

How Education System Erode Teaching Motivation When Teachers Worked as an Institutional Role

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Abstract. A sense of burnout of educational system nowadays exists among teachers. The main points the paper dwells on are the issues of why it happened and explain the implications of teacher burnout. What the paper particularly listened to is structural and institutional aspects of the modern education system. The paper would suggest that instead of blaming themselves, it is necessary to comprehensively realize that burnout is basically a systemic problem. In parallel with this, humanistic approach is again applied in this paper to shed light on the enhancement of teacher motivation. The paper follows a theoretical and literature-based method as it builds on the recent empirical research and critical views in the field of education by analyzing the effects of the institutional conditions on the professional experience of teachers and their motivation. Because of this, the paper redefines a humanistic approach to education where restoring teacher motivation needs a new orientation towards professional agency, meaningful pedagogical relationships and facilitating educational structures. These considerations have their educational policy implications, teacher support, and future research of sustainable teacher practices.

1 Introduction

Extremely, in the modern context, the teaching profession has become increasingly characterized as one that is tired, pessimistic, and lacks motivation. Certain data demonstrates a rampant decline in occupational motivation and well-being of teachers. The fact that workload, administrative pressure, and lack of professional autonomy are increasing is also noted to be a crucial factor that causes teacher burnout [1]. It shows that the problem of demotivation is not only personal but also is strongly associated with structural features of education systems. In the various settings, there is the characteristic of report drained feeling and professional handicapped teachers and more and more dispassionate about the initial intent of teaching. Teachers feel that their work is monotonous, strained and forced into position instead of being motivated by a calling or personal satisfaction. The prevalent exhaustion is a point of concern over teacher welfare and sustainability in education systems. The issue of motivation decline cannot be seen through the individual level. Today, education has become very institutionalised which is defined by standardisation, performance

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measurement as well as accountability mechanisms. The educators have to adhere to the standards of the curriculum, assessment goals, and administrative practices, which are more efficiency-driven and result-oriented. Consequently, teaching has been seen to be diminished to the implementation of given policies instead of reflecting and practicing professionally. In this type of systems teachers are under continuous assessment limiting their autonomy and redefining their identity in terms of professionals.

This thesis claims that it is not an individual or psychological problem of teacher demotivation but a structural effect of education systems that transform teachers into institutional agents. A number of them get into the profession with an aim of making significant contribution to students and society. Nevertheless, once integrated into the stiff institutional systems, their agency as professions is not only restricted but their practice is increasingly more defined as obedient than as intentional. As a result, educators will find themselves being a mere cog in an educational machine as opposed to independent professionals. The first perspective studied in the paper refers to theoretical views of teacher motivation and teacher professional idealism. It goes on to examine the role of institutionalisation and bureaucratic control in determining the work of teachers. It then moves on to discuss teacher alienation and its effects on the quality of education and finally wraps it up with a reflection on the implications of the same on education systems, as well as future research.

2 Professional motivation and idealism of teachers: A social-psychological postulation of the well-being and job satisfaction of educators.

Teaching has always been a profession that has been linked with strong moral dedication and the need to contribute to the social development. Nourishing the development of the students, nurturing them to think critically and to experience learning meaningfully are some of these ideals that make many people join the profession. Such inspirations tend to be intrinsic as opposed to extrinsic based. Educational psychology has always acknowledged that these inner motivators are key factors in maintaining long term professional activities.

Self-determination theory (SDT) can be useful in the interpretation of teacher motivation. SDT holds that people will tend to be more motivated when they fulfill their basic psychological needs of autonomy, competence, and relatedness. In education, the report of greater levels of job satisfaction and commitment appears to be seen in teachers who have confidence in their professional skills and that feel trusted to make decisions in instruction, and teachers who are emotionally involved with students, according to Uysal [2]. The teacher self-efficacy also contributes greatly towards professional motivation. Self-efficacy is a belief that teachers have towards their capability to control classrooms, engaging students and attain instructional objectives. When the teachers feel competent and self-confident they will tend to put efforts in their work and have a sense of purpose. The recent research shows that high self-efficacy is linked to job satisfaction and emotional well-being. A study by Nwoko et al. has indicated that the perceived occupational well-being of teachers is conditioned by the perceived workload and competence, which are not sufficient in situations when the pressure exerted by the institutions is still too high [1].

Motivation is another factor which is influenced by the organisational context. It is mentioned that teachers who feel a high support provided by schools and professional development opportunities are more likely to engage in lifelong learning [3]. Favorable conditions strengthen the developmental attitude of teachers and their professional identity. Conversely, organizational cultures where performance surveillance and bureaucracy prevail could undermine intrinsic motivation as it refocuses the attention of educational principles to

going through the institutional requirements. Although teachers are entering the profession with an ideal thought, most of them are noticing that as they continue in service, it is becoming apparent that their personal values are becoming unaligned with the expectations of the institution. According to Ball, this change is characterized as a transitioning of being reflective educators into being policy actors who have to implement externally developed reforms [4]. According to Apple, education that is market-driven gets technicalized through efficiency of teaching, denying the moral and intellectual freewill of the teacher [5]. When test results and performance indicators have become the main measure of success, other motives of education are pushed to the background. There is previous empirical evidence that already shows the relationship between teacher beliefs and student experiences. According to Rodrigues et al., the affective and motivational variables of students are highly related to teacher self-efficacy, which indicates that affective and motivational qualities of teachers can determine engagement and emotions of students to learning [6]. This illuminates the increased interest of teacher motivation permeating beyond the personal well-being. All these findings suggest that teacher motivation is not a personality attribute per se, but rather a product of interaction between institutional conditions and psychological needs with professional identity. Although a lot of teachers start the profession with high education principles, cumbersome system, workload and low autonomy can work against the intrinsic motivation. This redefines teaching as an occupation that is not value based but a task-based job due to external forces.

3 The institutionalisation of education

3.1 Teacher motivation according to various education systems

Different education systems vary in regulations, accountability, and professional autonomy and the structural differences have a significant influence on the motivation of teachers. Many modern systems, which are influenced by neoliberal reforms, are reducing teaching to be under-doing standardisation of the curriculum, performance assessments, and result-driven accountability metrics. Such policies are usually formulated to augment efficiency and quantifiable outcomes but also put huge administrative and emotional stress on teachers. Consequently, the process of teaching can also turn out to be rather a question of fulfilling the needs of the institutions rather than a question of meaningful pedagogy. Studies show that educators in bureaucratised schools often have larger work burden and lack professional control. According to Nwoko et al., nurse leaders are found to diminish occupational well-being by overworking documentation, monitoring, and decreasing the decision-making authority [1]. By making instruction practices highly prescribed, teachers might become less flexible in modifying the lesson to meet the needs of students and use professional judgment. This may undermine their agency and their intrinsic motivation. Support in an institution is significant to management of commitment among teachers. Zhang, Admiraal, and Saab have identified that those strong organisational support teachers who could get unlimited opportunities of professional growth were more motivated to take up their professional roles [3]. Growth and recognition opportunities seem to support the purpose and professional identity of teachers. Style of leadership is also a factor. According to Mahaputra and Saputra, participatory type of leadership can enhance the loyalty and motivation of teachers, whereas strict or authoritarian management can lead to the problem of emotional detachment and lower levels of engagement [7]. Critically, Ball explains teachers as more and more regarded as a policy actor in that they execute externally conceived reforms, instead of educational practice itself [8]. Apple also contends that market reforms reduce teaching to a technical role undermining the moral and intellectual autonomy of the teacher. In such systems,

professional values can be eroded over time, with teachers performing as janitorial, rather than convincing, practitioners [5].

Distinctions in the educational systems thus define the motivation of teachers by determining their workload, independence and their work identities. In cases where organisational frameworks put an emphasis on accountability rather than professional trust, regardless, teachers will most likely feel less motivated and emotionally drained that will compromise teaching quality and a long-term willingness to continue, as a teacher, in the profession.

3.2 The effects of the institutional structures on the teacher autonomy and creativity

It is well known that teacher autonomy can be regarded as one of the key factors of professional identity and job satisfaction. Professional judgments and the use of creativity in the classroom are enabled when the teachers have the capacity to make decisions about the teaching, change teaching methods, as well as responding to needs of students. When such freedoms are limited by the institutional structures, teaching may turn out to be the procedural conformist and not the reflective and meaningful practice. Most modern educational systems have augmented the standardisation of teaching content and assessment techniques as a consequence of policy-based reforms. Teachers are often restricted by national curricula, predetermined learning outcome and regular assessments to design their lessons in a rigid way. Although such measures are meant to bring about consistency and accountability, they diminish chances of innovation. Instructors might be stressed to focus on their examination needs and administrative objectives instead of discovering and student-guided learning methods. That constriction of pedagogical space may result in discouragement of experimentation and undermine the sense of ownership of work in teachers. It recommends that a decreased level of autonomy is also strongly associated with the low levels of professional motivation. Nwoko et al. consider the inability to control the choice of the instruction as one of the main stressors at work. The involvement of teachers in the teaching process would decrease when they view themselves as the introduction of external policies but not as an incentive to advances in education [1]. On the same note, Zhang et al. observe that when teachers feel more support in their institutions and are free in their decision-making, they would be more motivated and committed to professional development [3].

Organisational culture is also required in teaching creativity. Schools that promote teamwork, introspection and trials allow teachers room to devise new practices. By contrast, organisations with high levels of hierarchy tend to focus on meeting established procedures. Mahaputra and Saputra demonstrate that the leadership behaviours that involve hard control of them may restrain the initiative of teachers, though a participatory leadership approach encourages professional confidence and ingenuity [7]. According to Apple, education systems that are determined by market logic have the propensity to give more importance to measurable performance rather than intellectual and moral development. This moves the teaching process to technical effectiveness and away to lateral crisis and exploration [5]. Ball observes further that teachers are becoming more players of the policy delivery which involves responding to institutional calls and does not include educators setting the value of education. In this case, creativity is replaced with compliance and professional autonomy is eventually washed away [4, 8]. Once teaching professionals are denied the chance to make a claim, get innovative, teaching may lose its reflective and humane aspect. The institutional constraints do not only determine the practice in classrooms, but they also shape the way in which the teachers perceive their professional role. The effect of a system which restricts autonomy is, not necessarily, to undermine those qualities: creativity, adaptability, commitment that are the very species lying at the heart of meaningful education.

4 Educational alienation and motivation weakening process

4.1 Alienation in education: Higher affect on both teachers and students

Through the subject of alienation, the sentiment of distance, both emotional and psychological, which are likely to be developed in the context of institutionalised education systems can be captivately perceived with the help of this concept. Alienation is a term that was originally founded on Marxist theory, and it can be used to describe the situation where people become disenchanted with the sense and purpose of their labor. Shantz, Alfes, and Truss extend Marx's theory of alienation into twenty-first-century work contexts by illustrating that if employees continuing received forms of alienation, it will lead to emotional exhaustion and reduce personal well-being [9]. This idea can be applied to the educational field, which is why it can be argued that teachers and students will tend to fail to experience emotional involvement in teaching and learning gradually. Alienation in case of teachers can easily come in whereby, institutional needs fail to coincide with professional values. Most of them join the profession with high expectations regarding the role they should play to support the development of students, help them to develop curiosity and make impact on the society. After a duration of time, inflexible curriculum, standardized tests, and bureaucratic pressures may cause narrowing of the teaching practice. The relational and moral aspects of education can be hidden when the majority of successes are determined by the results of tests and performance. The teaching profession can grow to perceive their job as mechanical, emotionless, and without connection to their initial inspiration. This is likely to deteriorate the emotional bond of the teachers towards the students. Relationship based interactions in the classroom jeopardize to be task based as opposed to relationship based. According to Bardach and Klassen, a close relationship between teacher motivation and student outcomes is established, which also implies that the emotional disengagement of teachers may affect not only teacher well-being, but also student learning classes [10]. When the teachers are performing at a high level of exhaustion or undervaluation, they might have lesser ability to support and inspire the students emotionally.

This is another type of alienation that takes place in students. In extremely standardised systems, learning goes structured about examinations, grades and assessable outcomes. This may minimize chances of self-expression, critical thinking and meaningful dialogue. Students might perceive education not as an individual and intellectual process, as learning becomes more and more instrumental. Isolation can occur when the students view school as a repressive system, not an environment to develop. According to critical scholars, institutional structures are the key representatives in the generation of such conditions. According to Apple, the systems of education that are influenced by the market values place efficiency and performance at the cost of human relations and the purpose of existence [5]. The same viewpoint is repropounded by Ball who emphasizes the role of teachers as policy implementers who have minimal room to consider reforms or even to be emotionally impacted. In these kinds of environments both the teachers and the students might be left as mere cogs in a bureaucratic machine [4]. Alienation in education is hence not an individual issue but a structural issue. When the priority of the institution outweighs the human contact, emotional distance is a logical result. Such unconnection suppressed the affection which education was based on, and the teaching and learning have become merely procedural exercises with little or nothing social about them.

4.2 The erosion of professional pride in teachers

A Psychological Account Professional pride is inextricably connected to the sense of identity and purpose of the profession as well as the emotional connection of the teacher to the job.

It indicates the sense that his or her efforts are not a waste and that his or her efforts are accepted and appreciated in the society and are in line with their ideals. This will likely make teachers feel satisfied and committed to their profession in the long run when they feel that they are being positively involved in the growth of the students as well as to the society. This psychological sense of pride, in its turn, is highly linked to the intrinsic motivation, self-efficacy, and emotional well-being.

In modern educational systems, the loss of professional pride is, however, gradually increasing among many of the teachers. The trend of the growing level of focus on performance indicators, standardised assessment and administrative responsibility is one of the primary factors. In the context that quality of teaching is largely secured with the help of assessment instruments (test results, rankings, formal evaluation, etc.), the personal contribution of the teachers (emotional support, moral advice, relationship building, etc.) can be neglected. Such a limited conception of success may make teachers feel their practice is devalued to technical result and not a human-based complicated practice. Research in Psychology is of the view that too much external control may lower intrinsic motivation. The self-determination theory asserts that people tend to feel motivated and satisfied once their needs to be autonomous, competent, and relatedness have been fulfilled. When teachers are not given enough control over the design of the curriculum, the ways of teaching and making decisions in the classroom, they might lack a sense of a professional freedom. Brenner stresses the role of autonomy-helpful settings in enhancing motivation and ability in teachers [10]. On the contrary, strict institutional frameworks may bring a sense of constraint to teachers, diminishing the level of emotional engagement of their work. The teacher self-efficacy is also a factor that influences professional pride. A positive professional self image comes with confidence in being able to control classroom, and interact with the students, and attain the learning objectives. But every day of work, constant assessment, and exhaustion of the soul can quickly destroy this confidence. Nwoko et al. discovered that workload pressure and the perceived support of a professional facilitate the effects of the occupational well-being [1]. Teachers may develop poor competence feelings and pride when they experience overwhelming or undervaluation. The result of the loss of professional pride may be emotional. Educators can start to lose their patience, develop a sense of detachment and lose interest in teaching. Gradually, such an emotional change may undermine their commitment to students and to the greater cause of education. Instead of perceiving themselves as teachers who influence the minds of the young, they can begin to feel their task as a servant of institutional needs. This mental alienation indicates the further metamorphosis of professional identity. According to the critical scholars like Ball and Apple institutional changes are such that teachers are more and more placed in the role of policy implementers as opposed to independent professionals [4, 5]. In these types of systems, it tends to be a case where professional judgment is subordinated to standardised procedures. Such structural change has been associated with feelings of diminished position and importance which only undermine professional pride among teachers. Psychologically, the loss of professional pride is not a matter-of-course but a reaction to the state of affairs. A sense of emotional attachment to the profession of the teacher would suffer under the imposed restrictions of institutional need, deficiency of varied definition of success and the under valuation of relational work. Professional pride should not be restored solely by individual resilience, however, but needs to be affected structurally to acknowledge and accommodate the human aspects of teacher.

5 The implications on the quality of education and students

5.1 The impact of the motivation in the teachers on the quality of teaching

Studies over the previous years have persistently shown that decreases in the levels of teacher motivation have real implications on both the classroom practices and the learning experience among the students. Teacher motivation does not only serve as an inner psychological condition but defines the way teaching is performed, the way the relationships with students are conducted and the emotionally organized learning environments. Drawing up conclusions based on the outcomes of various empirical studies, Lazarides and Schiefele believe that the motivation states of teachers are strongly related to the quality of instruction, especially the levels of supportiveness and autonomy of teaching, feedback practices, and emotional lesson engagement [11]. This implies that a lack of motivation by being under institutional pressure can be appear as a more fixed, unresponsive style of teaching. Empirical findings also suggest that the effect of teacher motivation on learners is mainly channeled on the instructional behavior, as opposed to the emotional one-on-one transmission. Referring to the evidence provided in vocational education settings, Lauermann and Berger demonstrate that more self-efficacy and responsible teachers are apt to implement autonomy-supportive motivating styles that in their turn are linked to increased student engagement [12]. Notably, their results indicate that teacher motivation is not directly related to the student engagement but has an indirect impact on the engagement of students during the instructional process in terms of their perceptions of the practices conducted by the teachers. The mediating process could especially pertain to highly standardized educational systems, where the sense of agency and professional judgment of teachers can be limited by an institutional demand. Under conditions where teachers lose their sense of autonomy and have mounting pressures of accountability, motivational resources beneficial to facilitate adaptive and student-centred teaching would be slowly lost, and this would lead to shrinkage of pedagogical practices and perceived quality of teaching.

5.2 Pedagogical innovation and its downward trend in teaching mechanism

Since the motivation of teachers decays due to persistent institutional pressures, in a gradual and a slow process, the teaching practices become increasingly more mechanised and routinized. In standards-intensive systems, the instructional practice might be restructured according to the previously formulated curricula, performance measures, and assessment results, leaving minimal room on the experiments of the pedagogical process. Teaching becomes more of a technical compliance than a creative interaction, when the teacher understands her professional role as a way to deliver a predetermined content as opposed to creating the meaningful learning experience. This change would help overcome adaptive teaching and responsiveness with the various needs of the students in the long run. The lack of motivational resources is most likely to be closely linked with the constriction of instructional repertoires. Those teachers, where the levels of self efficacy and autonomy are lower, tend to adhere to the repetition of the teaching strategies including those that are exam oriented to exercise, rote learning and strict lesson plans. Such practices can bring a feeling of control and predictability to highly constrained institutional settings but in most cases they are focused on efficiency, rather than deep learning. Research about interaction in the classroom also suggests that a decrease in the overall emotional involvement as well as the flexibility of instruction may also undermine intrinsic student interest despite achieving formal learning goals. To put it into a larger context, the mechanisation of teaching acts as the indicator of the shift in the definition and measure of the educational success. Innovative practice that is hard to measure can be pushed to the periphery when systems of accountability favour predictable outcomes rather than learning that is focused on processes. This interaction conforms to critical analyses of institutionalisation in education, which state

that professional judgment of teachers is more and more hierarchical to other assessments. When the value or appreciation of pedagogical creativity diminishes or is no longer encouraged by the stakeholders in the education sector, there is the risk that teachers discontinue with reflective practice, which further increases the cycle through which lack of motivation and lack of encouragement of teaching positively feed off each other. The decline of instructional innovation is therefore not just the failure of a person, but as an unfortunate circumstance of institutional organization that transforms the work and professional identities of teachers.

6 Conclusion

The paper has analysed the way modern education systems influence the professional motivation, the identity and emotional involvement of teachers to their jobs. Even though it is hoped that most teachers will come into the profession with good intentions and a willingness to do something significant, institutional structures can tend to transform teaching into one of the most highly controlled activities that focus on performance. Using motivation theories, the research on self efficacy and the critical views on education reform, this paper has demonstrated that gradually systemic pressures can erosion away professional idealism. The debate postulates that teacher motivation has not been merely a matter of personal psychological nature but rather an output of the larger institutional circumstances. The policies that focus on standardisation, accountability, and measurable results are more likely to restrict the professional autonomy and reduce the definition of teaching success. Consequently, educators can lose self-motivation, become professionally demoralised and fall out of affection not only with what they do but also with their students. This process can be perceived as educational alienation, whereby, teachers are getting more and more frustrated with the purpose and meaning of what they once did. These are not only the effects of de-motivation among teachers on an individual level. When teachers feel overworked, underappreciated, or worse, a victim of institutional pressures, classroom quality, instructional creativity as well as teacher student relationships are all influenced. Education is less emotional and receptive to the emotional and intellectual needs of the students. This can in the long-run affect the interest that students develop towards learning and the sense of education being meaningful. The idea of transforming teachers into the policy implementers instead of the independent professionals provokes some critical issues on the way modern education gains its future look. Relational foundations of teaching become weak when systems that prioritize efficiency and performance neglect issues of human connection and moral purpose. There is a danger of education being turned into technical process with providing results instead of social one based on dialogue, growth and development.

To tackle these challenges, there is need to change both the structure and the culture. The schools and policymakers must put into consideration the significance of teacher freedom, emotional well-being, and professional identity. The sense of purpose of the teachers can be revived by providing conducive environments which are conducive to the reflective practice, professional judgment, and meaningful relationships. Professional growth, participation (as a leader) and lighter administrative load could also be part of long-term motivation sustainability. The research may be further carried out in the future to examine the effects of various policy models on teachers motivation as a result of cultural and national differences. The longitudinal studies can give more insight to how professional identities of teachers develop with time when they are under institutional pressures. Furthermore, the foregrounding of the voices of and lived experiences of teachers would offer a more contextualised insight into how the education systems construct realities in the everyday classroom.

To sum up, this paper would like to request all the teachers to pay the attention to the following appeal, the teachers are welcome to take the chances to enjoy professional autonomy in accordance with the terms and conditions of institutional frameworks. Though the work and the school can be extremely standardized, minor changes, e.g. alteration in lesson sequences, integration of student-oriented demands, or experiment involving formative feedback, can maintain interest and promote a feeling of teaching effectiveness. In addition, contemplating the instructional practice and comparing experience with those of colleagues can alleviate the emotional burden of accountability pressure. Teachers can save pedagogic creativeness and structures that facilitate meaningful learning in classrooms by taking a deliberate role in both attending to their motivational resources and the learning experiences of students. This intentional professional inquiry and practice adaptive are consistent with the positive outcomes of not only students but continually empower teachers with sense of purpose and satisfaction.

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