



The Impact of Teacher Engagement on Student Motivation: A Study in Upper-Secondary Education

Ramona-Cristina BĂLĂNESCU^{1*}, Aurel-Alberto URSACHE²

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Abstract

Motivation is an important lever in the process of individual self-regulation. The effectiveness of the teaching-learning process is closely linked to the teaching staff's motivation level. An unmotivated teacher is an ineffective teacher. Furthermore, teacher motivation translates directly into student motivation. The study aimed to investigate the influence of teacher motivation on students' motivation and, implicitly, on students' performance. By cultivating high motivation among teachers, student motivation can be positively influenced, contributing to a productive and stimulating educational environment. Thus, educational institutions should pay particular attention to the factors that influence teacher motivation, promoting their professional recognition, providing opportunities for professional development, and ensuring an optimal working environment. There is an interdependency relationship between motivation and job satisfaction. When teachers are motivated at their workplaces, they feel professional satisfaction and fulfilment.

Keywords: extrinsic motivation; intrinsic motivation; job satisfaction; professional development; reward system; students; teachers; training; workplace

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¹ Assoc. Prof. PhD, National University of Science and Technology POLITEHNICA Bucharest, Romania, E-mail: ramona.balanescu@upb.ro

² Master Student, National University of Science and Technology POLITEHNICA Bucharest, Romania, E-mail: Aurel.ursache98@gmail.com

* Corresponding author

1. Introduction

The rapid changes in the contemporary world are also leading to changes in the structure of individual motivation. Motivation is “a crucial tool in the process of self-regulation of the individual, a driving force of all mental and human development. Its impulsive nature disrupts and reorients, settles and intensifies the material of mental construction” (Zlate, 2000, p. 154). Although it is a topical issue, the motivation for a teaching career is still insufficiently addressed in the specialised literature, compared to the much more in-depth analyses related to student motivation for schoolwork and motivation for learning. Koenka (2020) believes that motivation is one of the most studied psychological constructs in educational psychology, and Urhahne & Wijnia (2023) say that motivation in education is a very active field of research, with a variety of approaches and ideas that can develop beyond basic theories.

In general, the studies described in the specialised literature address the above-mentioned topic from two perspectives: one relating to the influence of student motivation on learning outcomes (characterised as the traditional perspective on studying school motivation), and the other relating to how teacher motivation for their professional activity influences student motivation for learning. The latter aspect is the focus of this study. Pânișoară (2015, p. 113) considers that the results of various studies described in the specialised literature (Atkinson et al., 2002) are statistically relevant to the notion that *motivated teachers mean higher motivated students*. The same author, Pânișoară (2010, p. 5), emphasises the notion that *motivated teachers mean motivated students*, but also the reverse of this statement, which is considered worrying: unmotivated teachers can quite easily lead to a lack of motivation in the students they work with.

We also find the same ideas in Budurin-Furculiță, Țibuleac & Rotaru (2021), who say that “a teacher motivated for his or her work will be more efficient in organizing and carrying out teaching and learning activities and will indirectly determine an increased level of student motivation. Conversely, a teacher who feels demotivated (for example, due to unsatisfactory salary levels or lack of social recognition) will, in many situations, also demonstrate a lower level of involvement.” In order to avoid such situations, school organisations should be interested in identifying the factors influencing teachers’ motivation and job satisfaction.

Desiré & Sayed (2023) opine that employee motivation is essential for the prosperity of organizations, and in the context of a school, teacher motivation has a direct effect on student learning, as the level of teacher motivation has a direct impact on the quality of teaching. Recent research has further clarified the complex relationship between motivation and professional outcomes in teaching. Watt and Richardson (2023), for example, examined several motivational frameworks and demonstrated a direct connection between teacher motivation, instructional quality, and students’ level of engagement. Similarly, Chang and Sung (2024) explored the mediating effect of teachers’ self-efficacy on the association between work motivation and job satisfaction. Their findings indicate that teachers who are highly motivated and possess strong self-efficacy experience greater job satisfaction and are better equipped to cope with professional challenges.

In addition, motivation is closely linked to concepts such as job involvement and professional commitment. Xiong and Yuan (2024) argue that teachers who are highly engaged in their work tend to exhibit increased motivation, which fuels the energy and enthusiasm necessary to educate and inspire students effectively. Consistent with this, Dağdeviren Ertaş suggests that motivated teachers are more inclined to demonstrate vigor, dedication, and deep absorption in their professional activities—key components of a high level of job involvement. Özdemir (2024), Zhang, He, Fu (2021), and studies such as those by Bakker, Demerouti (2007), Martínez, Fuentes, and Jurado (2024) define motivation as the psychological fuel that stimulates teachers’ involvement, productivity, and emotional investment in their work. A similar idea is shared by Collie (2023), specifying that motivated teachers are more likely to engage deeply in their work, even in difficult circumstances. Also, Wang & Shakibaei (2025), reviewing these studies,

highlighted the critical importance of promoting teacher motivation as a means of improving both individual and systemic educational outcomes. They concluded that TWM (teacher work motivation) can affect teacher-related constructs such as TJE (teacher job engagement) and TJS (teacher job satisfaction).

Regarding the forms of motivation, namely the factors that influence teachers' motivation, and directly or indirectly, that of students, the specialized literature provides information such as the following: Ryan and Deci (2000), Hakanen et al. (2006), Wang (2024), Wang (2025), mention intrinsic motivation, characterized as a deep passion for teaching and a desire to help students succeed. And extrinsic factors, such as recognition or career growth opportunities, say that they can further increase engagement, especially when these align with a teacher's personal values. Sayed and McDonald (2017), Abubakar et al. (2017) say that teachers' motivation levels are influenced by several factors: working conditions, the physical and interpersonal context of the school, and various other external and extrinsic, as well as personal and intrinsic factors. Desiré and Sayed (2023) highlighted that the factors affecting teachers' motivation levels vary in different countries, but regardless of the context and country, teachers are motivated and believe in what they do; they provide quality teaching. Lai (2011) states that motivation to teach is based on a person's inclination and preference to perform a particular activity and that intrinsic motivation is increased by the level of pleasure obtained by participating in the activity, while extrinsic motivation is usually a result of rewards for performing an activity.

According to Desiré & Sayed (2023), teachers' motivational factors can be divided into three categories, as follows: First, there is altruism (teachers teach because they believe in the social value of education, to help students, to improve society, to give something back to society). Second, there is intrinsic motivation (teachers teach for the joy of teaching itself; internal or intrinsic motivational factors - a teacher's beliefs, commitment to teaching, and desire for self-efficacy - offer the greatest rewards for promoting long-term job satisfaction (Davies et al., 2015). Thirdly, there are extrinsic factors, such as job security, remuneration, and school holidays (Chigona et al., 2014), for example, whether positive or negative, that affect the quality of work that the teacher provides to the students (Dobre, 2013). The degree of recognition and support that educators receive from society and school leadership has a major impact (Deci & Ryan, 1985). It is also important to provide teachers with opportunities for advancement and professional development, Day and Gu (2010) argue, and Guskey and Yoon (2009) have emphasized the importance of continuing education and seminars to improve teachers' skills and knowledge.

Regarding student motivation, Nahid, Muzaffar, and Abbas (2023) highlight the following: Motivated teachers can create a stimulating learning environment that encourages students' enthusiasm for learning and internal motivation. Teachers' motivation levels can affect their teaching strategies and interactions with students. Teacher motivation has a great impact on the degree of student engagement in the learning process. According to research by Deci and Ryan (2000), students whose teachers support their autonomy and competence grow and acquire intrinsic motivation.

The research purpose is to investigate how teacher motivation can influence student motivation in the learning process. To fulfill this aim, the present research has set the following objectives:

O1: identifying a correlation between teacher involvement, commitment to teaching, and increasing student motivation for the learning process;

O2: determining the categories of factors that determine teachers' involvement, commitment to the educational process, as well as their professional satisfaction;

O3: elaborating ameliorative measures that would increase the involvement and motivation of teachers for the teaching process, but also increase students' motivation for the learning process.

Research hypotheses are as follows:

H1: There is a positive relationship between teaching staff motivation and student motivation. High levels of teacher motivation will lead to increased student motivation.

H2: Teacher motivation mediated by institutional support (e.g., recognition of work, working conditions) has a greater impact on student motivation than the motivation of teaching staff who do not benefit from such support.

H3: Positive and supportive relationships between teachers and school management are correlated with higher student motivation.

H4: Teachers who participate in professional development and continuous training programmes have a greater positive influence on student motivation than those who fail not attend such programmes.

2. Methodology

2.1. Participants

The sampling used was non-probabilistic, convenience sampling. Two samples were used, one of teachers and another, “somewhat mirroring” the first, of the investigated teachers’ students, in order to highlight the presence or absence of correlations between the teaching staff’s professional motivation and their students’ motivation.

The student sample consists of 71 students from four high-school classes, namely Year 9, Year 10, Year 11, and Year 12, and the teacher sample consists of 32 teachers who teach students in the four classes at a prestigious National College in Bucharest, Romania, whose name is not disclosed for confidentiality reasons. The students were distributed across grades as follows: 21.1% are in Year 9, 31.0% in Year 10, 28.2% in Year 11, and 19.7% in Year 12. This balanced distribution provides a diverse perspective on motivation throughout the different stages of the high-school education cycle. In terms of gender, 35.2% of students are male, and 64.8% are female. These data reflect a preponderance of female students in the study.

The teacher sample included 32 respondents, the majority (43.8%) of whom were aged between 45 and 54 years old, suggesting that they have accumulated a high level of professional experience as they have grown older. The 35-44 age group is also well represented (28.1%). This distribution shows a teaching team that is diverse in terms of age (25-34 age group – 15.6%, 55-64 age group – 6.3%, and the under-25 and over-65 age groups – 3.1%), but also balanced, with a predominance of teachers with teaching experience. The gender distribution for the sample of teachers is relatively balanced, with 53.1% of participants being male and 46.9% female. This suggests an equitable representation of both genders within the sample of teachers.

In terms of marital status, most teachers are married (65.6%), which may reflect stability in their personal lives. A quarter of the teachers in the sample are unmarried (25.0%), and a small percentage (9.4%) are divorced.

In terms of length of service in education, most teachers have over 20 years of experience (43.8%), indicating extensive experience and in-depth knowledge of the educational system. A significant percentage of teachers have between 16 and 20 years of experience (21.9%). Teachers with less than 5 years of length of service account for 15.6%, those with 6 to 10 years of experience account for 12.5%, and those with 11-15 years of length of service account for 6.3%. This distribution highlights the presence of both experienced teachers and those in the early stages of their careers, thus providing a balance between experience and new perspectives in education.

Referring to teaching qualifications, most teachers have Grade I (56.3%), indicating an advanced level of professional qualification. A significant number of teachers have obtained the Qualified Teacher Status (31.3%), and a smaller proportion (12.5%) have Grade II. This reflects a diversity of qualification levels among the teachers in the sample.

2.2. Research methods and instruments

The study was quantitative, using a **questionnaire-based survey** as the research method. The research used two questionnaires: one designed for students in four high school classes at the selected National College and the second, which correlated with the first, was distributed to a group of 32 teachers teaching the four classes.

The two questionnaires were designed by the authors of this paper and distributed online via Google Drive, which facilitated the management and processing of the collected information, ensuring higher accuracy in data processing. The questionnaires used in this research were designed as structured sets of questions, created to obtain the necessary data on the impact of teacher motivation on student motivation. To this end, two questionnaires were developed, the first addressed to teachers, containing 20 items, and the second, also consisting of 20 items, addressed to students. The items included in the two questionnaires are of four types: *objective items (closed items)*, in which only one answer option can be chosen from among the possible ones; *multiple-choice items*, where several options can be chosen from the list of possible answers. In this case, there are no distractors, and all options can be chosen if the subject considers them correct. *short-answer items*, where students will have to fill in the blank space with a maximum of one sentence. The questionnaires were developed and distributed via the Google Forms platform.

The teacher questionnaire included three subscales: *intrinsic motivation*, *extrinsic motivation*, and *overall satisfaction*, the latter being divided into three other subscales: *workplace satisfaction*, *reward system*, and *professional training and development* (Kumari & Kumar, 2023). The questions used the Likert scale from 1 to 5, where 1 represents “strongly disagree,” and 5 represents “strongly agree”. Internal consistency was tested for all subscales, with most obtaining alpha coefficients above 0.7, indicating good internal consistency. The subscales for intrinsic motivation and the reward system had lower, yet acceptable, consistencies (0.654 and 0.608). The total teacher motivation scale had a Cronbach’s coefficient of 0.849, suggesting good internal consistency.

The student questionnaire included five subscales: *intrinsic motivation*, *extrinsic motivation*, *school relationships*, *autonomy*, and *student skills*. When testing internal consistency, good results were obtained for most subscales (0.826 for intrinsic motivation, 0.856 for school relationships, 0.832 for student autonomy, and 0.804 for student skills). The total scale of student motivation had a Cronbach’s coefficient of 0.921, suggesting excellent internal consistency. The subscale for students’ extrinsic motivation had an alpha coefficient of 0.640, indicating moderate, yet acceptable internal consistency.

2.3. Data analysis

The data obtained from the questionnaires were processed and analysed using SPSS (Statistical Package for the Social Sciences). The predominant method used is quantitative analysis, involving the use of statistics and data analysis methods to identify patterns, trends, and correlations in numerical data. This approach provides objective and generalisable information about the frequency and distribution of responses and allows the hypotheses formulated in the research to be tested. Moreover, comparative analysis is also used, involving evaluating differences and similarities in teachers’ responses and observations based on variables such as length of service in education or teaching degree. This method provides deeper insights into the impact of teachers’ motivation on student motivation.

3. Results

The results show that the average overall motivation of teachers is 3.93, suggesting a generally high level of motivation with moderate variations (standard deviation 0.55). Intrinsic

motivation is very high, with an average of 4.56 and a standard deviation of 0.45, indicating fairly consistent responses. Extrinsic motivation has an average of 3.59 and a standard deviation of 0.81, reflecting a moderate level and greater variability. Overall, teacher satisfaction is quite good, with an average of 3.68 and a standard deviation of 0.77. Workplace satisfaction has an average of 3.81, but with significant variations (standard deviation 1.08). The reward system has an average of 3.09 and a standard deviation of 0.85, indicating a moderate level of satisfaction and considerable variations. Training and professional development have an average of 4.14 and a standard deviation of 0.96, suggesting a high level of satisfaction, but with minor variations in responses. Next, the averages of the scales in the teacher questionnaire were compared according to the age category. Younger teachers (under 25) and older teachers (over 65) tend to have higher intrinsic motivation (average 5.00), while those in the 55-64 age group reported the lowest levels of overall motivation (3.19) and overall satisfaction (2.50). These variations suggest some differences in teachers' perspectives and priorities throughout their careers. However, when the ANOVA test was applied to verify the statistical significance of these differences, insufficient evidence was found to conclude that these variations are statistically significant. This means that although differences are observed in teachers' motivation and satisfaction based on age, they are not large enough to be considered statistically significant for the investigated sample.

Next, the mean scores on the scales were compared according to the length of service in education. The results showed that teachers with over 20 years of experience had the highest levels of overall motivation (4.07) and intrinsic motivation (4.68), indicating a continued passion for teaching and learning. Those with less than 5 years of experience also reported high levels of intrinsic motivation (4.64), reflecting the enthusiasm of early career. Extrinsic motivation varied more, being lower (2.30) for teachers with 11-15 years of experience. For the other seniority groups, extrinsic motivation was, at least, 3.50. Overall satisfaction was relatively consistent, with values ranging from 3.63 to 3.92, except for teachers with 16-20 years of experience, who reported lower levels of satisfaction, at only 3.21.

The ANOVA test did not indicate statistically significant differences for any scale: overall motivation, intrinsic motivation, extrinsic motivation, and overall satisfaction. These results suggest that, although there are variations in teachers' motivation and satisfaction depending on their length of service in education, these are not large enough to be considered statistically significant for the studied sample.

The averages of the teachers' scales were also compared according to their teaching degree. The results showed that teachers with a Grade I degree had the highest levels of overall motivation (3.99) and intrinsic motivation (4.62), suggesting that an advanced level of qualification is associated with stronger motivation to teach. Teachers with Qualified Teacher Status and Grade II showed similar but slightly lower levels of motivation (3.91 and 4.55, respectively). In terms of extrinsic motivation, the differences between teaching degrees were minimal, with all categories having similar values (3.56 for those with Qualified Teacher Status, 3.50 for those with Grade II, and 3.62 for those with Grade I). Overall satisfaction was also relatively consistent across the different degrees, with minor variations (3.50 for those with Qualified Teacher Status, 3.71 for those with Teaching Grade II, and 3.78 for those with Teaching Grade I).

The ANOVA test applied to verify the significance of the differences between teaching degrees did not highlight significant results for either of the scales: overall motivation, intrinsic motivation, extrinsic motivation, and overall satisfaction. These results suggest that, although there are slight differences in motivation and satisfaction between teachers with different teaching degrees, they are not large enough to be considered statistically significant for the studied sample.

When asked, *"What factors do you consider to have the greatest influence on your professional motivation?"*, respondents chose several factors to a similar extent. Opportunities for professional development were the most frequently mentioned, with 19 responses, closely followed by professional recognition and working conditions, each with 18 responses. Salary was

chosen by 17 respondents, and relationships with colleagues and management by 16 respondents. These results suggest that all these factors are perceived as being almost equally important in influencing teachers' professional motivation.

When asked "*What methods do you use to maintain your own motivation at work?*", teachers most frequently responded that sharing experiences with colleagues (22 responses) is essential. Participation in continuous training courses was indicated by 20 respondents, reading specialised literature by 19 respondents, and setting clear professional goals by 18 respondents.

At the end of the questionnaire, teachers were asked: "What recommendations do you have for improving teacher motivation, given the impact on students?" Responses included allocating funds for certification courses, opening dialogue with school management, and constant self-assessment of teachers. The importance of involving teachers in school activities, improving salary conditions, protecting teachers through anti-bullying laws, and reducing excessive bureaucracy was also highlighted. Teachers suggested performance-based incentives, the use of attractive teaching materials, autonomy in lesson planning, and recognition of merit. Other recommendations include adapting to the current needs of the student generations, equipping schools, reintroducing the thirteenth salary, exchanging experiences, and ensuring respect from society. These proposals reflect teachers' desire to create a more motivating and effective educational environment that supports both the professional development of teachers and the success of students.

The scale average results in the student questionnaire show a generally high level of overall motivation (average 3.78) and intrinsic motivation (average 3.92). Extrinsic motivation is moderate (average 3.72), and relationships at school are good (average 3.59). Students perceive a decent degree of autonomy (mean 3.80) and feel competent in the school environment (mean 3.90). Standard deviations range from 0.61 to 0.85, indicating a relatively good consistency in responses.

A comparison of averages by gender revealed that girls scored higher than boys on all scales. In terms of overall motivation, girls have an average of 3.86 compared to 3.64 for boys. The intrinsic motivation of female students is 3.95, slightly higher than that of the boys, which is 3.86. Extrinsic motivation shows a significant difference, with girls having an average of 3.89 compared to 3.40 for boys. Relationships at school and autonomy are also higher for girls, with averages of 3.62 and 3.87 compared to 3.53 and 3.66 for boys. Perceived competence is higher for girls (3.98) compared to boys (3.75).

The interpretation of the t-test for independent samples showed that only extrinsic motivation has a statistically significant difference between genders, with $p = 0.006$, indicating that girls are significantly more extrinsically motivated than boys. For the other scales – overall motivation, intrinsic motivation, school relationships, autonomy, and competence – the t-test did not indicate statistically significant differences, suggesting that the variations observed in the means are not large enough to be considered statistically significant for the studied sample.

Comparing the averages according to the high-school year showed interesting variations between classes. Ninth-grade students had the highest averages for overall motivation (3.94), intrinsic motivation (4.09), and extrinsic motivation (3.91), suggesting increased enthusiasm at the beginning of high school. Twelfth-grade students also had high averages for overall motivation (3.90), intrinsic motivation (4.16), and extrinsic motivation (4.03), which may reflect increased motivation to complete their studies and prepare for final exams (the baccalaureate exam). Tenth and eleventh graders had lower averages overall, indicating a possible decline in motivation in the intermediate years. School relationships (average scores between 3.46 and 3.79) and autonomy (3.73-3.99) had relatively constant values across classes, and perceived competence was high in all classes, with scores between 3.77 and 3.99.

The ANOVA test applied to assess differences according to high-school year did not indicate significant differences for most scales: overall motivation, school relationships, autonomy, and student competence. However, intrinsic motivation and extrinsic motivation had p-

values close to significance ($p = 0.101$ and $p = 0.073$), suggesting that there may be notable differences that are not strong enough to be considered statistically significant in this sample. This indicates that the variations observed in means between different classes are not large enough to be considered statistically significant.

At the item “What factors do you think influence your motivation at school the most?”, most students indicated the teachers’ teaching methods, with 54 responses, highlighting the crucial importance of effective teaching strategies in maintaining student motivation. This factor was by far the most influential, highlighting how much teachers’ pedagogical approaches matter in the learning process. Other important factors, but with fewer mentions, were family support and study materials, each with 35 responses, the learning environment (34 responses), and feedback from teachers (31 responses). These results show that, although various factors contribute to student motivation, teachers’ teaching methods remain essential for academic success.

Regarding the item “What teaching methods or activities do you consider most effective in keeping you motivated and engaged in the learning process?”, the students clearly indicated lessons using interactive methods and group discussions as the most effective, with 50 responses. This result highlights the importance of interactive and collaborative activities in stimulating student motivation and engagement. Projects and practical activities were chosen by 40 respondents, highlighting the value of hands-on learning experiences. Educational games and recreational activities received 34 mentions, and the use of technology and multimedia resources was mentioned by 29 students. These data suggest that teaching methods involving interactivity, collaboration, and practical applications are the most effective in maintaining student motivation and engagement in the learning process.

Referring to the item “What suggestions do you have for improving the relationship between teachers and students to increase learning motivation?”, the students most frequently indicated encouraging open and honest communication, with 49 responses, emphasising the importance of sincere communication in the teacher-student relationship. Respecting and valuing students’ opinions was mentioned by 36 respondents, highlighting the need for teachers to appreciate and consider students’ perspectives. Regular meetings for feedback and discussion were suggested by 29 students, indicating a desire for constant feedback and frequent interaction. Organising joint extracurricular activities was mentioned by 26 respondents, reflecting a desire to strengthen relationships through activities outside of class. These results show that students consider open communication and mutual respect to be essential for improving motivation and relationships with teachers.

At the item “What recommendations do you have for your educational institution to improve student motivation and performance?”, the students suggested greater investment in technology and equipment, the organization of joint extracurricular meetings and activities, adapting the curriculum to current needs, and greater support from teachers. They emphasised the importance of a more practical and interactive learning environment, the use of technology in education, the diversification of teaching methods, and their modernisation. They also recommended more communication and openness on the part of teachers, respect for students’ opinions, closer collaboration with parents, and the elimination of unnecessary bureaucracy. Other suggestions included continuous professional development for teachers, the use of constructive feedback by teachers, and the creation of a more attractive and engaging learning environment.

A comparison of motivation scores between teachers and students shows that teachers’ overall motivation is slightly higher (average 3.93) than that of students (average 3.78), and teachers’ intrinsic motivation is significantly higher (average 4.56) than that of students (average 3.92). In terms of extrinsic motivation, students have a slightly higher average (3.72) than teachers (3.59).

The interpretation of the t-test for independent samples (Table 1) shows that the differences between teachers and students in terms of overall motivation and extrinsic motivation are not statistically significant ($p > 0.05$). However, intrinsic motivation shows a statistically significant difference ($p < 0.001$), indicating that teachers are significantly more intrinsically motivated than students. These results suggest that although overall and extrinsic motivation are similar between teachers and students, intrinsic motivation is significantly stronger among teachers.

Table 1. Comparing the motivation scale means depends on the respondent category

		Levene's test		T-test	
		F	p	t	p
Overall motivation	Equal variances	0.839	0.362	1.135	0.259
	Unequal variances			1.181	0.242
Intrinsic motivation	Equal variance	12.477	0.001*	4.356	0.000*
	Unequal variances			5.272	0.000*
Extrinsic motivation	Equal variance	0.012	0.912	-0.801	0.425
	Unequal variances			-0.766	0.447

Note. * $p < 0.05$

Teachers' intrinsic motivation is significantly higher than the students'. This shows that teachers are much more motivated by internal factors, such as personal satisfaction from teaching and contributing to students' education. This statistically significant difference suggests that teachers have a greater degree of autonomy and sense of accomplishment in their work, which may have positive implications for the quality of education they provide. For students, lower intrinsic motivation could be a signal that greater involvement in activities stimulating curiosity and enjoyment of learning is needed.

Students have slightly higher extrinsic motivation than teachers, although this difference is not statistically significant. This suggests that students are more influenced by external rewards such as grades, recognition, and social expectations. In contrast, teachers may be less oriented towards external rewards and more motivated by intrinsic factors. This may indicate a need to improve reward and recognition systems for teachers in order to balance extrinsic and intrinsic motivation.

In the context of analysing the relationship between teacher motivation and student motivation, we examined how students perceive the interaction and support provided by teachers. Most students (42.25%) agree that teachers accept their opinions, and 22.54% strongly agree. This suggests that a large proportion of students feel heard and respected in the classroom, which may contribute to increasing their intrinsic motivation. In the context of Research Objective 1, this openness of teachers to students' opinions can be an important internal motivating factor for students, correlating positively with teachers' motivation to create an inclusive educational environment.

42.25% of students agree that teachers listen to them patiently, and 25.35% strongly agree. A high level of active listening by teachers may be an indicator of a healthy teacher-student relationship that supports students' intrinsic motivation. In the context of Research Objective 1, active listening by teachers is an internal factor positively influencing student motivation.

Most students (46.48%) agree that teachers create a pleasant and harmonious atmosphere in the classroom, and 23.94% strongly agree. A positive and harmonious learning environment is crucial for maintaining student motivation. This external factor influences the motivation of both teachers, who strive to create such an environment, and students, who benefit from it.

Students generally agree (43.66%) or strongly agree (22.54%) that teachers encourage their initiatives. Encouraging initiative is essential for developing students' autonomy and intrinsic motivation. This reflects a positive internal factor in the teacher-student relationship. Intrinsically

motivated teachers are more likely to encourage student initiatives, which in turn stimulates student motivation.

The first objective of the research was as follows: *O1: Analysing the relationship between teacher motivation and student motivation*. Concerning this and hypotheses 1 and 4, we can conclude from the obtained results that both teachers and students show a generally high level of overall motivation, indicating active involvement in the activities carried out. This suggests a healthy educational environment in which both teachers and students are engaged in the teaching and learning processes.

Both groups have high intrinsic motivation, indicating that teachers and students find satisfaction and meaning in their educational activities. Teachers are passionate about teaching, and students are motivated by curiosity and personal interest. Teachers with high intrinsic motivation tend to create a positive and stimulating learning environment, which can enhance student motivation. The high level of intrinsic motivation among teachers correlates with a high level of intrinsic motivation among students, thus suggesting that teachers' passion and dedication positively influence students' attitudes toward learning.

Extrinsic motivation is at a moderate level for both groups. This shows that external rewards (such as salaries for teachers and grades for students) are important, but are not the main drivers of their motivation. Students' positive perceptions of relationships and autonomy are influenced by teachers' attitudes and behaviour. Motivated and well-trained teachers are much more capable of creating a supportive learning environment that encourages autonomy and positive relationships.

Furthermore, high satisfaction with teacher professional training is correlated with students' sense of competence, suggesting that investments in teacher professional development have a positive impact on students' academic performance and motivation.

All of this demonstrates that the first research objective was achieved and that hypotheses 1 and 4 were validated.

The second objective of the research was: *O2 - Identifying internal and external factors that influence teacher motivation*. Starting from this and hypotheses 2, 3, and 4, we conclude the following:

When asked, "What factors do you consider to have the greatest influence on your professional motivation?", respondents chose several factors to a similar extent. Opportunities for professional development were the most frequently mentioned, with 19 responses, closely followed by professional recognition and working conditions, each with 18 responses. Salary was chosen by 17 respondents, and relationships with colleagues and management by 16 respondents. These results suggest that all these factors are perceived as being almost equally important in influencing teachers' professional motivation.

The items "I enjoy acquiring new knowledge", "I feel satisfied when I take on interesting challenges", "I feel satisfied when I manage to accomplish difficult tasks", "Teaching is a fundamental part of who I am" reflect teachers' internal motivations and satisfactions, such as the desire to learn, to take on challenges, and to make a significant contribution to the education and development of students.

The items "I want to be a teacher because of the income this job provides me", "I want to be a teacher because of the social status it gives me", "I am satisfied with the leadership style and working environment in our school", "I consider the teacher promotion system in our school to be fair", "Participating in professional development courses motivates me to improve my teaching skills" highlight external aspects that influence teacher motivation, such as working conditions, the promotion system, professional recognition through salary and professional development opportunities. Thus, teacher motivation is the result of a complex combination of internal factors, such as personal satisfaction and professional fulfilment, and external factors, such as working conditions, recognition, and professional development opportunities. A thorough understanding of these factors can contribute to creating a stimulating and supportive working environment for

teachers. All of this demonstrates that the second objective of the research was achieved and hypotheses 2, 3, and 4 were validated.

The third objective of the research was as follows: O3: *Proposing strategies and interventions to improve teacher motivation and student motivation.*

At the end of the questionnaire, teachers were asked: “What recommendations do you have for improving teacher motivation, considering the impact on students?” Among the responses were: the allocation of funds for certification courses, opening dialogue with school management, and constant self-assessment of teachers. The importance of involving teachers in school activities, improving salary conditions, protecting teachers through anti-bullying laws, and reducing excessive bureaucracy was also highlighted. Teachers suggested performance-based incentives, the use of attractive teaching materials, autonomy in lesson planning, and recognition of merit. Other recommendations include adapting to the current needs of student generations, equipping schools, reintroducing the thirteenth salary, exchanging experiences, and ensuring respect from society. These proposals reflect teachers’ desire to create a more motivating and effective educational environment that supports both the professional development of teachers and the success of students.

At the end of the questionnaire distributed to students, when asked “What recommendations do you have for your educational institution to improve student motivation and performance?”, students suggested greater investment in technology and equipment, the organization of joint extracurricular meetings and activities, the adaptation of the curriculum to current needs, and greater support from teachers. They emphasised the importance of a more practical and interactive learning environment, the use of technology in education, the diversification of teaching methods, and their modernisation. They also recommended more communication and openness from teachers, respect for students’ opinions, closer collaboration with parents, and the elimination of unnecessary bureaucracy. Other suggestions included continuous teacher training, the use of constructive feedback, and the creation of a more attractive and engaging learning environment.

Implementing these strategies and interventions can significantly contribute to creating a more motivating and effective educational environment for both teachers and students. By supporting teachers in their continuous professional development, ensuring a stimulating working environment, and reducing bureaucracy, we can support their commitment and performance in the classroom. Furthermore, investing in technology, adapting the curriculum, and promoting open communication with students can improve their motivation and academic success. Thus, this research objective was also achieved.

Therefore, all of this leads us to conclude that the purpose of this study, which was to investigate how teacher motivation can influence student motivation in the learning process, was achieved.

Limitations of the Research

This investigation is limited in terms of the number of participants, which could restrict the extrapolation of the results on a larger scale. A limited number of participants cannot exhaustively reflect the diversity and factors that may influence the study to a greater or lesser extent. The characteristics of the carried out investigation, as well as the obtained results, may constitute rather a true case study, however the investigation can be continued, both in pre-university education, by increasing the number of participants in the study, by including new educational institutions, or by applying it to samples of students and university teaching staff in higher education, and by carrying out comparative analyses by category (pupils – students; pre-university teachers – higher education teachers).

Conclusions

For the investigated sample, the results indicate that teachers have significantly higher intrinsic motivation than pupils, suggesting that teachers are very dedicated and satisfied with their professional activity. This high intrinsic motivation among teachers can create a positive learning environment, indirectly influencing student motivation. Students who perceive their teachers as motivated and passionate about teaching are more likely to develop similar intrinsic motivation. Students also showed that teachers accepted their opinions, patiently listened to them, and encouraged their initiatives. These practices demonstrate a positive teacher-student relationship, which is essential for developing intrinsic motivation among students.

Factors such as professional recognition, working conditions, and opportunities for professional development are crucial for maintaining high motivation among teachers. Teachers who feel valued and recognised are more likely to be dedicated and motivated in their work. This is supported by the finding that teachers have significant intrinsic motivation. In addition, the results showed that students perceived teachers as creating a pleasant and harmonious atmosphere in the classroom, suggesting that motivated teachers are able to positively influence the learning environment.

Professional recognition, working conditions, and opportunities for professional development are significant external factors influencing teacher motivation. Educational institutions, as well as competent higher authorities, should focus on improving these factors to maintain motivated teaching staff. Teacher motivation has an indirect impact on student motivation. Motivated teachers are more likely to create a positive learning environment, support the development of student autonomy, and encourage active participation, which contributes to increased student motivation and performance. To improve teacher motivation, educational institutions should implement policies, practices, and strategies that support teacher motivation, such as merit recognition programmes (awards and distinctions), improving working conditions (by providing teachers with the necessary teaching resources and improving workspaces), involving teachers in institutional decision-making (which involves consulting teachers and providing constant feedback), and providing opportunities for continuous professional development (by allocating funds for participation in conferences, through mentoring programmes, and by assigning roles in the implementation of projects). Furthermore, promoting an open and supportive relationship between teachers and students can have a significant impact on student motivation and performance.

Implementing these proposals will have a significant positive impact on teacher motivation, thus contributing to a more productive and effective learning environment. As teachers feel more valued and supported in their professional and personal development, they are more likely to improve their teaching methods and invest more in interacting with students. A positive working environment and adequate resources reduce stress and burnout, while continuous training creates a sense of progress and professional achievement. By involving teachers in institutional decisions, they will have a stronger sense of belonging and responsibility, which can lead to innovative initiatives and improved school practices.

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