Study of Work Motivation of Teachers of Secondary Schools

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Abstract: *The present research paper investigates the work motivation of secondary school teachers. Work motivation of teachers play a pivotal role in enhancing instructional quality, improving student outcomes, and achieving overall school effectiveness. Teacher occupies a central position, particularly in secondary schools where academic demands and organizational complexity are comparatively higher. A descriptive survey design was employed, with data collected from 50 teachers of secondary schools of Amritsar district of Punjab through standardized scale of Aggarwal's Work Motivation Questionnaire (2012). Statistical techniques including mean, standard deviation and t-test were applied to test the hypotheses. Significant differences emerged in the motivation levels of male and female teachers, with female teachers exhibiting higher motivation. The study highlights the critical role of teachers in shaping school climate and student engagement.*

Keywords: Work motivation, secondary school, principals and school teachers

1. Introduction

In contemporary educational systems where accountability, quality, and competitiveness are constantly emphasized, teacher's work motivation becomes a central factor that differentiates successful schools from struggling ones. Teachers, being the central agents of instructional delivery, require consistent motivation to sustain high-quality teaching practices and to adapt to evolving pedagogical demands. The school environment plays a pivotal role in shaping their job satisfaction, motivation, and overall commitment to the profession. Similarly, teacher motivation serves as the engine that drives instructional quality, classroom engagement, continuous professional development, and long-term retention of teachers in the profession. Motivated teachers demonstrate higher levels of creativity, stronger commitment to student learning, enhanced willingness to adopt new pedagogical strategies, and greater resilience in challenging contexts (Deci & Ryan, 2000; Geijsel, Sleegers, Leithwood & Jantzi, 2003). Thus, it becomes essential to understand how teacher's level of work motivation influence school effectiveness.

Teacher's Work Motivation
Teacher's work motivation refers to the internal and external forces that drive teachers toward effective performance, professional commitment, and continuous development. Motivation can be intrinsic-arising from personal interest, autonomy, passion, or work satisfaction-or extrinsic, stemming from salaries, recognition, rewards, or job security.

According to Deci and Ryan's (2000) Self-Determination Theory (SDT), motivation exists on a continuum from an extrinsic motivation to intrinsic motivation, with controlled and autonomous motivations in between. When teachers feel competent, autonomous, and connected to others, they experience higher intrinsic motivation.

2. Empirical Studies Related to Work Motivation of Teachers

Gallmeier (1992) found no significant correlation between teacher motivation and leadership style in Chandigarh, suggesting that situational and contextual variables may mediate this relationship.

Patel (1995) underscored the relationship between teacher moral, leadership quality, organizational climate and He reported that leadership styles significantly influence teacher morale, innovation, organizational climate, and instructional quality in Gujarati high schools.

Hallinger and Heck (1998) provided foundational evidence that teacher's work motivation impacts student outcomes indirectly through school leadership and organizational conditions.

Leadership styles such as participative, democratic, and collegial models enhance intrinsic motivation by providing autonomy and collaborative opportunities (Blase & Blase, 1999). Conversely, authoritarian or bureaucratic styles tend to restrict teacher agency, thereby reducing motivation (Witziers, Bosker & Krügeret, 2003).

Geijsel, Sleegers, Leithwood and Jantzi (2003) found that principals who engaged teachers in vision-building practices increased teacher motivation and willingness to adopt educational reforms. Later, Leithwood and Jantzi (2006) also found that transformational leadership positively correlates with teachers' willingness to implement reforms and improve instructional practices.

Muchina (2009) conducted a study in Africa and reported that democratic leadership positively correlates with teacher motivation in Kenyan secondary schools, aligning with the findings of many Indian studies. Further results demonstrated that democratic leadership yields higher motivation levels compared to autocratic or laissez-faire styles

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Supovitz, Sirinid and May (2010) observed that teachers respond positively to leadership that is supportive, communicative, and participative. Further, it was found that collaborative leadership fosters teacher inquiry, experimentation, and reflective practices.

Marjo (2010) highlighted the importance of individualized understanding of employees in enhancing motivation.

Nadarasa and Thuraisingam (2014) discovered that democratic leadership had a strong positive effect on teacher job satisfaction, while autocratic leadership had negative consequences.

Dahie, Mohamed and Jim'ale (2015) reported strong positive correlations between transformational, transactional, and laissez-faire leadership styles and teacher motivation in Mogadishu secondary schools. However, transactional leadership showed the highest direct impact.

Barenge (2016) studying Kenyan primary schools, noted that democratic and participative leadership styles led to higher teacher motivation, while autocratic styles were least effective.
Wasserman, Ben-Eli and Gal (2016) studied Israeli schools and found a significant positive relationship between principals' leadership style and teache's work motivation. Teachers reported higher fulfillment when principals demonstrated supportive, communicative and democratic behaviors.

Kauts and Sharma (2017) found that effective principals fostered higher teacher satisfaction and enhanced school effectiveness. Williams (2018) showed that transformational leadership improves teacher satisfaction, retention, and motivation.

Jabeen, Arif and Manzoor (2019) found a positive correlation between transformational leadership and teacher motivation in public colleges in Pakistan. Teachers felt more motivated when principals engaged in supportive behaviors, shared visioning and developmental leadership.

Siswanto (2020) concluded that participatory leadership significantly influences job satisfaction and work motivation, suggesting the universality of democratic principles in effective leadership.

Overall, literature indicates that teacher's work motivation is significantly shaped by effective leadership and school's positive environment, However, variation exists based on cultural context, leadership training and school environment. The present study contributes to this body of knowledge by examining the level of teacher's work motivation in the specific sociocultural context of secondary schools of Amritsar.

Objectives of the Study
- To study the level of work motivation of secondary school teachers.
- To compare the level of work motivation of male and female teachers of secondary schools.

Hypothesis of the Study
- There exists no significant difference in the mean scores of level of work motivation of male and female secondary school teachers.

Research Design
The present study falls under the domain of ' Descriptive Research' within the survey method as it intends to describe and analyze the current status of teachers' work motivation levels.

Population and Sample
The population for this study consisted of public school teachers teaching in Amritsar district of Punjab state. A sample of 50 teachers was selected through purposive sampling. The sample included both male and female participants, representing diverse ages and teaching experiences. This heterogeneity enriched the study by capturing diverse motivational patterns.

Table 1: School-wise Sample Distribution

S. No.	Name of School	Number of Teachers
1	Khalsa College Public School, Amritsar	5
2	Khalsa College Senior Secondary School, Amritsar	5
3	Khalsa College Senior Secondary Girls School, Amritsar	5
4	Amar Jyoti Senior Secondary School	5
5	Alexandra School, Amritsar	5
6	S.B Senior Secondary School, Amritsar	5
7	Prabhakar Senior Secondary School, Amritsar	5
8	Govt. Senior Secondary School, Putlighar, Amritsar	5
9	Govt. Senior Secondary School, Chheharta, Amritsar	5
10	Shri Ram Ashram school, Amritsar	5
	Total	50

Tools Used for Data Collection
- Work Motivation Questionnaire (Aggarwal, 2012)

Statistical Techniques Employed
- Descriptive statistical techniques namely mean, standard deviation and skewness were computed to summarize the data and to describe central tendency and variability of motivation levels.
- t-test employed to find out the significant difference between mean scores.

Delimitations of the Study
- The study was confined to secondary schools in Amritsar city only.
- Teachers of Grades 9 and 10 were included in the study.
- A limited sample was drawn due to COVID-19 related constraints and challenges restricting school access and interaction.

3. Analysis and Interpretation of Data

Objective: To study the level of work motivation of secondary school teachers
The overall mean score of teachers' work motivation indicated that the majority of secondary school teachers

displayed moderate to high motivation levels. Variation existed across dimensions such as organizational orientation, work group relations, and intrinsic incentives. Teachers reported strong intrinsic motivation when supported, trusted, and recognized for their contributions. This supports Herzberg's Two-Factor Theory, which emphasizes intrinsic factors (achievement, recognition, responsibility) as key motivators.

Objective: To compare the level of work motivation of male and female teachers of secondary schools
This objective was checked with the help of hypothesis which states "There exists no significant difference in the mean scores of level of work motivation of male and female secondary school teachers."

This hypothesis was framed to find out difference in the mean scores of work motivation of male and female teachers. It comprised 50 teachers, 30 female and 20 male. The hypothesis has been tested by applying t-test to the mean scores of work motivation of male and female teachers. The outcomes of analysis have been reported in table 2.

Table 2: Mean scores of work motivation of male and female teachers

Variable	Gender	N	Mean	SD	SE_M	t-value
Work Motivation	Female	30	3.66	0.59378	0.10841	2.432
	Male	20	3.26	0.51987	0.11625	

Table 2 shows mean scores of work motivation of male and female teachers of secondary schools. It is found that the mean scores of both female and male teachers are 3.66 and 3.2 respectively.
- Female teachers had a higher mean score of work motivation (M = 3.66)
- Male teachers had a lower mean score (M = 3.26)

As the calculated t-value is 2.432 which is significant at 0.05 level of significance. Thus, hypothesis "There exists no significant difference in the mean score of level of work motivation of male and female secondary school teachers." stands rejected.

4. Results and Discussion

Hypothesis
There exists no significant difference in the mean scores of work motivation of male and female teachers.

Rejected
t-value revealed a significant difference between male and female teachers' motivation levels.

This finding contradicts the assumption that gender does not influence work motivation. Female teachers demonstrated higher motivation scores. It may be attributed to:
- Female teachers perceiving teaching as a more nurturing and stable profession.
- Increased job satisfaction due to peer support and collaborative environments.
- Differences in socio-cultural expectations and work commitments.

- Stronger community-building tendencies.

This aligns with Nadarasa & Thuraisingam (2014), who found female teachers reporting higher satisfaction when working under democratic leadership.Similar results are reported by Jabeen, Arif & Manzoor (2019) who found significant gender-based differences in motivational patterns.

5. Findings and Conclusion

- Significant difference exists in mean scores of levels of work motivation of male and female secondary school teacher. Female teachers exhibited higher work motivation levels than male teachers, contradicting the second hypothesis.

6. Educational Implications

- Principals should adopt motivation-enhancing practices, such as recognition, collaborative decision-making and professional autonomy.
- Schools should foster a positive organizational climate that values teacher contributions and encourages professional growth.
- Gender-sensitive motivation strategies may be designed to address the varying motivational needs of male and female teachers.
- Regular feedback mechanisms between teachers and administrators enhance transparency and accountability.

7. Suggestions for Further Research

- Due to COVID-19 related constraints and challenges restricting school access and interaction, this research was carried out only on a small sample of 50 teachers. It can be carried out on a large sample to get more reliable results.
- The present study was conducted in schools located in Amritsar city only. Perhaps more meaningful outcomes could be achieved by including schools of some other districts and cities.
- Future studies may include college and university teachers for broader generalizability.
- Comparative studies may be undertaken in private versus government schools.

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