

# ***Research on the Influencing Factors and Problems of Teacher Professional Motivation from the Perspective of Teacher Professional Beliefs***

**Jingxuan Su<sup>1,a,\*</sup>**

*<sup>1</sup>Hubei University of Technology Engineering and Technology College, Wuhan, Hubei, China  
a. 20231097110@hbut.edu.cn*

*\*corresponding author*

**Abstract:** With the reform of education, the role of teachers has gradually shifted from simply imparting knowledge to guiding students, putting higher expectations and pressure on teachers. In this context, this article analyzes the correlation between teachers' professional beliefs and professional motivations from the perspective of professional beliefs. This article argues that in the context of high-pressure environments and rapid technological development, the reasons for insufficient professional motivation among teachers include excessive work pressure, lack of social and school support, and inadequate salary and promotion mechanisms. Teacher professional beliefs have a positive effect on professional motivation. When enhancing professional beliefs, teacher professional beliefs have a significant improvement effect on professional motivation, which helps teachers maintain positivity and enthusiasm when facing challenges and difficulties. Based on this, this article proposes specific methods to enhance teachers' beliefs and motivation, such as providing psychological support to help teachers relieve stress, offering more professional development opportunities to boost teachers' professional confidence, establishing a fair reward and recognition mechanism, and improving the teaching and office environment through a series of incentive measures to help enhance teachers' professional beliefs, thereby achieving the goal of improving teaching motivation and quality.

**Keywords:** Teacher Motivation, Professional Beliefs, Teacher Burnout, Educational Reform, Self-Efficacy.

## **1. Introduction**

With the continuous reform of education, teachers are not only teachers of knowledge but also become motivators and supporters of students' learning and growth under their drive. At the same time, teachers' sense of responsibility continues to improve. Teachers not only impart knowledge and answer questions but also serve as supervisors for students to establish their values and cultivate good personalities. Excellent teachers cultivate students' enthusiasm and guide them toward the right direction in learning and life. The evolution of this role requires teachers to be more careful in their work, leading to higher expectations and challenges for this group of teachers. This has also prompted widespread attention to the relationship between teacher professional beliefs and teacher professional motivations in the field of education.

Professional belief refers to a teacher's attitude and understanding towards their profession, reflecting their sense of professional identity and belief in educational value. This belief and goal structure influence teachers' professional motivation. Teacher professional beliefs include the importance, value, and significance of this job. The professional beliefs of teachers are influenced by their values, work experience, educational background, and external factors [1,2]. Professional motivation is an important part of driving teachers to invest energy in teaching, as it determines the effort and attitude towards teaching. There is still insufficient research on how to enhance teachers' professional motivation by strengthening their beliefs in the context of technological development.

It is of great significance to conduct in-depth research on the impact of teachers' professional beliefs on their professional motivation. This not only helps to fill the gap in current research on professional beliefs and motivation, but also provides guidance and opinions for educators, helping teachers maintain their enthusiasm and enthusiasm for teaching, and better play the role of education, thereby improving the quality of teaching [3,4].

Based on this, this article focuses on analyzing the common problems and influencing factors in teacher professional motivation, exploring the key role of teacher professional beliefs in enhancing professional motivation, and proposing strategies to effectively improve professional motivation by enhancing teacher professional beliefs.

## **2. Problems and Reasons of Teacher Motivation**

### **2.1. Concept and Role of Teacher Professional Motivation**

Teacher professional motivation refers to the intrinsic driving force demonstrated by teachers in their educational work, reflecting their pursuit of teaching objectives, attention to student growth, and passion for education. Career motivation is the internal driving force that propels them forward. Professional motivation drives teachers to be dedicated and enthusiastic about teaching and the classroom. Continuously communicate with students after class, follow up after class, and care about the growth and even mental health of each student. Career motivation is not only a psychological drive but also affects the quality of teaching. The reason and vision that teachers have for their work are also related to whether they are fully committed to teaching and willing to pour their emotions or experiences into their students. In contrast, there is still a lack of professional motivation, viewing teaching as a tedious task. The passion and pursuit of goals for something determine whether one is willing to devote everything to it, whether one is willing to discover problems with care, and whether one is willing to solve problems with care when encountering difficulties. Therefore, a teacher's professional motivation determines whether they are willing to work hard in the classroom and even after class to do a good job in teaching and create a better learning experience for students [5].

### **2.2. Typical Manifestations of Problems with Career Motivation**

Because everyone's career motivation is different, their attitude towards work is certainly different. For the profession of teachers, positive professional motivation is an important foundation for providing students with good teaching. If teachers have insufficient or incorrect professional motivation due to various reasons, it will not only affect their views on education but also affect their learning outcomes, which may seriously affect children's lives. For example, teachers lack enthusiasm for their profession, mechanically complete teaching tasks in class, and never stimulate students' enthusiasm for learning, making the classroom very dull and boring [6]. At the same time, facing high pressure and busy tasks for a long time can easily make teachers gradually feel bored with teaching tasks, complete teaching tasks perfunctorily, and lack attention to students, resulting in a cold classroom atmosphere, indirectly leading to a decrease in students' learning enthusiasm and affecting their learning attitude [7]. In addition, the era of rapid technological development has led some

teachers to no longer prepare lessons seriously and teach to complete teaching tasks, without paying attention to classroom management and student interaction, resulting in students being affected by this negative work atmosphere and losing motivation and interest in learning [8]. This situation is particularly common in some universities in China, where the salaries of university teachers are not directly linked to student grades. These teachers only meet the minimum standards of teaching and are even becoming more perfunctory towards the education industry.

### **2.3. Causes of Insufficient Motivation**

To analyze the reasons for the lack of motivation among teachers, it is necessary to start from multiple perspectives, such as internal and external factors, which interact with each other and gradually affect teachers' enthusiasm and investment in teaching work.

#### **2.3.1. Internal Factors**

Internal factors mainly refer to personal factors, and some teachers may slack off in the education industry due to impure beliefs and motivations.

A lack of professional beliefs can directly affect work motivation and enthusiasm. Professional belief is a profound understanding of a teacher's professional values. When teachers lack a firm belief in their profession, they will lose motivation and gradually lose enthusiasm for the job. Teachers may choose to be perfunctory, slack off, or even avoid teaching difficulties because they do not have a clear belief to support them [5].

Low self-efficacy is also an important reason for the lack of professional motivation among teachers. Tschannen-Moran et al. pointed out that self-efficacy directly affects teachers' confidence and persistence in teaching [9]. Although some young teachers have a strong fighting spirit towards the teaching profession, their lack of experience leads to doubts about their abilities, which in turn causes these teachers to be afraid of their hands and feet in class, leading to doubts and even anxiety. This situation can cause them to choose to escape even when they find that their teaching goals deviate or are wrong, or when they face teaching challenges. Over time, it will gradually make teachers lose their sense of professional satisfaction and feel tired of the teaching profession [2,4].

Lack of professional identity is also an important factor affecting teachers' professional motivation. Professional identity refers to a teacher's acceptance and recognition of their professional role. If teachers lack a sense of professional identity, they will also question their efforts. Without a correct sense of professional identity, teachers will think that teaching is just a job, completing their duties is enough, and they will not be proactive in anything other than completing teaching tasks. Because they will only think that teaching is just a job, not a career, which leads to teachers feeling tired of this profession and losing interest in students and classroom teaching.

#### **2.3.2. External Factors**

The lack of professional motivation among teachers is not only influenced by their own understanding of teaching but also by external factors. These external factors include students' performance and needs, parents' expectations and pressure, and insufficient support and resources from schools.

Work pressure should be unavoidable for teachers in their current careers. With the development of the times, the requirements for teachers are gradually increasing, and the heavy teaching tasks make it difficult for them to breathe. Teachers also need to consider students' physical and mental health issues as well as diverse requirements. Therefore, teachers in this high-pressure environment gradually develop a sense of boredom with their work and lose their passion for their profession. Under the constantly increasing workload, teachers are unable to keep up and maintain a positive teaching attitude [6,10]. Nowadays in China, education is the foundation of revitalizing the country

through science and technology. Only by cultivating good education and talents can the prosperity of the country be guaranteed. Society has high expectations for teachers, who need to help students shape good character while imparting knowledge. This inadvertently increases the pressure on teachers. When external expectations do not match their abilities, teachers will feel frustrated because they cannot meet these expectations, thereby affecting their professional motivation [11]. In the context of a multitude of teaching tasks, some teachers in China not only serve as subject teachers who need to prepare lessons and teach multiple classes but may also need to hold multiple positions such as class teacher, class mentor, counselor, etc. Some schools lack support, teaching resources, or training opportunities, leaving teachers isolated and helpless under busy tasks. Without sufficient support, teachers gradually lose their motivation for innovation and improvement, and become tired of teaching [8].

Another external factor that leads to insufficient motivation among teachers is salary and promotion mechanisms. For example, in some universities in China, many teachers are required to regularly complete and publish academic achievements to meet the requirements of professional title evaluation. This promotion mechanism has also led to some teachers deviating from their teaching focus. In addition, due to the mismatch between salary and workload, many teachers feel an imbalance in their hearts, which indirectly leads to their confidence and enthusiasm for the teaching profession. Especially when faced with heavy teaching and management tasks, the lack of compensation and incentive mechanisms also makes teachers feel that their work lacks meaning, gradually leading to boredom and frustration [10]. At the same time, in the context of rapid development, inflation, and economic uncertainty have had a huge impact on various industries, and the education sector is inevitably affected as well. Teacher salaries are affected by inflation, which increases work pressure affects teaching effectiveness, and also poses challenges of insufficient professional motivation [8]. In addition, due to the impact of the epidemic and the development of technology, the rise of online courses and other online teaching methods has brought some innovation to the education field, but it has also brought new challenges to teachers' professional beliefs and motivations.

### **3. The Role of Professional Beliefs in Enhancing Motivation**

#### **3.1. Concept of Teacher Professional Beliefs**

Teacher professional beliefs are different from teacher professional motivations. Teachers' professional beliefs are more like a deeply rooted set of values that not only affect how they view their work but also influence their behavior in teaching, such as their views on the meaning of education and their sense of responsibility towards students. Professional beliefs are a source of motivation that supports teachers to go beyond their interests when facing challenges and view teaching work with a long-term perspective [1]. For most teachers, professional beliefs are an important reason for choosing this profession, as they can find meaning and a sense of achievement in their work [8,12].

#### **3.2. The Positive Impact of Professional Beliefs on Teacher Motivation**

The correlation between professional beliefs and professional motivation is that when teachers have strong professional beliefs, their professional motivation will also significantly improve, because teachers gradually discover in this job that it is a mission, a spirit of dedicating themselves and illuminating others, making them feel that the teaching profession is glorious. When teachers feel that teaching is a meaningful thing and something that can make them feel a sense of achievement, they will have a strong sense of responsibility, be more willing to pay attention to the growth of each student and be more willing to invest more time to add bricks and tiles to the education cause [12]. For example, a teacher with strong professional beliefs not only spends time answering questions and

solving problems for students but also guides them to gradually develop critical thinking and good habits [2,13]. This type of teacher will find meaning in their heavy workload and maintain a positive teaching attitude at all times.

A strong professional belief will also make it easier and more profound for teachers to understand the needs of students. For example, when facing students with difficulty, these types of teachers are more willing to spend time patiently helping them solve problems rather than giving up easily. This teaching attitude not only helps to improve learning effectiveness but also deepens teachers' professional identity and sense of achievement, allowing them to discover their value in teaching work. Career motivation can be seen as an intrinsic catalyst that keeps teachers motivated and constantly delivers the quality of their teaching when faced with pressure.

## **4. Strategy and Suggestions**

### **4.1. Strategies for Enhancing Professional Beliefs**

Teachers need to establish positive professional motivation, and support is needed to enhance and consolidate their professional beliefs in order to help them find value and meaning in the teaching profession. The following are strategies to enhance teachers' professional beliefs.

#### **4.1.1. Psychological Support and Feedback Mechanism**

Positive feedback is needed in the daily teaching process of teachers to enhance their professional beliefs, and they often face various pressures and unexpected situations in their teaching work. Provide effective psychological support for teachers, allowing them to release emotions and stress well, thus enabling them to face teaching work more calmly and positively, and improve their professional efficacy [10]. Through psychological counseling and mutual communication, teachers can receive emotional support, and increase their professional beliefs and confidence in their abilities [12].

Positive feedback has also played a positive role in enhancing teachers' professional beliefs. Schools should hold more such activities to help teachers understand how their work brings progress and positive impact to students. Feedback from parents, encouragement from colleagues, and recognition from schools can all help teachers find a sense of achievement and value in their teaching work, thereby enhancing their professional beliefs and strengthening their self-identity in the field of education [2]. Teachers face a lot of pressure and challenges in their daily teaching, so positive feedback and psychological support are crucial. Schools can establish good feedback measures to enable teachers to receive positive feedback, such as regularly organizing teacher-student exchange meetings and other activities, allowing teachers to understand students' feedback on teaching, thereby strengthening teachers' professional beliefs and letting them know that their efforts are worth it.

#### **4.1.2. Professional Development Opportunities**

Continuously providing professional development opportunities for teachers is also an important means of enhancing their professional beliefs. Teachers can often help improve their professional competence, understand the latest developments in the field, and continuously update their educational knowledge through various training sessions, seminars, learning exchanges, and other methods organized by schools. This can also enhance their confidence in their professional roles and maintain good professional motivation in teaching [8,14]. This not only improves the teaching level of teachers but also allows them to stay at the forefront of the teaching field at all times. The knowledge and new methods they learn can be continuously applied in teaching, indirectly enhancing teachers' innovation and participation in teaching, thus recognizing their professional roles [13].

Cross-disciplinary communication and cooperation can also help stimulate teachers' innovative consciousness and strengthen their sense of professional value.

Professional development opportunities also provide opportunities for teachers and other educators to communicate and learn. When teachers can share their insights on teaching with colleagues, the collision of educational ideas can also inspire them and enhance their professional identity. This collective learning experience gradually allows teachers to find a sense of belonging and achievement in their work and life, further consolidating their professional beliefs [4].

#### **4.1.3. Positive Feedback Mechanism of Beliefs and Motivations**

There is also a feedback mechanism between professional beliefs and professional motivations. When teachers' professional beliefs are enhanced, they will also demonstrate a higher passion for teaching, and this positive teaching behavior will strengthen their professional beliefs. When a teacher who is passionate about teaching creates a good interactive atmosphere with students in the classroom, it can not only benefit students but also give teachers a sense of achievement, thereby deepening their sense of professional identity [15]. It is precisely this positive feedback loop that enables teachers to constantly find motivation and meaning in their teaching.

The enhancement of professional beliefs will enable teachers to find a sense of achievement, satisfaction, and belonging in teaching, allowing them to remain patient in the face of setbacks, not evade or give up, and constantly explore and move forward on the path of education [16].

#### **4.2. Measures to Incentivize Motivation**

Motivation is the core force that maintains teachers' enthusiasm for teaching. To ensure that teachers can maintain a high level of professional motivation, support can be provided through positive feedback from students and parents, school rewards and recognition, and improvements in the work environment and resources.

##### **4.2.1. Rewards and Recognition**

Establishing a fair reward and recognition mechanism is also a very effective way. If teachers' efforts are not recognized or if they do not find a sense of belonging and achievement in their work, no matter how much effort they put in, they will receive the same salary. Therefore, it is impossible to improve and motivate teachers. Teachers' efforts should be recognized and acknowledged by schools, whether it is managing students' efforts or innovating in the classroom, schools should give certain recognition and rewards [4]. For example, schools can establish a recognition mechanism to commend teachers with outstanding teaching achievements or provide them with more learning opportunities or development resources. This recognition not only gives teachers a sense of achievement but also motivates them to continue pursuing excellence in their work [5].

In addition, schools can establish excellent teacher awards, annual evaluations, and other activities to enhance teachers' sense of honor and motivation. A fair and just reward system can motivate them to continue working hard in future teaching and maintain a positive work attitude at all times [15].

##### **4.2.2. Improving the Working Environment and Resources**

The working environment determines the efficiency of work. A good working environment and teaching resources can maintain teachers' professional motivation, and a comfortable working environment can alleviate teachers' work pressure. Schools can ensure the cleanliness and completeness of classrooms and offices, such as high-tech teaching equipment and electronic whiteboards, which can inspire teachers to try more ways to participate in teaching, stimulate their

innovation, and improve the efficiency of their work [16]. These supports not only make teachers' work more efficient but also ensure the quality of students' teaching, thereby enabling teachers to invest more energy and enthusiasm in teaching [6].

When it comes to technology, resource support is also important, including providing rich teaching materials and course resources. When teachers have enough resources to cope with challenges, they can also try diverse teaching methods to make them more confident. Therefore, improving the working environment and resources for teachers is not only material support but also an affirmation of their professional value, helping them maintain a positive attitude and sustained motivation in daily teaching [8].

## 5. Conclusion

This study explores the impact and causes of teachers' professional beliefs on their professional motivation. Through research, it has been found that teachers' professional beliefs can enhance their professional motivation, make them more responsible in teaching, more willing to engage in educational work and demonstrate stronger resilience in the face of challenges and setbacks. The manifestations of inadequate teaching profession often include professional burnout, lack of teaching enthusiasm, and perfunctory behavior. The causes are complex and diverse, including internal factors such as low self-efficacy and insufficient professional identity, as well as external factors such as social expectations, work pressure, insufficient school support, and salary promotion mechanisms. These findings timely explain the problem of insufficient teacher motivation and point out the key factors for proposing teacher motivation and improving teaching quality.

Education administrators can enhance teachers' professional beliefs through these methods, and establish psychological support systems and career development opportunities for this group of teachers to enhance their enthusiasm and enthusiasm for work. Schools and institutions can also use these research results to improve teachers' working environment and educational resources through rewards and recognition, and other measures to help teachers maintain a high level of professional motivation at all times, thereby achieving the effect of improving teaching. This study provides practical guidance for the professional development of teachers, and can also help them discover their professional value, enhance their sense of professional identity, and enable them to play more roles in teaching.

In future research, the role of professional beliefs in different educational and cultural backgrounds can be further explored. Professional beliefs also have different effects on teachers of different ages. In addition, with the development of technology, online teaching is also one of the future research directions for the impact on teachers' professional beliefs and motivation. By exploring the role of professional beliefs in diverse teaching contexts, teachers can unleash and fully understand the potential in education, providing stronger support for improving the quality of global education.

## References

- [1] Katz, I., & Shahar, B. H. (2015). *What Makes a Motivating Teacher? Teachers' Motivation and Beliefs as Predictors of Their Autonomy-Supportive Style*. *School Psychology International*, 36(6), 575-588.
- [2] Woodcock, S., Sharma, U., Subban, P., & Hitches, E. (2022). *Teacher Self-Efficacy and Inclusive Education Practices: Rethinking Teachers' Engagement with Inclusive Practices*. *Teaching and Teacher Education*, 117, 103802.
- [3] Eccles, J. S., & Wigfield, A. (2002). *Motivational Beliefs, Values, and Goals*. *Annual Review of Psychology*, 53(1), 109-132.
- [4] Sato, M., Fernández Castillo, F., & Oyanedel, J. C. (2022). *Teacher Motivation and Burnout of English-as-a- Foreign-Language Teachers: Do Demotivators Demotivate Them?* *Frontiers in Psychology*, 13, 891452.
- [5] Ryan, R. M., & Deci, E. L. (2020). *Intrinsic and Extrinsic Motivation from a Self-Determination Theory Perspective: Definitions, Theory, Practices, and Future Directions*. *Contemporary Educational Psychology*, 61, 101860.

- [6] Gillet, N., Morin, A. J., Sandrin, É., & Fernet, C. (2022). Predictors and Outcomes of Teachers' Burnout Trajectories Over a Seven-Year Period. *Teaching and Teacher Education*, 117, 103781.
- [7] Madigan, D. J., & Kim, L. E. (2021). Does Teacher Burnout Affect Students? A Systematic Review of Its Association with Academic Achievement and Student-Reported Outcomes. *International Journal of Educational Research*, 105, 101714.
- [8] Watt, H. M., & Richardson, P. W. (2023). Supportive School Workplaces for Beginning Teachers' Motivations and Career Satisfaction. In *Remembering the Life, Work, and Influence of Stuart A. Karabenick: A Legacy of Research on Self-Regulation, Help Seeking, Teacher Motivation, and More*, 115-138.
- [9] Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher Efficacy: Capturing an Elusive Construct. *Teaching and Teacher Education*, 17(7), 783-805.
- [10] Turner, K., & Garvis, S. (2023). Teacher Educator Wellbeing, Stress and Burnout: A Scoping Review. *Education Sciences*, 13(4), 351.
- [11] Filgona, J., Sakiyo, J., Gwany, D. M., & Okoronka, A. U. (2020). Motivation in Learning. *Asian Journal of Education and Social Studies*, 10(4), 16-37.
- [12] Agyapong, B., Obuobi-Donkor, G., Burbach, L., & Wei, Y. (2022). Stress, Burnout, Anxiety, and Depression among Teachers: A Scoping Review. *International Journal of Environmental Research and Public Health*, 19(17), 10706.
- [13] Hornstra, L., Mansfield, C., Van Der Veen, I., Peetsma, T., & Volman, M. (2015). Motivational Teacher Strategies: The Role of Beliefs and Contextual Factors. *Learning Environments Research*, 18, 363-392.
- [14] Ingersoll, R. M., & Strong, M. (2011). The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of the Research. *Review of Educational Research*, 81(2), 201-233.
- [15] Bardach, L., & Klassen, R. M. (2021). Teacher Motivation and Student Outcomes: Searching for the Signal. *Educational Psychologist*, 56(4), 283-297.
- [16] Holmström, A., Tuominen, H., Laasanen, M., & Veermans, M. (2023). Teachers' Work Engagement and Burnout Profiles: Associations with Sense of Efficacy and Interprofessional Collaboration in School. *Teaching and Teacher Education*, 132, 104251.