

Teacher Motivation and Learner Motivation in Sustainable Education: A Review of Intrinsic and Extrinsic Factors in Nepal

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Abstract: Teacher motivation is widely recognized as a key condition for quality instruction and sustainable education. This study examines the relationship between teacher motivation and learner motivation, focusing on intrinsic and extrinsic factors that influence classroom performance. The study is based on a review of literature and policy documents on teacher motivation in Nepal, complemented by qualitative analysis of existing empirical studies. Findings indicate that intrinsic factors such as self-realization, competence, recognition, and interpersonal relationships are stronger predictors of teacher performance than extrinsic factors such as salary and promotion. Motivated teachers are more likely to create engaging learning environments, sustain learner motivation, and support sustainable education goals. However, demotivating conditions including low pay, poor working conditions, limited professional development, and weak leadership continue to constrain teacher effectiveness in Nepal. The study argues that sustainable education requires systematic attention to both intrinsic and extrinsic motivation through supportive leadership, fair compensation, professional development, and recognition. The findings have implications for policymakers, school leaders, and teacher educators seeking to strengthen motivation for quality education.

Keywords: Extrinsic Motivation; Intrinsic Motivation; Sustainable Education; Teacher Education

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A. Introduction

Motivation is an inner drive to achieve a set goal for learning. Motivation from the inside of a learner and motivation from the outside matter a lot to achieve success in learning. Quality education in higher education is possible through motivation of learners in learning (Pandey et al., 2025). Motivation is an essential factor for the academic achievement of the students that shapes the educational environment in which effective learning takes place. According to Nuraysha et al., (2024), motivation has an impact on the results of students' learning and must be concerned to enhance student motivation. It is one of the influential factors that affect the students' learning outcomes.

The motivated students always demonstrate greater involvement, dedication, and attention in their academic performance, this ultimately helps them to achieve academic goals. Enhanced levels of motivation serve as a favorable indicator of students' accomplishments in the classroom. (Guo, W., & Zhou, W., 2021). Motivation is a psychological drive that directs individuals to achieve desired goal in a natural way (Han & Yin, 2016). The absence or minimum presence of such a driving force leads to the low performance of the learners in any institution or organization.

To my understanding, a student is one, who loves learning. He or she is consistent and persistent, dutiful and disciplined, gives time to the study, becomes an avid reader and leads to a scholarly path of a success (Pandey, 2012). Learners are those who show passion and patience for learning and they relate learning in their life. Later, they become successful learners in their life and become a noble and civilized citizen of a nation.

Motivation has been studied and explained in its psychological ground as intrinsic and extrinsic factors (Pandey et al., 2025). The distinction made for extrinsic and intrinsic motivation is also important for the study of motivational factors of teachers. "Intrinsic motivation of teachers can create a great difference in the level of education and may help in realizing the excellence" (Tripathi et al., 2018).

Motivation is the most significant psychological construct that influences the performance of everyone. It is directly associated with how an educational institution, or any other types of organization displays the expected result or outcome. The past study has also revealed that the de-motivational factors are equally responsible for the motivation or demotivation of the teachers. In this regard, Aydin (2012) states that "The results showed that the problems were related to the teaching profession, curriculum, working conditions, students and their parents, colleagues and school administrators, and physical conditions". Though his study was limited to the EFL teachers at elementary schools in Turkey, he has studied the factors of demotivation using qualitative tools such as face to face conversation, MSN chat and diary study of the participants. It gives insight to the motivating factors from different perspectives. In terms of school education, the level of motivation of a teacher and classroom performance are firmly linked together. "The quality of education is directly

connected to the quality of instruction. Teacher is instrumental for better instruction” (Tripathi, Chaturvedi, & Tripathi, 2018).

Teachers play an essential role in classroom performance, making the factors that drive them towards active classroom activities a subject of study. There are many different studies in the past which are related to teachers’ motivation and its impact on their performance (Ibrahim & Al-Taneiji, 2019; Han & Yin, 2018; Börü, 2018; Shishigu, 2015; Selemani Meke, 2013; Glass, 2011). Though the past studies have different dimensions according to their research questions, their major focus was on staff motivation. Moreover, the studies were carried out in their respective context with localized and specific features. Internal factors like success, immaterial aims and personal characteristics influenced teacher’s motivation. Moreover, the school leadership and overall environment, the learnability of students, the plan and policies of government and the colleagues also influenced teachers’ motivation as external factors (Börü, 2018).

The World Education Forum in Incheon, South Korea discussed the education related goal of SDG. The fourth goal ‘Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’ (UNESCO, 2016) consists of many different plan, policies, strategies and activities. The world community has made a strong commitment to achieve the goal up to 2030 in the conference and it is now under implementation throughout the world. As the workers at bottom ground, the role of teachers is indispensable and for the active role, motivated and committed teachers are expected. So, I would like to focus my study on motivating learners in learning.

The Incheon declaration for education has stated about the teacher motivation and its importance for the better classroom performance and delivery of the teachers. The declaration further states that the attainment of the goals “requires relevant teaching and learning methods and content that meet the needs of all learners, taught by well-qualified, trained, adequately remunerated and motivated teachers, using appropriate pedagogical approaches and supported by appropriate information and communication technology (UNESCO, 2016).” The quality of classroom performance has a strong relation with job satisfaction and motivation. It also helps to display high morality which influences effective classroom delivery. “Poor morale and weak motivation undermine teacher effectiveness. Teacher retention and absenteeism and the quality of teaching are heavily influenced by whether teachers are motivated and their level of job satisfaction” (UNESCO, 2009).

There are many different studies about the motivation of teachers and its impact in quality education (Tripathi et al., 2018; Mahajan, 2015; Selemani Meke, 2013; Yusoff, Kian, & Idris, 2013; Stirling, 2008). In his study of Malawain teachers, Meke states that the working environment, salary, promotion policy and accommodation for the teachers should be well managed for teacher motivation (Selemani Meke, 2013).

In this regard, Iliya & Ifeoma (2015) state that teacher motivation in developing countries paint a dismal picture of generally low or declining levels of motivation among formal public-school teachers. Some countries may encounter particular threats to teacher motivation. The overall achievement of each and every institution and learning achievement of students is associated with the level of motivation of teachers working there. The teacher plays the pivotal role in teaching and has the sole responsibility to implement the educational reform practices. As the teacher has universally accepted role since time immemorial in both western and oriental tradition, there is high degree of effect of teacher's motivation in classroom teaching (Khan, 2014).

Accepting the role of motivated teachers for better classroom performance, the document of Education for All expected committed and devoted teachers with high degree of professionalism with the ability to explore and use innovative technologies and methods in the classroom (MOES, 2003). Here, the innovation and ability to explore are the resultant situation that can only be increased by teacher motivation. Similarly, the motivation of the teacher is evident to influence and be influenced workability or job performance. "The intrinsic motivation of the teachers significantly affects their academic performance. Creativity is the strongest predictor of academic performance of the teachers (Tripathi et al., 2018). From this discussion, it is apparent that the degree of intrinsic motivation determines the degree of creativity and motivation of the teachers.

In this regard, Mahajan (2015) suggests that motivation is obligatory factor for excellent classroom delivery. To motivate the staffs, the leadership should be very much sensitive on the issues of money, reward, rapport and trust as well as empowerment of the staff. Both extrinsic and intrinsic motivation plays significant role for individual as well as institutional performance. As the changing context of role shifting of execution of secondary education from central educational authorities to local governments, the mechanism of teacher management and support has not been well strengthened and it might have created gap in teacher management practices of the government on the one hand and the perception and understanding of teacher of and about their roles and responsibilities at the other. I have tried to explore the perception of the enabling and impeding environment of teachers in the federalized context.

This study attempts to explore important and influential factors to motivate learners in learning. It explores how teachers are motivating their learners in learning. It further uncovers the enabling and impeding environment of teacher motivation. RQ1: What intrinsic and extrinsic factors motivate teachers in Nepal? RQ2: How does teacher motivation influence learner motivation? RQ3: What enabling and hindering conditions affect teacher motivation in sustainable education?

Motivation is a way of forming high level of curiosity and enthusiasm to reach organizational goals, and this situation is accommodated by satisfying some individual need (Islam et al., 2014). It is psychological construct and a complex

phenomenon as a response to various internal and external influences (Dornyei & Ushioda, 2011). It is obvious fact that the psychological state of human being has significant impact on motivation but it cannot be equated with all of the emotional activities. In this regard, Fanselow (2018) argues that motivation is inextricably associated to emotion and is a component of emotion. The ideas of various scholars come at common point that "Motivation refers to the way in which urges, drives, desires, aspirations, and strivings or needs influence the choice of alternatives in the behavior of human beings" (Anchor & Orji, 2009).

Extrinsic and Intrinsic Motivation

The discussion on whether the motivation comes from within or outside environment has led to the intrinsic and extrinsic motivation. The influence human beings get from the external factors as pressure, temptation, ambition and reward are different from the internal sources such as fun, pleasure and inner satisfaction. According to Ryan & Deci, (2020) extrinsic motivators are the means to an end in the sense that the motivation not for internal pleasure and contentment but for the accession of something that is valued as useful in life. Although the task the person has been involved is tough and boring, they continue because it is worthwhile and has some benefits. On the other hand, intrinsic motivation is more internal, self-inspired and autonomous. Ryan & Deci (2020) further claim that the concept of internalization and autonomy is not absolute but relative one. Even the extrinsic motivation becomes internalized at the level of self-endorsement and synthesization with the context and consistent effort.

Intrinsic motivation exhibits a wide range of creativity with self-involvement. There is not any outer criteria for assessment but satisfaction and contentment as well as spontaneity is prevailed (Malik et al., 2019). They concluded that intrinsic motivation and extrinsic rewards both are equally instrumental for creativity. Intrinsic motivation was found to be more associated with higher learning tasks whereas extrinsic reward was more inclined with higher performance skills. In school setting, intrinsic motivation has greater impact as the major activities are learning, shaping behavior and forming attitude of teachers for better performance (Pandey et al., 2025).

Intrinsic motivation occurs when individuals accomplish their work for the pleasure and satisfaction, they derive from it. Extrinsic motivation occurs when the underlying motives are more instrumental (Fernet et al., 2017).

Theories on Motivation

People eat after they get hungry. The reason behind eating food has some sort of motivation. Similarly, people choose different job because of different determining factors. The way they dedicate themselves towards the specific job is not same. Some are highly dedicated and some are doing the same job as their compulsion. The most common things they are driven is because of motivation.

The behavior exhibited by human beings is guided by different stimuli around them. Among various determiners of human behavior, motivation is the one important construct that leads to the certain behavior. "The motivations are only one class of determinants of behavior" (Maslow, 1943). Their pull or push is interfered by a multitude of other pulls and pushes, and the relative power of a particular pull/push will be amplified or mitigated by particular constellations of environmental and temporal factors (Dornyei, 2009b).

The study in the field of motivation has generated a great extent of knowledge for discussion (Islam et al., 2014; Yusoff et al., 2013; Lunenburg, 2011). Moreover, it has been easy to use the theoretical lenses of the contributor to study the related phenomena. The theories of motivation will have to include many concepts and their interrelationships. Any theory based on a single concept, whether that concept is reinforcement, self-worth, optimal motivation, or something else, will be insufficient to deal with the complexity of classroom activities. There are different theories to deal with the issues of human motivation. I would like to discuss only the theories which I have used to study and analyze my study.

Need Hierarchy Theory: Abraham Maslow

Among the theory of human motivation, the need hierarchy theory of Abraham Maslow is a popular one. According to Maslow, all the human activities are guided by human motivation to fulfill their needs. Maslow (1943) states that "[t]he integrated wholeness of the organism must be one of the foundation stone of the motivation theory" (p.2). The behavior is the output of the process of fulfilling the needs at different level. The basic needs of human are categorized as five set of goals or goal directed activities. "These are briefly physiological, safety, love, esteem, and self-actualization. In addition, we are motivated by the desire to achieve or maintain the various conditions upon which these basic satisfactions rest and by certain more intellectual desires" (Zhou & Brown, 2015).

The theory describes human activities as guided by certain level of motivation. The person who is in scarcity of basic life factors as food, shelter and clothing is never guided by the higher order need of self-esteem and self-actualization. When people can fulfill the basic level's need only then they gradually move forward to higher level of life style and for it, they want safety from job, society and state. As feeling of security is assured, only then they need love and emotional contact with others. The emotional contact is displayed as love and affection to other and from others. After they have emotional attachment with others, they want to do something that helps to earn social prestige and respect. Ultimately, they are highly motivated intrinsically and their activities are automatized for social well-being. They want higher level of satisfaction and reach at the state of self-actualization and beyond to connect higher reality (McLeod, 2025).

Dual Factor Theory: Frederick Herzberg

The factors that motivate human beings have been categorized into satisfiers and dissatisfiers by Herzberg (Gaihre et al., 2022). Developed by American psychologist Frederick Herzberg in 1959, the dual factor theory of human motivation has talked about the differing role of satisfiers (motivational factors) and dissatisfiers (hygiene factors). According to Herzberg, the hygiene factors do not motivate human beings but they can play major role to demotivate whereas motivational factors play role to motivate and achieve higher level of performance from the workers.

Being a popular theory explaining the factors of human motivation, I would like to explore the practices of teacher motivation in public school through the lens of Herzberg's dual factor theory. The behavior shown by the teachers are the reflection of their perceived environment of motivation. The teachers who are always unsatisfied about the basic working condition cannot act as a resultant actor in school. The process of maintaining of hygiene factor can reduce anxiety and dissatisfaction but this does not motivate for activities to achieve higher level of performance.

Frederick Herzberg, along with his friends published a book in 1959 entitled with 'Motivation to Work'. Describing the attitude of people towards the job they do, at the very beginning of the book they stated that "For the fortunate it (work) is the source of great satisfactions; for many others it is the cause of grief" (Herzberg, Mausner, & Snyderman, 1959, p.3). From the extensive study on attitude of workers towards the job, the identified different categories of factors like recognition, achievement, professional growth, presence or absence of benefits and facilities, feeling of responsibility and lack of it etc. Most of the factors were categorised in dichotomous way in either the presence or absence of the factors.

Motivation Sources

Different Studies have explored the influencing factors in distinct ways. Both intrinsic and extrinsic factor are found responsible for the motivation of the teachers. In his study of the motivation of EFL teachers in Turkey, Ozturk (2015) found that motivation was an internally driving factor to motivate the teachers in their teaching job. The administration of educational institution, the environment they are working and the help, support and curiosity of the students as well as their satisfaction are the factors that motivate the teachers. The study has focused more on extrinsic factors than intrinsic factors. He has suggested the better institutional environment, systematic and well-organized administrative procedure and better working environment to enhance teacher motivation.

School leadership comprises of school management committee and parent-teacher association as a formal body according to the provision of Education Act and Regulations. Leadership behavior is one of the major sources of teacher job satisfaction or dissatisfaction that leads to teacher motivation or demotivation (Fisher & Fisher, 2017).

Working environment consists of the overall environment of school related to management, mobilization and sharing of resources. This comprises collaboration, participation and facilitation in teaching. Bahtilla & Hui, (2021) concluded that the collaborative framework of school for teachers, their participation in decision making process, their level of motivation and the use of instructional materials are the significant predictor of teachers' job satisfaction. They also claimed that participation in decision making is the strong predictor among all of the predictors. Neupane (2022) concluded that "promotion, motivation, pay scale, job security, work load, pay leave, independent, supervision, flex time schedule, peer relationship, cooperation significantly influenced in the teachers' job satisfaction" (Neupane, 2022, p. 66). Similarly, the personality of teachers, collaboration and intimacy with co-workers, salary, incentives and other facilities as well as learners' achievement are found influential for teacher job satisfaction and motivation.

Motivation Policy in Education

Nepal has not much long history of teacher management as the formal education was introduced after the democratic system in 2002 BS. After the introduction of democracy, a commission was assigned role for further planning, and recommendation of overall education in Nepal. The commission known formally as Nepal National Education Plan Commission published the overall plan in 2011 BS after long and diligent effort. The recommendation of the establishment of teachers' college for short term training and academic degree for teachers for the professional development of teachers was a remarkable achievement of the commission. The report has also stressed on the role of the teachers and claimed that education cannot be much better than the teachers themselves are. It further states that "the educational environment is largely shaped by the teacher (Nepal National Education Planning Commission, 1956). The report argues that the teacher is the keystone to the success or failure of education; he creates (or fails to create) the wholesome educational environment essential to success. The report has highly emphasized the role of head teacher and other people involved in administration of school for the overall welfare of the teachers which is the key ingredient of teacher motivation. It further states that "Only happy teachers can be good teachers. Efforts should be made to help each teacher, secure satisfactory housing. Each teacher should be made to feel welcome, that he is one of villagers, that he is respected and wanted" (Nepal National Education Planning Commission, 1956).

The constitution of Nepal has assured the elimination of all forms of discrimination and fundamental human rights in its preamble section (The Constitution of Nepal, 2015). Right relating to education (article 31) has assured the provision of education to all and every child up to secondary level at free of cost (The Constitution of Nepal, 2015). Though the constitution has clear provision of 31 fundamental right of the citizen, all other rights will be actively entertained by citizen only if they are educationally empowered. Therefore, the right to education is even more fundamental for other fundamental rights. As education is a broad concept that is able to change human behavior through formal, informal and non-formal setting, the basic education

for the children has the worldwide practices of formal education. The formal schooling is directly influenced by the dedication and motivation of the teachers including other many factors like readiness and maturity of learners.

Similarly, article 51 consists of different policies of state and 51(h) clearly states that basic needs of citizen is assured by the constitution by scientific, technical, vocational, empirical, employment and people oriented education for competitive and competent as well as ethical and devoted human resources (The Constitution of Nepal, 2015). To attain the constitutional provision, the role of teachers working in the classroom where the real content delivery practices are enacted is crucial one.

School Sector Development Plan (2016-22) is a major policy document that has aimed to address the educational need of the present context after the adoption of federal government system after the proclamation of new constitution in Nepal in 2015. SSDP aims for “the development of self-sustainable, competitive, innovative and value-oriented citizens for the socioeconomic transformation of the nation” (School Sector Development Plan, 2016). The vision of SSDP is aligned with the constitutional provision of pro socialistic state mentioned in the preamble of constitution.

As SSDP (2016) clearly mentioned that the impact of teacher’s training has not been transferred to the classroom, it focuses on training of teachers of all level. Teacher’s professional development is therefore taken as one of the major components by SSDP. The issues raised by SSDP regarding teacher management and professional development mention that the concept of child-centered learning and activity-based teaching has been confined within the teachers. “There are insufficient rewards for effective teaching and in general the teaching force lacks motivation and public support (School Sector Development Plan, 2016). In this way the plan has taken teacher motivation as one of the major issues to be enhanced by the stakeholders.

SSDP has focused on motivated teachers and the innovative way they follow as well as instructional leadership for improved pedagogy which ultimately contributes to the equity, inclusion, efficiency and quality in education. SSDP is now under implementation with different initiation. Actually, SSDP’s theory of change has focused on teacher management and teacher’s professional development is one of the major issues raised by it. The training of teachers and their capacity enhancement is expected through the education training centers. One of the strategies of SSDP is to recognize the outstanding teachers through the systematic appraisal of performance and secure their career path towards higher level through promotion. For the attainment of the goal. SSDP has set target to train 51000 basic level teachers and 25000 secondary teachers (School Sector Development Plan, 2016). Moreover, it has its aim to train teachers to collect, produce and use the pedagogical content using ICT tools.

National education policy has clearly stated that among various challenges of Nepalese education system, the lack of professional capabilities, morality and motivation is the most significant challenge (Ministry of Education Science and Technology, 2019). The policy of education at national level is formulated and issued

to address the need of the federal context as the management of school education is under the jurisdiction of local government.

The policy has also mentioned as its objective, (obj. no 8.8) the enhance the capability of the human resources in education and different strategies have been determined to enhance “the professional competencies, motivation and performance of the teachers” (Ministry of Education Science and Technology, 2019). Moreover, the policy provision of teacher management, training, motivation, promotion and deployment (Ministry of Education Science and Technology, 2019). The provision of reward on the basis of performance ultimately contributes for teacher motivation.

Nepal has introduced federalized system of government since the proclamation of new constitution in 2072 BS. According to the new constitution of Nepal, the management of secondary education is under the jurisdiction of local government. The annex-8 of the constitution has scheduled the right related to local government and has clearly mentioned that right of management of secondary education in local level of government (The Constitution of Nepal, 2015).

Enabling and Hindering Environment for Motivation

A study of 760 Norwegian teachers from grade 1 to 10 concluded that teacher well-being is highly correlated with high teacher engagement in the job and low motivation to quit the job. Moreover, the time pressure, job control and work load have detrimental effect in teacher efficiency and it gradually motivates to quit the job. On the other hand, job resources and job demand in the market are two factors which are highly responsible for enabling or impeding working environment (Skaalvik & Skaalvik, 2018).

The study carried out by Sah (2016) in Bara and Parsa district of Nepal regarding the factors of teacher motivation concluded that “low salary, lack of professional exposure, lack of respect for teaching profession, inadequate teaching environment, unsupportive situation, teacher dissatisfaction and obscure situation” (p.4) are the factors that are responsible to enhance or deteriorate level of teacher motivation. Though the study was focused on language teaching, it is equally significant for teaching as well as professional capabilities of teachers. Similarly, Akyıldız & Çelik (2020) noted that teacher’s motivation is one of the responsible factors for learners’ creativity.

A study carried out in Ghana by Anhwere (2013) with 145 male and 80 female teachers revealed that teachers’ performance is impeded by poor service condition of school and lack of teacher motivation and recommended to organize in-service training and research seminars for teachers on regular basis. For better condition for teaching, the teachers are needed to be supported by various resources and effective training. Anhwere (2013) further states that “it will require the restructuring of how teachers are trained and availability of resources and some motivational packages available for them to help improve their performances” (p. 129). Regarding the barriers at work,

the perception of 724 primary and secondary teachers in Spain was studied by Betoret & Artiga (2010) and found that the pedagogical barriers can lead the situation of teacher burnout. In this regard, Dornyei & Ushioda (2011) define de-motivation as the influence of “specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action”. The term de-motivation focuses on some factors that motivates the individuals negatively and reduces or collapses motivational environment. The motivators always enable the working environment whereas the de-motivators impede it. The demotivators are hygiene factors which cannot directly enhance motivation. To increase the motivation, the role of motivational factors is crucial one. According to Sugino (2010) the behaviors related to student’s attitude and administration highly de-motivate the teachers.

B. Methods

The review of literature has guided me to step forward to select and adopt appropriate methodology for this study (Pandey, 2024). Research methodology is an approach to the problem and the way we seek to find answers (Taylor et al., 2016). It is apparent that methodology helps to carry out research in a systematic way. In other words, research methodology tries to elaborate the ‘How’ part of the research process. In research tradition, the adoption of qualitative and quantitative way of study was prevalent in the past. The new assumption that mixed method works well for detailed understanding and interpretation of cases and issues is the other ways of study having both the attributes of qualitative and quantitative methods (Creswell & Creswell, 2018). Qualitative research tries to explore the knowledge from the perspectives of the participants, the researcher is always a significant tool and is involved in the meaning making process. Therefore, how I understand, perceive and explain the object and phenomenon in this world has greater influence on my research study. My process of growing up (Willis, 2007) has shaped my understanding and interpretation.

C. Results and Discussions

Learners can be motivated or demotivated by issues and situation around them. The behavior of learners is framed by the level of motivation they own. The supportive behavior of tutor is very much important for the learners for the quality of the instruction they get. From the aforementioned literature, it was revealed that the level of success, working environment and the desire of learners to learn were the factors that motivate both learners and teachers. The intrinsic motivation affects the performance of learners and teachers. The intrinsic motivational factors are the major predictor of the academic performance of the learners (Pandey et al., 2025).

Both teachers and learners are motivated to take leadership roles. The role and behavior of school leader influences teachers’ and learners’ motivation. This indicates that the effective leadership behavior demonstrated by school leaders influences the level of motivation. Both intrinsic and extrinsic motivational factors encourage the learners and teachers to sustain themselves in teaching profession. Teachers should be respected, paid salary according to their abilities and qualification and provided

training on certain interval for their motivation to motivate learners in learning for sustainable development. Only motivated teachers can perform effective classroom performance. Real change in education comes with changes in the content that teachers teach and students learn, and in the instructional methods that teachers use.

Student's motivation is the essential element for quality teaching and learning process (Pandey et al., 2025). Five key constituents have momentous impacts on student's motivation to learn. These factors are teachers' interaction with their students, class environment and class size. Thus, a teacher must be trained, dedicated and responsive to educate their children (Whiting, et al. 2008). On the other hand, the curriculum content should be passable and relevant towards the present-day needs. But on the other hand, individual disparities among the students can influence their motivational level with respect to time management, educational background and learning proficiency etc (Dean and Dagostino, 2007). Teachers can play a vital role in increasing the motivation among the students by the subsequent techniques that encompass: (1) Usage of inventive teaching methodologies (2) Devotion of teachers towards their students (3) Creation of passionate learning environment for the classroom and (4) Promotion of practical work experience (Quinn and Eckerson, 2010; Sutherland, 2005).

The incentives given to the students are indispensable in increasing their level of motivation. Tangible and non-tangible incentives given by the teachers and parents are also worth mentioning factors that have an indispensable influence on the student's motivation level (Ali, et al. 2011). Tangible rewards include monetary rewards and certificates of academic achievement while the non-tangible rewards include acknowledgement and hard work of the students. Students are less willing to excel in the future due to lack of incentives and low motivation level of the students (Dickinson and Balleine, 2002). Students with strong positive peer relationships reported higher levels of motivation to excel academically (Wentzel, 2022).

D. Conclusion

This study concludes that teacher motivation in Nepal is a multifaceted phenomenon shaped by the dynamic interplay of intrinsic and extrinsic factors, with significant implications for learner motivation and sustainable education. Regarding RQ1, intrinsic factors including a genuine passion for teaching, a sense of professional purpose, pride in shaping future generations, and personal fulfilment derived from student success emerge as powerful and enduring drivers. Extrinsic factors, such as adequate remuneration, job security, recognition from school leadership and society, opportunities for professional development, and supportive working conditions, also play a substantial role, though their motivational impact tends to be more conditional and context-dependent. Addressing RQ2, teacher motivation directly and indirectly influences learner motivation through the quality of classroom engagement, the enthusiasm with which instruction is delivered, the nature of teacher-student relationships, and the creation of a supportive learning climate. Motivated teachers are more likely to employ engaging pedagogies, provide constructive feedback, and invest emotional energy in their students, thereby cultivating learner interest,

persistence, and academic confidence. Regarding RQ3, enabling conditions for sustainable teacher motivation include collaborative school cultures, supportive leadership, reasonable workloads, continuous professional development, and community respect, while hindering conditions encompass low pay, job insecurity, excessive administrative burdens, limited resources, and inadequate institutional support. Theoretically, this study contributes by contextualizing teacher motivation within Nepal's unique socio-cultural and educational landscape, extending motivational frameworks beyond Western contexts. Practically, it underscores that education authorities and school leaders must simultaneously address intrinsic and extrinsic motivators through fair compensation, recognition systems, professional growth pathways, and supportive working environments. Limitations include reliance on self-reported data and limited geographical scope. Future research should employ longitudinal designs, larger representative samples, and mixed-method approaches to examine how teacher motivation evolves and how interventions can sustainably enhance it, ultimately strengthening learner outcomes and educational quality in Nepal.

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F. Author Contributions

Shiv Ram Pandey contributed to the design concept and implementation of the research, analysis of the results, and writing of the final manuscript. Julie Simon Macariola were involved in planning and supervising the work, processed the data, performed the analysis, drafted the manuscript, and designed the figures. Atul Kumar developed the theory Proadhan Mahbub Ibna Seraj verified this analytical method. Syeda Tehreem Fatima investigates and supervises the findings of this study. All authors discussed the results and contributed to the final manuscript.

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H. Data availability

All data generated or analysed during this study are included in this published article.

I. Declarations

Ethics approval and consent to participate

The study was approved by the Ethics Committee of the Gramin Adarsha Multiple Campus, Kathmandu, Nepal. No participants in this study.

J. Competing Interests

The authors declare no competing interests

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