

PalArch's Journal of Archaeology
of Egypt / Egyptology

NEED-BASED PERSPECTIVE STUDY OF TEACHERS' WORK
MOTIVATION AS EXAMINED FROM SELF-DETERMINATION
THEORETICAL FRAMEWORK: AN EMPIRICAL INVESTIGATION

Ashraf Alam¹, Asmaa Fahim², Trishala Gupta³, Ritika Dev⁴, Aparna Malhotra⁵, Saahil⁶,
Saghiya Najm⁷, Kashish Jaffery⁸, Misha Ghosh⁹, Diya Shah¹⁰, Meena Kumari¹¹, and
Shamsher Alam^{12*}

¹Department of Education, University of Delhi, India

²College of Economics and Management, Nanjing University of Aeronautics and
Astronautics, China

³Department of Educational Studies, Jamia Millia Islamia, India

⁴School of Liberal Studies, Ambedkar University, Delhi, India

⁵School of Education, LaTrobe University, Melbourne, Australia

⁶Department of Mechanical Engineering, Birla Institute of Technology, Mesra, India

⁷Amity Institute of Education, Amity University, Noida, India

⁸Department of Commerce, Graphic Era University, India

⁹Department of English, University of Canterbury, New Zealand

¹⁰Mahatma Gandhi International School, Navrangpura, Ahmeabad, Gujarat, India

¹¹Department of Contemporary and Tribal Customary Law, Central University of Jharkhand,
India

¹²Department of Contemporary and Tribal Customary Law, Central University of Jharkhand,
India

**Corresponding Author*

Ashraf Alam¹, Asmaa Fahim², Trishala Gupta³, Ritika Dev⁴, Aparna Malhotra⁵,
Saahil⁶, Saghiya Najm⁷, Kashish Jaffery⁸, Misha Ghosh⁹, Diya Shah¹⁰, Meena Kumari¹¹,
and Shamsher Alam^{12*}: Need-based Perspective Study of Teachers' Work Motivation
as Examined from Self-Determination Theoretical Framework: An Empirical
Investigation-- Palarch's Journal Of Archaeology Of Egypt/Egyptology 17(6). ISSN
1567-214x

**Keywords: Autonomy, Best Practices, Competence, Job Satisfaction, Metacognition,
Motivational Environments, Professionalism**

ABSTRACT

Background: Self-determination theory (SDT) is a salient theoretical model for understanding motivation, and posits that self-determined motivation (i.e., intrinsic motivation) stems from the perceived fulfillment of three psychological needs: autonomy, competence, and relatedness. Therefore, SDT provides a useful theoretical platform for

studying the relevant psychological needs and personal, professional and environmental features of teacher motivation.

Aim(s): The primary purpose of this study was to examine the motivational level of teachers who are currently employed.

Method: The sample for the study was 50 teachers from 10 Government Senior Secondary Schools located in Delhi. The study involves two independent variables: Self-determination and Work motivation. Tools used for data collection were Motivational Scale and Interview Schedule.

Results: The results indicated that teachers' perceptions towards the three needs - autonomy, competence, and relatedness are positively and strongly associated with self-determined motivation. Furthermore, it revealed that various external factors at the work place and the internal factors influence teachers' perceptions of autonomy, competence, or relatedness which is the reason of having a varied level of work motivation among the teachers.

Conclusion: The findings support the tenets of SDT, and also provide evidences to show that professional and environmental variables contribute to the motivation of teachers in different forms. The study also revealed the reasons of the respective motivational level which can be used to motivate teachers intrinsically for the welfare of the education system by using the link between the internal motivation and external motivation.

INTRODUCTION

Teaching is seen as the noblest profession in the world ([Schleicher, 2019](#)). Teachers are the one who are responsible for generating all the professions ([Connell, 2020](#)). Education is the only source or weapon through which any change can be made without violence or revolt ([A. Alam, 2020a](#)). It is also called a platform where one gets a chance to get socialized ([P. Kumari, Wang, & Saahil, 2019](#)). Schools are an important institution where children get exposure to learn about life, follow their careers and also give meaning to their life ([A. Alam, 2020b](#)). Teachers play a significant role in this complete process and including academics ([A. Alam, Kumari, & Alam, 2018](#)). The motivation of a teacher is directly proportional to the student's performance ([S. Alam & Kumari, 2017](#)). They need to be in a positive environment in which the students feel respected and valued ([S. Alam & Raj, 2017](#)). If the learning of students is taking place in a supportive and inclusive environment, they will be more motivated to learn and which in turn is influenced by teacher's motivation i.e. how motivated a teacher towards the profession ([S. Alam & Raj, 2018](#)).

Motivation

There are various psychologists who defined motivation in their own way ([Ashraf, 2020](#)). Motivation is being understood as a set of interconnected principles and emotions that drive and directly affect the behaviour. It is thus what initiates, maintains and focusses on behaviour ([Kumar, Kumari, & Alam, 2018](#)).

Self-Determination Theory

Self-Determination Theory (SDT) represents a wider framework which is based on the study of motivation of humans and its personality ([Ryan & Deci, 2017](#)). SDT explicitly explains motivation in terms of meta-theory, an official theory that outlines two types of sources of motivation which are

external and internal, along with an explanation of the particular roles of people associated with these motivations, various domains of development and also in individual differences ([Wehmeyer, Shogren, Little, & Lopez, 2017](#)). The theory is important for any work-place as it states that extrinsic rewards should be considered with caution ([Reeve, Ryan, & Deci, 2018](#)).

Teacher Commitment, Self-determination and Work Motivation

Looking at the theoretical frameworks of these three variables: teacher commitment, self-determination and work motivation, it can be seen that these variables are related and influence each other ([Matos, Herrera, Gargurevic, & Vansteenkiste, 2017](#)). It is known that teacher commitment may improve teacher performance and student learning ([Ryan & Deci, 2017](#)). These types of commitments towards the profession, the school, and the students are very important for the teachers because the commitment defines the level of motivation of teachers and level of motivation explains how effectively a teacher will work. A person's motivation is closely linked to the degree to which s/he experiences self-determination ([M. Kumari & Alam, 2017](#)). A person's behaviours are self-determined if the person acts in an autonomous way, and also regulates his or her own behaviour, begins and responds to events in a manner which indicates psychological empowerment, and behaves in a way which is self-realizing ([P. Kumari, Wang, & Saahil, 2018](#)). Certain degree of competence in the task is also an essential requirement to be committed in a profession ([Sahakyan, Lamb, Chambers, Mercer, & Kostoulas, 2018](#)). This holds true for teachers as well. A committed teacher has to have a certain degree of autonomy to practice some innovative teaching methods, competency at executing those methods and simultaneously all of this requires to be done taking into consideration of the nature and context of the pupils involved ([Flores-Mejorado & Reed, 2019](#)).

Need of the Study

A motivated teacher can bring a tremendous change in the classrooms and also in the learning of a child ([Schiefele, 2017](#)). The past years has beheld a sharp rise in the studies of motivation of teachers, which proved to be a crucial factor and is related to various variables like student's motivation, teacher's performance and more ([Frenzel, Taxer, Schwab, & Kuhbandner, 2019](#)). ASER (Annual Statistics of Education Report) shows that still there are many students who are unable to do basic mathematics and also unable to read and write. From this analysis, one can say that at present student's academic performance is not satisfactory ([Kingdon, 2020](#)). In this, a motivated teacher can play an important role. Recent research ([Scales, Pekel, Sethi, Chamberlain, & Van Boekel, 2020](#)) has found that motivation is one of the most crucial factor which has an influence on student' performance and there exists a significant co-relation between the motivation of both student and teachers. They both influence each other either directly or indirectly. ([Frenzel et al., 2019](#)) in their study found that teacher's characteristics has major impact on the student's performance, they identified in their research that indirect factors like teacher's remuneration affects the student's performance in the classroom, which is

the component of external motivation. Hence, a motivated teacher can improve the student's performance and that it becomes easier to motivate a student when the teacher is motivated ([Kalyar, Ahmad, & Kalyar, 2018](#)). Managing performance is a process which comprises of continuous steps, like in teaching profession, the process comprises of identifying, evaluating and developing the work; in this way the performance of teachers can be improved and also students can get benefit from it ([Kaldi & Xafakos, 2017](#)). The best way to assess teacher's effectiveness is to look at their performance, including what they do in classroom and most important how much progress students are making ([Henry & Thorsen, 2018](#)). When teachers are intrinsically motivated, this will direct to a better performance and along with a higher productivity to stand with the national growth and development and also for the welfare of its citizens on a larger ground ([Lazarides, Buchholz, & Rubach, 2018](#)). Therefore there is need to measure the motivation level of the teachers and also what are the various factors that impact their motivation in both positive and negative way (A. Alam, 2020c). This study would not only add to the understanding of level of motivation among teachers but would also help in knowing the influence of psychological needs - (acquiring something) achievement, (recognition) affiliation and (strength or ability) power on the motivation of teachers which can be improved so as to improve the student's performance in the classrooms.

Research Questions

1. How needs of self-determination affect the different motivational level of teachers who are already in-service?
2. What are the different aspects that are responsible for the motivation of in-service teachers?

Objectives

1. To study the motivational level of teachers who are currently employed.
2. To analyse the link between the needs and motivational level of in-service teachers.
3. To study the factors responsible for the identified level of motivation among teachers.

Hypothesis

The null hypothesis which was formulated is:

H₀: There exists no significant relationship between the needs of self-determination and work motivation among in-service teachers.

Delimitations

1. The study is confined to school teachers from only one state of India, i.e., Delhi.
2. The motivation level of teachers was analysed only by using the perspective of the self-determination theory.

MATERIALS AND METHODS

Design of the Study

Method.

This study involves the empirical investigation of the association between the two variables, namely self-determination and motivation towards the work and hence making it a correlational research.

Population.

The population used in the study is the trained graduate teachers, who are currently teaching in Indian schools.

Sample.

The sample for the present study is 50 teachers from 10 Government Senior Secondary Schools (5 from each school, each teaching a different subject or same subject to students of different grade) located in Delhi. There are 33 schools in the district. The sampling was done using the convenient sampling technique.

Procedure for Selection of Sample.

For the data collection, convenient sampling (non-probability method of sampling) method was used to choose the schools from Delhi.

The sampling procedure for the study could be described as follows:

1. Identification of all the Government Senior Secondary Schools in Delhi.
2. Selection of 5 Government Senior Secondary Schools & 10 TGTs from each school.
3. 50 TGTs from 5 Government Senior Secondary Schools from Delhi.

Variables.

The present study involves the following two independent variables:

1. Self-determination
2. Work motivation

Tools Used.

Following tools and techniques were used for collecting the data for the present study:

1) Motivational Scale.

Work Task Motivation Scale for Teachers (WTMST) was adapted to identify the level of work motivation among TGTs ([Fernet, Senécal, Guay, Marsh, & Dowson, 2008](#)).

2) Interview Schedule.

A semi-structured interview was designed by the researchers for conducting the interview. After identifying the level of motivation, 50% teachers having different levels of motivation were selected for the interview to find out the factors responsible for the same.

Description of the Tools.

1. Motivational Scale.

The scale is divided into 5 parts, each consist of 15 items. These items are categorized according to five types of motivation, each type has three items.

a) Intrinsic Motivation

- Because It gives me pleasure while carry out this task.
- Because I feel so fascinating while doing this task. .
- Because I enjoy myself while doing this task

b) Identified Regulation

- Because it is significant for me to carry out this task.
- Because this task helps me in achieving my work objectives which is very important.
- Because these tasks will help students in getting good marks in academics.

c) Introjected Regulation

- I do this so that I won't feel bad.
- I do this to avoid the feeling of guilt.
- I do this so that I will feel good.

d) External Regulation

- I do this task because I am being asked to do it.
- Because the school constraints me to do it.
- Because I'm being remunerated to do it

e) Amotivation

- I don't see the relevance of tasks which I perform.
- I don't find those tasks important which were important initially.
- I perform tasks unpurposefully, because I don't see it.

Response Mode.

The scale consists of 15 statements, which measure the above mentioned five dimensions. The scale is a 7 point scale on having range of options from 'does not correspond at all with the statement' to 'correspond completely with the respective statement'. The respondents were asked to indicate the responses by choosing one which they thought was most appropriate.

Scoring Procedure.

Each item was scored from "7" to "1" for items present; there is no negative scoring present because of presence of separate dimension of amotivation. The sum of the score on items of a particular dimension gives the score on that dimension. The mean scores were calculated and the following formula was used to calculate the work motivation of a teacher in various tasks:

$$[(2*\text{intrinsic motivation}) + (\text{identified regulation}) - ((\text{introjected regulation} + \text{external regulation})/2) - (2*\text{ amotivation})]$$

As per the equation, self-determined motivation is being assessed by the positive score and control motivation is being assessed by negative scores.

Following is being given about the Validity and Reliability of the Scale.

Cronbach's alpha values, assessed the internal consistency of the Work Task Motivational Scale's six subscales came out to be a range from 0.64 to 0.83, which further suggests an adequate reliability.

Internal Motivation - 0.80

Integrated - 0.83

Identified - 0.67

Introjected - 0.70

External motivation - 0.77

Amotivation - 0.64

This scale has been correlated with various organizational variables. It has been also found that organizational support with positive work environment is positively correlated with 5 categories of motivation whereas on the same hand it is being negatively correlated with amotivation.

So, with the exception of amotivation in correlation with other studies, it has been found that there exists a significant positive correlation between turnover intentions and work motivation.

Interview Schedule.

The basis of the interview was the responses made by teachers, because the objective of using this technique was to categorise the reasons behind the respective motivation. Teachers were asked different questions as per the tasks mentioned in scale. The parameters on which the interview was analysed are the following:

Class Preparation

Do you find the relevance of it?

What kind of preparation you do while going to the classroom?

Do you change your plan of action as per your class need?

If you will get a chance of not doing it, will you?

Teaching

What was your aim in life before coming to this field?

Are you able to engage all students of your classroom in your teaching?

Assessment of Students

What kinds of assessment techniques do you use to assess your students?

Is assessing the students important?

To what extent, pen paper test is effective?

Administrative Tasks

To what extent you get involve in various administrative tasks?

Do you like doing these kinds of tasks?

Does it affect your teaching or not?

Does it affect the completion of syllabus?

Do you find it relevant to you? Why/ why not?

Complimentary Tasks

What kind of complimentary tasks would you like to get involved in?

Do these tasks help in improving teaching?
Do these tasks have any relevance?

Interpreting the Interview

The answers obtained during the interview from the teachers were analysed to find out the reason behind their respective motivation.

ANALYSIS

The data that was gathered were subjected to appropriate descriptive and correlational analysis. This section pertains to the analysis and elucidation of data concerning to the level of the work motivation among teachers. For the purpose of analysis, the scores on each variable were divided into three categories (high, average, and low) based upon the range of scores calculated through minimum and maximum possible scores. Here, the analysis has been done in the combined form i.e. after analyzing the scores of the respondents of each motivation simultaneously, their interview were also analyzed of the respective respondents in order to categorize the reasons behind their motivation.

Level of Motivation

Table 1: Dimensions of Work Motivation

S. No.	Dimensions
1	Intrinsic Motivation
2	Integrated Motivation
3	Identified Motivation
4	Introjected Motivation
5	External Motivation
6	Amotivation

After analyzing the score obtained through teachers, the overall work motivation score was divided into three categories: low, average and high.

Table 2: Frequency Distribution of scores on Work Motivation

Scores Range	Frequency	%	Level
18-55	8	16	Low
56-90	32	64	Average
91-125	10	20	High

It can be inferred from the table-2 that most of the teachers have work motivation ranging from 56-90. It can be seen that 60% of the teachers have an average motivation.

The graphical representation of scores mentioned in table-2 has been shown

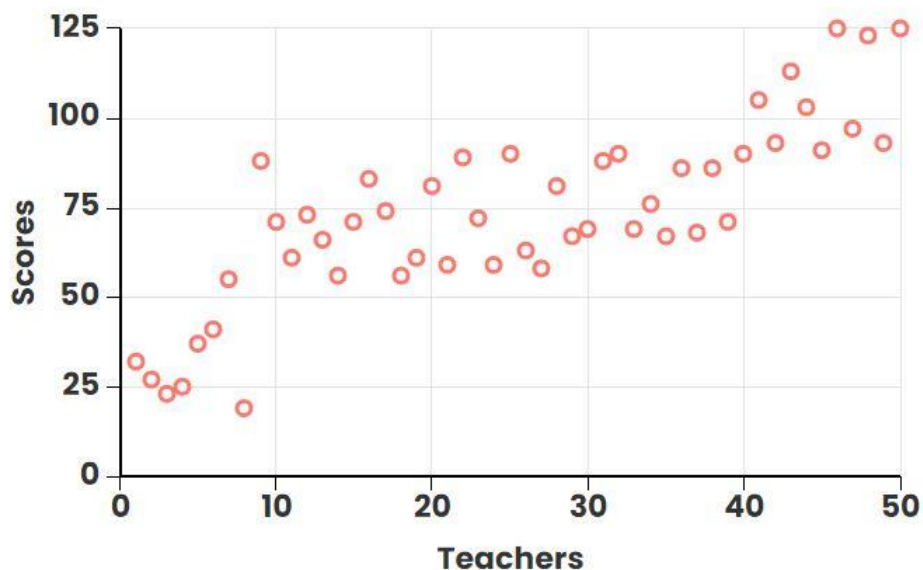


Figure 1. Graphical Representation of scores on Work Motivation among trained graduate teachers

For assessing the level of work motivation, mean and standard deviation of the scores were calculated, which is shown in the following table:

Table 3
Mean and Standard Deviation of Scores of Work Motivation

Variable	N	Mean	SD
WM	50	75.22	17.22

The table-3 depicts that for the sample of 50 TGTs, the average value of work motivation is 75.22 with SD of 17.22, which shows comparatively less variation. This implies that considering all the different dimensions of variable, the maximum number of teachers possess an average level of motivation.

The following tables show the individual scores of the teachers on various dimensions of Work Motivation.

Table 4
Frequency Distribution of Scores on Intrinsic Motivation

Scores Range	Frequency	%	Level
4-10	9	18	Low
11-15	18	36	Average
16-21	23	54	High

It can be inferred from the table-4 that most of the teachers have work motivation ranging from 16-21. It can be seen that more than 50% of the teachers have an average motivation.

For assessing the level of work motivation, mean and standard deviation of the scores were calculated, which is represented in the following table:

Table 5
Mean and Standard Deviation of Scores of Intrinsic Motivation

Variable	N	Mean	SD
WM	50	14.23	4.03

From the table-5, it is inferred that for the sample size of 50 teachers, the average value is 14.23 with the SD of 4.03. This means that 54% of teachers depict an average value of intrinsic motivation, consequently showing that they are willing to do tasks related to class preparation, teaching and evaluation of students.

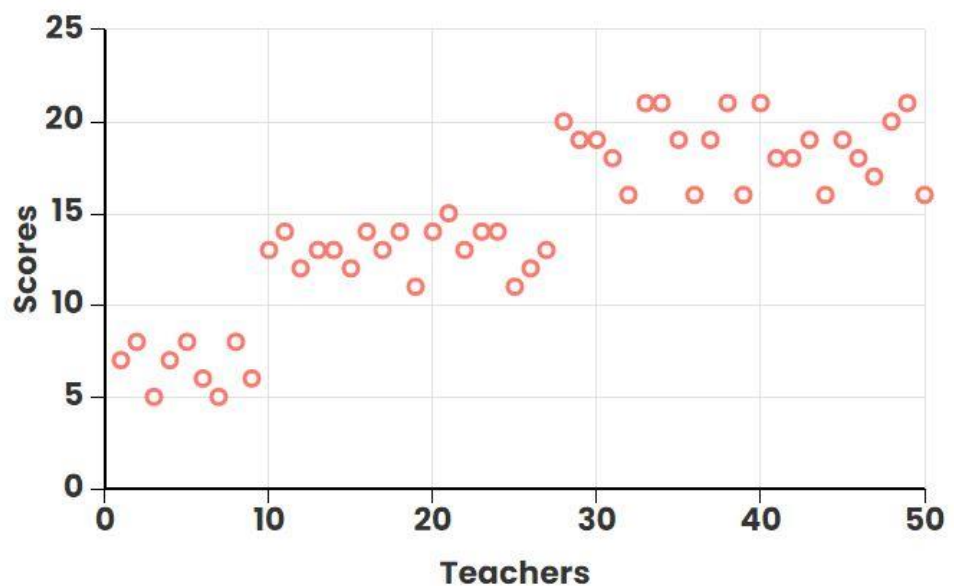


Figure 2. Graphical Representation of scores on Intrinsic Motivation among trained graduate teachers

After analyzing the scores of the teachers, 5 teachers having intrinsic motivation were interviewed and it has been found that 3 out of 5 teachers were highly motivated intrinsically towards the tasks associated with teaching like preparation of class, using different teaching and evaluation methods and showed low intrinsic motivation for the administrative task where there is no teaching involved.

The opposite has been seen for the remaining 2 teachers, they were highly motivated towards the administrative tasks and showed low motivation towards tasks like class preparation, teaching, and evaluation of students.

One of the teachers said during interview:

“...after going to home, I analyse my teaching everyday which helps me in better performance on the following day, through which ultimately my students learn in a better way...” (1)

This shows that the teacher is intrinsically motivated towards the classroom teaching. On the other hand the same teacher said the following about the administrative tasks:

“...there should be separate time limit for the administrative tasks, if the class teacher is appointed for these tasks, it disrupts the classroom teaching and is nowhere relevant both for the classroom and for us...” (2)

Statements like (1) and (2), given by the teacher during the interview shows their intrinsic motivation towards the classroom task and it can be seen that the teachers who were intrinsically motivated towards administrative tasks have least interest in teaching, and teaching as profession was their last option.

Table 6
Frequency Distribution of Scores of Identified Motivation

Scores Range	Frequency	%	Level
4-10	9	18	Low
11-15	23	46	Average
16-21	18	36	High

It can be inferred from the table-6 that most of the teachers have work motivation ranging from 11 to 15. It can be seen that almost 50% of the teachers have an average motivation.

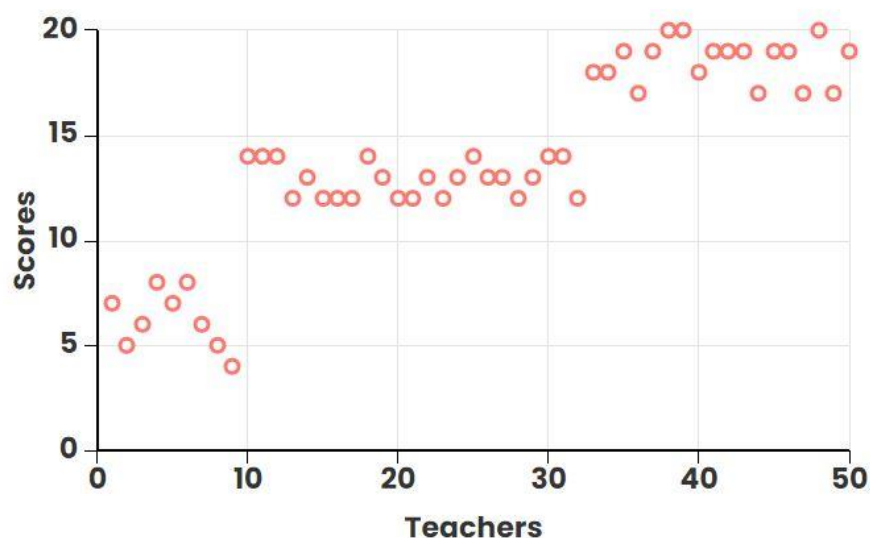


Figure 3. Graphical Representation of scores on Identified Motivation among trained graduate teachers

For assessing the level of work motivation, mean and standard deviation of the scores were calculated, which has been represented in the table-7:

Table 7
Mean and Standard Deviation of Scores of Identified Motivation

Scores Range	Frequency	%	Level
4-10	9	18	Low
11-15	23	46	Average
16-21	18	36	High

In accordance with the table-7, it could be inferred that for the sample size of 50 teachers, the average value is 13.74 with the SD of 3.36. This means that 48% of teachers depict an average value of identified motivation.

After analyzing the scores of the teachers, 5 teachers were identified to have regulation motivation, which is a level lower than intrinsic motivation.

The selected teachers were interviewed and it has been found that 3 out of 5 teachers understood the importance of their task and knew the reason behind the task they are performing, like class preparation, which is very important for the smooth functioning of the class and the evaluation of students which is also pretty important to assess the learning of students for making teaching more effective, whereas the remaining 2 teachers were doing tasks but they weren't aware of the relevance of these tasks, which is the reason for their positive relation towards the administrative tasks.

One of the teacher having identified motivation said:

“this task is necessary for me to perform just like any other tasks like eating and all” (3)

Statements like (3) shows that there is a need to understand the relevance of the each and every task that takes place in the school as everything is interconnected and affects each other in one way or another.

These teachers experience an average level of freedom and also perceive the cause of their behavior to reflect as an aspect of them and hence cannot reach that level of motivation where they can say: “I like to do this task”.

During the interview it was found that because they are somewhere internally motivated, they just need to understand the relevance of that particular task.

Table 8
Frequency Distribution of Scores of Introjected Regulation

Scores Range	Frequency	%	Level
4-10	9	18	Low
11-15	23	46	Average
16-21	18	36	High

It can be inferred from table-8 that most teachers have the work motivation ranging from 16-21. It can be seen that more than 50% of the teachers have an average motivation.

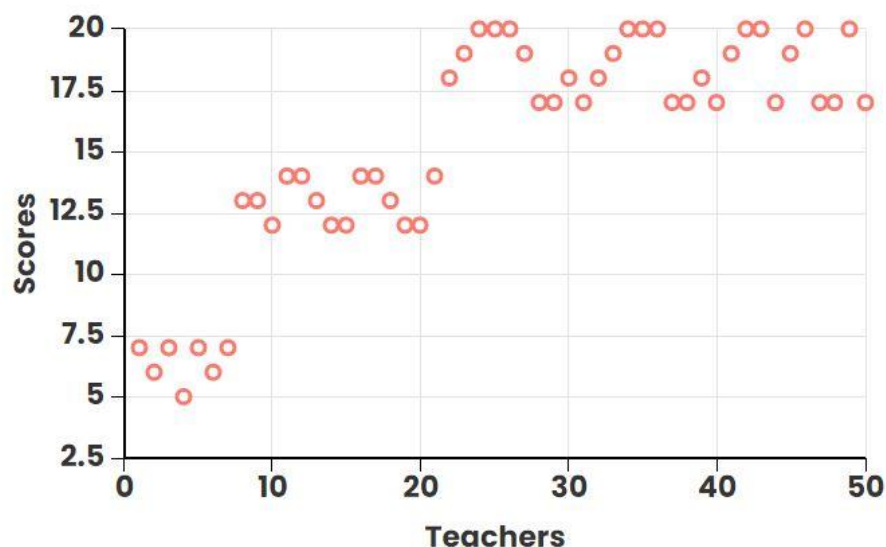


Figure 4. Graphical Representation of scores on Introjected Regulation among trained graduate teachers

For assessing the level of work motivation, mean and standard deviation of the scores were calculated, which is represented in the following table:

Table 9: Mean and Standard Deviation of Scores of Introjected Regulation

Scores Range	Frequency	%	Level
4-10	9	18	Low
11-15	23	46	Average
16-21	18	36	High

From the table-9, it is inferred that for the sample size of 50 teachers, the average value is 15.26 with the SD of 5.62. This means that 58% of teachers depict an average value of

Introjected Regulation

After analyzing the scores of the teachers, 5 teachers having Introjected regulation motivation, which somewhere lies in between intrinsic motivation and amotivation. This shows that teachers perform tasks that satisfy their self-esteem, which is one of the psychological needs of Maslow hierarchy of needs.

The teachers who are at this level of motivation are neither intrinsically motivated towards any kind of tasks nor they need any external motivation to perform any task. 4 out of 5 showed positive relation towards class preparation, teaching and evaluation of students, whereas only 1 showed positive relation towards administrative tasks. These 4 teachers were fully aware that their behavior is their integral part that proceeds from their sense of self which is already self-determined.

During the interview one of the teachers responded:

”...now that I have landed to this profession, not doing the work assigned to me will make me feel guilty...”

By this statement it can be interpreted that teaching is not her first choice and since she is here in this profession, she has convinced herself to follow the profession for the personal satisfaction which comes from satisfying her self-esteem.

During the interview it has been found that the reason behind their motivation is satisfaction of self, if they are able to satisfy their self completely, they can reach an upper level that is identified by regulation, where the respondent is somewhere internally motivated.

Table 10: Frequency of Distribution of Scores on External Motivation

Scores Range	Frequency	%	Level
4-10	9	18	Low
11-15	23	46	Average
16-21	18	36	High

It can be inferred from table-10 that most of the respondents have work motivation ranging from 11-15. It can be seen that 50% of the teachers have an average motivation.

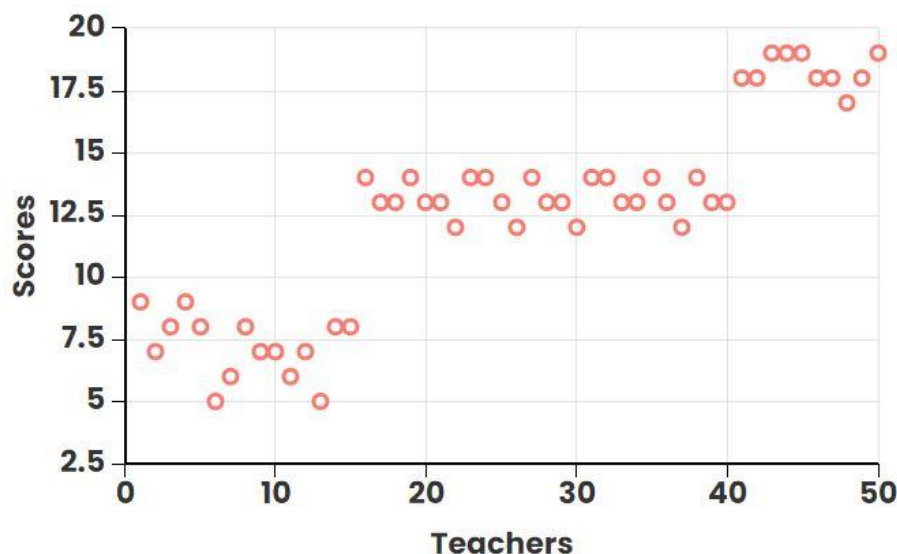


Figure 5. Graphical Representation of scores on External Motivation among trained graduate teachers

Table 11: Mean and Standard Deviation of Scores of External Motivation

Variable	N	Mean	SD
WM	50	11.71	3.74

In accordance with the table-11, it could be inferred that for the sample size of 50 teachers, the average value is 11.71 with the SD of 3.74. This means that 52% of teachers depict an average value of external motivation.

After analyzing the scores of the respondents, 5 teachers having external motivation were selected for the interview and during the interview it is observed that 2 out of 5 respondents were extrinsically low motivated towards the tasks which are being related to an effective teaching like preparation of class different teaching and evaluation methods of students and also showed higher intrinsic motivation for the administrative tasks where there is no teaching involved.

The opposite has been seen for the remaining 3 teachers, they were highly motivated towards teaching, class preparation and were low in motivation with respect to the administrative tasks.

While conducting interview, one of teachers gave a very direct and quick reaction, which depicted his external motivation, he said:

‘I was so close to crack the IIM exam after my graduation, since my family’s financial condition was not that good that they can afford the fees

of private institution, then I pursued B.Ed and came into this profession.”
(5)

Statement (5) shows that the teacher wanted to go into the corporate job where incentives, bonuses, trips, etc., plays a significant role in keeping the employee motivated, which are reasons for external motivation. His decision of coming into this profession is due to various circumstances.

Table 12: Frequency Distribution of Scores of Amotivation

Scores Range	Frequency	%	Level
4-10	23	46	Low
11-15	24	48	Average
16-21	3	6	High

It can be inferred from table-12 that most of the teachers have work motivation ranging from 11-15. It can be seen that almost 50% of the teachers have an average motivation.

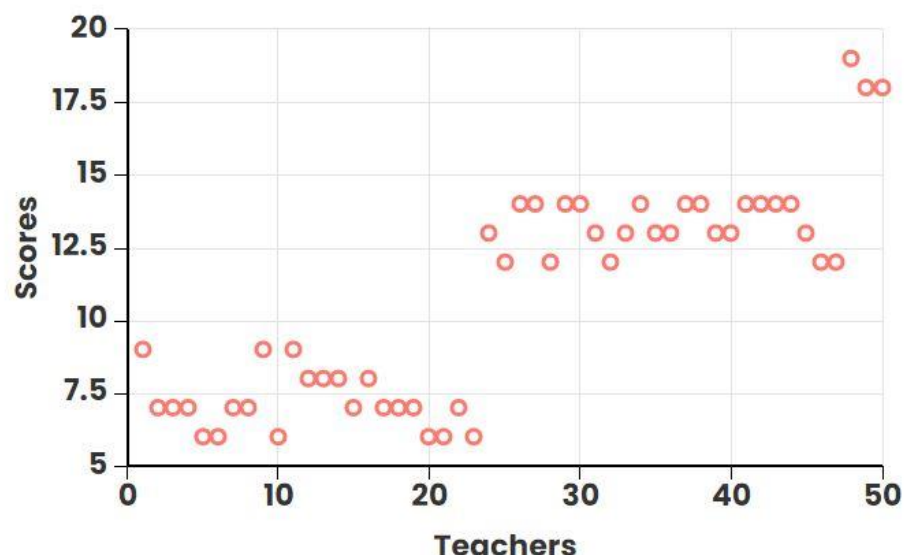


Figure 6. Graphical Representation of scores on Amotivation among trained graduate teachers

For assessing the level of work motivation, mean and standard deviation of the scores were being calculated, which has been represented in the following table:

Table 13: Mean and Standard Deviation of Scores of Amotivation

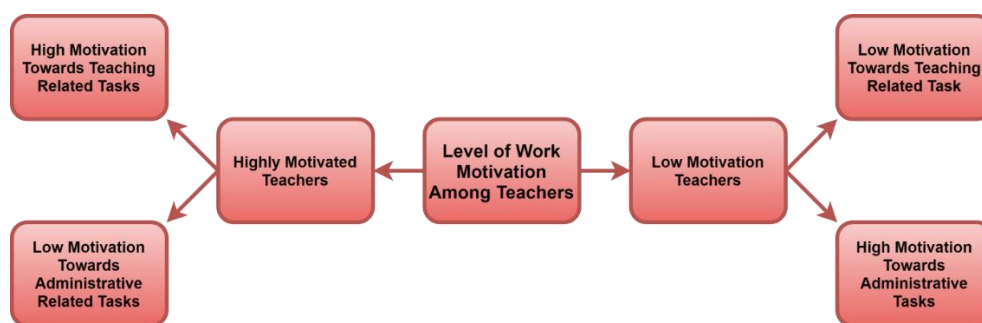
Variable	N	Mean	SD
WM	50	10	3.22

In accordance with the table-13, it could be inferred that for the sample size of 50 teachers, the average value is 10 with the SD of 3.22. This means that 48% of teachers depict an average value of amotivation.

After analyzing the scores of the teachers, 5 teachers having amotivation, were interviewed and it has been found that these teachers are neither externally nor internally motivated. This is not laziness, as even lazy people perform tasks that they find interesting but amotivation. It is a kind of syndrome which could happen because of several reasons like depression, etc. This means that most of the teachers were lacking extrinsic and intrinsic motivation.

Relationship between Work Motivation & Self Determination

After analyzing the scores of the teachers, it has been found that apart from the high and low motivated teachers towards their work, there exists a further classification which shows that “type of work” is the basis which decides the level of motivation.



Self-determination theory says that a person who shows intrinsic motivation towards any task has interest in that particular task, enjoys the task and is satisfied to the fullest, and hence the person is called as a self-determined person, whereas a person who is amotivated towards any task is incompetent, has no control over the things and may be suffering from some problem in his/her life and are identified as non-self-determined.

After analyzing scores and the interviews, it is found that these needs somewhere help in getting better understanding of the self-determination of the person. Respondents who are intrinsically motivated are having all these three needs because they have the autonomy when they say that they like to do the task which in turn is because they are passionate about it and they will do every possible thing to make it better. They are competent as well because they make the best use of their knowledge to get mastery in the task they are doing, and that is because they are intrinsically motivated, and they have relatedness also, because as teaching profession involves various tasks and when a respondent is dedicated to the profession, committed to his/her profession, he/she will be affectionate towards others and will always be flexible enough to adapt to the changes.

These needs may vary in the respondents with varied levels of motivation but they will be present. In case of external motivation, respondents show these needs only when they are motivated extrinsically, whereas in

amotivation they don't fulfil these needs which is the reason that the respondent is neither intrinsically nor extrinsically motivated.

SUMMARY AND CONCLUSION

Psychologists view motivation as something that is extremely significant for human energy, and is the base to shape individual behaviour and practices. There exists self-determination theory that bridges external motivation and internal motivation and give the relevance of task in determining the level of motivation. According to self-determination theory, the task defines the level of motivation of the teacher. Various tasks that are performed by teachers in a school decide the level of motivation among teacher and consequently the level of motivation of teacher in turn shows how motivated the students are. And as the levels of motivation of teachers are determined, then with that statistics their level can be improved for the betterment of the whole system of education.

MAJOR FINDINGS

1. Most of the teachers (60%) had an average level of work motivation with mean value of scores being 78.22 and SD of 17.22

- 50% had a high level of intrinsic motivation. Mean value of scores was 14.23 with SD 4.03.
- 50% had an average level of identified motivation. Mean value of scores was 13.74 with SD 3.36.
- 60% had high level of introjected motivation. Mean value of scores was 15.26 with SD 5.62.
- 50% had an average level of external motivation. Mean value of scores was 11.71 with SD 3.74.
- 50% had an average level of amotivation. Mean value of scores was 10 with SD 3.22.

2. Reasons behind their respective level of motivation

- a) Teachers who chose profession by choice were highly intrinsically motivated as compared to those who were forced to get into this profession.
- b) Teachers who had high level of integrated motivation experienced an average level of freedom and also perceived it as the cause for their behavior and hence did not reach that level of motivation where they can say: "I like to do this task". It has been found that they can be internally motivated; for that they just need to understand the relevance of that particular task, because they were somewhat internally motivated.
- c) Teachers with high introjected motivation were neither extrinsically nor intrinsically motivated. They performed the assigned tasks only to satisfy their self-esteem which is one of the needs to achieve self-actualisation.

d) Teachers with high external motivation needed some incentive and external rewards to perform any task, and the reason behind this was that somewhere deep down they wanted to be in some fancy corporate job where external rewards are taken care of on a regularly basis to motivate the employees.

e) Teachers with amotivation were somewhat depressed and that was the reason of their poor level of motivation, where teachers don't find any task interesting.

The highlighting factors that were found in this research, that affect the motivation of teachers were:

- a) (Un)willingness to come into this profession
- b) Their needs (Maslow's hierarchy of needs)
- c) External rewards

It can be easily interpreted that there is a link among different types of motivation i.e. from external motivation to internal motivation. Work motivation among teachers vary because of various reasons which are mentioned.

3. Relationship between Self-determination and Work Motivation

Respondents having intrinsic motivation towards any task were found to have deep interest in the particular task. They enjoyed the task and were satisfied to the fullest, and hence could be called as Self-determined persons. Whereas the teachers who were amotivated towards the tasks were found to be incompetent, had no control over the things and might be suffering from some problem in their life and thus were identified as Non-self-determined. This illustrates that there exists an association between work motivation and self-determination.

The present study discovered the level of work motivation among the school teachers and also identified the factors behind their respective motivation which can prove helpful to increase the level of motivation. The research further revealed that the teachers who are intrinsically motivated would also be committed towards their profession and vice-versa.

The behaviours associated with any task are being expedited through implicit motivation, making "performing a task in a most effective manner" and representing as the primary goal. This implicit behaviour of continuous putting efforts and getting rid of the challenges makes person satisfied. However, it has been found that a teacher's self is being surrounded by the motives which are explicit. The behaviour of a teacher which is based on one's view of self is also being affected by the explicit motivation; it further can affect their responses.

Further the study found the relationship between work motivation and self-determination, which means the more the person is intrinsically motivated, the more self-determined he/she will be. The more the person is less motivated, the less self-determined he/she will be.

EDUCATIONAL IMPLICATIONS OF THE STUDY

The present study revealed the various levels of work motivation of the teachers, and also showed the relationship between types of tasks assigned to the teachers and their motivation towards that particular task. This can be used to increase the level of motivation in the teachers on the basis of the tasks like some teachers are interested in administrative tasks so that they can only be involved in those kinds of tasks for its better functioning because the more the teacher will be motivated towards any task, he/she will do that task more effectively.

The self-determination also can be increased by assigning the tasks to teachers on the basis of their interest, which will ultimately keep the teachers intrinsically motivated as they will be interested in doing the task and will also perform it with full commitment.

It has been also found that there is a specific reason for their respective motivational level, which can be used to increase the level of motivation among the teachers because a teacher who is intrinsically motivated teacher can lead to motivated students and hence directly affects the classroom behaviour and learners' performance. Keeping teachers motivated is thus doing justice to our education system.

SUGGESTIONS FOR FURTHER RESEARCH

- Along with these mentioned variables, other variables like job satisfaction and teacher's well-being can also be studied in relation to teacher's motivation.
- Some personal factors like self-esteem or self- efficacy can also be studied to explore its relationship with teacher's motivation.
- The effect of demographic variables like age, sex or experience on motivation can also be studied.
- The co-relation between the commitment levels of teachers along with their motivational level can also be analyzed.
- The commitment level of teachers and their motivation from metropolitan cities could be compared with that of non-metropolitan cities in order to understand the effect of socio-cultural environment upon these variables.

DISCLOSURE STATEMENT

No potential conflict of interest was reported by the authors.

FUNDING

No funding has been received for this paper.

ORCID:

Shamsher Alam: 0000-0001-5593-831X

References

- Abós, Á., Haerens, L., Sevil-Serrano, J., Morbée, S., Julián, J. A., & García-González, L. (2019). Does the level of motivation of

- physical education teachers matter in terms of job satisfaction and emotional exhaustion? A person-centered examination based on self-determination Theory. *International journal of environmental research and public health*, 16(16), 2839.
- Afful-Broni, A. (2012). Relationship between motivation and job performance at the University of Mines and Technology, Tarkwa, Ghana: Leadership Lessons. *Creative Education*, 3(03), 309.
- Alam, A. (2020a). Pedagogy of Calculus in India: An Empirical Investigation. *Periódico Tchê Química*, 17(34), 164-180.
- Alam, A. (2020b). Possibilities and Challenges of Compounding Artificial Intelligence in India's Educational Landscape. Alam, A.(2020). *International Journal of Advanced Science and Technology*, 29(5), 5077-5094.
- Alam, A. (2020c). Test of Knowledge of Elementary Vectors Concepts (TKEVC) among First-Semester Bachelor of Engineering and Technology Students. *Periódico Tchê Química*, 17(35), 477-494.
- Alam, A., Kumari, M., & Alam, S. (2018). Seventh Pay Revision Vis-à-Vis Higher Education in India. *Indian Journal of Social Research*, 59(5), 719-733.
- Alam, S., & Kumari, M. (2017). Tribal Heritage Conservation in Jharkhand from an Anthropological Viewpoint. *Indian Journal of Social Research*, 58, 913-924.
- Alam, S., & Raj, A. (2017). The Academic Journey of Witchcraft Studies in India. *Man in India*, 97, 123-138.
- Alam, S., & Raj, A. (2018). Witchcraft and Witch Hunting in India: An Assessment. *Emerging Challenges of Violence Against Women, Odisha State Women Commission, Bhubaneswar, India*, 21-25.
- Ashraf, A. (2020). Challenges and Possibilities in Teaching and Learning of Calculus: A Case Study of India. *Journal for the Education of Gifted Young Scientists*, 8(1), 407-433.
- Babu, M. S., Babu, A. M., & Sekhar, M, C.(2013). *Enterprise Risk management Integrated*.
- Bontis, N., & Serenko, A. (2007). The moderating role of human capital management practices on employee capabilities. *Journal of knowledge management*.
- Connell, R. W. (2020). *Teachers' work*: Routledge.
- Deci, E. L. (1971). Effects of externally mediated rewards on intrinsic motivation. *Journal of personality and Social Psychology*, 18(1), 105.
- Deci, E. L., Vallerand, R. J., Pelletier, L. G., & Ryan, R. M. (1991). Motivation and education: The self-determination perspective. *Educational psychologist*, 26(3-4), 325-346.
- Earl, S. (2019). *Building autonomous learners: perspectives from research and practice using self-determination theory*: Taylor & Francis.
- Fernet, C., Senécal, C., Guay, F., Marsh, H., & Dowson, M. (2008). The work tasks motivation scale for teachers (WTMST). *Journal of Career Assessment*, 16(2), 256-279.
- Flores-Mejorado, D., & Reed, D. (2019). The Influence of Self-Determination Theory on African American Males' Motivation

- Overcoming Challenges and Creating Opportunity for African American Male Students (pp. 72-98): IGI Global.
- Frenzel, A. C., Taxer, J. L., Schwab, C., & Kuhbandner, C. (2019). Independent and joint effects of teacher enthusiasm and motivation on student motivation and experiences: A field experiment. *Motivation and Emotion*, 43(2), 255-265.
- Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior*, 26(4), 331-362.
- Goodman, S. G. (2018). *Gale Researcher Guide for: Value-and Incentive-Theories of Motivation*: Gale, Cengage Learning.
- Heckhausen, H. (2018). Historical trends in motivation research *Motivation and action* (pp. 15-65): Springer.
- Henry, A., & Thorsen, C. (2018). Teacher–student relationships and L2 motivation. *The Modern Language Journal*, 102(1), 218-241.
- Kaldi, S., & Xafakos, E. (2017). Student teachers' school teaching practice: The relation amongst perceived self-competence, motivation and sources of support. *Teaching and Teacher Education*, 67, 246-258.
- Kalyar, M. N., Ahmad, B., & Kalyar, H. (2018). Does teacher motivation lead to student motivation? The Mediating role of teaching behavior. *Вопросы образования*(3 (eng)).
- Kane, A. S. G. S. (2018). *Perceived Motivations of Educators Applying and Volunteering in EdTech Ambassador Programs Within McClelland's Achievement Motivation Theory*: Lamar University-Beaumont.
- Kihlstrom, J. F. (2019). Hull, Clark.
- Kingdon, G. G. (2020). The private schooling phenomenon in India: A review. *The Journal of Development Studies*, 1-23.
- Kumar, S., Kumari, M., & Alam, S. (2018). Ground realities and inhibitions in execution of MGNREGA in Jharkhand, India. *Asian Journal of Research in Social Sciences and Humanities*, 8(1), 74-93.
- Kumari, M., & Alam, S. (2017). झारखण्ड के कंवर आदिवासियों में स्वास्थ्य संबंधी अवधारणाएं एवं मानवजाति चिकित्सकीय प्रथाएं (Perceptions Related to Ailments and Ethno-Medicinal Practices Among the Kavar Tribals of Jharkhand, India). *Research Reinforcement*, 5, 118-126.
- Kumari, P., Wang, J., & Saahil. (2018). Residual tensile strength of the multi-impacted scarf-repaired glass fiber-reinforced polymer (GFRP) composites. *Materials*, 11(12), 2351.
- Kumari, P., Wang, J., & Saahil. (2019). Tensile After Impact Test of Scarf-Repaired Composite Laminates. *Arabian Journal for Science and Engineering*, 44(9), 7677-7697.
- Kuvaas, B., & Dysvik, A. (2010). Exploring alternative relationships between perceived investment in employee development, perceived supervisor support and employee outcomes. *Human Resource Management Journal*, 20(2), 138-156.
- Lam, C. F., & Gurland, S. T. (2008). Self-determined work motivation predicts job outcomes, but what predicts self-determined work motivation? *Journal of research in personality*, 42(4), 1109-1115.
- Lazarides, R., Buchholz, J., & Rubach, C. (2018). Teacher enthusiasm and self-efficacy, student-perceived mastery goal orientation, and

- student motivation in mathematics classrooms. *Teaching and Teacher Education*, 69, 1-10.
- Maharjan, S. (2012). Association between work motivation and job satisfaction of college teachers. *Administration and Management Review*, 24(2), 45-55.
- Matos, L., Herrera, D., Gargurevic, R., & Vansteenkiste, M. (2017). TEACHING MOTIVATION AND EMOTION. *Internationalizing the Teaching of Psychology*, 265.
- Osman, D. J., & Warner, J. R. (2020). Measuring teacher motivation: The missing link between professional development and practice. *Teaching and Teacher Education*, 92, 103064.
- Peeters, M., van Emmerik, H., Kooij, D., de Lange, A., Jansen, P., & Dijkers, J. (2008). Older workers' motivation to continue to work: five meanings of age. *Journal of managerial psychology*.
- Pritchard, R. D. (1969). Equity theory: A review and critique. *Organizational behavior and human performance*, 4(2), 176-211.
- Ramsay, J. E., Pang, J. S., Ho, M.-H. R., & Chan, K. Y. (2017). Need for power predicts career intent in university students. *Journal of Career Assessment*, 25(3), 389-404.
- Reeve, J., Ryan, R. M., & Deci, E. L. (2018). Sociocultural influences on student motivation as viewed through the lens of self-determination theory. *Big theories revisited*, 2, 15-40.
- Roth, G., Assor, A., Kanat-Maymon, Y., & Kaplan, H. (2007). Autonomous motivation for teaching: how self-determined teaching may lead to self-determined learning. *Journal of educational psychology*, 99(4), 761.
- Rowe, M. K. (2017). Need Achievement Theory and Millennials.
- Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*: Guilford Publications.
- Ryan, R. M., & Niemiec, C. P. (2009). Self-determination theory in schools of education: Can an empirically supported framework also be critical and liberating? *Theory and Research in Education*, 7(2), 263-272.
- Rybnicek, R., Bergner, S., & Gutschelhofer, A. (2019). How individual needs influence motivation effects: a neuroscientific study on McClelland's need theory. *Review of Managerial Science*, 13(2), 443-482.
- Sabagh, Z., & Saroyan, A. (2014). Professors' perceived barriers and incentives for teaching improvement. *International Education Research*, 2(3), 18-40.
- Sahakyan, T., Lamb, M., Chambers, G., Mercer, S., & Kostoulas, A. (2018). Language teacher motivation: From the ideal to the feasible self. *Language teacher psychology*, 53-70.
- Saracho, O. N. (2019). Motivation Theories, Theorists, and Theoretical Conceptions. *Contemporary Perspectives on Research in Motivation in Early Childhood Education*, 21.
- Scales, P. C., Pekel, K., Sethi, J., Chamberlain, R., & Van Boekel, M. (2020). Academic Year Changes in Student-Teacher Developmental Relationships and Their Linkage to Middle and

- High School Students' Motivation: A Mixed Methods Study. *The Journal of Early Adolescence*, 40(4), 499-536.
- Schiefele, U. (2017). Classroom management and mastery-oriented instruction as mediators of the effects of teacher motivation on student motivation. *Teaching and Teacher Education*, 64, 115-126.
- Schleicher, A. (2019). *Helping Our Youngest to Learn and Grow: Policies for Early Learning*. International Summit on the Teaching Profession: ERIC.
- Skinner, E. A., & Belmont, M. J. (1993). Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year. *Journal of educational psychology*, 85(4), 571.
- Slemp, G. R., Field, J. G., & Cho, A. S. (2020). A meta-analysis of autonomous and controlled forms of teacher motivation. *Journal of Vocational Behavior*, 121, 103459.
- Srivastava, M., & Rai, A. K. (2013). Investigating the mediating effect of customer satisfaction in the service quality-customer loyalty relationship. *Journal of Consumer Satisfaction, Dissatisfaction & Complaining Behavior*, 26(3), 95-109.
- Tella, A., Ayeni, C., & Popoola, S. (2007). Work motivation, job satisfaction, and organisational commitment of library personnel in academic and research libraries in Oyo State, Nigeria. *Library philosophy and practice*, 9(2), 13.
- Vansteenkiste, M., Aelterman, N., Haerens, L., & Soenens, B. (2019). *Seeking stability in stormy educational times: A need-based perspective on (de) motivating teaching grounded in self-determination theory* Motivation in Education at a Time of Global Change: Emerald Publishing Limited.
- Vansteenkiste, M., Lens, W., & Deci, E. L. (2006). Intrinsic versus extrinsic goal contents in self-determination theory: Another look at the quality of academic motivation. *Educational psychologist*, 41(1), 19-31.
- Vroom, V. (1964). Expectancy theory. *Work and motivation*.
- Wehmeyer, M. L., Shogren, K. A., Little, T. D., & Lopez, S. J. (2017). *Development of self-determination through the life-course*: Springer.