

ROLE OF TEACHER MOTIVATION IN ACHIEVING SUSTAINABILITY IN HIGHER EDUCATION

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Abstract

Teachers are those persons who shape our futures, who condition our futures. So teachers play a vital role in our societies because they are the person who shapes clay into a pot like a potter. There is something behind all these efforts, which forces the teacher to perform every task, and that is motivation. Teacher motivation plays a huge role in achieving sustainability in higher education. All the institutions are following sustainability policies to get sustainability in education. Through the motivation of a teacher, it could be easy and more effective. They motivate their students to adopt sustainable practices and values. Motivated teachers go out of the box of the syllabus and inspire the students to adopt the concept of sustainability in real-world situations. They will also research about the issues of sustainability in education and then will try to rinse them off; they will be more responsible for society in comparison to less motivated teachers. This study explores the role of teacher motivation in achieving sustainability in higher education. This study focuses on how these concepts—eco-friendly campus, research, and pedagogical innovation—play a significant role in sustainability in higher education. The aim of these findings is to spotlight the importance of the role of an effective and motivated teacher in embedding sustainability in higher education and how they are doing the conditioning of youth to face all the challenges of the real world.

Keywords: *Teacher motivation, sustainability, higher education, eco-friendly campus.*

1. ROLE OF TEACHER IN THE LIVES OF STUDENTS

Teachers play a crucial role in shaping students' intellectual, emotional, social, and moral development both inside and outside the classroom. (The Oasis, May 2025) They provide academic guidance, making learning engaging, clarifying complex ideas, and adapting methods to individual student needs. Their academic mentorship encourages curiosity, critical thinking, and independent problem-solving, laying the groundwork for lifelong learning. (City Montessori School) Teachers also model behaviors such as honesty, empathy, responsibility, and respect, instilling core values and helping students develop a strong moral compass. (Samsidh International School, April 2023)

2. TEACHER MOTIVATION AND ITS FACTOR

Teacher motivation is the drive, enthusiasm, and commitment that educators bring to their profession, influencing classroom environment and student

outcomes. It is the willingness, desire, and drive to engage in effective teaching practices, which directly influences classroom energy, student engagement, and overall educational success. Two main types of motivation affect teachers: intrinsic motivation, which is driven by the internal passion for teaching and personal fulfillment, and extrinsic motivation, which is spurred by external rewards, recognition, or incentives, such as promotions or bonuses. Highly motivated teachers inspire greater curiosity and intrinsic motivation in students. (Impact Teachers, March 2025).

3. SUSTAINABILITY IN HIGHER EDUCATION

Sustainability in higher education involves integrating environmental, social, and economic sustainability into campus life, curricula, and operations. Students play a crucial role as beneficiaries and drivers of change in creating a sustainable educational ecosystem. (Amrapali University, August 2024) Key aspects of sustainability include eco-friendly campus operations, sustainable curriculum integration, and community outreach programs. (Ahmed G Abo-Khalil, April 2024) Many programs embed sustainability education through dedicated courses, interdisciplinary approaches, and practical projects, preparing students for future careers that address global challenges. (Amrapali University, August 2024)

4. OVERVIEW OF THE RELATED LITERATURE

Research on teacher motivation and sustainability in higher education reveals varied influences and methodologies. Han and Yan (2016) emphasized comprehensive qualitative approaches, while Boru (2018) identified intrinsic and extrinsic motivational factors shaped by policies and school environments. Jesus and Lens (2004) linked professional engagement to intrinsic motivation and efficacy. Sharma and Srivastava (2019) highlighted technology adoption factors like value beliefs and social influence. Figueiro and Raufflet stressed the need for coherent sustainability integration in curricula, while Velazquez et al. (2005) identified institutional barriers. Studies by Bantanur et al. (2015) and Dasgupta & Pawar (2020) underscored institutional sustainability practices and student orientations.

A review of past research reveals that while numerous studies have explored teacher motivation and sustainability in higher education, most have focused on isolated factors or relied heavily on self-reported data. Prior research has primarily examined general motivational elements, institutional barriers, and technological or policy influences, often overlooking contextual and regional variations. There remains limited empirical evidence on how institutional support, curriculum design, and student engagement interact to shape teacher motivation toward sustainability education, particularly within the dynamic higher education landscape of India. This gap highlights the need for a focused and context-specific investigation.

5. NEED OF THE STUDY

The current study fills this gap by looking at recent trends in the Delhi-NCR region, specifically how teachers are motivated to incorporate sustainability principles into higher education practices, and how this affects student

learning and engagement. This study seeks to gain a better understanding of the mechanisms that drive educators to incorporate sustainability into their instruction by examining both institutional and external incentive variables. The findings are intended to provide useful information for educational policymakers, administrators, and institutions looking to enhance sustainable teaching techniques and encourage environmentally responsible student behaviour.

6. OBJECTIVES OF THE STUDY

- Examine the factors influencing teacher motivation to incorporate sustainability education into their teaching practices.
- Analyse the relationship between teacher motivation and student learning outcomes in sustainability education.
- **Population:** The population of the study comprises teachers working in the higher education sector and students enrolled in graduate colleges across the Delhi NCR region. This group has been selected to provide diverse insights from both educators and learners, enabling a comprehensive understanding of the academic environment, teaching practices, and learning experiences within higher education institutions in this region.
- **Sample:** For the purpose of the study, three teachers have been selected for interviews—one each from Jamia Millia Islamia, RCCV College of CCS University, and Indraprastha College of the University of Delhi. In addition, ten students have been chosen from Jamia Millia Islamia and Jaypee College, Noida. This selection aims to include perspectives from both educators and learners across reputed institutions representing different universities within the Delhi NCR region.
- **Tools:** Research tools are essential instruments used in the research process to collect, analyze, and organize data effectively. They support researchers in various stages from literature review to data collection, analysis, and presenting findings. These tools can be broadly categorized into literature review tools, data collection tools, data analysis software, and presentation tools. (Faheem Ullah) In this study, two research tools have been utilized—both are developed by the researcher herself.
- **Tool 1:** This interview schedule aims to investigate the external factors influencing teachers' motivation to integrate sustainability education into their teaching. It covers eight dimensions: Institutional Support (policies and leadership impact), Resources and Infrastructure (availability of materials and funding), Curriculum (flexibility and frameworks), Student Engagement (students' attitudes influencing teachers), Environment/Work Culture (collaboration and pressures), Professional Development (training and workshops), Recognition (impact of incentives), and Workload (effects of teaching load and time constraints).
- **Tool 2:** The tool is a rating scale to assess how teachers' motivation impacts students' sustainability in learning, utilizing a five-point Likert scale from Strongly Disagree to Strongly Agree. It addresses aspects of students'

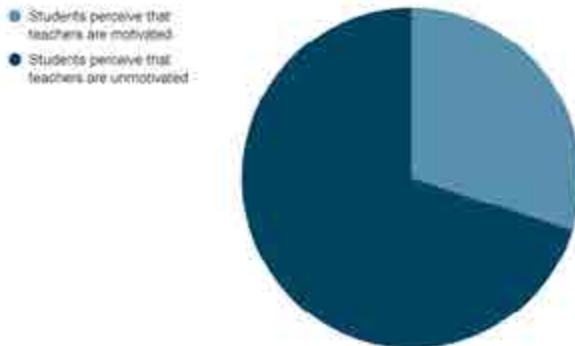
academic engagement and perception, including interest in subjects, class participation, homework practices, assessment experiences, and the teacher-student relationship.

7. ANALYSIS AND INTERPRETATION

Key factors influencing teacher motivation to incorporate sustainability education include strong institutional support and clear policies, which enhance lesson integration. Adequate resources, curricular autonomy, positive student engagement, collaborative work culture, structured professional development, recognition of efforts, and a manageable workload are crucial. While institutional support and a flexible curriculum foster innovation, professional development and recognition build confidence. However, heavy workloads can demotivate teachers and hinder effective sustainability integration.

7.1. How Many Teachers are Motivated according to the Students?

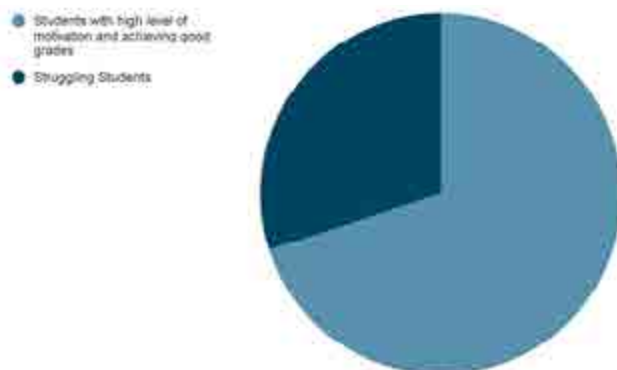
Out of ten surveyed students, three see their teachers as motivated, while seven do not, indicating a general perception of low enthusiasm and commitment among teachers. This disparity may stem from differences in teaching style, engagement strategies, or classroom environment. These results underline the importance of examining how teacher motivation is expressed and perceived, as it significantly affects students’ attitudes towards learning.



7.2. Number of Students Who Are Motivated and Achieve Good Learning Outcomes

The findings indicate a positive correlation between student motivation and academic performance, as seven out of ten surveyed students exhibited high motivation and good grades, while three struggled with both motivation and satisfactory outcomes. This suggests that motivation is essential for effective learning and achievement.

The study reveals that 70% of students reported feeling motivated, despite only 30% finding their teachers similarly motivated. This suggests that student motivation is not solely dependent on teacher enthusiasm. A negative correlation coefficient of $r = -0.225$ indicates a weak inverse relationship, where increased perceptions of teacher motivation do not correspond to higher student motivation.



The findings imply that individual factors beyond teacher influence may significantly affect student motivation, warranting further research to explore this relationship in diverse educational settings.

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