Exploring the Role of Teachers in Motivating Underprivileged Students for Their Educational and Career Aspiration

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Abstract

This qualitative research study investigates the impact of teachers' motivation on the educational and career aspirations of students in Non-formal schools in Punjab, Pakistan. Drawing upon constructivist principles, the study explores the perceptions and experiences of 14 Non-formal teachers and 12 Non-formal students from four districts in Punjab. Semi-structured interviews were conducted to collect data, which was analyzed using thematic analysis. Findings reveal that the lack of financial resources and educational facilities in non-formal schools poses significant challenges to both teachers and students. Most non-formal students come from low socio-economic backgrounds, exacerbating the need for support and motivation in their educational journey. The study elucidates how teachers' motivation influences students' educational aspirations, fostering perseverance and dedication to their studies. Moreover, it examines the role of teachers in shaping students' career aspirations through mentorship, sharing personal experiences, and setting high standards. The analysis underscores the importance of a supportive learning environment in non-formal schools, where

teachers play a pivotal role in fostering student autonomy, providing constructive feedback, and promoting positive teacher-student interactions. Recommendations are provided for policymakers and educators to enhance the quality of education and support mechanisms in non-formal schools, thereby fostering the holistic development of underprivileged students in Pakistan.

Keywords: Non-formal Schools, Motivation, Underprivileged Student, Educational Aspiration, Career Aspiration

Introduction

Teachers are the foundation of the educational system because they help their pupils' academic progress. They are one of the most significant assets in any school and are regarded as an essential factor to be taken into account when modifications are required (Tefera, Powers, & Fischman, 2018). However, teaching has been determined as one of the most stressful professions, and in the United States, teachers experience the highest turnover rate of any profession (Meng, 2021). It has been discovered that teachers' classroom behaviour is related to their pedagogy, teaching style, and students' learning processes. These elements would also impact their sense of control and general contentment (Boyden, 2018).

The environmental factors of a school also have a significant impact on the physical comfort, overall wellness, and productivity of teachers (Rafiq, Afzal & Kamran, 2022). The education and overall development of students is significantly affected by the learning environment at school (Harrison, & Waller, 2018). It includes not only the physical structure of the school but also the educational, social, and emotional components that influence students and teachers and the experiences they gain in the school. The education and overall development of students are significantly affected by the learning environment at school. It includes not only the physical structure of the school but also the educational, social, and psychological factors that influence students and teachers and the experiences they gain in the school.

Teachers' stress and burnout can be reduced by creating a supportive and well-run learning environment. Teachers can better concentrate on their teaching duties when they are at ease and feel respected. Additionally, it helps with work satisfaction, which raises teacher retention and lowers turnover. Collaborative teaching is encouraged by a supportive learning environment. Together, teachers may exchange best practices, gain knowledge from one another, and continually develop their teaching strategies. A well-equipped learning environment gives teachers the tools and resources they need to improve their teaching skills (Rafiq, Iqbal & Afzal, 2024).

In non-formal schools in Pakistan, underprivileged populations such as women, minorities, and low-income groups embrace non-formal education as a tool for empowerment. The development of literacy skills through non-formal education is crucial for economic prosperity. These consist of developing skills projects, training programs, and programs for vocational training. Non-formal schools provide an opportunity for the neglected population and out-of-school students to continue their education. Researchers discussed that the overall Non-formal school learning environment is not conducive. Non-formal education Programs in Pakistan are built around objectives, substances, and activities that are organized and structured within a regulatory structure at a flexible time. In Pakistan, non-formal schools are often found in more rural areas. Educating the underprivileged and marginalized working class is NFE's primary goal. The NFE concept was implemented in Pakistan with an emphasis on a single classroom, single instructor, multiple students, and pupils of various ages. These Non-formal programs successfully advocate for free public elementary education. Most non-formal Basic Education programs have a single teacher and function over multiple levels. The typical student-teacher ratio is within a reasonable level at 1:30. Teachers also have extremely few non-teaching responsibilities, in contrast to individuals in the public sector. The compensation range for teachers is PKR 8000–12000, which is lower than the public sector's salary but still equivalent to low-cost private sector income. With an average age of 29, NFBE teachers are predominantly female and young, but somewhat older than their counterparts in the low-cost private sector. Additionally, two-thirds of NFBE teachers are married. Since most of the teachers are from the same neighbourhood, it should help attract students to the school since parents feel more at ease sending their kids especially their daughters to someone they know.

Research Objectives

1. To explore the impact of teachers' motivation on students' educational aspirations.
2. To explore the impact of teachers' motivation on students' career aspirations.

Research Question

1. How teachers' motivation helps to enhance the students' educational aspirations?
2. How teachers' motivation helps to enhance the student's career aspirations?

Literature review

Motivation is crucial for success, both at work and in education. Motivation is the fuel that sparks talents and turns them into achievements. Students who are motivated have a far higher chance of succeeding and achieving their potential (Boxer, Goldstein, DeLorenzo, Savoy, & Mercado, 2011). A crucial component of successful teaching and

learning is motivation. Students exhibit more positive conduct as a result, and it also increases their sense of well-being. To give students the greatest start in life, we must learn how to inspire them to go further with their education. The definition of motivation is our enthusiasm for an endeavour. The reason or reasons for doing or behaving in a specific way is known as motivation. It facilitates goal-setting and achievement (Boyden, 2018; Rafiq, Kamran & Afzal, 2024).

In education, motivation contributes to helping students concentrate on their primary goal or result. By doing this, individuals become less affected by potential distractions and can focus for extended periods. Motivated students exhibit goal-oriented behaviours (Kamran, Afzal & Rafiq, 2022). Students need motivation to persevere in the face of obstacles and difficulties. It gives them the energy they need to reach their full potential (Farmer, 2018). A Motivated student is devoted, active, and creative; they are driven to succeed and recognize the worth of what they are learning. On the other hand, demotivated students are frequently dissatisfied or disengaged, which can result in disruptive conduct. Motivation plays a very significant role in developing educational aspirations in underprivileged primary students (Harrison, & Waller, 2018).

Individual's expectations and aspirations for their education are based on their views of the future of education. Idealistic beliefs that represent the level of education one wants to reach are known as educational aspirations. Educational aspirations are tangible values based on an individual's perceived reality, which often take into account their talents and other constraints. As a result, differences between the anticipated and aspired levels of education are possible. Children start to consider their prospects and aspirations from their primary level. According to the researcher Meng, (2021), underprivileged students are often inspired by their teachers' motivation to continue their studies. However, they often face difficulty in continuing their education but teachers can motivate those students for future education. Researcher Farmer, (2018), evaluated that educational aspiration can help to enhance the career aspiration in students.

A career aspiration refers to an individual's objective, aspiration, or planned outcome for their professional life. It stands for the course that an individual wants to pursue in their career and the goals they wish to achieve. A career aspiration often involves a set of goals, such obtaining a certain job, achieving a certain degree of accomplishment, or leaving a lasting impression in a particular sector of the market. These goals may change as people acquire new knowledge, abilities, and viewpoints throughout time. A person's professional journey may be made more motivating, focused, and purposeful by having specific career goals. Teachers play a crucial role in enhancing students' career aspiration. According to the researchers Tefera, Powers and Fischman, (2018), teachers may serve as role models by discussing their own

professional experiences, triumphs, and setbacks. Students may be motivated to establish high standards for themselves by learning about the experiences of their teachers. Establishing high standards for students both personally and academically shows you believe in their potential. Students are more willing to seek higher in their career aspiration when they are given challenges to achieve at their best.

Researcher discussed that, teachers are crucial in boosting student participation in the learning process because they have to give students timely, high-quality feedback in addition to the assistance and support they need. It's also important to remember that educators must provide students with both constructive and critical feedback. While negative feedback entails reasonable remarks to students and subpar grades, positive feedback involves learners being encouraged and receiving good grades. Giving students encouraging comments when they complete an assignment or exam successfully helps to keep them motivated to their educational aspirations.

To create an environment that encourages students' learning, teachers are necessary. They frequently do this by promoting students' autonomy. By encouraging students' freedom of choice, teachers help them to identify with who they are, their interests, and their beliefs Pitzer, and Skinner, (2017), teachers assist students develop personal interest, participation, and ownership of their work, which contribute to motivation, by supporting their choices and interests. Teachers also facilitate learning by empowering students to take greater responsibility for and participate in their education by allowing them to choose their learning objectives and goals.

Researchers Wentzel, Muenks, McNeish, and Russell, (2017), discussed, how students' perceptions of social support and autonomy support from their teachers relate to self-regulated learning and achievement and revealed a strong relationship between students' perceptions of these aspects of their teachers' support and self-regulated learning (Afzal, Rafiq & Kanwal, 2023). Students are more motivated and driven to study when their teachers support them in taking charge of their lives, taking responsibility, and taking an interest in their work. Teachers make learning activities more relevant by connecting instructions to students' experiences, which helps students relate what they are learning to their personal lives (Afzal & Rafiq, 2022). Positive interactions between teachers and students are more likely to impact the students' motivation to learn (Rafiq, Kamran & Afzal, 2023). It takes time to establish trust in a relationship. Teachers must invest time in getting to know their student's interests.

Methodology

The paradigm of this study was constructivism. For an in-depth exploration of the phenomenon, Qualitative research design was used as research methodology. A

deeper understanding and exploration of real-world issues can be identified by qualitative research (Maher & Dertadian, 2018). Qualitative research collects the perceptions, behaviors, and experiences of people. Rather than addressing how many or how much, it addresses how's and whys (Terry, Hayfield, Clarke, & Braun, 2017). The population of the present research study was teachers and students of Non-formal schools in Punjab. Due to a lack of financial resources and time, it was not possible to collect data from the whole province. The sample of the research study was teachers and students of Non-formal schools in 4 districts of Punjab province. The data was collected from 4 teachers from District A, 4 teachers from District B, 3 teachers from District C, and 3 teachers from D. The data was also collected from 3 students from District A, 2 students from District B, 3 students of District C and 4 students of district D. 2 self-developed semi-structured interview protocols were used to collect data. The sample size of the present research work was 14 Non-formal teachers and 12 Non-formal students. Thematic analysis technique was used to analyze the qualitative data. In the data collection section, (SP) was used for the Student Participants, and (TP) was used for Teacher Participants.

Procedure

For the present research, semi-structured interviews were conducted. Participants received the interview protocol approximately one week before the interview, giving them time to consider and prepare their answers. Throughout the interview, most of the questions were open-ended to encourage participants to talk freely, provide honest answers, and ask follow-up questions to help them elaborate on or explain their responses. Handwritten notes were taken during every interview, which helped the researcher remember important details to bring up again later in the interview. Every interview tape has been transcribed and translated into English. The thematic analysis method was used to examine the data. Thematic analysis, according to Braun and Clarke (2006), is a technique for finding, analyzing, and summarising patterns (themes) in data.

Data Analysis

An in-depth investigation of the phenomenon revealed that, due to the unavailability of funding and financial stability, there is a lack of physical resources and educational facilities. Mostly Non-formal students belong to low socio-economic and underprivileged family backgrounds. As mentioned before the students and teachers of Non-formal schools were the primary participants of the present research work. In-depth conversation during the interview helped to explore the influence of teachers' motivation on the educational and career aspirations of students. First, initial codes

were produced and the acquired data was transcribed. Following a thorough study, categories and themes were created, and data was given under each theme.

Theme I. Teacher-Student Relationship

Data	Codes	Theme
• Teacher support • Emotional connection • Teacher as a role model • Level of communication • Feedback • Academic Engagement • Emotional Support • Trust • Respect	• Positive Impact • Psychological Impact • Behavioural Impact • Academic Impact	Teacher Student Relationship

The first emerging theme from the qualitative data collection was Positive and supportive relationships between teachers and pupils create an environment in which students feel appreciated, supported, and driven to succeed academically. When teachers take the opportunity to get to know their pupils as people, recognizing their abilities, shortcomings, and interests, they may give personalized advice and mentorship, which can have a substantial influence on students' academic performance. Students who have a favorable connection with teachers are more likely to be engaged in their education, request assistance when necessary, and gain confidence in their talents. This supportive interaction may instill a love of learning and discovery in pupils, fulfilling their desire to seek further education and aspirational career options. As a participant revealed that,

> "My interactions with my teachers have been transformational. They have not only taught me subjects that interest me but also encouraged me to dream high. Their enthusiasm and assistance have pushed my educational goals and inspired me to believe in myself."
> (SP, 4)

The teacher-student interaction goes beyond the classroom and into students' professional goals. Mentor teachers provide vital guidance, insight, and support to students as they explore their career alternatives. Teachers may assist students in

discovering their interests, abilities, and aspirations by sharing their experiences, connecting them with resources, and guiding them through extracurricular and academic activities. A good relationship with faculty may also lead to possibilities such as internships, research projects, and networking contacts, all of which help students shape their professional pathways. Finally, instructors' support and encouragement may inspire students to follow their objectives with persistence and resilience, laying a solid basis for their professional and academic success in the future. Another participant discussed that,

> *"My teachers have served as mentors to me, leading me through academics and personal barriers. Their confidence in my talents has motivated my desire to achieve in school and my potential career. I attribute many of my goals to the great relationships I've made with them. (SP, 7)*

According to the study findings, emotional relationships with teachers and getting emotional support from teachers have a significant impact on students' educational and professional performance. Students who feel emotionally linked to their teachers are more inclined to participate in the educational process, feel encouraged in their academic pursuits, and build a feeling of belonging to the school environment. Building trust among teachers and students is a key part of the emotional relationship. When students trust their teachers, they are more willing to request assistance when necessary, share their thoughts and concerns, and take chances in their learning. This trust serves as the foundation for strong connections, which may have a tremendous influence on the educational experiences of students. As a participant discussed that,

> *"Having an intense emotional connection with my teachers has been advantageous to me. When I am attached to my teachers, I am more driven to learn, I feel less intimidated by asking for assistance when I require it, and I have more confidence in myself. It's like having someone by my side encouraging me each step of the way."*
> *(SP, 5)*

Emotional encouragement from teachers is also vital in helping students accomplish their educational and career goals. Emotionally supportive instructors provide a secure, loving environment in which kids feel appreciated, respected, and understood. This support can take many forms, including encouraging, attentively listening to students' problems, offering constructive comments, and fighting for their needs. Emotional

support from instructors can help pupils deal with difficulties and failures more successfully. When kids are suffering, having a supportive teacher may boost their resilience and motivation, allowing them to overcome challenges. Moreover, teachers who display compassion and comprehension can assist students in developing critical social-emotional skills such as self-awareness, self-regulation, and empathy, all of which are necessary for future academic and professional success. Similarly, a participant discussed that,

> *"I cannot emphasize enough how essential emotional assistance from instructors has been for me. Understanding that my teachers are concerned about my well-being and trust in my abilities has given me the courage to pursue my goals."*
> *(SP, 3)*

In general, the strong bond between teachers and students, along with emotional assistance from teachers, generates a rich learning environment that encourages students' academic and professional goals. Recognizing the relevance of these emotional variables allows educators to better assist their students' overall growth and empower them to achieve their greatest potential.

Theme 2. Classroom Environment

Data	Codes	Theme
• Emotional safety • Mutual respect • Relationship with peers • Engagement • Participation • Social dynamics • Feedback • Collaboration • Flexibility • Parental involvement • Opportunities • Career counselling	• Emotional Environment • Academic Environment • Social Environment • Physical Environment • Professional Environment • Support	Classroom Environment

The second theme of qualitative data analysis was the classroom environment. The findings of the present research study discovered that developing a productive classroom atmosphere is critical for moulding students' academic and professional

goals. A supportive learning environment encourages students' dedication, collaboration, and a sense of belonging, all of which are critical components of academic and professional growth. A good learning environment promotes active engagement and discovery, which sparks students' interest and intrinsic drive. When students feel supported and respected by their professors and classmates, they are more willing to take chances, ask questions, and pursue difficult educational objectives. This setting promotes a growth attitude, instilling in pupils the conviction that their skills can be developed with devotion and effort. A student participant discussed that,

> *"The classroom setting is everything. When I'm in an environment where I can express myself, engage with others, and take chances without fear of being judged, I'm inspired to aspire higher and achieve my educational and career objectives."*
> *(SP, 4)*

A productive educational environment allows for personalized learning experiences based on student's interests, abilities, and ambitions. Teachers may enable students to take control of their learning and pursue many routes to success by accommodating varying learning styles and preferences. This individualized approach assists students in discovering their interests, talents, and areas for progress, directing them towards meaningful academic pursuits and potential professional options that are compatible with their interests and abilities. A collaborative classroom climate promotes important emotional and social qualities like resilience, empathy, and collaboration, all of which are necessary for educational and career success. Through meaningful engagement and collaborative activities, students learn to communicate effectively, handle conflict constructively, and collaborate to achieve common goals. These soft skills are crucial assets in today's industry, helping students to succeed in a varied team setting and adapt to a quickly changing career path. A teacher participant discussed that,

> *"A supportive teaching environment is like rich soil for a child's dreams to grow and thrive. When students feel encouraged, challenged, and appreciated, they are more likely to establish aspirational academic objectives and pursue career paths that are compatible with their interests and skills."*
> *(TP, 8)*

Subsequently, a good classroom environment influences students' academic and professional goals by encouraging engagement, personalized educational experiences, and the acquisition of social-emotional skills. Teachers may motivate students to attain

aspirational academic objectives and follow professional pathways that align with their passions and skills by establishing a pleasant, inclusive atmosphere in which they feel appreciated, supported, and challenged. Finally, investing in creating an optimum learning environment enables students to reach their full potential and become lifelong learners as they negotiate the difficulties of the twenty-first century workforce.

Theme 3. Pedagogical Approach

Data	Codes	Theme
• Traditional Approach • Student centred teaching • Student cantered teaching • Motivation • Confidence • Supportive approach • Assessment • Collaborative method • Technology integration • Curricular activities • Extracurricular activities	• Pedagogical approach • Learning assistance • Educational environment • Intrinsic motivation • Extrinsic motivation	Pedagogical Approach

The third theme was the pedagogical approach and during a thorough data analysis found that the pedagogical method that emphasizes active learning, real-world application, and student-centered education can have a major impact on students' professional and academic objectives. When students are actively involved in the process of learning and can understand how their academics relate to their future ambitions, they are more likely to set academic and professional goals. Instructional methods that focus on building students' self-efficacy and confidence can have a positive impact on their academic and professional goals. Students who believe in their abilities to achieve academically and professionally are more inclined to set challenging objectives and strive for greatness. Constructive techniques, such as inquiry-based learning and problem-solving exercises, can help students take control of their learning and gain the self-assurance they need to pursue tough academic and professional goals. A participant stated that,

> "When teachers use dynamic and interesting teaching approaches, I get interested in learning. It boosts my confidence in my talents and pushes me to set greater educational and professional

objectives."

(SP, 6)

Educational practices that encourage diversity, equity, and inclusion can extend students' perspectives and awareness of the academic and career aspirations that await them. When kids see themselves reflected in the curriculum and classroom, they believe they can excel in a range of disciplines and vocations. Culturally responsive teaching, inclusive curriculum design, and varied role models can motivate students from disadvantaged backgrounds to seek educational opportunities and previously unattainable occupations. Educational techniques that emphasize the growth of critical thinking, reasoning skills, and problem-solving abilities can provide students with the tools they need to traverse challenging academic and professional trajectories. Students who learn to think critically, examine evidence, and solve issues effectively are better equipped to meet their educational objectives and adapt to the demands of many job sectors. Inquiry-based learning, collaborative projects, and interdisciplinary courses can help students acquire these key abilities and gain the confidence to pursue ambitious academic and career goals. A teacher participant discussed that,

> *"As educators, our approach has an important effect on students' aspirations." By creating a supportive and demanding atmosphere, we can encourage them to pursue ambitious educational and professional goals that they would not have explored otherwise."*

(TP, 5)

Educational views have a complex function in defining students' educational and professional goals. Educators enable students to envisage and pursue interesting academic and professional choices by engaging them and developing self-efficacy, diversity and inclusion, and critical thinking abilities.

Theme 4. Emotional Support

Data	Codes	Theme

		Emotional Support
• Motivation	• Social structure	
• Self-esteem	• Personal development	
• Attachment	• Continues guidance	
• Empathy	• Students' feelings	
• Career aspiration		
• Educational aspiration		
• Encouragement		
• Guidance and counselling		

Teachers' emotional support has a significant impact on students' academic and professional goals. Teachers create an atmosphere of affection and encouragement in which kids feel a feeling of belonging and confidence. When students feel respected and encouraged by their professors, they are more inclined to believe in their skills and set greater expectations for themselves. This emotional support acts as a solid basis for kids' dreams, allowing them to anticipate exciting educational and professional opportunities. Teachers frequently serve as mentors as well as role models for their students. Teachers may inspire and guide pupils to pursue educational and professional choices that they may not have considered otherwise. Teachers may assist students visualise their future routes by sharing their experiences and expertise. This advice extends beyond academic education, encouraging students' personal development and empowering them to achieve their goals. A student participant discussed that,

> *"To have a supportive teacher who actually cares about my well-being and believes in my abilities has been life-changing for me. Their support and understanding have strengthened my confidence and inspired me to pursue ambitious scholastic and professional objectives that I would not have considered otherwise."* (SP, 6)

Emotional assistance from instructors promotes resilience and resilience in pupils, a trait required to meet the obstacles of academic and professional endeavours. When confronted with failures or challenges, students who have a solid support system from their professors are more likely to recover and continue working towards their objectives. Carefully understanding and supportive instructors provide an environment in which failure is viewed as a stepping stone rather than an impediment, motivating pupils to overcome hardship. A teacher participant discussed that,

> *"Emotional assistance is essential for developing students' goals. By developing strong, trustworthy connections with our students and offering a safe environment for expression, we can inspire them to*

thrive in their schooling and future employment."
(TP, 3)

Teachers' emotional support influences not just students' current learning experiences, but also their long-term professional goals and trajectories. Teachers can ignite students' interests, extend their minds, and inspire them to attain their greatest goals by creating a pleasant and supportive learning environment. They contribute significantly to their pupils' future success and fulfillment.

Discussion

The present research study aimed to investigate the influence of teachers' motivation on students' educational and career aspirations. Students' academic and professional objectives are heavily influenced by their teacher-student relationships. A pleasant and supportive connection creates a climate in which kids feel appreciated, understood, and encouraged to succeed academically. When students establish a positive relationship with their professors, they are more likely to actively participate in the learning process, seek advice when necessary, and achieve better levels of academic success. Similarly, Harrison and Waller, (2018) also support the findings, that teachers who understand their students' particular skills, limitations, and interests may give personalized support and encouragement, assisting them in pursuing various educational and professional pathways that align with their objectives (Sami, Khalil & Rafiq, 2024).

The findings of the present research work revealed that a strained or unpleasant connection between instructor and student might jeopardize students' academic and professional goals. Students may feel disheartened, misinterpreted, or even alienated in such an atmosphere, resulting in alienation from their academic efforts and a lack of clarity about their future aspirations. Furthermore, students may be less likely to seek assistance or support from instructors whom they consider to be unsupportive or unhelpful, limiting their capacity to successfully explore and pursue their academic and professional goals. Pitzer and Skinner, (2017), are also in the view that creating healthy relationships between teachers and students is critical to empowering students to imagine and strive for their academic and professional goals.

Results indicate that the classroom environment has a tremendous impact on underprivileged kids' educational and career goals. For students from poor circumstances, the classroom is a reflection of the larger societal environment, shaping their self-concept and for the future. A pleasant school atmosphere, with supportive instructors, equal resources, and inclusive practices, can help disadvantaged children overcome obstacles and pursue their goals (Kamran, Afzal & Rafiq, 2022). Boyden, (2018) also concluded in their study that, when students feel secure, respected, and appreciated in their learning environment, they are more likely to acquire the

confidence, resilience, and feeling of belonging required to set and accomplish lofty academic and professional objectives.

An insufficient or unfriendly educational atmosphere can exacerbate disadvantages and lower expectations. Overcrowded classrooms, restricted access to educational resources, and structural imbalances can exacerbate sentiments of marginalization and impede students' academic achievement and future goals. Furthermore, unpleasant experiences such as discrimination, bullying, or low expectations from instructors and classmates can undermine kids' self-esteem and confidence, limiting their potential to excel academically and pursue meaningful career. Meng (2021) also discussed that, creating a loving and inspiring classroom atmosphere is critical for unlocking impoverished kids' potential and encouraging them to envisage and strive for their academic and professional goals, despite the difficulties placed against them.

The findings navigating that, school environments may be tough for students from low-income backgrounds, and having a support network can make a big impact. Emotional support from teachers, mentors, classmates, and family members gives underprivileged pupils a sense of belonging, validation, and encouragement, which is critical for developing resilience in the face of adversity. When students feel emotionally supported, they are more likely to have a good attitude toward their educational journey and establish lofty goals for their future education and job path.

In conclusion, the lack of emotional support can increase the difficulties that impoverished students encounter, compromising their educational and professional goals. Without a strong network to draw on, students may feel alone, disheartened, and overwhelmed by the difficulties they face. This lack of emotional support can lead to poorer self-esteem, drive, and confidence, reducing students' belief in their ability to excel academically and pursue their preferred careers. Investing in emotional support systems within educational institutions and communities is critical for empowering underprivileged students to overcome obstacles, believe in their potential, and strive to achieve their educational and career goals, even when the odds are stacked against them.

Conclusion

A thorough investigation of the influence of teacher motivation on students' academic and career aspirations yields several significant findings. Our findings suggest a substantial link between teacher enthusiasm and students' academic expectations. Teachers who are enthusiastic, passionate, and devoted frequently motivate their pupils to strive for greater academic success. This drive can be shown in a variety of ways, including increased class involvement, improved academic achievement, and a stronger desire to learn more. As a result, investing in initiatives that improve teacher

motivation, such as professional development programs and supportive work environments, can have a major beneficial influence on students' academic goals.

Our data imply that teacher motivation also influences students' career goals. Teachers, who sincerely care about their students' achievement, both academically and in their future jobs, may successfully advise and coach them to achieve their full potential. Teachers may assist students in exploring various career pathways, setting ambitious goals, and developing the skills and confidence required to pursue their chosen occupations by creating a friendly and motivating learning environment. As a result, attempts to improve teacher motivation may lead to a more engaged and passionate staff in the future.

Finally, the study highlights the significance of teacher motivation in shaping students' academic and professional goals. Policymakers, educational organizations, and stakeholders can undertake targeted interventions to boost teacher motivation by recognizing and praising teachers' vital role in influencing students' expectations. Finally, by investing in teachers' professional development and well-being, we can enable them to inspire and encourage students to reach their full educational and career potential.

Recommendation

The researcher recommends for future research that, conducting longitudinal research to follow the evolution of students' educational goals over time in response to fluctuations in teacher motivation levels. This will give us a better understanding of how teacher motivation affects students' educational aspirations over time. Researchers also recommend that Examine the effectiveness of teacher training programs in developing motivating tactics that favourably influence students' ambitions. Examine the components of effective training modules and how they are implemented in real-world classroom environments. This can help shape future training programs aimed at improving teacher motivation and its impact on student performance.

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