



## Faculty members' perspectives on the influence of their students' motivation to learn on their academic performance



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### ABSTRACT

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#### Keywords

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The purpose of this study is to determine how students' motivation for learning influences faculty members' academic performance. This study employed a comparative analytical descriptive methodology to ascertain the correlation between the academic performance of faculty members and the motivation of students to learn. The study's aims and research problem defined the targeted study population consisting of faculty members from many universities in the United Arab Emirates. We obtained the data using social survey method. Snowball sampling was used to select the study sample which consisted of 130 faculty members. Calculations were made for means, standard deviations, variance testing using the ANOVA test and a Pearson correlation coefficient. The findings showed a statistically significant correlation between faculty members' performance and students' motivation. According to the experience variable, the results showed statistically significant differences in the sample members' mean scores which were attributable to the impact of students' motivation on faculty members' performance. The findings showed that faculty members' performance is enhanced by the motivation of their students to learn. The recommendations stemming from this study advocate for several key actions to improve academic performance and foster a conducive learning environment. An important recommendation among them is the implementation of faculty-specific training programs regularly. One of the most important of these recommendations is the call for the implementation of regular training courses tailored for faculty members.

**Contribution/ Originality:** This study examines the relationship between student motivation and faculty performance in UAE universities analyzing 130 faculty members. Findings show a notable correlation with differences based on faculty experience. Recommendations include tailored training courses to improve academic performance, offering valuable insights for enhancing higher education teaching and learning environments.

## 1. INTRODUCTION

Motivation is the key factor in educational institutions' success. It empowers students and teachers to work with a passion that contributes to the accomplishment of personal and institutional goals. Students' motivation has a significant role in shaping their educational behavior and how they react to the instructional process.

The direct and indirect effects of student motivation on enhancing faculty members' academic performance were examined in this study. Teachers need to thoroughly understand the factors surrounding student motivation and how to achieve the best learning outcomes. Researchers will explore how students' enthusiasm to learn improves faculty members' academic performance.

The purpose of this study is to determine how students' motivation for learning influences faculty members' academic performance.

### 1.1. Significant of the Study

The significance of the study stems from combining the two concepts—faculty members' academic performance as a result of students' motivation to learn. This creates a need for this study to be investigated. The reasons can be summarized as follows:

1. Provoking faculty members' interest in the topic of the influence of students' motivation to learn on their academic performance.
2. This is one of the first studies to examine the relationship between students' motivation to study and how that motivation affects faculty members' academic performance.
3. The current study's findings are anticipated to be helpful to academic staff and decision-makers at universities, education ministries and other higher education establishments that train teachers. These individuals and agencies may alter their curricula and programs to think about ways to inspire students to learn which will enhance faculty members' performance and advance the educational process.

### 1.2. Research Questions

The researchers examined the literature to find similar studies but their efforts were unsuccessful. This led to the investigation of the current issue as stated in the following research question and hypothesis:

1. What is the impact of students' motivation on faculty members' academic performance?
2. Is there a correlational relationship between students' motivation and faculty members' performance?
3. Are there any statistically significant differences between the degree of students' motivation and faculty members' academic performance based on the type of university and teaching experience?

### 1.3. Research Hypothesis

1. *There is no impact of students' motivation on faculty members' academic performance.*
2. *There is no correlational relationship between students' motivation and the academic performance of faculty members.*
3. *There are no statistically significant differences in the mean scores of the responses of sample individuals concerning the impact of students' motivation on the academic performance of faculty members according to the variables of type of university and teaching experience.*

### 1.4. The Study Problem

Nowadays, a great responsibility to educate and motivate the new generation to learn is left to teachers due to modern society's demands that occupy families' time and energy. As a result, teachers need to exert more effort to teach their students as part of their academic profession.

Teachers need to be satisfied and content with what they do to boost the effectiveness of their profession. Such satisfaction comes through the teachers' feelings that their students are serious about their learning and have the desire to study hard and acquire the knowledge provided by their teachers. Therefore, students' motivation can play a major role in motivating teachers to be satisfied with the outcome of their students' learning which in turn affects their desire to enhance their academic performance. The researchers examined the literature but were still looking

for studies specifically addressing the issue of students' motivation to study and how it affects faculty members' academic performance. This created the researchers' keen interest in conducting the current study.

### 1.5. The Study Objectives

The objectives of the current study are the following:

1. Identifying the degree of the impact of students' motivation on faculty members' academic performance.
2. Identifying the relationship between students' motivation and faculty members' academic performance.
3. Citing recommendations that will improve students' motivation to learn.

## 2. LITERATURE REVIEW

Motivation is a major factor in both students' achievement and engagement and in their faculty members' performance. Motivated students contribute effectively to the classroom environment and consequently to their teachers' academic performance and satisfaction in the work environment [1, 2].

The term "motivation" describes the process of encouraging and persuading someone to behave in a certain way. Motivation refers to pushing and motivating the staff members to do their best to meet the organization's objectives and fulfill self-satisfaction to perform at the best of their ability within the framework of an organization [3]. One of the most crucial requirements for students' learning is motivation [4] which might enhance faculty members' performance. It is possible to characterize motivation as a learner's desire to grasp different patterns of knowledge and information to satisfy their curiosity and attain the maximum possible levels of self-satisfaction [4, 5].

### 2.1. Previous Studies

Researchers examined relevant literature but they could not find any studies that explicitly looked at students' motivation for learning and how it impacted faculty members' performance. This makes it necessary to conduct this study. Numerous elements, including the institutional environment, performance requirements, community demands, and the work environment that incorporates students in classes have been shown to have an impact on faculty performance in prior research. The final aspect is the study's main focus [1-3, 6, 7].

Musah et al. [2] also looked into how well faculty members performed in an ideal work environment. The results demonstrated an indirect causal relationship between a high work culture and academic staff performance. According to Uy et al. [1] one of the most crucial elements affecting the educational system is the caliber of teachers' work. The purpose of their study was to determine whether the principal's supervision, the work environment and the work attitude affect the teachers' high-quality performance. One of their conclusions was that teachers' perceptions of the school's supportive environment enhanced their performance.

The relationship between work happiness, principal supervision, teachers' performance and motivation was investigated by Suriagiri, et al. [3]. The study found a correlation between professional excellence and motivation. It has been shown that when a teacher's work environment fosters their professional and personal development, their performance improves significantly.

Forson, et al. [6] state that motivation is a key component of the workplace. Motivating people successfully is challenging since it has what it takes to define employee satisfaction in the workplace. The study examined basic school teachers' motivation and performance traits to find out if there was a relationship between the two concepts. The study discovered that important variables influencing teachers' motivation included pay packages, work design, surroundings, and performance management systems.

These motivational factors were found to be significant predictors of performance when they were analysed at the deconstructed and aggregate levels.

### 3. METHODOLOGY

Researchers used a comparative analytical-descriptive approach to identify the relationship between students' motivation to learn and the faculty members' performance. The targeted population was selected from a pool of faculty members from different universities in the United Arab Emirates based on the problem and objectives of this study. The study data was collected using the social approach method based on snowball sampling. The study sample consisted of 130 faculty members.

Table 1 shows the characteristics of the sample individuals according to the variables of university and professional experience.

**Table 1.** The characteristics of the sample individuals.

Variables	Category	Frequency	Percentage
University	Al Ain university	32	25%
	Emirates university	40	31%
	Abu Dhabi university	33	25%
	Another university	25	19%
	Total	130	100%
Professional experience	Less than 5 years	33	25%
	(5-10) years	61	47%
	More than 10 years	36	28%
	Total	130	100%

#### 3.1. Data Collection Instrument

The study data were collected using a questionnaire. The questionnaire was distributed to the various higher education institutions in the UAE by using different social media sites such as WhatsApp and e-mail. The questionnaire consisted of two parts.

The first part included demographic variables such as the university and the level of academic experience of faculty members while the second part consisted of 12 items that measured the relationship between the student's motivation to learn and the performance of faculty members. The electronic questionnaire was used to collect data from the sample individuals.

#### 3.2. The Validity of the Internal Consistency of the Study Instrument

The questionnaire was applied to a pilot sample selected from the faculty members in Al Ain City, a total of 52 individuals to verify the content validity of the study instrument.

The Pearson correlation coefficient was calculated between the items in each domain and the total score of the domain.

The results showed that the correlation coefficients between the scores of each item in the first domain and the total score of the domain ranged between 0.54-0.72 which were statistically significant at 0.05 and that the correlation coefficients between each item's score in the second domain and the total score of the domain ranged between 0.42-0.79 which were statistically significant at 0.05.

These results confirmed the study instrument's validity.

#### 3.3. The Reliability of the Study Instrument

Cronbach alpha was used to verify the readability of the study instruments. The results of the readability coefficients for the domains of the study instrument are illustrated in Table 2.

Table 2. Readability coefficients for the domains of the study instrument.

Domains	Number of items	Cronbach alpha
Student's motivation	6	0.73
Academic performance of the faculty	6	0.71
Total	12	0.85

Table 2 shows that the domains of the study instruments have a high degree of reliability where the value of the correlation coefficient using combat alpha for the items of the first domain related to student's motivation was 0.73 and 0.71 for the domain of the academic performance of the faculty number whereas it was 0.85 for the instrument as a whole.

#### 4. RESULTS ANALYSIS

The statistical methods used in the study are as follows:

The study data were analyzed using SPSS and the instrument items were scored using a 5-point Likert scale rated as follows:

1. (Strongly agree) 5
2. (Agree) 4
3. (Neutral) 3
4. (Disagree) 2
5. (Strongly disagree) 1

The value of the means for the general direction of the domain will be used to interpret the average means as follows:

Figure 1 illustrates the classification of means according to a 5-point Likert scale.

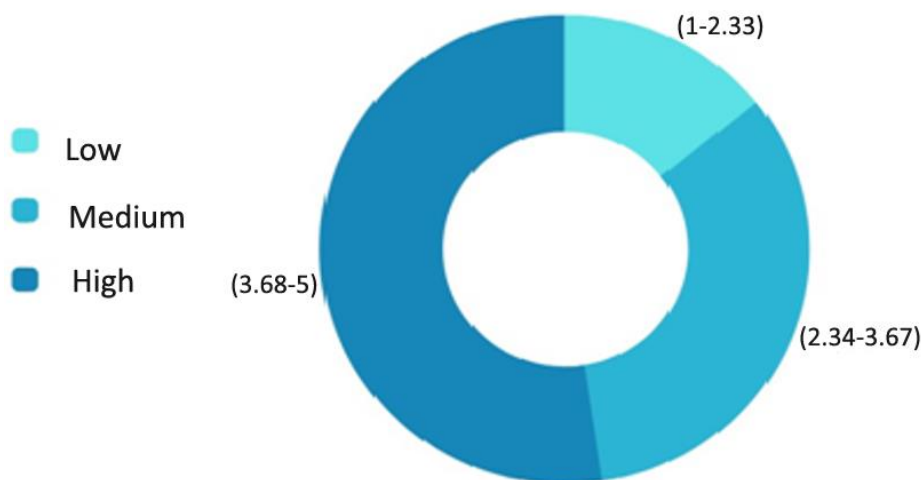


Figure 1. Classification of means according to 5-point Likert scale.

High	Medium	Low
(3.68- 5)	(2.34- 3.67)	(1-2.33)

Accordingly, the value of the mean of the domain was more than 3.68 and thus it is high. If the value of the mean ranged between 2.34 and 3.67, then the level is medium whereas the value of the mean is low if it ranged between 1-2.33.

##### 4.1. The Results of the First Question

What is the impact of students' motivation on faculty members' academic performance?

To answer this question, means and standard deviations were calculated for the responses of the sample individuals for the items of the impact degree of students' motivation on the faculty members' academic performance.

**Table 3.** Means and standard deviations for the responses of the sample individuals.

Number	Items	Mean	SD	Order	Sig. level
Academic performance of the faculty members					
1	Students' motivation in the classroom affects your performance as a faculty member.	4.612	0.539	1	High
2	It often benefits from the cooperation of hard-working students in preparing course materials or developing educational programs.	4.109	0.89	6	High
3	Students' interest inspires faculty to move forward in the teaching profession.	4.349	0.82	4	High
4	I feel that supporting and motivating students plays a role in your performance as a faculty member.	4.132	0.89	5	High
5	Dealing with students who are diligent and interested in learning makes the teaching experience easier for you.	4.372	0.78	2	High
6	Students' possession of technological skills is reflected in raising the faculty member's creative energy.	4.349	0.91	3	High
-	Total level	4.32	0.53	-	High

Table 3 showed that the general direction for the faculty members' performance was high with an average mean of 4.32 and a standard deviation of 0.53. The value for the means of the items that measure this dimension ranged between 4.10 and 4.61. Item 2 had the lowest mean (4.10) which shows the importance of cooperation between the faculty members and the excellent students in improving the quality of learning and the academic materials. When the faculty members work closely with innovative and committed students, then more effective curricula can be developed and a positive effect will be reflected in academic performance.

Item 3 had a mean of 4.349 where this value showed that students' interest in the academic material could be a source of inspiration to the faculty members. Indeed, when faculty members see that students are interested and ready to learn, they become more motivated to introduce lessons in more attractive ways. Item 4 had a mean of 4.132 where this value shows the importance of supporting and motivating students by faculty members. This result can be explained based on the students' feelings of support and appreciation where those feelings motivate students to participate more effectively in the educational process. Item 6 had a mean of 4.349 and this value choice shows that when students have the skills of technology, they may promote more innovation among faculty members during the educational process. Indeed, online techniques and using technology in classrooms may contribute to improving the learning experience and motivating faculty members to use more innovative educational methods.

Table 4 shows that the general direction for the domain of the students' motivation was high with an average mean of 4.24 and a standard deviation of 0.56. The value for the mean of the items in this dimension ranged between 3.96-4.41. Item 1 had a mean of 4.19 which shows that students' motivation plays an important role in enhancing faculty members. When the faculty member feels that students are motivated to learn, they may make more efforts to introduce a better learning quality. Item 2 had a mean of 4.12. This finding shows that students' motivation may contribute to developing creative capabilities among the faculty members.

Table 4. Means and standard deviations for the responses of the sample individuals.

Number	Items	Mean	SD	Order	Sig. level
Student's motivation					
1	I believe that student motivation to learn is linked to improving faculty member performance.	4.19	0.84	4	High
2	The extent of student motivation is reflected in the development of the creative energies of faculty members.	4.12	0.82	5	High
3	I think students' lack of seriousness in responding to academic material can reduce your willingness to put more effort into teaching.	3.96	1.01	6	High
4	Students' lack of seriousness in responding to academic material affects your motivation to develop a better learning environment.	4.33	1.12	2	High
5	Your teaching is influenced by students' responses to the academic material and their interest in learning.	4.41	0.64	1	High
6	The student's great interest in the academic subject makes you feel more comfortable and happy in teaching.	4.20	0.75	3	High
-	Total level	4.26	0.56	-	High

When students have more motivation towards learning, this in turn may encourage faculty members to use more effective teaching methods and develop inspiring academic content. Item 3 had a mean of 3.96 and this finding reveals that students' lack of serious interaction with the academic materials may adversely affect the faculty members' desire to make more efforts in introducing the educational material. This highlights the importance of students' participation in enhancing faculty members' performance. Item 4 had a medium mean of 4.41 and this finding shows that the teaching method has an important effect on the students' responses and interest in learning. In such a case, the teaching method was attractive and inspiring.

#### 4.2. Testing the First Hypothesis

There is no statistically significant relationship ( $\alpha \leq 0.05$ ) between the students' motivation and the academic performance of the faculty members.

A correlation coefficient was calculated between the items of domains by using a Pearson correlation coefficient to identify whether or not there is a relationship between the students' motivation and the academic performance of faculty members.

Table 5. The relationship between the students' motivation and faculty members' academic performance.

The relationship parties	Variable	F calculate value	R <sup>2</sup>	Standard error	Degree of freedom	Correlation coefficient	Sig. level
	Students' motivation	229.6	0.64	0.336	1	0.80	0.000
	Academic performance of the faculty members						

The results in Table 5 reveal that there is a statistically significant relationship between students' motivation and the academic performance of faculty members. The f-value was 229.6 which confirms that there is a statistically significant relationship between students' motivation and the academic performance of faculty members. Furthermore, the value of the correlation of 0.80 reveals that there is a strong relationship between students' motivation and the academic performance of the faculty members. The value of  $R^2=64.6\%$  reveals that the

change in the performance of the faculty members is attributed to students' motivation. The standard error is low which indicates the accuracy of the model in predicting the relationship. Similarly, the value of the statistical significance confirms that the relationship is statistically significant. In a nutshell, we can conclude that students' motivation significantly affects the academic performance of faculty members.

4.3. Testing the Second Hypothesis

There is no statistically significant difference ( $\alpha \leq 0.05$ ) in the mean scores of the sample individuals according to the variable of university.

Figure 2 illustrates the responses of the sample individuals according to the variable of university.

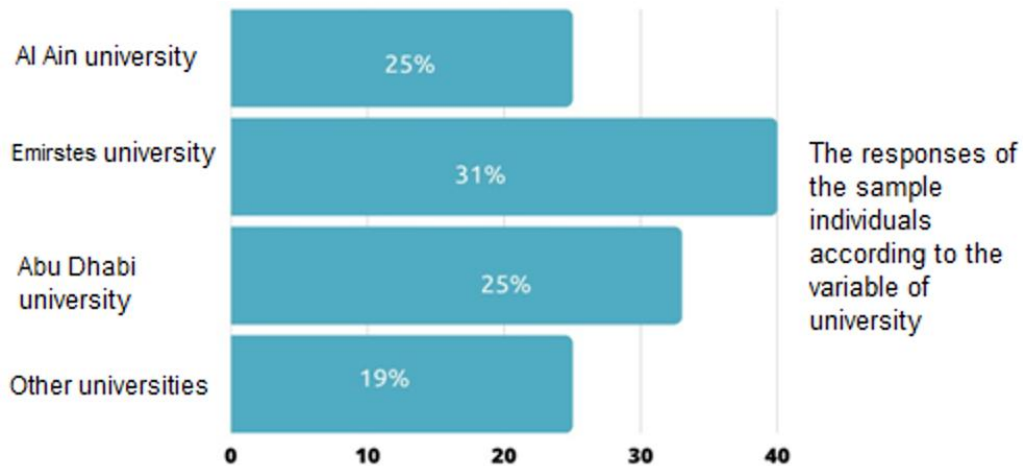


Figure 2. The responses of the sample individuals according to the variable of university.

The ANOVA test was conducted as shown in Table 6 to identify whether there are differences in the means due to the variable of university.

Table 6. The results of the one-way analysis of variance (ANOVA) test to examine differences according to the variable of university.

Variables	University	Number	Mean	SD	F- value	Degree of freedom	Sig. level
	Al-Ain university	32	4.26	0.33	1.84	3	0.143
	Emirates university	40	4.30	0.52			
	Abu Dhabi university	33	4.36	0.50			
	Other universities	24	4.05	0.66			

Table 6 reveals that there are no statistically significant differences in the mean scores of the responses at the significance level (0.05) according to the variable of university. Therefore, we accept the null hypothesis and reject the alternative hypothesis where the mean for the University of Emirates' students was 4.30, for Abu Dhabi University students was 4.36, for the students of Al Ain University was 4.26 and for the students of other universities was 4.05 .

4.4. Testing the Third Hypothesis

There is no statistically significant difference ( $\alpha \leq 0.05$ ) in the mean scores of the sample individuals according to the variable of experience.

Figure 3 illustrates the responses of the sample individuals according to the variable of experience.



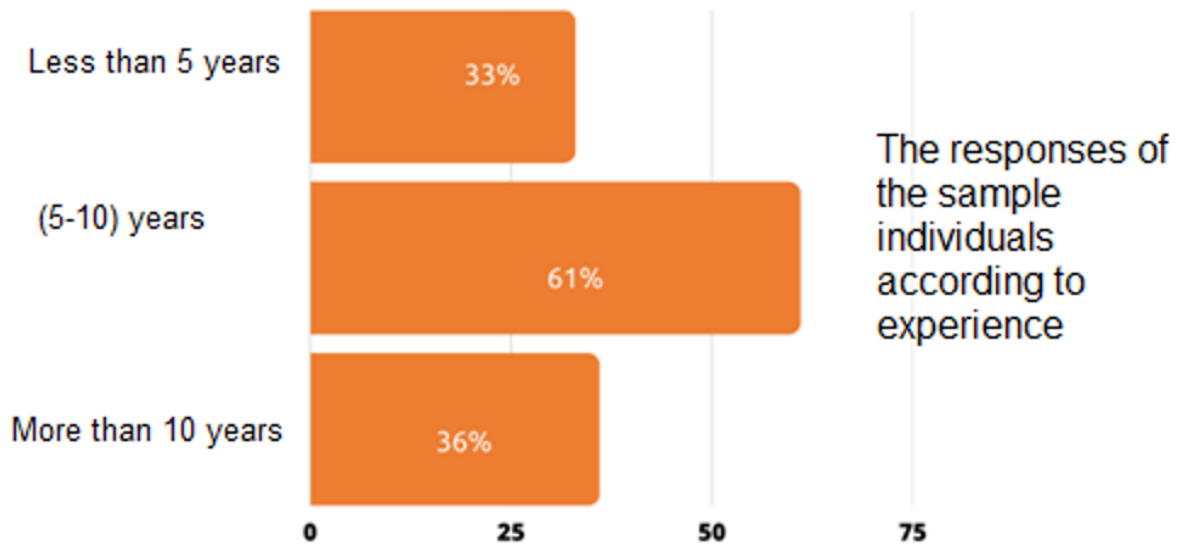


Figure 3. The responses of the sample individuals according to the variable of experience.

The ANOVA test was conducted as shown in Table 7 to identify whether there are differences in the means due to the variable of experience.

Table 7. The results of the one-way analysis of variance (ANOVA) test to examine differences according to the variable of experience.

Variables	University	Number	Mean	SD	F- value	Degree of freedom	Sig. level
	Less than 5 years	33	4.23	0.41	6.87	2	0.001
	(5-10) years	61	4.13	0.57			
	More than 10 years	35	4.51	0.42			

Table 7 revealed that there were statistically significant differences in the mean scores of the responses at the significance level (0.05) according to the variable of experience in favor of more than 10 years. Therefore, we reject the null hypothesis and accept the alternative hypothesis where the mean for less than 5 years was 4.23, for 5-10 years was 4.13 and for more than 10 years was 4.51. The value of f is 6.87 revealed that there was a statistically significant difference between these groups. Therefore, we can say that the faculty members with more than 10 years of experience evaluated their performance differently as compared to the members with less experience.

### 5. DISCUSSION

The results revealed that students' motivation plays an important role in enhancing faculty members' performance. Indeed, this reflects the positive relationship between faculty members, students and the teaching methods that affect the quality of education in universities. The results also indicated that students' motivation plays a prominent role in promoting faculty members' performance. This motivation contributes to developing innovative capabilities among faculty members and encouraging them to improve the work environment.

This finding agrees with several studies [4, 8] which revealed that when students are more self-disciplined, teachers feel more confident about their teaching capabilities and such confidence can lead them to use supportive behaviors that may help them establish a positive educational environment.

However, students' lack of response to the teaching materials could be an obstacle to achieving the best potential of teachers. Therefore, it is obvious that effective responses and interest by students play an important role in improving the quality of university education. This finding agrees with Kim and Seo's [9] study which revealed that students' motivation plays an important and positive role in the effectiveness of teachers' performance.

Another explanation suggests that the most motivated students are more likely to achieve academic success which in turn enhances teachers' confidence in their abilities to teach. This finding agrees with Mojavezi and Tamiz [10] who revealed that teachers' self-efficacy is positively related to students' motivation and achievement where the effect size of this relationship was  $d = 0.66$ . This means that the students with high self-efficacy and their teachers are more motivated and inclined to achieve better academic outcomes.

This finding can be explained based on scientific theories such as Maslow's hierarchy theory for needs which describes how students' motivation affects teachers' performance to achieve self-actualization needs, Researchers classified these needs as follows:

- a. Motivation and satisfaction: When a learner has a strong motivation to achieve success and develop skills. This motivation can have a positive effect on the performance of teachers. The teacher could feel more enhanced and in turn, support his students in achieving their personal and academic objectives.
- b. The needs of affiliation and acknowledgment: The positive interaction in the classroom related to students' motivation to participate and communicate with others can have a positive effect on the atmosphere of cooperation in the classroom. This positive atmosphere may encourage teachers to deliver lessons more effectively.
- c. The needs for safety: When students feel that they enjoy safety and support, they will be more inclined to participate in the classroom. A teacher who understands these needs can create a supportive environment that encourages more effective innovation and participation.
- d. The needs of survival and growth: When students have motivation to improve themselves, they will be motivated to learn and improve their performance. This can motivate teachers to develop their teaching methods to meet the requirements of advanced learning.

In addition to social theories such as symbolic interactive theory, student motivation plays a prominent role in shaping classroom interactions where students and teachers exchange symbols and meanings in this educational context. Students' motivation can be viewed as a symbolic formation that expresses their expectations and aspirations. This symbolic formation is evident during students' interactions with their teachers where students express their interaction with academic content and educational processes through the language of symbols.

Accordingly, the teacher is a guide for these symbolic interactions. When the teacher has an accurate and clear understanding of students' motivations and expectations, he or she can effectively direct symbolic interactions towards motivating students and enhancing their academic performance. A teacher can guide those interactions in a way that encourages active learning and enhances deep understanding.

If a student has a strong motivation to acquire knowledge for personal or professional purposes, a teacher can use this information to guide lessons, create symbolic interactions that reflect the student's goals and encourage active participation. Therefore, students' motivation has a prominent and strong effect on shaping classroom interactions and an effect on the teachers' performance in meeting students' needs and motivating them to achieve academic success.

## 6. CONCLUSION

This study aimed to determine how students' motivation for learning influences faculty members' academic performance. Therefore, the comparative descriptive analytical approach was used to identify the relationship between the students' motivation to learn and the academic performance of faculty members. The sample consisted of faculty members from various universities in the United Arab Emirates based on the problem and objectives of the study.

The results revealed that students' motivation has a positive effect on faculty members' academic performance. In this regard, when students are motivated to learn, it has a positive influence on faculty members' academic performance.

Moreover, when faculty members feel that their students are motivated to learn, they become more satisfied with their profession which enhances their academic performance.

### 6.1. Recommendations

The recommendations stemming from this study advocate for several key actions to improve academic performance and foster a conducive learning environment. Firstly, there's a call for the implementation of regular training courses tailored for faculty members. These courses should delve into understanding the intricacies of student motivation while also equipping educators with effective strategies to bolster student engagement and enthusiasm for learning. Secondly, faculty members are encouraged to craft tailored educational plans that cater to the diverse needs and aspirations of students. Additionally, it's suggested that university administrations conduct periodic sessions to evaluate faculty members' academic performance specifically analyzing the impact of student motivation. Furthermore, the study underscores the importance of conducting further research and experiments to comprehensively grasp how student motivation influences classroom dynamics and subsequently enhances faculty members' academic efficacy. Lastly, the study acknowledges the multifaceted nature of faculty performance, highlighting additional factors such as administrative support, professional development opportunities, university settings and the personal attributes of faculty members that warrant consideration and support.

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**Competing Interests:** The authors declare that they have no competing interests.

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