

Promoting Teacher Motivation in Online Learning during the COVID-19 Pandemic

Zheng Li

Graduate School of Human Sciences, Assumption University, Bangkok, Thailand

* Correspondence: lizhengdreamer@gmail.com

ABSTRACT

This review paper focuses on teacher's motivation in online learning during the COVID-19 pandemic. It aims to provide strategies for teachers and school leaders to promote teacher motivation. Relevant theories and previous studies were reviewed to discuss the technical, pedagogical, and psychological challenges in online learning implementation, the importance of teacher motivation, and factors influencing teacher motivation during the COVID-19 pandemic. After the review of existing research, solutions with three practical strategies were given for teachers, namely, self-regulated learning strategy, metacognitive thinking strategy, and self-care strategy. Three supports for school leaders, namely, the professional training support, autonomy support, and psychological support, were recommended to promote teacher motivation.

KEYWORDS: COVID-19; online learning; teacher motivation

ARTICLE INFO: Received: 29 October 2021; Accepted: 20 December 2021; Volume: 01; Issue: 02; Type: Review Article

1. Introduction

While lockdown was set to limit the spread of the COVID-19 pandemic, it has caused an unprecedented worldwide disruption of educational systems. Most countries had to close their schools, universities, and other educational institutions [1]. However, since learning must go on, online learning is the only practical approach to conduct instructions, keep in touch with students, and process the assessments. This approach has completely taken the place of traditional face-to-face education and schooling during the COVID-19 pandemic. In other words, the situation compels both teachers and students to adapt to online learning [2].

As essential workers in implementing online learning, teachers face numerous challenges. They must extend their job scope to improve their competency of using different technical tools and platforms and extend the instructional content to teach their students how to use them appropriately and effectively. On the other hand, faced with the Covid-19 pandemic, the significant change of relationships in the society, the closure of schools, unclear guidelines for teachers, and unintentional reforms in teaching and instruction, the teachers may experience depression, anxiety, and stress [3,4]. Additionally, many recent studies found that the forced COVID-19 online learning lowered teacher motivation [5,6]. Therefore, promoting the teachers'

motivation for online learning during the COVID-19 pandemic is urgent, necessary, and significant.

The current study presents the challenges of the ongoing online learning by reviewing 23 recent research studies. It clarifies the importance of teacher motivation from three aspects; identifies the factors influencing teachers' motivation during the pandemic period based on the self-determination theory (SDT); aims to provide the practical methodologies for promoting teacher motivation in implementing online learning during or even after the COVID-19 pandemic period [7]. The highlighted strategies will be adapted for both teachers and school leaders.

By raising the awareness of teacher motivation and presenting practical solutions to promote it, this article provides strategies to encourage teachers to self-motivate actively. It also provides guidelines for school leaders to develop interventions such as a supportive teacher system or capacity-building development, which may benefit the continuity and effectiveness of the teaching and learning process and education resilience under an online learning environment. Future researchers may use it as a reference to continue to explore with more reliable and concrete evidence.

2. Challenges of Online Teaching during the COVID-19 Pandemic

There is no doubt that teachers play a vital role in dealing with online learning and teaching challenges. In order to present the challenges, the author reviewed 23 relevant research articles published from January 2020 to August 2021 in online journals [3-6,8-23,25-27]. The challenges were categorized into technical, pedagogical, and psychological challenges to explain the teachers' situations during the COVID-19 pandemic.

2.1 Technical Challenges

Unstable Internet connectivity was one of the technical challenges in online learning during the pandemic in many studies [8-11]. Most online learning activities, such as delivering online instructions, uploading, and downloading learning materials, accessing the class, and teacher-student communications, highly depend on the Internet connection. As for teachers, the unstable Internet connection directly leads to difficulties supporting the students learning and assessing the students equally.

Besides, the teachers' expertise in using educational technology becomes another issue. Based on the research conducted during the COVID-19 pandemic period, there were still teachers who lack skills in using technology and have low motivation in using the new platforms or applications [4-6,12-14]. Teachers take more time and effort to prepare the online course than the face-to-face course because they must take time to familiarize themselves with various platforms and applications before the class and select appropriate and applicable material for particular subjects and learning objectives. They are expected to be experts in using the technology and help the students solve the technical problems during online classes [15].

2.2 Pedagogical Challenges

Online teaching requires the teachers' skills and expertise for applying the technology and needs new pedagogy design to promote teaching effectiveness [16]. The teachers should rethink and adapt online learning consciously and pedagogically [17]. Many researchers reported that teachers' readiness, such as pedagogical knowledge and online teaching strategies, became an issue in the emergency pedagogical transition as a result of the COVID-19 pandemic [6,18-20]. The teachers need to shift the pedagogy to fit the context of online learning to maintain the quality of education.

2.3 Psychological Challenges

COVID-19 pandemic threatened not only physical health but also mental health. The strict social distancing policy, long-term lockdown, and work-from-home have changed social relationships. The world is not the same today compared previously. Many studies stated that numerous people felt lonely and isolated during this pandemic [21-23]. For teachers, there seems to be no alternative because they must forcefully adapt to the following tremendous changes when facing the pandemic: school closure, uncertain surroundings, and involuntary online learning. The symptoms of stress, anxiety, and depression among teachers are ubiquitous [3,4].

Besides, it is found that working from home using information and communication technology (ICT) causes tension, anxiety, and exhaustion and reduces job satisfaction [24]. However, there was no option; ICT was the only tool available for teachers during the pandemic. Lack of confidence in using new technology, inadequate readiness of online learning knowledge, and insufficient training added to the excessive workload and stress among teachers [25-27].

3. Teacher Motivation

3.1 What is Teacher Motivation?

Teacher motivation includes two dimensions. The first dimension is the individual's desire, interest, and value to teaching since it is the initial and vital reason for choosing to be a teacher [28]. The second dimension is the intensity of willingness and persistent effort with the teaching profession [29]. It drives the individuals to invest their energy and endeavor in teaching [30,31]. In other words, it is how long the individuals remain in the teaching profession and how persistent they try to improve the teaching effectiveness and motivate the students to learn. Personalities influence various social contextual factors and other external conditions [29].

This paper highlights the second dimension of teacher motivation. Emphasizing the teacher motivation for online teaching refers to the teachers' internal and external desire to invest their persistent efforts to adapt and implement online learning in the context of the COVID-19 pandemic outbreak. Mainly, it is the teachers' willingness to improve their technical skills and enrich their pedagogical knowledge. To improve the teaching effectiveness and promote student engagement during online learning and the

determination to overcome the various psychological challenges and teaching difficulties that occurred during the COVID-19 pandemic.

3.2 Why is Teacher Motivation Important?

In this section, 11 articles [32-42] were selected by themes; the themes were “teacher motivation and students’ performances/ achievements,” “teacher motivation and student motivation,” and “teacher motivation and school improvement.” The findings are as follows:

Teacher motivation impacts the students’ learning achievements [32-35]. As previously mentioned, teacher motivation refers to the teacher’s willingness to improve teaching practices and engage students. The highly motivated teachers have high self-efficacy in their competency of teaching and problem-solving. They tend to care more for their students and are willing to take maximum effort in dealing with students’ learning difficulties, classroom management, and challenging situations [36]. Conversely, demotivated teachers hold a negative attitude when facing challenges. The teachers’ motivation reflects directly in the teaching practice, impacting the students’ learning [32]. The teachers with a high level of motivation positively influenced the students’ learning achievements [33]. On the contrary, teacher demotivation negatively affected the students’ achievements and school serving [35].

Besides, teacher and student motivation are correlated via their interactions [37-39]. Kalyar and his colleagues [37] found that teacher motivation, as a component of teaching behaviors, involves a caring attitude towards students’ interests and learning, enhancing motivation. In support, Schiefele [38] stated the class management and mastery-oriented instructional practice are the mediators that affect teacher motivation on students’ motivation. Similarly, Ahn et al. [39] investigated the relationship between teacher motivation and students’ motivation based on the self-determination theory and found that the teacher motivation affected the students’ motivation via the teaching practices, especially those that support and satisfy the students’ basic psychological needs. In short, teacher motivation influences the teachers’ behaviors, attitudes, and teaching practices, those factors as mediators extend the impact on the students’ motivation.

Moreover, teacher motivation is one of the essential factors in school improvement [40-42]. School improvement refers to achieving the educational goals, promoting the school effectiveness and learning environments, and developing the school practices to fulfill the students’ needs and enhance learning [40]. The teachers render significant contributions during the process. The teachers’ responsibilities are to deliver the knowledge in response to the academic requirements and instill ethics and morality as role models. Motivating teachers in their job duties is vital for them to perform in a well-organized manner, maintain constructive perspectives in terms of the working conditions, personal, professional development goals, and improve their leadership skills, communication skills, and collaboration skills in daily school serving. High-motivated teachers tend to have a high level of job satisfaction and a strong willingness to involve themselves in school improvement and development [41].

3.3 What Factors Impact Teacher Motivation for Online Teaching?

In the paper, Ryan and Deci's self-determination theory [7] emphasized investigating the factors' impact on teacher motivation for online teaching. It is a broad psychological theory of human personality and motivation, widely utilized in education. SDT distinguishes autonomous motivation (instinct motivation) and controlled motivation (external motivation) and identifies these motivation styles' relationship to personal behavior outcomes. According to SDT, an individual's engagement, performance, and wellness tend to be more significant when he is autonomously (intrinsically) motivated rather than controlled (extrinsically) motivated [43]. Although intrinsic motivation is an innate personal propensity, it is alternatively restrained or stimulated by unfavorable or favorable conditions [44]. There are three basic psychological needs highlighted in SDT, impacting motivation: competency, autonomy, and relatedness.

- Competency refers to specific skills and mastery of tasks that people must gain. When people feel that they have the ability and skills to achieve the goal, they are more likely to take actions that help them produce successful outcomes.
- Autonomy refers to the sense of having choices and flexibility in setting goals. As for teachers, it is the flexibility and freedom in teaching practice and setting learning objectives according to the students' needs.
- Relatedness refers to the sense of belonging and connection with other people. The educational context is the positive relationship among students, teachers, school administrators, and other stakeholders.

Ryan and Deci also invoked that the individual's engagement, performance, motivation, and wellness tend to be more significant when these three needs are fulfilled. On the contrary, the factors restraining these three basic psychological needs negatively affect an individual's motivation and well-being [43]. During the COVID-19 pandemic, the SDT was widely used to investigate teacher motivation factors.

Five relevant research articles [5,45-48] were addressed to illustrate the factors that impact teacher motivation for online teaching. The five articles were conducted based on SDT and published in online journals from October 2020 to July 2021.

Moorhouse and Kohnke [5] divided the teachers who work in a university in Hong Kong into the "thriving teacher group" that gained new skills and the "surviving teacher group" that doubted their abilities. After interviewing them based on the framework of SDT, it was found that the "thriving teacher group" maintained higher motivation in implementing emergency online learning than the "surviving teacher group." A similar result was found in school teachers in Spain. The teacher motivation for emergency online teaching increased along with the improvement of digital skills and technology for education during the COVID-19 pandemic period [45]. Additionally, Brooks [46] also stated that the teachers' competency in handling the technology and knowledge of technical pedagogy positively correlated to the teachers' instinct motivation in online

learning implementation. In short, the teacher's competency in using new technology and pedagogical strategy is one factor influencing teacher motivation.

Except for the competency, the autonomy in choosing the teaching method to meet the students' needs is another crucial factor related to the teacher motivation. However, the teacher autonomy decreased when conducting online courses during the COVID-19 pandemic [2,46,47]. It was an ever-changing and emergency pandemic period – online learning became the only practical approach to deliver instructions and conduct learning activities; teachers did not choose autonomously. Meanwhile, it may not seem like the best method for students to learn subjects such as physical education and music. As Kulikowski [2] stated, it is a forced online learning. Besides, some institutions assigned one particular platform or application as an official one to make it convenient to measure the teachers' performances and carry out class observations, which is also considered an additional condition, restraining the teacher autonomy [2].

Moreover, the lack of a sense of relatedness caused by reduced social interactions during the lockdown had a negative impact on teacher motivation as well [2,5,46,47,48]. Although social media connects people, in-person interactions are valued by both teachers and students [48]. Interestingly, in Moorhouse & Kohnke's [5] study, the "thriving teacher group" and the "surviving teacher group" were eager to go back to school and continue face-to-face learning routine since all the teachers attributed their motivation to the relationship with their students and colleagues. In Kim and his colleagues' [48] qualitative study, the target teachers expressed frustration and worries about less contact with students and colleagues. By social media, communication with colleagues to share the teaching experiences and the communication with parents about the students learning is still ongoing. To some degree, it provided the teachers with a source of motivation and enthusiasm. However, work-life boundaries became an issue in social media communication [48].

4. Forecast for Teaching and Learning Approach in the Post-COVID-19 Pandemic Era

Before the COVID-19 pandemic, online learning was one of the potential resources that had not been sufficiently utilized. During the COVID-19 pandemic, online learning had totally shifted and replaced the traditional in-person approach and had been widely implemented along with various challenges. Online learning was a core strategy that facilitated the school planning and educational goal achievement during this time. In the era of post-COVID-19, the rethinking and prediction of the new teaching and learning approaches have been called.

Along with the increasing number of the vaccinated population, the COVID-19 pandemic will become endemic, like seasonal influenza, continuing the threat but to a lower degree [49-51]. In other words, the COVID-19 will never be eliminated, and people will live along with it for a long time. So, social distance norms, mask-wearing, less gathering, and other hygienic policies will still be required. In this condition, the online learning approach will continue or be restarted from time to time according to different local epidemic situations.

Meanwhile, with the schools reopening, there is a call to integrate online and traditional classroom learning as the "new normal" blended learning [52-55]. Blended

learning is an education modality that uses online and offline strategies to implement teaching and learning practices, enhancing the learning process and benefiting the students in the distance [55]. In blended learning, the learning resources are provided online and in the classroom. The students will be able to learn in school and also at home. Unlike online learning, blended learning counts on face-to-face interactions between students and teachers. By taking advantage of online and face-to-face learning, blended learning seems the optimal and viable strategy in the post-COVID-19 pandemic era.

5. Strategies to Promote Teacher Motivation

To promote teacher motivation, the teacher plays a vital role. Even though there may be demotivating factors during the pandemic, the teachers should be responsible for their duty. Teachers need to recognize that their motivation reflects on their behaviors, thus improving students' learning, motivation, and school development. There are so many challenges, which are unavoidable and unchangeable during this demanding period. However, there are also opportunities for teachers to improve their specific skills and rethink the teaching and learning strategy. Meanwhile, by understanding the importance of teacher motivation and the three psychological needs in promoting it, the school leaders are responsible for supporting the teachers to overcome those difficulties and challenges. The following sections are practical strategies for both teachers and school leaders.

5.1 For Teachers

5.1.1 Self-regulated Learning Strategy

Based on the SDT, competency mastery benefits motivation. Besides, as previously mentioned, the lack of technical skills and pedagogical knowledge in terms of online teaching was one of the negative factors related to teacher motivation. Therefore, mastery of those skills and knowledge is vital in prompting the teacher's motivation for online teaching. From this perspective, the teachers are learners. It is crucial to decide what to learn and how to learn. Self-regulated learning is an initiative learning strategy that benefits their learning effectiveness and outcomes.

Self-regulated learning is an intrinsically oriented learning strategy that encourages self-directed and self-motivated learning to master certain skills and detailed knowledge and implement them appropriately [56,57]. Three phases constitute the self-regulated learning process [57]. The first one is the forethought phase. It involves the task analysis, which means setting up the learning contents and goals such as being proficient in operating google classroom and google meet, etc. As well as the self-motivation belief, which means a belief in oneself can achieve the goals. The second one is the performance phase. It is a self-control and self-observation learning process. In this process, the learner decides how to learn and tries to apply what they have learned. For example, to find learning resources about how to use google classroom, study it and operate the platform by oneself until they reach a certain degree of proficiency. The third one is the self-reflection phase which includes self-judgment and self-reaction. For example, to apply the google classroom in the actual online teaching, make a self-reflection by asking questions such as "Are there any problems

while using it?”, “What are the students’ feedbacks?”, “Does it benefit the online teaching or make it complex?” and “Are there any other applications or platforms better than this and worth learning?”. These three phases are formed into a cyclical structure to facilitate learning effectiveness and outcomes.

In short, improving the technical skills and enriching the pedagogical knowledge in terms of online teaching and learning are essential factors in promoting teacher motivation in online learning implementation. By being aware of this, the teachers must be active learners to adapt to the transition. Self-regulated learning is a self-directed and initiative learning strategy that allows the flexibility and autonomy to decide the learning content, learning approach and make appropriate adjustments based on different situations.

5.1.2 Metacognitive Thinking Strategy

As previously mentioned, except for the technological and pedagogical challenges, the psychological challenge is another issue. Teachers felt less autonomy in teaching and felt less relatedness with students, colleagues, and other community members during the COVID-19 pandemic period. They had surfing stress, pressure, anxiety, and other negative emotions to a certain degree. How to avoid negative thinking? How to keep being motivated to teach? How to adapt the emergency online learning? What should be done to maintain the teaching and learning effectiveness? When teachers ask themselves those questions, they use the metacognitive thinking strategy.

Metacognitive thinking is an inquiry process of thinking one’s thoughts [58]. It is a critical awareness of the reflective thinking on why, what, how questions. Teachers can determine their teaching career inspirations and value during the metacognitive thinking process [59]. It has been proved that metacognitive thinking and teacher motivation are positively correlated. Teachers with metacognitive attitudes can manage their emotions and feel themselves efficaciously when dealing with classroom management, critical situations, sticky tasks, and interpersonal relationships [58-60]. During the COVID-19 pandemic period, along with tremendous changes and sudden transition, metacognitive thinking seems extremely important and necessary for teachers to rethink why to teach, what to teach and how to teach.

In short, overcoming the online teaching challenges, making a self-adjustment in terms of negative emotions, and being self-motivated in daily work is a struggle. However, metacognitive thinking provides the teachers a sound thinking strategy to plan, monitor, and assess their understanding and performance in teaching.

5.1.3 Self-care Strategy

Except for the metacognitive thinking strategy, the self-care strategy is another valuable way to overcome psychological challenges. Self-care strategy is a daily process to pay adequate attention to one’s physical, mental, and emotional health and wellness as well as to involve oneself in taking steps of conscious acts in promoting them [61]. It is a self-care priority and mindfulness strategy which aids in stress reduction [62]. Self-care strategy is not as simple as doing the things suitable for your health; it is a sense of gratification, the feeling of being energized and fulfilled after completing certain self-care practices [63,64]. For example, running or cycling are considered good and healthy habits, but it is not considered self-care if it cannot fulfill the feeling of satisfaction in

meeting goals or needs. Instead, those activities, such as watching a movie, chatting with friends, or even having a break, which pleases oneself and fulfills one's feelings of satisfaction, are considered worthwhile potential self-care acts. It is found that the proper self-care practices empower the teachers to be resilient, be better suited to take care of students, and balance the personal and professional responsibility [63,64].

Self-care psychological strategy is widely recommended for educators during the COVID-19 pandemic [65-67]. There are five steps in developing a self-care routine. First, to identify personal self-care activities. Second, integrate those activities into daily life routine. Third, set up the goals, such as when and how to accomplish them. Fourth, evaluate them to determine whether or not they benefit one's feelings and emotions. Then, the last step is to adjust them. The self-care activities can be changed from time to time. In the COVID-19 pandemic period, outdoor activities are limited; it is a chance for developing more indoor self-care activities.

In short, a self-care strategy is a feasible way that provides a valuable moment for teachers to release the pressure and have a break in busy work. It will probably help teachers to be motivated again.

5.2 For School Leaders

5.2.1 Professional Training Support

The school leaders ought to take the responsibility to provide professional training opportunities to meet the teacher's needs. Based on the aforementioned, the teachers urgently need a set of technological skills to operate the online learning environment and fulfill the instructional duties [68]. So, the relative training programs, such as introducing useful technological tools for online lessons, demonstrating the solutions for frequently occurring technical problems, sharing good practice videos, and discussing training needs, are considered timely aids for teachers.

Besides, the new pedagogical knowledge regarding online teaching needs to be fulfilled. The virtual classroom is a unique teaching and learning environment for teachers. The relative training about engaging the students in online classes, maintaining dynamic interactions, managing an online classroom, etc., are helpful topics in professional training.

Moreover, foresight in teachers' professional training is also necessary for school leaders. As mentioned in the part of the forecast for teaching and learning approach in the post-COVID-19 pandemic, the new normal blended learning approach will probably become a trend. Therefore, the relative training courses should be included, such as to introduce the concept of blended teaching and learning, the technics in conducting blend synchronous (real-time) and asynchronous (self-paced) lessons [69], as well as to offer more courses in response to teachers' feedback.

5.2.2 Autonomy Support

Perceived autonomy support was positively correlated with teacher adaptability, motivation, and well-being [70]. Even though teachers work from home during the pandemic period, the supportive attitude and behavior for teachers' autonomy from school leaders directly impact the teacher motivation and adaption in terms of online learning implementation.

For school leaders, firstly, support the teacher's autonomous learning. The trust from school leaders is that the teachers are trying their best to adapt to the transition and maintain the teaching and learning effectiveness. To provide the learning resources supporting the teachers' self-regulated learning, pay practical educational applications in support of the teacher alternatives, and promote online learning community for teachers as learners, are considered as specific useful leadership behaviors regarding autonomy support.

Secondly, support the teachers' autonomy in choosing teaching applications or platforms. As previously mentioned, emergency online learning decreased teacher autonomy, assigning one particular platform or application as an official one, narrowing the teachers' alternatives, and worsening teacher autonomy. With awareness of the impact of autonomy in teacher motivation, the school leaders should offer options for teachers in choosing appropriate applications. Allow flexibility to change the applications in terms of subject differences and students' needs. Encourage the teachers to share good applications and experience to build up a good learning community to enhance the teaching effectiveness and promote school improvement.

5.2.3 Psychological Support

By being aware of the psychological challenges in treating the teachers' mental health and well-being, the school leaders play a vital role in providing the targeted psychological service for students and teachers. The teachers' distress may transmit via the online teacher and students' interactions; the psychological service offers the teacher a way to relieve the psychological problem and improve their sense of self-control [71]. At the same time, it is an opportunity for teachers to strengthen their self-helping skills as well as to apply them to helping their students [72].

To fulfill the sense of relatedness is also considered one of the responsibilities for school leaders to satisfy the teachers' psychological needs. To enhance the importance of relatedness is to strengthen the relationship between teachers and students, teachers and teachers, and teachers and school leaders. Before the pandemic, the sense of relatedness could be easily fulfilled by daily face-to-face interactions, meetings, and various school activities. However, during the pandemic period, all school activities are moved online, teachers feel less connected with students, colleagues, and school leaders [2,5]. Thus, the school leaders can intentionally organize online activities, such as online theme parties, online competitions, unofficial peer therapy, and meetings of sharing feelings, etc., to enhance the sense of relatedness and improve the school atmosphere.

6. Conclusions

This paper presented the challenges of online learning during the COVID-19 pandemic into three categories: technical, pedagogical, and psychological challenges by reviewing 23 research articles.

Secondly, it defined teacher motivation as the teachers' internal and external desires to invest their persistent efforts to adapt and implement online learning in the context of the COVID-19 pandemic outbreak. Then, the importance of teacher motivation in enhancing students' learning, prompting students' motivation, and assisting school improvement was clarified using 11 selected articles. Then, the factors influencing teacher motivation during the pandemic were analyzed, based on Ryan and

Deci's self-determination theory with five recent supportive studies. It was found that the teachers' competency in using technology, knowledge of pedagogical strategies in terms of online teaching, autonomy in choosing teaching methods, and sense of relatedness are essential factors that impact teachers' motivation. However, those factors such as basic psychological needs have not been taken into consideration in the study because of the limitations caused by the pandemic.

Additionally, this paper also predicts that online learning will continue or restart from time to time according to the local pandemic situation, and the new normal blended learning will become a trend in the post-COVID-19 pandemic era.

Lastly, the strategies for both teachers and school leaders were provided to increase teacher motivation. For teachers, three strategies were highlighted: self-regulated learning strategy, metacognitive thinking strategy, and self-care strategy. For school leaders in promoting the teachers' motivation, three supports are recommended: professional training support, autonomy support, and psychological support.

This review article should note several limitations. The presented teacher challenges were limited to 23 research articles; the importance of teacher motivation included only three aspects with 11 articles; and the factors influencing teacher motivation were limited in SDT theory with five supportive articles. The strategies provided may offer references and implementations for the teachers themselves and school leaders to promote teacher motivation and the guidelines for school leaders to build a supportive teacher system, active teaching and learning community, and teacher training program under the online learning environment. The mentioned limitations and strategies can be explored further with more reliable and concrete evidence in the future by other researchers with the same interest.

Acknowledgment

The author would like to express her sincere gratitude to Dr. Nathara Mhunpiew, Lecturer, Assumption University of Thailand, who offered valuable help and support in writing this paper. Most heartfelt gratitude is given to the two anonymous reviewers for their helpful comments and recommendations.

Conflict of Interest Statement

The author declares no conflict of interest.

Author Contributions: The author confirms sole responsibility for the following: study conception and design, data collection, analysis and interpretation of results, and manuscript preparation. The author has approved the final version of this manuscript.

References

1. Schools, skills, and learning: The impact of COVID-19 on education. Available online: <https://voxeu.org/article/impact-covid-19-education> (accessed on 1 April 2020).
2. Kulikowski, K.; Sylwia Przytuła; Sulkowski, L. E-learning? Never again! On the unintended consequences of COVID-19 forced e-Learning on academic teacher motivational job characteristics. *Higher Educ Q* 2021, 1-16.

3. Ozamiz-Etxebarria, N.; Santxo, N.B.; Mondragon, N.I.; Santamaría, M.D. The psychological state of teachers during the COVID-19 crisis: The challenge of returning to face-to-face teaching. *Front Psychol* **2021**, *11*.
4. Santamaría, M.D.; Mondragon, N.I.; Santxo, N.B.; Ozamiz-Etxebarria, N. Teacher stress, anxiety, and depression at the beginning of the academic year during the COVID-19 pandemic. *Glob Ment Health* **2021**, *8*, 1-8.
5. Moorhouse, B.L.; Kohnke, L. Thriving or surviving emergency remote teaching necessitated by COVID-19: University teachers' perspectives. *Asia-Pac Educ Res* **2021**, *30*, 279-287.
6. Rasmitadila; Aliyyah, R.R.; Samsudin, A.; Syaodih, E.; Nurtanto, M.; Tambunan, A.R.S. The perceptions of primary school teachers of online learning during the COVID-19 pandemic period: A case study in Indonesia. *J Ethn Cult Stud* **2020**, *7*, 90-109.
7. Ryan, R.M.; Deci, E.L. Overview of self-determination theory: An organismic dialectical perspective. In *Handbook of self-determination research*, 1st ed.; Richard, M.R., Ed.; Boydell & Brewer Ltd: New York, USA, 2009; Volume 1, pp. 4-31.
8. Aytaç, T. The problems faced by teachers in Turkey during the COVID-19 pandemic and their opinions. *Int J Progress Educ* **2021**, *17*, 404-420.
9. Mahyoob, M. Challenges of e-learning during the COVID-19 pandemic experienced by EFL learners. *Arab World Engl J* **2020**, *11*, 351-362.
10. Rotas, E.E.; Cahapay, M.B. Difficulties in remote learning: Voices of Philippine university students in the wake of COVID-19 crisis. *Asian JDE* **2020**, *15*.
11. Simamora, R.M.; Fretes, D.; Purba, E.D.; Pasaribu, D. Practices, challenges, and prospects of online learning during COVID-19 pandemic in higher education: Lecturer perspectives. *Stud Learn Teach* **2020**, *1*, 185-208.
12. Almazova, N.; Krylova, E.; Rubtsova, A.; Odinokaya, M. Challenges and opportunities for Russian higher education amid COVID-19: Teachers' perspective. *Educ Sci* **2020**, *10*, 368.
13. Hebebcı, M.T.; Bertiz, Y.; Alan, S. Investigation of views of students and teachers on distance education practices during the Coronavirus (COVID-19) pandemic. *J Sci Educ Technol* **2020**, *4*, 267-282.
14. Teachers lack tech skills for distance learning. Available online: <https://thepienews.com/news/intl-school-teachers-lack-tech-skills-distance-learning/> (accessed on 20 August 2020).
15. Almaiah, M.A.; Al-Khasawneh, A.; Althunibat, A. Exploring the critical challenges and factors influencing the e-learning system usage during COVID-19 pandemic. *Educ Inf Technol* **2020**, *25*, 5261-5280.
16. Albrahim, F.A. Online teaching skills and competencies. *Turkish J Educ Tech* **2020**, *19*, 9-20.
17. M'Balía, T. Virtual teaching in the time of COVID-19: Rethinking our WEIRD pedagogical commitments to teacher education. *Front Educ Res* **2020**, *5*, 252.
18. Churiyah, M.; Sholikhán, S.; Filiánti, F.; Sakdiyyah, D.A. Indonesia education readiness conducting distance learning in COVID-19 pandemic situation. *Int J Multicult Multirelig Understanding* **2020**, *7*, 491-507.
19. Doghonadze, N.; Aliyev, A.; Halawachy, H.; Knodel, L.; Adedoyin, A.S. The degree of readiness to total distance learning in the face of COVID-19 - teachers' view (Case of Azerbaijan, Georgia, Iraq, Nigeria, UK, and Ukraine). *J Edu Black Sea Reg*

2020, 5, 2-41.

20. Mutton, T. Teacher education and COVID-19: Responses and opportunities for new pedagogical initiatives. *J Educ Teach* **2020**, *46*, 439-441.
21. Hwang, T.J.; Rabheru, K.; Peisah, C.; Reichman, W.; Ikeda, M. Loneliness and social isolation during the COVID-19 pandemic. *Int Psychogeriatr* **2020**, *32*, 1217-1220.
22. Killgore, W.; Cloonan, S.; Taylor, E.; Dailey, N. Loneliness: A signature mental health concern in the era of COVID-19. *Psychiatry Res* **2020**, *290*, 113-117.
23. Smith, B.J.; Lim, M.H. How the COVID-19 pandemic is focusing attention on loneliness and social isolation. *Public Health Res Pract* **2020**, *30*.
24. Carabel, T.C.; Martínez, N.O.; García, S.A.; Suárez, I.F. Technostress in communication and technology society: Scoping literature review from the web of science. *Arch Prev Riesgos Labor* **2018**, *1*, 18-25
25. Andrade, H.; Bosano, H. Teachers' mental health and self-reported coping strategies during the COVID-19 pandemic in Ecuador: A mixed-methods study. *Psychol Res Behav Manag* **2021**, *14*, 933-944.
26. König, J.; Jäger-Biela, D.J.; Glutsch, N. Adapting to online teaching during COVID-19 school closure: Teacher education and teacher competence effects among early career teachers in Germany. *Eur J Teach Educ* **2020**, *43*, 608-622.
27. Narvekar, H.N.; Ganesh, A. Navigating the challenges of ICT and psychological revamping on education amidst COVID-19 in India. *J Ment Health* **2021**, *3*.
28. Richardson, P.W.; Karabenick, S.A.; Watt, H.M.G. *Teacher motivation: Theory and practice*, 1st ed.; Routledge Press: Oxfordshire, England, 2014; pp. 3-19.
29. Han, J.; Yin, H. Teacher motivation: Dentition, research development and implications for teachers. *Cogent Educ* **2016**, *3*, 1-18.
30. Utomo, H.B. Teacher motivation behavior: The importance of personal expectations, need satisfaction and work climate. *Int J Progress Educ* **2018**, *2*, 333-341.
31. Reeve, J.; Su, Y.L. Teacher motivation. In *Oxford handbook of work engagement, motivation, and self-determination theory*, 1st ed.; Gagné, M., Ed.; Oxford University Press: Oxford, England, 2014; pp. 349-359.
32. Taştan, S.B.; Mehdi, S.; Davoudi, M.; Masalimova, A.R.; Bersanov, A.S.; Kurbanov, R.A.; Pavlushin, A.A. The impacts of teacher's efficacy and motivation on student's academic achievement in science education among secondary and high school students. *Eurasia J Math Sci Technol Educ* **2018**, *14*, 2353-2366.
33. Engin, G. An examination of primary school students' academic achievements and motivation in terms of parents' attitudes, teacher motivation, teacher self-efficacy, and leadership approach. *Int J Progress Educ* **2020**, *16*, 257-276.
34. Mahler, D.; Großschedl, J.; Harms, U. Does motivation matter? The relationship between teachers' self-efficacy and enthusiasm and students' performance. *PLoS One* **2018**, *13*.
35. Rossetti, C.; Barbieri, G.; Sestito, P. Teacher motivation and student learning. *Politica Econ* **2017**, *33*, 59-72.
36. Royal, E. The impact of teacher motivation in promoting academic achievement among African American male students. Doctoral, Liberty University, USA, June 2018.
37. Kalyar, M.N.; Ahmad, B.; Kalyar, H. Does teacher motivation lead to student motivation? The mediating role of teaching behavior. *Am J Theore Appl Res* **2018**,

- 3, 91-119.
38. Schiefele, U. Classroom management and mastery-oriented instruction as mediators of the effects of teacher motivation on student motivation. *Teach Educ* **2017**, *64*, 115-126.
 39. Ahn, I.; Chiu, M.M.; Patrick, H. Connecting teacher, and student motivation: Student-perceived teacher need-supportive practices and student need. *Contemp Educ Psychol* **2021**, *64*.
 40. Teacher motivation: A key factor for school improvement. Available online: https://www.researchgate.net/publication/333641946_Teacher_Motivation_A_Key_Factor_for_School_Improvement (accessed on 6 June 2019).
 41. Ali, A.Y.S.; Dahie, A.M.; Ali, A.A. Teacher motivation and school performance, the mediating effect of job satisfaction: Survey from secondary schools in Mogadishu. *Int J Educ Soc Sci Res* **2016**, *3*, 24-38.
 42. Nina, K. Motivational aspects of teacher collaboration. *Front Educ Res* **2019**, *4*, 1-20.
 43. Ryan, R.M.; Deci, E.L. *Self-determination theory: Basic psychological needs in motivation, development, and wellness*, 1st ed.; The Guilford Press: New York, USA, 2017; pp. 10-13.
 44. Cook, D.A.; Artino, A.R. Motivation to learn: An overview of contemporary theories. *Med Educ* **2016**, *50*, 997-1014.
 45. Beardsley, M.; Albó, L.; Aragón, P.; Hernández-Leo, D. Emergency education effects on teacher abilities and motivation to use digital technologies. *Br J Educ Technol* **2021**, *52*, 1455-1477.
 46. Brooks, P. Motivation in Crisis: An investigation of L2 English teacher perceptions of both learner and teacher motivation and teachers' approaches for promoting student motivation during emergency remote teaching in Sweden. Master, Department of Culture, Languages, and Media (KSM), Malmö University, Sweden, 22 July 2021.
 47. Panisoara, I.O.; Lazar, I.; Panisoara, G.; Chirca, R.; Ursu, A.S. Motivation and continuance intention towards online instruction among teachers during the COVID-19 pandemic: The mediating effect of burnout and technostress. *Int J Environ Res* **2020**, *17*, 8002.
 48. Kim, L.E.; Leary, R.; Asbury, K. Teachers' narratives during COVID-19 partial school reopenings: An exploratory study. *Educ Res* **2021**, *63*, 244-260.
 49. Chokshi, D.A. Commonality and continuity in responses to pandemic and endemic COVID-19. *JAMA Health Forum* **2021**, *2*.
 50. Kaushik, A. Manipulative magnetic nanomedicine: The future of COVID-19 pandemic/endemic therapy. *Expert Opin Drug Deliv* **2020**, *18*, 531-534.
 51. Veldhoen, M.; Simas, P. Endemic SARS-CoV-2 will maintain post-pandemic immunity. *Nat Rev Immunol* **2021**, *21*, 131-132.
 52. Cahapay, M.B. Rethinking education in the new normal post-COVID-19 era: A curriculum studies perspective. *Aquademia* **2020**, *4*, 1-5.
 53. Norberg, A.A time-based blended learning model. *On Horiz* **2011**, *19*, 207-216.
 54. Pham, H.H.; Ho, T.T.H. Toward a 'new normal' with e-learning in Vietnamese higher education during the post COVID-19 pandemic. *High Educ Res Dev* **2020**, *39*, 1327-1331.
 55. The new normal teaching-learning pedagogy post COVID-19 pandemic. Available online: <https://assets.researchsquare.com/files/rs-410211/v1/76765f46-34bf->

- 4383-944b-093c906cd17f.pdf?c=1631880862 (accessed on 13 April 2021).
56. Chang, M.M. Applying self-regulated learning strategies in a web-based instruction—An investigation of motivation perception. *Comput Assist Lang Learn* **2017**, *18*, 217-230.
 57. Zimmerman, B.J. Becoming a self-regulated learner: An overview. *Theory Pract* **2002**, *41*, 64-70.
 58. Ellis, A.; Denton, D.; Bond, J. An analysis of research on metacognitive teaching strategies. *Procedia Soc Behav Sci* **2014**, *116*, 4015-4024.
 59. Santisi, G.; Magnano, P.; Hichy, Z.; Ramaci, T. Metacognitive strategies and work motivation in teachers: an empirical study. *Procedia Soc Behav Sci* **2014**, *116*, 1227-1231.
 60. Magnano, P.; Santisi, G.; Ramaci, T. Does the metacognitive attitude predict work motivation in Italian teachers? *Open J Soc Sci* **2014**, *2*.
 61. Self-Care strategies for educators during the coronavirus crisis: Supporting personal social and emotional well-being. Available online: https://www.wested.org/wp-content/uploads/2020/05/Self_Care_Strategies_for_Educators_During_the_Coronavirus_Crisis-1.pdf (accessed on 10 May 2020).
 62. Kuebel, C. Health and wellness for in-service and future music teachers: Developing a self-care plan. *Music Educ J* **2019**, 52-59.
 63. How to start a self-care routine you'll follow. Available online: <https://www.everydayhealth.com/self-care/start-a-self-care-routine/> (accessed on 6 April 2020).
 64. Leahy, J.; Wolfe, J. Teacher self-care: A guide for educators. Doctoral, Lynn University, USA, 26 January 2021.
 65. Deguma, M.C.; Lumayag, C.G.; Villaganas, M.A.C.; Reyes, N.R.T.D.; Deguma, J. From anxious loneliness to meditation: A mental health self-care strategy to cope with the COVID-19 pandemic. *J Public Health* **2021**, 1-2.
 66. Lesh, J. Don't forget about yourself: Words of wisdom on special education. teacher self-care. *Teach Except Child* **2020**, *52*, 367-369.
 67. Martínez, M.; Luis, E.O.; Oliveros, E.Y; Fernández-Berrocal, P.; Sarrionandia, A.; Vidaurreta, M.; Bermejo-Martins, E. Validity and reliability of the self-care activities screening scale (SASS-14) during COVID-19 lockdown. *Health Qual Life Outcomes* **2021**, *19*.
 68. Muhayimana, T. Teacher professional learning during the global pandemic: Five critical areas to Address. *J Educ Res Dev* **2020**, *5*, 66-79.
 69. Remote teacher professional development: Six principles for effective programs. Available online: <https://www.educationdevelopmenttrust.com/our-research-and-insights/commentary/remote-teacher-professional-development-six-principles> (accessed on 31 July 2020).
 70. Collie, R.; Martin, A. Teachers' sense of adaptability: Examining links with perceived autonomy support, teachers' psychological functioning, and students' numeracy achievement. *Learn Individ Differ* **2017**, *55*, 29-39.
 71. Zhou, X. Managing psychological distress in children and adolescents following the COVID-19 epidemic: A cooperative approach. *Psychol Trauma* **2020**, *12*, 76-78.
 72. Zhou, X.; Yao, B. Social support and acute stress symptoms (ASSs) during the COVID-19 outbreak: Deciphering the roles of psychological needs and sense of control. *Eur J Psychotraumatol* **2020**, *11*.

Publisher's Note: IMCC stays neutral with regard to jurisdictional claims in published maps and institutional affiliations.



Copyright of this article belongs to the journal and the Iligan Medical Center College. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0/>).