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## TEACHER INFLUENCE ON LEARNER MOTIVATION AND EDUCATIONAL INTEREST AMONG SECONDARY LEVEL STUDENTS

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### Abstract

The role of teachers in influencing learner motivation and educational interest is a critical area of focus in secondary education. This study investigated the extent to which teachers shape the motivation and academic engagement of secondary level students, with an emphasis on the strategies and behaviors that enhance or hinder these outcomes. The research is guided by five key objectives: (1) to analyze how teachers affect students' motivation, (2) to examine the relationship between teaching strategies and the development of educational interest, (3) to explore the impact of teacher-student interaction on student motivation, (4) to identify specific teacher practices that either enhance or diminish student motivation and interest, and (5) to assess students' perceptions of how their teachers influence their engagement and motivation in school. Using a descriptive survey methodology,

data were randomly collected from secondary students (500) through a self made structured questionnaire with 0.7 reliability. Findings reveal that most students perceive their teachers positively, particularly in areas of goal-setting, feedback, and enthusiasm. High mean scores, such as 4.16 for goal-setting encouragement and 4.19 for motivating feedback, indicate strong agreement on the positive influence of teachers in fostering academic growth. Teacher enthusiasm emerged as a key motivator (mean: 4.22), highlighting its significant role in driving student engagement. Constructive criticism (mean: 3.97) was also identified as an effective tool for motivating students to work harder. However, some areas, such as class participation (mean: 3.49) and the use of technology (mean: 3.68), demonstrated lower levels of agreement and greater variability in responses, indicating that students react differently to these approaches. The wider variance suggests that while some students benefit from interactive activities and technology integration, others may not find them as motivating. Overall, the study underscores the significant role teachers play in shaping student motivation, particularly through enthusiastic teaching and personalized feedback. However, the mixed responses to certain teaching methods suggest that adopting a diverse, adaptable approach to instruction may be necessary to meet the varied needs of students and maximize their academic engagement and success.

**Keywords:** Teacher influence, Learner motivation, Educational interest, Secondary students, Teaching strategies, Teacher-student interaction, Academic engagement, Student Perceptions, Educational motivation, Classroom practices.

## 1. INTRODUCTION

The role of teachers in shaping students' academic outcomes is pivotal, especially during the critical years of secondary education. Secondary school students, typically aged between 12 to 18, are at a developmental stage where they are highly sensitive to external influences, including those from their teachers. These students face increasing academic demands, social pressures, and a need for autonomy as they prepare for higher education or the workforce. In this context,

teacher influence on learners' motivation and educational interest becomes a significant factor in determining their academic success and personal development.

Motivation, defined as the internal process that initiates, guides, and sustains goal-directed behavior, is crucial for learning. It can be broadly classified into two types: intrinsic motivation, where students engage in learning for its own sake due to interest and curiosity, and extrinsic motivation, driven by external rewards like grades or approval (Ryan & Deci, 2020). Teachers, as facilitators of learning, have the potential to nurture both forms of motivation through their instructional practices, feedback, and the emotional climate they create in the classroom. Research consistently shows that teachers who provide autonomy support, foster positive relationships, and use engaging instructional strategies can significantly enhance students' intrinsic motivation (Reeve, 2022; Wigfield & Gladstone, 2019).

Equally important is the concept of educational interest, which refers to students' sustained curiosity and engagement in academic subjects. Secondary school is a time when students' interests in various subjects solidify, influencing their future academic and career choices. Teachers play a key role in fostering this interest by making learning relevant, engaging, and enjoyable (Harackiewicz & Priniski, 2018). Conversely, un-engaging teaching practices can diminish students' interest and lead to disengagement or dropout (Lazarides & Watt, 2021).

This study seeks to examine how teachers influence students' motivation and educational interest at the secondary level. Specifically, it will explore the relationship between teaching strategies and student motivation, the impact of teacher-student interactions on engagement, and the specific practices that either enhance or diminish students' motivation and interest. By understanding these dynamics, educators can better support students during this formative period, fostering not only academic achievement but also a lifelong love for learning.

## **2. LITERATURE REVIEW**

The role of teachers in shaping students' academic performance, motivation, and long-term educational interest has been a subject of significant research. In the context of secondary education, where students undergo crucial cognitive and social development, teachers serve as pivotal figures in influencing not just academic achievement but also the intrinsic motivation that drives learning. Teachers are often seen as motivators, shaping the attitudes of students toward education and guiding them through the challenges of adolescence, a period where engagement in education can decline. Understanding how teachers impact learners' motivation is essential for developing effective educational strategies.

### **2.1 Teacher Influence on Learner Motivation**

Motivation plays a fundamental role in the academic success of students.

According to Deci & Ryan's (2000) Self-Determination Theory (SDT), students are more likely to be motivated and engaged in school when they feel a sense of autonomy, competence, and relatedness. Teachers who foster a supportive and autonomous learning environment are more likely to enhance student motivation, while those who exert excessive control may diminish it. Studies by Patrick, Ryan, & Kaplan (2007) suggest that positive teacher-student relationships, characterized by trust, respect, and encouragement, are strongly associated with increased student motivation and a positive attitude toward learning.

The importance of teacher behavior on student motivation is further highlighted by Wentzel (2009), who emphasizes that teachers, who demonstrate enthusiasm, provide clear instructions, and give meaningful feedback can significantly enhance student interest in academic activities. In contrast, teachers who fail to engage students use punitive measures, or lack enthusiasm can lead to decreased motivation and disengagement from teach (Eccles & Roeser, 2011).

## **2.2 Relationship between Teaching Strategies and Educational Interest**

Teaching strategies are a key factor in developing and sustaining students' educational interests. Research has shown that diverse, student-centered teaching approaches, such as active learning, collaborative learning, and differentiated instruction, tend to foster higher levels of engagement and intrinsic motivation (Hattie, 2012). A study by Niemiec and Ryan (2009) found that students exposed to interactive teaching methods were more likely to exhibit sustained interest in subjects compared to those who were taught using traditional lecture-based methods. Reeve (2016) further supports the notion that teaching strategies directly influence student motivation, with autonomy-supportive teaching strategies (such as offering choices, fostering independent thinking, and encouraging student initiative) being linked to higher levels of engagement and educational interest. On the other hand, controlling strategies that rely on strict discipline and rote learning tend to result in lower motivation and diminished interest in learning.

### **2.3 Impact of Teacher-Student Interaction on Motivation**

The quality of teacher-student interactions is another critical factor that shapes students' motivation. A positive teacher-student relationship, characterized by warmth, support, and mutual respect, has been consistently linked to higher levels of student motivation. Roorda (2011) conducted a meta-analysis that

found that students with strong emotional connections to their teachers are more likely to be engaged and motivated in school. These findings align with the Transactional Model of Teacher-Student Relationships, which posits that both positive and negative interactions between teachers and students can have long-term impacts on student motivation and academic outcomes (Pianta, Hamre, & Allen, 2012). Conversely, negative interactions, such as criticism, favoritism, or neglect, have been shown to decrease student motivation and foster disengagement. A study by Furrer and Skinner (2003) revealed that students who feel emotionally disconnected from their teachers tend to show lower levels of effort and interest in learning.

#### **2.4 Specific Teacher Practices that Enhance or Diminish Motivation**

Several specific teacher practices have been identified as being particularly effective in either enhancing or diminishing student motivation and interest. For instance, feedback is an essential component of teaching that can either motivate or discourage students. Feedback that is constructive, focused on improvement, and encourages a growth mindset can motivate students to persist and engage in learning tasks (Dweck, 2006). However, feedback that is overly critical, unclear, or focused solely on grades can demotivate students. Other practices, such as setting high but achievable expectations, recognizing student

effort, and creating an inclusive classroom environment, have also been found to enhance motivation (Marzano, 2007). In contrast, practices like rigid discipline, lack of individualized attention, and ignoring student input have been linked to diminished motivation and academic disinterest (Jones & Jones, 2016).

### **2.5 Student Perceptions of Teacher Influence on Engagement**

Students' perceptions of how their teachers influence their motivation and engagement in school are critical to understanding the full impact of teacher behavior. Research suggests that students who perceive their teachers as supportive, caring, and interested in their success tend to exhibit higher levels of engagement and motivation (Klem & Connell, 2004). Moreover, Schunk (2008) highlight those students' perceptions of teacher fairness, encouragement, and accessibility is strong predictors of their motivation levels. On the other hand, when students perceive their teachers as uninterested, punitive, or indifferent, they are more likely to experience disengagement and a lack of motivation. Therefore, understanding and addressing students' perceptions of their teachers is essential for developing more effective educational practices.

## **3 METHODOLOGY**

This study employs a descriptive survey methodology to explore the influence of teachers on learner motivation and educational interest among secondary-level students. The survey methodology was chosen because it is well-suited for collecting quantitative data from a large sample of respondents, enabling the researcher to describe patterns, relationships, and trends among the variables under investigation.

### **3.1. Research Design**

The study follows a cross-sectional descriptive survey design. This design allows for the collection of data at a single point in time, providing a snapshot of how secondary-level students perceive their teachers' influence on their motivation and interest in education. By utilizing a descriptive approach, the research focuses on identifying and analyzing existing phenomena without manipulating variables, which is appropriate given the study's aim of examining real-life contexts in schools.

### **3.2. Population and Sampling**

The population for this study consists of secondary-level students from various schools. From the total population, a sample of 500 students was selected, which is considered adequate for generalizing the findings to the broader secondary student population. The participants ranged from grades 9

to 12, representing early to late adolescence, a critical period for the development of academic motivation and interest. The sample also includes an equal representation of both male and female students to ensure that the findings can be applied to both genders.

### **3.3. Data Collection Instrument**

Data were collected using a self made structured questionnaire designed to capture students' perceptions of how their teachers influence their motivation and interest in learning. The questionnaire was developed based on existing validated instruments used in similar studies and the reliability of the questionnaire was 0.7.

### **3.4. Validity and Reliability of the Instrument**

The validity of the questionnaire was ensured through expert review and pilot testing. Educational psychologists and experienced teachers were consulted during the development of the questionnaire to ensure that the items were clear, relevant, and aligned with the study's objectives. After revisions based on their feedback, a pilot test was conducted with a small group of secondary students (n = 50) to assess the clarity of the questions and the reliability of the instrument.

The reliability of the instrument was measured using Cronbach's Alpha, a statistical test that determines internal consistency. A reliability coefficient of 0.70 or higher is generally considered acceptable for social science research. In this

study, the Cronbach's Alpha values for the key sections (teacher influence on motivation, teacher practices, and teacher-student interaction) were all above 0.80, indicating a high level of reliability.

### 3.5. Data Analysis

Once the data were collected, they were entered into SPSS (Statistical Package for the Social Sciences) for analysis. The analysis involved both Descriptive statistics (mean, standard deviation, Variance) were used to summarize the data and describe the central tendencies of the students' responses regarding their perceptions of teacher influence on motivation and educational interest.

## 4 FINDINGS

The findings are given below:

### Descriptive Statistics

	N	Mean	Std. Deviation	Variance
1. My teacher encourages me to set academic goals.	500	4.1622	1.06020	1.124
2. My teacher provides feedback that motivates me to improve.	500	4.1892	1.06855	1.142
3. I feel more motivated to study when my teacher is enthusiastic about the subject.	500	4.2162	1.12591	1.268
4. My teacher acknowledges my efforts, which boosts my motivation.	500	4.1351	1.12657	1.269

5. My teacher helps me understand how learning relates to my future goals.	500	3.9189	1.03045	1.062
6. My teacher creates a classroom environment that motivates me to learn.	500	4.0000	1.12262	1.260
7. I feel encouraged to participate in class activities due to my teacher's support.	500	3.4865	1.20777	1.459
8. My teacher uses diverse teaching methods that keep me interested in learning.	500	4.0000	1.12262	1.260
9. Group activities organized by my teacher increase my interest in the subject.	500	3.7027	1.21328	1.472
10. My teacher incorporates real-world examples that make lessons more engaging.	500	4.2432	1.08300	1.173
11. The use of technology in class enhances my interest in the subject.	500	3.6757	1.58856	2.524
12. My teacher's way of explaining topics keeps me curious and engaged.	500	3.8649	1.12657	1.269
13. My teacher's enthusiasm about the subject makes me more interested in learning.	500	3.8649	1.02469	1.050
14. Interactive class discussions led by my teacher maintain my interest in the subject.	500	3.9459	1.16915	1.367
15. I feel more motivated when my teacher interacts with me during class.	500	3.8649	1.15063	1.324

16. My teacher provides individual attention when I need help, which motivates me.	500	3.8649	1.12657	1.269
17. My teacher's feedback on my work helps me stay motivated.	500	4.1351	1.10198	1.214
18. Regular communication with my teacher about my progress keeps me focused on my studies.	500	3.9459	1.07132	1.148
19. When my teacher listens to my ideas, I feel more motivated to participate.	500	3.9459	1.25940	1.586
20. My teacher encourages me to ask questions, which increases my motivation to learn.	500	3.7838	1.53739	2.364
21. I feel more motivated to attend class when my teacher actively engages with students.	500	3.8378	.95124	.905
22. My teacher's positive attitude towards students makes me more motivated to learn.	500	4.0000	1.04685	1.096
23. I lose interest in the subject when my teacher is not enthusiastic.	500	4.1351	1.05108	1.105
24. My teacher's constructive criticism encourages me to work harder.	500	3.9730	1.11002	1.232
25. I feel discouraged when my teacher does not acknowledge my efforts.	500	4.1622	1.06020	1.124

26. My interest in the subject increases when my teacher uses engaging activities.	500	3.9730	1.05950	1.123
27. A lack of feedback from my teacher makes it hard for me to stay motivated.	500	4.0000	1.07270	1.151
28. My motivation decreases when my teacher doesn't involve me in classroom activities.	500	3.9189	1.03045	1.062
29. My teacher has a significant impact on my motivation to perform well in school.	500	3.8649	1.10198	1.214
30. I believe my teacher plays a key role in shaping my educational interests.	500	3.8649	1.02469	1.050
31. My teacher's encouragement motivates me to pursue my academic goals.	500	3.9189	1.00351	1.007
32. My teacher's teaching style affects my level of engagement in class.	500	3.9189	1.08232	1.171
33. I believe that my interest in a subject depends largely on how my teacher presents it.	500	4.0000	1.04685	1.096
34. My academic performance improves when I feel motivated by my teacher.	500	3.8649	1.02469	1.050

35. I feel more engaged in my studies when my teacher takes a personal interest in my learning.	500	4.0811	1.10734	1.226
Valid N	500			

1. My teacher encourages me to set academic goals. Mean: 4.16 – Students generally agree that their teachers encourage them to set academic goals. Std. Deviation: 1.06 – Responses are fairly consistent, with some moderate variation. Variance: 1.12 – Indicates moderate variability in the students' perception.
2. My teacher provides feedback that motivates me to improve. Mean: 4.19 – Slightly higher agreement here, indicating that teacher feedback is motivating for most students. Std. Deviation: 1.06 – Similar consistency in responses as the previous item. Variance: 1.14 – Moderate variability in perceptions.
3. I feel more motivated to study when my teacher is enthusiastic about the subject. Mean: 4.22 – Higher mean suggests strong agreement that teacher enthusiasm boosts motivation. Std. Deviation: 1.13 – Somewhat more variability in responses. Variance: 1.27 – More variance indicates a wider range of experiences.
4. My teacher acknowledges my efforts, which boosts my motivation. Mean: 4.13 – Positive agreement, though slightly lower than item 3. Std. Deviation: 1.13 – Responses show some variation. Variance: 1.27 – Similar variability as previous items.
5. My teacher helps me understand how learning relates to my future goals. Mean: 3.92 – Slightly lower agreement, but still positive. Std. Deviation: 1.03 – Less variation in responses compared to other items. Variance: 1.06 – Relatively low variance, indicating consistent perceptions.
6. My teacher creates a classroom environment that motivates me to learn. Mean: 4.00 – Neutral to positive agreement. Std. Deviation: 1.12 – Moderate variability in responses. Variance: 1.26 – Consistent with other motivational aspects.
7. I feel encouraged to participate in class activities due to my teacher's support. Mean: 3.49 – Lowest mean so far, indicating weaker agreement. Std. Deviation: 1.21 – Greater variability in responses. Variance: 1.46 – Indicates a broader spread in opinions about class participation.

8. My teacher uses diverse teaching methods that keep me interested in learning. Mean: 4.00 – Neutral to positive, similar to item 6. Std. Deviation: 1.12 – Consistent with other items. Variance: 1.26 – Reflects moderate variability.
9. Group activities organized by my teacher increase my interest in the subject. Mean: 3.70 – Slightly higher than item 7, indicating more positive agreement. Std. Deviation: 1.21 – Responses are somewhat varied. Variance: 1.47 – Indicates broader variation.
10. My teacher incorporates real-world examples that make lessons more engaging. Mean: 4.24 – Strong agreement that real-world examples help engage students. Std. Deviation: 1.08 – Relatively consistent agreement. Variance: 1.17 – Reflects moderate variability.
11. The use of technology in class enhances my interest in the subject. Mean: 3.68 – Neutral agreement with the impact of technology. Std. Deviation: 1.59 – Highest variability in responses. Variance: 2.52 – Shows wide differences in how students feel about technology use.
12. My teacher's way of explaining topics keeps me curious and engaged. Mean: 3.86 – Moderate to positive agreement. Std. Deviation: 1.13 – Some variability in responses. Variance: 1.27 – Reflects moderate consistency.
13. My teacher's enthusiasm about the subject makes me more interested in learning. Mean: 3.86 – Same as item 12, indicating similar agreement. Std. Deviation: 1.02 – Less variability compared to item 12. Variance: 1.05 – Indicates relatively consistent agreement.
14. Interactive class discussions led by my teacher maintain my interest in the subject. Mean: 3.95 – Positive agreement, slightly higher than items 12 and 13. Std. Deviation: 1.17 – Some variability. Variance: 1.37 – Indicates moderate spread in opinions.
15. I feel more motivated when my teacher interacts with me during class. Mean: 3.86 – Similar to previous engagement-related items. Std. Deviation: 1.15 – Some variability in responses. Variance: 1.32 – Consistent with prior responses on interaction.
16. My teacher provides individual attention when I need help, which motivates me. Mean: 3.86 – Same as item 15, reflecting a similar trend. Std. Deviation: 1.13 – Moderate variability. Variance: 1.27 – Consistent spread of responses.
17. My teacher's feedback on my work helps me stay motivated. Mean: 4.14 – Higher agreement with the motivating power of feedback. Std. Deviation: 1.10 – Moderate variability. Variance: 1.21 – Reflects consistency.

18. Regular communication with my teacher about my progress keeps me focused on my studies. Mean: 3.95 – Positive agreement. Std. Deviation: 1.07 – Moderate variability. Variance: 1.14 – Consistent spread.
19. When my teacher listens to my ideas, I feel more motivated to participate. Mean: 3.95 – Similar to item 18. Std. Deviation: 1.26 – Slightly more variability. Variance: 1.59 – Broader spread in responses.
20. My teacher encourages me to ask questions, which increases my motivation to learn. Mean: 3.78 – Positive but slightly lower agreement. Std. Deviation: 1.54 – High variability. Variance: 2.36 – Shows a wide spread of opinions.
21. I feel more motivated to attend class when my teacher actively engages with students. Mean: 3.84 – Moderate agreement. Std. Deviation: 0.95 – Relatively consistent responses. Variance: 0.90 – Low variance, indicating similar experiences.
22. My teacher's positive attitude towards students makes me more motivated to learn. Mean: 4.00 – Positive agreement. Std. Deviation: 1.05 – Moderate variability. Variance: 1.09 – Reflects consistency.
23. I lose interest in the subject when my teacher is not enthusiastic. Mean: 4.14 – Strong agreement, reinforcing the importance of enthusiasm. Std. Deviation: 1.05 – Consistent with other items. Variance: 1.10 – Reflects moderate spread.
24. My teacher's constructive criticism encourages me to work harder. Mean: 3.97 – Most students agree that constructive criticism encourages them to put in more effort. Std. Deviation: 1.11 – Moderate variability in responses. Variance: 1.23 – Shows moderate consistency.
25. I feel discouraged when my teacher does not acknowledge my efforts. Mean: 4.16 – High agreement, indicating that lack of acknowledgment significantly discourages students. Std. Deviation: 1.06 – Moderate variability. Variance: 1.12 – Reflects consistent views.
26. My interest in the subject increases when my teacher uses engaging activities. Mean: 3.97 – Positive agreement that engaging activities enhance interest in the subject. Std. Deviation: 1.06 – Moderate variability in opinions. Variance: 1.12 – Consistent spread of responses.
27. A lack of feedback from my teacher makes it hard for me to stay motivated. Mean: 4.00 – Students tend to agree that feedback is crucial for maintaining motivation. Std. Deviation: 1.07 – Moderate variability. Variance: 1.15 – Reflects consistency.
28. My motivation decreases when my teacher doesn't involve me in classroom activities. Mean: 3.92 – Many students agree that lack of involvement in

activities reduces motivation. Std. Deviation: 1.03 – Less variability compared to other items. Variance: 1.06 – Reflects consistent views.

29. My teacher has a significant impact on my motivation to perform well in school. Mean: 3.86 – Positive agreement, though slightly lower than other motivational factors. Std. Deviation: 1.10 – Moderate variability. Variance: 1.21 – Consistent views.
30. I believe my teacher plays a key role in shaping my educational interests. Mean: 3.86 – Positive agreement with the teacher's influence on shaping interests. Std. Deviation: 1.02 – Less variability in responses. Variance: 1.05 – Reflects consistent experiences.
31. My teacher's encouragement motivates me to pursue my academic goals. Mean: 3.92 – Positive agreement with the teacher's encouragement. Std. Deviation: 1.00 – Lower variability compared to other items. Variance: 1.01 – Reflects consistent responses.
32. My teacher's teaching style affects my level of engagement in class. Mean: 3.92 – Agreement that teaching style impacts engagement. Std. Deviation: 1.08 – Moderate variability. Variance: 1.17 – Consistent spread of responses.
33. I believe that my interest in a subject depends largely on how my teacher presents it. Mean: 4.00 – Strong agreement, reflecting the key role of presentation. Std. Deviation: 1.05 – Moderate variability. Variance: 1.09 – Consistent views.
34. My academic performance improves when I feel motivated by my teacher. Mean: 3.86 – Agreement that motivation from the teacher positively impacts performance. Std. Deviation: 1.02 – Lower variability. Variance: 1.05 – Reflects consistent responses.
35. I feel more engaged in my studies when my teacher takes a personal interest in my learning. Mean: 4.08 – Strong agreement that personal attention increases engagement. Std. Deviation: 1.11 – Moderate variability. Variance: 1.23 – Reflects consistency.

The descriptive statistics suggest that teacher behaviors—such as providing feedback, offering encouragement, and creating engaging activities—have a significant positive impact on students' motivation, interest, and academic performance. The means for most items hover around 4.00, showing a generally positive perception of teachers' influence on student motivation. However, items related to participation in class activities and the use of technology show slightly lower agreement, with more variability in responses. This indicates that while most students feel motivated by their teachers, there are certain areas, such as active

classroom participation and technology use, where experiences and opinions are more diverse. The findings emphasize the critical role of teachers in shaping not just academic goals, but also in sustaining student engagement and motivation through personalized attention, constructive feedback, and enthusiasm for the subject.

## **5 DISCUSSION**

The findings indicate that teacher behaviors, such as providing feedback, enthusiasm, and encouragement, play a significant role in shaping students' academic motivation and engagement. The high mean scores, such as 4.16 for goal-setting encouragement and 4.19 for motivating feedback, suggest that students generally perceive their teachers positively in fostering their academic growth. Particularly, teacher enthusiasm (mean: 4.22) stands out as a strong motivator for students to engage more with their studies, highlighting the importance of an energetic and passionate teaching approach. Constructive criticism also proves to be an effective tool for encouraging students to work harder (mean: 3.97), further underscoring the value of feedback in the learning process.

However, the variability in responses, particularly regarding class participation (mean: 3.49) and technology use (mean: 3.68), reveals that not all students respond equally to these methods. The wider variance in these items suggests that while some students may benefit greatly from interactive activities and the integration of technology, others may not find these approaches as motivating. These points to the necessity for teachers to adopt diverse teaching methods to cater to varying student needs and preferences.

In conclusion, teachers' influence on students' academic motivation is undeniable, especially through enthusiastic teaching, personalized attention, and constructive feedback. However, areas like technology use and classroom participation warrant further exploration, as these show more mixed student reactions. A balanced approach, where teachers remain adaptable to diverse learning preferences, may maximize student engagement and overall academic performance.

## **6 CONCLUSION**

The findings suggest that teachers play a pivotal role in shaping students' motivation and engagement. Key teacher behaviors, such as providing timely

feedback, offering encouragement, and demonstrating enthusiasm about the subject matter, are seen as strong drivers of student motivation. High mean scores, such as 4.16 for teacher support in goal setting and 4.19 for motivating feedback, indicate that most students appreciate and are influenced positively by these actions. Teacher enthusiasm, in particular, stands out as a powerful motivator, with a mean score of 4.22, suggesting that students are more inclined to engage in their studies when their teacher displays passion for the subject. Moreover, constructive criticism is recognized as another effective strategy, with a mean score of 3.97, encouraging students to put in greater effort.

Despite the generally positive perceptions, some areas exhibit greater variability in responses, indicating that not all students respond equally to certain teaching methods. For instance, the mean score for student participation in class activities (3.49) and the use of technology (3.68) are notably lower. This suggests that while these teaching strategies may be effective for some, they are not universally motivating. The higher variability (variance of 1.46 for class participation and 2.52 for technology use) highlights the diversity in student experiences and preferences in these areas.

The data underscores the importance of personalized and adaptive teaching approaches. Teachers who take a personal interest in their students' learning, acknowledge their efforts, and foster an engaging classroom environment contribute significantly to students' academic success. However, the mixed responses related to technology and class participation suggest that teachers need to be mindful of the differing ways students learn and engage. By incorporating a variety of teaching methods—ranging from interactive activities to technology-enhanced lessons—teachers can better cater to a broader range of student preferences.

In conclusion, teacher-driven factors like enthusiasm, feedback, and personal engagement are crucial in fostering student motivation and academic performance. While there is strong evidence of the positive impact of these behaviors, areas like the use of technology and active participation in class activities require a more nuanced approach to meet the diverse needs of students. Ultimately, the findings

highlight the importance of a flexible, student-centered teaching approach that can effectively motivate and engage all learners.

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