

Factors Affecting Teacher Motivation to Teaching Effectiveness: A Study at the Tertiary Level in Bangladesh

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Abstract

Teacher motivation is an essential element to teaching effectiveness in any context. In Bangladesh, teacher motivation at the tertiary level also plays a pivotal role and is considered one of the key determinants in the teaching and learning process. Unfortunately, teacher's motivation has not received much attention from educational researchers or policymakers yet. This study investigates the external factors affecting teacher motivation more specifically teacher in-service motivation to teaching effectiveness at the tertiary level in Bangladesh. Both quantitative and qualitative research methods have been employed as the main techniques to gather information for the study. To collect data, a 12-item questionnaire survey content, and One-on-One interviews were applied. A total of 52 academics teaching undergraduates and postgraduates participated in the questionnaire survey and 7 teachers were interviewed in the study. After analyzing the data, the study finds several factors tremendously affecting teachers' motivation and eventually teachers' performance and effectiveness. It also reveals that good pay or salary, job security, opportunity of systematic academic promotion and up-gradation, less workload and stress, adequate teacher education and professional development, and congenial local and central administrative policy prompt teachers to be more professional and committed to teaching and learning procedures. Conversely, low pay, job insecurity, lack of professional development and promotion, overwork and stress and failure to maintain a professional environment directly demotivate teachers to be committed and effective to teaching. Therefore, teacher's in-service motivation needs to be addressed properly as it is found as one of the most crucial factors that determines the teacher's role to teaching effectiveness at the tertiary level of education in Bangladesh.

Keywords: Teacher Motivation, Teacher Demotivation, Tertiary level Teacher, Bangladesh, Teaching Effectiveness

1. Introduction

To be more effective and successful and to attain the intended goal in the curricula of the institution, teachers who are in service need to be motivated both intrinsically and extrinsically. Motivated teachers always display more professionalism in all aspects related to their teaching activities. They adhere to the educational policies of the institution and try to implement them with utmost happiness and self-satisfaction (Praver & Oga-Baldwin, 2008). On the other hand, a demotivated teacher generally struggles to work professionally and committedly with full concentration to achieve the institutional goal. When a teacher chooses teaching as his desired career, he is both intrinsically and extrinsically motivated. His pre-service motivation that shapes his dream as a future teaching professional cannot truly survive on the run of harsh reality during his in-service career. His long-cherished pre-service dream to be a dedicated teacher starts dissipating when he starts struggling with multiple external factors in real-life situations. As a result, even if the teachers continue their job, they feel a little bit down to work and the overall rate of effectiveness, success, or outcome might drastically fall (Pennington, 1995).

Motivation is one of the key factors that helps determine the proficiency level of students attained by them (Ellis, 1986). Ellis (1986) also said, "The most successful learners will be those who have both a tent and a high level of motivation for learning (p. 118)." A motivated teacher stimulates students' interest in academic teaching and learning activities. He is more positive, active, committed, and professional in teaching than teachers who are not happy and less motivated with their teaching profession (Jahan & Ahmed, 2018; Shah, 1995; Indhumathi, 2011; Chamundeswari, 2013; Kumar, 2014). Despite having tremendous importance, teacher motivation regrettably is almost ignored by most institutions in Bangladesh, and we do not find numerous research and studies in the literature.

While academic institutions direct teachers to motivate students intrinsically in the learning and teaching activities, they at the same time most shockingly ignore or rather pretend to ignore the relevance between teacher's motivation and student's motivation. They are interconnected and mutually dependent on each other and one affects the other. The teacher's motivation directly influences the learning outcomes. (Dörnyei, 2001a; 2005). Therefore, a teacher's ability to motivate their students highly depends on how motivated teachers themselves are (Dörnyei, 2001b; Mansfield, & Miller, 2007; Atkinson, 2000; Bernaus, Wilson, & Gardner, 2009; Guilloteaux & Dörnyei, 2008). According to Bernaus, Wilson, & Gardner, R. C. (2009), 'teacher motivation is the most important variable because if teachers are not motivated the whole notion of strategy use is lost (p. 29)'.

At the tertiary level in Bangladesh, the majority of teachers start their careers with high ambition, motivation, and goals. Nevertheless, it

becomes a big challenge for them to remain motivated during their in-service careers due to various factors. Bangladesh is a developing country and education is considered as the backbone of the nation for development and prosperity. Therefore, since its independence in 1971, the government of Bangladesh has been trying to ensure an excellent education and create human resources to meet the vision 2041, by improving the quality of teacher. The University Grant Commission (UGC) and the Ministry of Education (MOE) of Bangladesh have also been trying to facilitate teachers to be more motivated, professional, and effective in the teaching and learning process. Therefore, the researchers came up with this research idea to figure out and categorize possible factors or issues that motivate and demotivate in-service faculty members at the Bangladeshi tertiary level. It also studies the relationship between pre-service and in-service motivation and the maintenance of pre-service motivation in in-service careers. This paper hence might help to identify some crucial factors affecting teacher motivation and, therefore, can guide policymakers to take into consideration both the teacher motivation and the teaching effectiveness factors at the tertiary level of education in Bangladesh.

2. Objective of the Study

The focus of this study is to explore the factors that motivate and demotivate in-service teachers at the tertiary level in Bangladesh. More specifically, the objective of this research is to trace the factors that cause job satisfaction and dissatisfaction. The study also aims to find out whether teacher motivation and demotivation determine teaching effectiveness or not.

3. Literature Review

Motivation is an inner thought, emotion, or feelings that drive someone to do something to the end. (Kabir, Rana, & Rashid, 2009). Gardner (1985) defines motivation in terms of four features i.e., goal, willingness to achieve that goal, hard work, and positive attitude. Oxford and Shearin (as cited in Qashoa (2006) interpreted motivation as a wish or desire to reach a particular target with hard work. Ryan and Deci (as cited in Williams and Burden, 1997:111) state that "to be motivated means to be moved to do something". Motivated teachers never lose their enthusiasm and energy in doing their work, but demotivated teachers do not crave to invest their full interest. "Interest, curiosity, or a desire to achieve" are the main elements that motivate people. Teacher's motivation play an important role in promoting students' self-regulated learning (SRL)(Karlen, Hirt, Jud, Rosenthal, Eberli, 2023).

Research into teacher motivation, especially for those who are in service, is relatively a new topic of concern since this area has been largely neglected. Nevertheless, it has obtained remarkable attention in academia during the last few years, approximately in the late 1990s (Dörnyei, 1988; Han & Yin, 2016; Hettiarachchi, 2013). Initially, the study of motivation in general education psychology / in foreign and second language teaching was basically on learner's motivation, and the teacher's competence to stimulate his/her students was counted as the main objective of teaching effectiveness (Dörnyei, 1988). According to Dörnyei (1988), we can hardly find any research that has elaborately explained the relationship between a teacher's motivation and a learner's outcome. Pennington (1995) first worked on work satisfaction, motivation, and commitment in teaching English as a second language. Later, research found that a teacher's motivation has a direct impact on the learner's enthusiasm, and it is beneficial for both teachers and learners. Learners can easily differentiate the motivated and demotivated teachers. A motivated teacher's students are more confident than others are (Dörnyei & Csizer, 1997; Bishay, 1996 (as cited in Boamoah, 2015).

The teaching process is determined by the teacher's work motivation and motivational dispositions that provide the effective realization of teaching. However, the recent research on teacher motivation in literature has found multiple justifications for pre-service teachers to choose a teaching career, issues that motivate and demotivate in-service teachers, the effect of teacher's motivation on their teaching, the relationship between teacher's motivation and learner's motivation, and the initiatives that can improve in-service teacher's motivation in different areas. (Hettiarachchi, 2013; Addison & Brundrett, 2008; Dinham & Scott, 2000; Pelletier, Levesque, & Legault, 2002; Roth, Assor, Maymon, & Kaplan, 2007; Smithers & Robinson, 2003).

The five research areas related to teacher motivation have been identified. They are influencing factors of teacher motivation, teacher motivation, and teaching effectiveness, teacher motivation and student motivation, teacher motivation research across different disciplines, and the instruments for assessing teacher motivation are the five research areas related to this topic that have been identified (Han & Yin, 2016).

Recent studies on teacher motivation to teach and stay in the profession have identified several factors that are likely to contribute to their unhappiness, including early teacher attrition, an imbalance between their demands and their rewards, a lack of career opportunities, a lack of job security, and low prestige (Kocabas as cited in Sah, 2016).

The review of the literature shows that there are multifaceted factors that in one way or another impact EFL/ ESL teachers' motivations. The most influential issues that work for teacher motivation and job satisfaction are colleagues, responsibility, supervision, the work itself, job security, student performance and attitudes, professional autonomy (Pennington, 1995), greater involvement, and small classrooms (Bishay, 1996). Pre-service teachers are mainly intrinsically motivated but there are multiple factors that damage and rub away the initial intrinsic motivation (Dörnyei, 2001). Dörnyei (2001) identified five elements related to teacher demotivation: work stress, inhibition of teaching autonomy, teacher's inefficiency, repetition of content, and inadequate career structure (p. 165p. 165). After reviewing the literature on teacher motivation, İpek, & Kanatlar (2018) have summarized and prepared a list of factors for teacher's intrinsic and extrinsic motivation. They have categorized teacher autonomy, feedback, and rewards, as intrinsic motivators, whereas teacher education and professional development, logistic supports, and resources, ranking or standards of the institution, classroom size, healthy academic-administrative environment and collegial relations, teacher-student relationship and student's success, teacher's participation in

taking the decision, job security and salary, workload, and stress, syllabus, and curriculum as extrinsic motivation.

The past study on teacher motivation has also figured out important issues that demotivate teachers in general. Among those factors, we have workload and stress, big classrooms, unprofessional colleagues, lack of teaching autonomy, teacher's inefficiency, fewer facilities for professional and academic development and training, monotonous syllabi, little prospects, low pay, social dignity and acceptance of the job, no active participation in policy-making. (Dörnyei, 2001b; Pennington, 1995; Johnson, 1986). Teachers are mainly motivated by factors that are intrinsic in nature to the role of teaching and demotivated by matters that are collegial in nature to the task of teaching (Addison & Brundrett., 2008; Dinham & Scott, 2000; Spear, Gold, & Lee, 2000).

In the current context of teaching and learning across the world, teachers and researchers are considering motivation as one of the key factors, which influence the success rate of FL/SL learning (Dörnyei, 1998). Teacher motivation is considered as one of the most important professional tools, skills, or knacks alongside other basic qualities of knowledge. Professionalism for a qualified and effective teacher and success in the process of learning and teaching effectiveness nowadays significantly depend on teacher motivation. In that sense, teacher motivation is one of the parameters used to measure teaching effectiveness in the classroom (Bjekić, Vučetić, Zlatić, 2014).

Teacher motivation is a common phenomenon in the literature, and everyone agrees that teacher motivation is necessary for teaching effectiveness, but the initial research was mainly on teacher 'pre-service motivation' to figure out the factors, which inspire, derive, and instigate teachers to choose teaching profession as a career. Research started on in-service motivation and found many factors that started working against teacher's initial motivation to teach, failed to maintain early motivation and eventually forced teachers to leave the profession. Therefore, in literature, there are mainly two types of teacher motivation, i.e., Teacher pre-service motivation and teacher in-service motivation.

The most important point for teacher motivation is to take into consideration how to get and remain motivated. In other words, a teacher is primarily intrinsically motivated who has chosen the teaching profession because of its social values, professional development and rewards and self-esteem, better future and so on. Sometimes, teachers get motivated for a short time because of good hopes, expectations, and dreams before they enter a profession that is partially idealistic in nature. However, when their idealistic motivation of dream is confronted with a realistic outcome or self-actualization, it starts dissipating. Therefore, for teacher motivation, two very important factors should be taken into consideration, i.e., to get motivated to start teaching or to choose the teaching profession and to continue or to remain in teaching. (Dörnyei & Ushioda, 2011, Holba, 2022).

Along with other factors, a teacher's in-service motivation plays a pivotal role in teaching effectiveness and is considered one of the key variables of teacher motivation. The impact of in-service motivation to remain in teaching started in the 1990s. There are so many factors that have a tremendous influence on teacher motivation. Mainly, a pre-service teacher is intrinsically motivated which leads a teacher to choose his or her career as a teacher and is obviously considered as one of the significant factors, whereas in-service teachers are motivated both intrinsically and extrinsically. Mental satisfaction is not quite enough for a human being; rather he needs to fulfill some fundamental demands in society.

In Bangladeshi tertiary education especially in private universities, teachers lack motivation due to multiple factors though this significant issue has not yet been studied and addressed adequately by researchers adequately. Little research has been conducted in Bangladesh (Huq & Islam, 2005) though education is accounted as the backbone of the nation.

Unlike other countries, the level of teacher motivation at the tertiary level in Bangladesh is significantly low because of multiple demotivating factors. In Bangladesh, 50 government universities are having 15005 teachers excluding the teachers at colleges under National and other universities, Open University, and Islamic Arabic University (Annual Report, UGC, 2021). Of the total number of teachers, there are 4189 (full-time) 400 (part-time) professors, 2,672(full-time), 150(part-time) associate professors, 5273(full-time) 199(part-time) assistant professors, 1880(full-time), 263(part-time) lecturers, and others 210.

There are 1, 01,418 teachers in different affiliated colleges across the country under national university, 18247 under 14 other universities. The teacher-student ratio at 47 public universities is 1.19. At the same time, the national university had 1, 01,418 teacher-student ratio is 1:29.

On the other hand, in Bangladesh there are 105 private universities having 15393 (fulltime 12,082) teachers across the country. Of the total numbers, 4,999 are female and 10,394 are male, 2,165 (862 full time) professors, (fulltime 895) associate professors, (fulltime 3128) assistant professors, (fulltime 6993) lecturers and 204 others. The total number of students in private universities are 3, 10107, of which 95,017 are female and 1,608 foreign students. The ratio of teacher-student in private universities is 1:20. This huge number of teachers from both public and private universities across the country are contributing on a large scale to develop the nation by creating human resources are required to be motivated. There are several job-related factors affecting their enthusiasm, and commitment and eventually making them down to be effective. Therefore, in the current context of Bangladesh, a study on teacher in-service motivation to teaching effectiveness at the tertiary level might provide valuable insights on the issue.

4. Research Methodology

The research adopted both quantitative and qualitative methods as the main techniques to collect data for this study.

4.1 Quantitative Research

For quantitative research, a 12-variable questionnaire was prepared based on simple random sampling.

4.2 Participants

The participants of this research have been teaching at the tertiary level in a public and a private university in Bangladesh. Of the total universities, one is in the capital city Dhaka, and the other one is in Khulna. 52 in-service teachers of different disciplines with teaching experiences ranging from 1 to 25 years participated in the quantitative study. They were selected randomly (a simple random technique was employed) from the selected universities.

4.3 Sample Size

The sample consisted of 20 (38.4%) females and 32 (61.53%) males (N=52). Of the total participants, 65.5% whose age ranged from 25 to 39 whereas 34.6% respondents were between 40 and 55 years. There were 25 % PhD and 75 % MA. Of the total participants, 15.3% were professors and associate professors, 17.3% were assistant professors and 67.3% were lecturers.

Table 1. Participant's Demographic Characteristics

		Frequency	Percent
Gender	Male	32	61.53
	Female	20	38.4
Age	25-39 Yrs	34	65.3
	40-55 Yrs	18	34.6
Education	MA	39	75
	PhD	13	25
Designation	Lecturer	35	67.3
	Assistant Professor	9	17.3
	Professor and Associate Prof.	8	15.3
	Total	52	100.0

4.4 Research Instruments

The quantitative data for this study was collected through the administration of a closed-ended questionnaire survey. In this survey, it contained a five-point Likert-scale (Highly motivated, motivated, neutral, demotivated, highly demotivated) questionnaire to collect objective responses. The researchers collected the data online using Google Forms. A link was sent to the participants via email/WhatsApp, and they were requested to fill out the questionnaire. When all the participants completed the survey, the researchers downloaded and revised the data meticulously.

4.5 Ethical issue

It is important to point out that the participation was on a voluntary basis, and the teachers participated in the survey willingly without being requested or paid to do it. They were confirmed that they could withdraw from the study at any time if they decided to do so. In addition, the confidentiality and anonymity of the participants were strictly maintained throughout the research.

4.6 Data Analysis

For analyzing quantitative data, especially to generate descriptive statistics, Statistical Package for Social Science (SPSS) 25 and Stata were used. For qualitative data, the narrative analysis method was used and participant’s opinions were presented in a narration form.

5. Results

5.1 Findings of Quantitative Data

The findings received from the participants are very specific and clear. They have given their opinion categorically and have disclosed their level of motivation as well as demotivation as per each variable in the questionnaire. The findings of quantitative data are shown in the following table:

Table 2. Frequencies and percentage of quantitative data

		Frequency	Percent
Good pay / salary	Highly motivating (1)	27	51.9
	Motivating (2)	22	42.3
	Neutral (3)	3	5.7
Salary discrepancy in the same level	Neutral (3)	2	3.8
	Demotivating (4)	20	38.4
	Highly demotivating (5)	30	57.7
Having job security and stability	Highly motivating (1)	22	42.3
	Motivating (2)	30	57.7
	Neutral (3)	3	5.7
Lack of academic promotion opportunity	Demotivating (4)	35	67.3
	Highly demotivating (5)	14	26.9
	Highly motivating (1)	10	19.2
Research facilities and professional development opportunity	Highly motivating (1)	10	19.2
	Motivating (2)	40	76.9

	Neutral (3)	2	3.8
Level of students (Having good background knowledge and motivation)	Highly motivating (1)	15	28.8
	Motivating (2)	36	69.2
	Neutral (3)	1	1.9
Lack of teacher’s autonomy	Demotivating (4)	40	76.9
	Highly demotivating (5)	12	23.0
University policy and congenial academic-administrative environment	Highly motivating (1)	16	30.7
	Motivating (2)	33	63.4
	Neutral (3)	3	5.7
Having better social position or dignity of the job	Highly motivating (1)	18	34.6
	Motivating (2)	33	63.6
	Neutral (3)	1	1.9
Good Infrastructural facilities	Highly motivating (1)	11	21.1
	Motivating (2)	40	76.9
	Neutral (3)	1	1.9
Gratuity or pension opportunity	Highly motivating (1)	31	59.6
	Motivating (2)	21	40.3
Medical and healthcare facilities	Highly motivating (1)	7	13.4
	Motivating (2)	42	80.7
	Neutral (3)	3	5.7
	Total	52	100.0

5.2 Discussions

The first variable in the list is good pay or salary and the finding indicates that good pay or decent salary is one of the main factors that directly affects teacher’s motivation. As per the study, 51.9% of the participants expect good remuneration to be highly motivating, whereas 42.3% think a competitive salary makes them feel motivated. Only 5.7% of the participants remained neutral. The second variable is salary discrepancy at the same level, and regarding it, 57.7 % of the respondents are highly demotivated and 38.4 % are demotivated, whereas 3.8% of the respondents desired to be neutral. The findings also point out that job security also plays a crucial role in motivating in-service teachers. As per the findings, it motivates 57.7% of the population highly, 42.3 % generally to be more effective in the classroom.

Academic promotion and upgradation are very important issues taken into consideration by faculty members. Without promotion, working year after year can create serious mental and psychological trauma. Everyone wants to be promoted at a certain time. Lack of appropriate promotion and academic development, stagnant at the same position for years may lead someone to be demoralized and less enthusiastic (67.3% are demotivated and 26.9% are highly demotivated due to lack of academic upgradation. 5.7% of the participants found themselves in a neutral position). 19.2% of the participants also think they will be highly motivated and 76.9 % will be motivated respectively if there is adequate research facilities and professional development opportunities in the discipline. 3.8% chose to be neutral. 28.8% and 69.2 % of the participants assume the level of the students can drive instructors to be highly motivated and motivated respectively, whereas 1.9% are neither highly motivated nor motivated.

The findings also indicate that teachers do crave academic freedom and good healthy administrative policy. 76.9% of the participants are very demotivated and 23.1% are highly demotivated if there is no autonomy for faculty members.

On the other hand, having a better university policy and a congenial academic-administrative environment also motivates (30.7 % are highly motivated, 63.4% are motivated, and 5.7% are neutral) staff members. The acceptance of the job in society matters a lot to the job holders. 34.6 % participants are highly motivated and 63.6 % are motivated if there is social dignity of the job and only 1.9% are neutral. If the employer provides modern infrastructure facilities, 21.1% of participants become highly motivated and 76.9% become motivated whereas 1.9 think it does not make any difference for them. Gratuity or pension opportunities are also very important to teaching staff that highly motivate (59.6%) and motivate (40.4%) teachers. Having medical and healthcare facilities also motivates (80.7%) and highly motivates (13.4%) in-service teachers to be more active in and outside the classroom and only 5.7% of the participants think it does not make any difference to them.

5.3 Qualitative Research

To collect qualitative data, the research conducted seven one-on-one interviews. The interviews were semi-structured and designed based on Nunan (1992). For interviews, open-ended questions were used (Appendix 2) to get more in-depth information about the factors that determine teacher motivation. Open-ended questions generally give interviewees more freedom and space to comment and do not restrict them (Cresswell, 2014) Also, it ensures the validity and reliability of the data. Of the total participants who took part willingly, two were females and five were males. The participants were invited to join a one-on-one interview virtually using Zoom to express their opinions and each interview lasted approximately half an hour. The interviews were audio recorded with the consent of participants.

During the interview, the participants were simply asked three broad questions linked with the previous questionnaire to share their views. They were 1. What are the factors that motivate faculties of the tertiary level of education? 2. What are demotivating factors? 3. Does a teacher’s in-service motivation or demotivation determine teaching effectiveness?

5.4 Findings and Discussion of Qualitative Data

After analyzing the data, the results have been presented in narrative form. The findings reveal that the participants focused on the following three distinct objectives discussed below.

5.5 Motivating Factors

All the participants frankly discussed the factors that normally motivate them. In their their opinion, salary is one of the most important factors that highly determine the level of motivation. The highly paid teachers are more enthusiastic, energetic, dedicated, and committed towards work, whereas ill-paid teachers are unhappy, irregular, less motivated and less committed towards the institutional policies. They cannot dedicate themselves for the sake of the institution and always keep trying to switch for a better future. In addition, any institution can attract or recruit highly qualified academics when the basic salary structure is competitive and satisfactory. Job security and stability in professional life are two key points for a teaching staff. Everyone wants to stay safe and secure with hope and prospects in one's academic career.

The level of students, syllabus, and curriculum also play a significant role for a teacher's performance both inside and outside the classroom. A mixed classroom consisting of students of different calibers with the same syllabus/ course can squish the whole energy and inevitably can make him ineffective in the class at the end. Placing students in an ideal classroom is vital in making classroom activities effective, reciprocal, and productive. A good administrative environment with available facilities and logistic support is required to encourage teachers for more active involvement within the institution.

5.6 Demotivating Factors

The participants also mentioned the factors that are conducive to negative attitudes and mental dissatisfaction. To them, discriminatory attitudes, teacher inhibition, lack of professional development and academic promotion, and uncompetitive salary are the main barriers to maintain a balanced and congenial professional environment. Equality, honesty, impartiality is always expected in in-service teaching career. Therefore, the whole administration should not be biased, prejudiced, and should avoid any sort of favoritism.

5.7 Motivation and Teaching Effectiveness

All the interviewees straightforwardly agreed that motivation and teaching effectiveness are interconnected. A teacher's motivation is vital to teaching effectiveness. Motivated teachers are more committed, dedicated, active and energetic and it, therefore, determines their level of success. The best possible outcome is possible only when teachers are committed, and dedicated with full enthusiasm.

6. Recommendations

This study has tried to trace out the root causes that affect teacher in-service motivation through questionnaire and interviews at the tertiary level in Bangladesh. The research also finds that the teacher's motivation has direct influence on teacher's performance and on student motivation in and outside the classroom. The findings of this study, therefore, recommend formulating strategies to improve teacher motivation.

The study also suggests that Bangladeshi teachers at tertiary level need to be motivated extrinsically to boost internal stimulation. The following external factors can be taken into consideration to help them get motivated. 1. Competitive salary, 2. Job security, 3. Academic promotion, 4. Professional development and training, 5. pension scheme, 6. medical facilities, 6. Freedom 7. Logistics, 8. Job prestige and dignity.

The interview results also find that Bangladesh teachers especially at the private sectors are over-stressed with heavy workloads. Their job status is vulnerable with less freedom and autonomy. As a result, the study recommends reducing teacher stress and workload.

The final recommendation to prospective researchers is that they do more research on Bangladeshi teacher motivation at the primary and secondary levels, at the government and private sectors. They can also make a comparative study of teacher motivation between government and private sector and the findings of this study can be taken as a guide.

7. Limitation of the Study

Every research project has some limitations despite its vigorous attempts to produce an original outcome. This study is not exceptional and does have some limitations. This study's findings are based on a questionnaire and interviews with a small group of people. The study could not focus on a vast number of teachers due to multiple constraints. If the study could collect data from most of the population, the results might be slightly different. Therefore, the study suggests doing more research in this area taking into consideration the entire population and different facets of the subject to gather more factors and solutions for the greater benefits of in-service teachers.

8. Conclusion

Teacher in-service motivation is undoubtedly vital and is one of the key determinants of student motivation and teaching effectiveness. It helps to maintain teacher's pre-service motivation and derive teachers to teach positively. Both teacher pre-service and in-service motivation are equally important and interrelated. If the teachers of an institution are highly motivated in their work experience, the reputation of the institution will go high and eventually attract potential and qualified teachers to join. Competitive salary, job security, academic promotion, research facilities and academic progress, teacher's autonomy, social dignity, infrastructure etc. facilities, gratuity, and medical facilities are important factors that stimulate teachers. On the other hand, if the institution does not maintain teacher pre-service motivation in terms of

hope and expectation, its reputation will go down and highly qualified teachers will be demotivated and less interested in work and try to switch. Poor pay, pay discrepancy, job insecurity, lack of recognition, lack of rewards, and lack of promotion, inhibition, overwork and stress, toxic work environment, poor infrastructure facilities affect teachers by making them feel demoralized and disengaged. It is also important to note that teacher motivation and student motivation are inseparable part of each other, the latter cannot be fulfilled without the prior one, and the motivation of both teacher and student significantly determine the teaching process, outcome, and effectiveness. As motivation is universal, it also directly affects Bangladeshi in-service teachers at the tertiary level. Public university teachers are better motivated in terms of payment, job security, freedom of work; career prospects, etc. whereas private university teachers are still striving with available facilities. Therefore, these issues need to be seriously addressed.

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Authors contributions

All the authors have equally made significant contributions to this study. They worked together from first to last in choosing the area, title, conceptualizing, editing, and proofreading of the manuscript. Everyone read and approved the final manuscript.

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Data sharing statement

No additional data are available.

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