nature of teaching is challenging or helpful in to attach with their profession.	375	3.70	1.139
In this school, teaching is a highly competitive career.	375	3.66	1.060
In the field of education, I have a chance to advance my career.	375	3.73	1.127

The above table illustrates that the respondents' responses about the intrinsic motivation. According to the responses of the respondents, Teaching is one of your goals in life (M=3.59; SD=1.22), You enjoy teaching as a profession (M=3.58; SD=1.18), Teaching gives you job satisfaction (M=3.74; SD=1.09), The teaching profession provides the opportunity to interact with other people (M=3.76; SD=1.10), I gain respect and admiration from the community via teaching (M=3.76; SD=1.08), The nature of teaching is challenging or helpful in to attach with their profession (M=3.70; SD=1.13), In this school, teaching is a highly competitive career (M=3.66; SD=1.06), and In the field of education, I have a chance to advance my career (M=3.73; SD=1.12). Overall, the responses of the respondents indicated the degree of agreement.

Table 4
Extrinsic motivation

Items	N	Mean	Std. Deviation
Extrinsic motivation			
Pre-service training is important before joining a teaching profession.	375	3.78	1.132
In service, training is helpful for teachers to learn new and innovative teaching techniques for better performance.	375	3.71	1.077
School infrastructure has an effect on teacher performance.	375	3.70	1.070
Remuneration has an effect on teacher performance.	375	3.88	1.100
You are satisfied with your salary.	375	3.65	1.167
Your salary is provided on time.	375	3.44	1.273
Your salary is enough for the fulfillment of basic needs.	375	3.81	1.076
If I have a financial issue, the school may be able to pay me in advance.	375	3.75	1.067

Different allowance enhances teacher performance.	375	3.75	1.120
Your school provides free meals.	375	3.76	1.018
Your school plan any annual trip for staff.	375	3.63	1.137
Your institute organizes annual lunch or dinner for teachers.	375	3.73	1.098
Teachers who perform well are awarded motivating and appreciated awards at end of the academic year.	375	3.79	1.040
Teachers are given leave easily in case of emergency.	375	3.53	1.178
Your school gives you an opportunity as a teacher to give suggestions for the betterment of (academic performance, character building, and school infrastructure).	375	3.64	1.103

The above table illustrates that the respondents' responses about extrinsic motivation. According to the responses of the respondents, Pre-service training is important before joining a teaching profession ($M=3.78$; $SD=1.13$), In service, training is helpful for teachers to learn new and innovative teaching techniques for better performance ($M=3.71$; $SD=1.07$), School infrastructure has an effect on teacher performance ($M=3.70$; $SD=1.07$), Remuneration has an effect on teacher performance ($M=3.88$; $SD=1.10$), You are satisfied with your salary ($M=3.65$; $SD=1.16$), Your salary is provided on time ($M=3.44$; $SD=1.27$), Your salary is enough for the fulfillment of basic needs ($M=3.81$; $SD=1.07$), If I have a financial issue, the school may be able to pay me in advance ($M=3.75$; $SD=1.06$), Different allowance enhances teacher performance ($M=3.75$; $SD=1.12$), Your school provides free meals ($M=3.76$; $SD=1.01$), Your school plan any annual trip for staff ($M=3.63$; $SD=1.13$), Your institute organizes annual lunch or dinner for teachers ($M=3.73$; $SD=1.09$), Teachers who perform well are awarded motivating and appreciated awards at end of the academic year ($M=3.79$; $SD=1.04$), Teachers are given leave easily in case of emergency ($M=3.53$; $SD=1.17$), and Your school gives you an opportunity as a teacher to give suggestions for the betterment of (academic performance, character building, and school infrastructure) ($M=3.64$; $SD=1.10$). Overall, the responses of the respondents indicated the degree of agreement.

Table 5
Effect of motivation (intrinsic and extrinsic) on students' performance

	B	Std. Error	Beta	t	Sig.
	2.800	.309	.301	9.067	.000
Motivation	.282	.090		3.125	.002

a. Dependent Variable: students' performance

The above table illustrates that effect of motivation on students' performance. Significant differences existed between the groups, $t(373) = 3.125$, $p = 0.02$, at alpha level 0.05 (beta= 0.301); null hypothesis was excluded. Therefore, there was statistically significant effect of motivation on students' performance at primary level.

Table 6
Effect of intrinsic motivation on students' performance

	B	Std. Error	Beta	t	Sig.
	2.036	.381		5.339	.000
Intrinsic motivation	.471	.104	.417	4.542	.000

a. Dependent Variable: students' performance

The above table illustrates that effect of Intrinsic motivation on students' performance. Significant differences existed between the groups, $t(373) = 4.542$, $p = 0.00$, at alpha level 0.05 (beta= 0.417); null hypothesis was excluded. Therefore, there was statistically significant effect of intrinsic motivation on students' performance at primary level.

Table 7
Effect of extrinsic motivation on students' performance

	B	Std. Error	Beta	t	Sig.
	2.516	.344		7.318	.000
Extrinsic motivation	.160	.044	.345	3.634	.002

a. Dependent Variable: students' performance

The above table illustrates that effect of Extrinsic motivation on students' performance. Significant differences existed between the groups, $t(373) = 3.634$, $p = 0.02$, at alpha level 0.05 (beta= 0.345); null hypothesis was excluded. Therefore, there was statistically significant effect of Extrinsic motivation on students' performance at primary level.

Table 8
Difference between Private and Public Sector

Factor	School Sector	N	Mean	Std. Deviation	t-Value (df = 373)	p (α = 0.05)
Motivation	Public	125	3.8676	.56291	3.346	0.001
	Private	250	3.6881	.73936		

The table shows that there were substantial statistical differences between the groups when it came to how motivation affected students' performance. Teachers from private schools ($M = 3.68$, $S.D. = 0.739$) showed low levels of agreement, whereas teachers from public sector ($M = 3.86$, $S.D. = 0.562$) showed higher levels of agreement. The difference in mean scores among the groups was significant statistically at alpha level 0.05 ($t(373) = 3.346$, $p = 0.001$). As a result, there was a statistically significant distinction among teachers at public and private school in the motivation affected students' performance; therefore, the null hypothesis was rejected.

Table 9
Difference between Private and Public Sector

Factor	School Sector	N	Mean	Std. Deviation	t-Value (df = 373)	p (α = 0.05)
Intrinsic Motivation	Public	125	3.8708	.52067	4.223	0.000
	Private	250	3.6579	.70103		

The table shows that there were substantial statistical differences between the groups when it came to how intrinsic motivation affected students' performance. Teachers from private schools ($M = 3.65$, $S.D. = 0.701$) showed low levels of agreement, whereas teachers from public sector ($M = 3.87$, $S.D. = 0.520$) showed higher levels of agreement. The difference in mean scores among the groups was significant statistically at alpha level 0.05 ($(t=373) = 4.223$, $p = 0.000$). As a result, there was a statistically significant distinction among teachers at public and private school in the intrinsic motivation affected students' performance; therefore, the null hypothesis was rejected.

Table 10
Difference between Private and Public Sector

Factor	School Sector	N	Mean	Std. Deviation	t-Value (df = 373)	p ($\alpha = 0.05$)
Extrinsic Motivation	Public	125	3.8333	.67745	1.978	0.048
	Private	250	3.7033	.91508		

The table shows that there were substantial statistical differences between the groups when it came to how Extrinsic motivation affected students' performance. Teachers from private schools ($M = 3.70$, $S.D. = 0.91$) showed low levels of agreement, whereas teachers from public sector ($M = 3.83$, $S.D. = 0.677$) showed higher levels of agreement. The difference in mean scores among the groups was significant statistically at alpha level 0.05 ($(t=373) = 1.978$, $p = 0.048$). As a result, there was a statistically significant distinction among teachers at public and private school in the Extrinsic motivation affected students' performance; therefore, the null hypothesis was rejected.

Conclusion

Student motivation improves learning (Theobald, 2021). Extrinsic factors like prizes or incentives can also influence students' learning, even though intrinsic motivation to accomplish or fulfill a task may do so (Bain, Milfont, Kashima, Bilewicz, Doron, Garðarsdóttir, ... & Saviolidis, 2016). There are other considerations besides pupils' motivation levels for learning.

Intrinsic motivation is said to be more of a self-determined process where students take ownership of their individual learning and feel more in charge. A person's ability to challenge oneself, go exploring, or come across something new for the first time depends on inherent variables. By impeding the internalisation and integration of activities, extrinsic motivation might undermine the promotion of intrinsic motivation. Extrinsic motivation refers to motivation derived from rewards or other external outcomes. Extrinsic aspirations include, among other things and material rewards, wealth, celebrity, popularity, and image (Ryan and Deci 2000). Students that are merely extrinsically driven put out less effort, less value, and less interest while also sometimes blaming others, including their professors, for their academic shortcomings.

When students are striving to learn, extrinsic motivation is employed as a reinforcement drive to help them do better. Particularly with low motivated kids, extrinsic motivation might pique their attention. Extrinsic incentive also aided in the development of appropriate learning-related behaviour. With the use of this kind of

inspiration, pupils who are disinterested in the classroom can be persuaded to participate.

Students can act in ways that are extrinsically motivated with resentment, resistance, and apathy, or they can act in ways that are willing that show an internal acceptance of the importance or utility of a work. The extrinsic aim is self-endorsed and hence embraced with a sense of volition in the latter scenario; in the former – the classic example of extrinsic motivation – one feels externally driven into action. For educators who can't always rely on intrinsic drive to facilitate learning, understanding these many extrinsic motivational styles and what supports each one is crucial. Given that many of the tasks that teachers want their students to complete are not naturally exciting or delightful, actively encouraging more volitional (as opposed to passively enforcing) types of external motivation becomes a crucial tactic for effective teaching (Ryan and Deci, 2000).

Both intrinsic and extrinsic motivation had a highly substantial impact on students' performance. The motivation of the instructor directly affects the academic performance of the students since high academic performance requires strong teacher motivation, while low teacher motivation will result in low educational outcomes. Because of this, one of the key components in achieving educational objectives is teacher motivation. based on the study (Juma, 2011). Schools should pay more attention to the classroom environment and the teachers' enthusiasm for knowledge development. That is the reason why having a qualified teaching team is essential to a student's academic achievement. If teachers aren't motivated, we risk creating a climate in which we encourage subpar performance in the classroom and produce subpar results (OWAN, 2017)

Teacher motivation has a significant role in both the improvement of the educational system and the development of effective teaching and learning practises. Teachers that are enthusiastic generally inspire their students to improve their academic skills. To be happy at work, they must perform their duties with enthusiasm and interest. Understanding the factors that support teacher motivation is essential. Since these are crucial for achieving educational goals in all learning and educational institutions. To increase teachers' motivation and job satisfaction, educational institutions must ensure that the environment is favourable for them (Nyakundi, 2012). There is a link between motivation and job satisfaction. When they are motivated in their work, teachers will feel pleased with their careers.

Academic success of kids and teacher motivation It continued by defining teacher motivation as a comprehensive term that encompasses all objectives, needs, wants, and other similar motivational elements directed towards teachers in order to encourage them to act in ways that are academically effective. On the contrary, academic achievement was seen as a byproduct of education; it indicated how well a student, teacher, or institution had accomplished its educational goals. The factors that determine teacher-learner interactions for improved student academic achievement include teachers' status, class size, increasing workload, professional independence, the workplace environment, teacher training and development, teachers' compensation, and negotiations and consultations. Teacher motivation generates a desire to study among students, which is one of the ways it affects their academic performance. This is so that they can learn and exhibit themselves by responding to inquiries and engaging in activities.

Recommendations

- It is important to do qualitative study to determine how teachers' motivation affects students' performance.
- In order to understand students' perspectives on teachers' motivation, interviews with students should be done.

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