



Teacher Educators' Motivation to work at Secondary Level of Teacher Training Colleges

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Abstract: Teachers play a very important role in the learning process. So, the teaching motivation of the teacher directly affects the students. If the teacher is not motivated towards the teaching, he/she cannot be able to motivate the student towards learning. Motivation helps the teacher to teach the student as per their needs. Teachers are power tools for improving quality of education through effective classroom practices in the secondary school (Davidson, 2007). The objective of the study was to compare teachers' motivation to work in the secondary level teacher education institutions due to the categorical variables like gender (male and female), teaching experience (more than 5 years teaching experience & less than 5 years teaching experience), type of management (Government and Self-financed) and locale (urban & rural). Descriptive survey method has been adopted in the present study. A sample of 100 teacher educators were randomly selected of which 50 teachers were from Government and 50 teachers were from self-financed institutions. The major variable is motivation to work and categorical variables are gender, teaching experience, types of management and locale. Teacher Educators Motivation to Work Scale (TEMWS) developed by Ghosh and Guha (2015) was used for the study. The finding revealed that there is no significant difference in motivation to work of teacher educators in relation to gender variation but significant difference in relation to teaching experience, type of management and locale variations.

Keywords: Motivation, Motivation to Work, Teacher Educators and Teaching Experience.

1.0. Introduction: According to Good, (1935), in Dictionary of Education Motivation can be defined as: "Broadly considered, the process of arousing sustaining and regulating activity, a concept limited to some aspect such as the energetic behaviour". Work can be defined as: "Group of tasks requiring performance for one's livelihood".

Work has become a highly complex phenomenon in the present state of technological development. Work may be a task, a duty or an accomplishment. It may be mental, physical or both. Its end product is often evaluated differently by different people. In other words, work takes on different shades of meaning and most important is the intrinsic meaning that it has for the individual performer and for the group with whom he identifies himself. Men work for various reasons. To produce, to create, to earn money are some of the reasons that make the individuals to work. Regardless of its meaning work cannot be considered apart from the individual's motivation that performs it. Motivation to is a human state where competence to work and will to work fuse together. According to Hellriegel, Slocum and Woodman (2000) motivation represents the forces acting or within a person that cause the persons to behave in a specific, goal directed manner. Because the work motives of employees affect their productivity.

Motivation to work has emerged as one of the important organizational behaviours that affects performance at work. During past two decades extensive empirical research has been done to understand the implication of motivation at work place. The interest in work motivation among the psychologists and other behavioural scientists who study organizations has escalated dramatically as well (Katella and Thompson, 1990). There are obvious reasons for it; firstly the dwindling productivity of organizations, secondly demographic changes seem to have accentuated the need for innovative approaches to developing and detaining valuable human resources. As a matter of fact, work motivation may be viewed as a broad construct pertaining to the condition and processes that account for the arousal, direction, magnitude, and maintenance of effort in a person's job. The Psycho-socio-economic incentives drive man to work; while socio-economic stratification is the main determining force. Teacher's motivation to work may be thought of as both motives driving the teachers to involve in their expected roles in the colleges. For the purpose of present investigation teachers' motivation to work would be ascertained through the scores on teacher's motivation to work.

Teachers in India are generally considered to be a frustrated and dissatisfied lot. Since their dissatisfaction and frustrations in terms of goals that each teacher sets before himself, an investigation into his motivation is found to be interesting. And also, it is possible to study the relationship between teacher motivation and teaching competency through this investigation.

Good teaching is neither measured, nor recognised nor rewarded nor is bad teaching looked down upon. In the absence of complaints, everyone is supposed to be good teachers. There should be some motivating factors for teachers to be creative, innovative and original in their teaching. According to Amrita Bhardwaj (2010) the level of motivation of the teachers is having a direct effect on the competencies of the teachers related to the respective domains:

- Cognitive domain: the competencies related to this domain are planning, instructing, communicating, managing, evaluating, and subject matter competencies.
- Affective domain: the competencies related to this domain are teacher efficacy, teacher expectancy, locus of control, teacher enthusiasm, warmth and acceptance.
- Psychomotor domain: the competencies related to this domain are demonstration, improving teaching-learning aids, technology usage.

Perceptual domain: the competencies related to this domain are organized demeanour, dynamism, flexibility and creativity.

1.1. Reviews of Related Literature

Akuoko, Dwumah and Baba (2012) conducted a study on Teacher Motivation and quality education delivery of public basic schools in Tamale Metropolis in Ghana. Stratified random sampling method was used to select 20 public basic schools from the urban and peri-urban areas and 216 respondents were selected from the schools through simple random sampling method. Self-administered questionnaires and simple observation were the methods employed for data collection.

Babatunde, et. al. (2014) investigated on the relation of working motivation and emotional intelligence to the teacher's productivity in school. The result indicated that there was a significant impact of work motivation and emotional intelligence on the teacher's productivity in the school.

Ghosh and Guha (2015) studied on Teacher Education motivation to work in B.ED. Colleges. The findings found that there is no significant difference in the motivation to work of Teacher Education due to Gender, type of management and locale variations.

Mehta (2016) Studied on the relationship among attitudes, job satisfaction, Work motivation and occupational role stress of teacher educators in national capital region. These findings the study were, there is no single factor which is affecting the occupational stress, job satisfaction and work motivation of teaching fraternity. Factors like role ambiguity, role overload, material and psychological incentive, job situation, occupational stress, work motivation affected the teachers in national capital region.

Al-Salameh (2022) studied on the teacher's motivation of primary teachers. The result of the study indicated that there was significant difference in the work motivation of male and female teachers. Specifically, the results were suggested that female teachers were found to be more motivated to their work than male teachers.

Yemisi (2023) studied the influence of gender, age, training and experience on teacher 'motivation in Nigeria taking the sample of 500 teachers. The result of the study revealed that there was no significant difference in the motivation of male and female, untrained and trained, experienced and inexperienced teachers.

Recepoglu (2024) investigated the teacher's job motivation in the high school. The finding of the study revealed that teacher did not show any difference in relation to gender and stream.

1.2. Rationale of the study: Teachers in India are generally considered to be a frustrated and dissatisfied lot. Since their dissatisfaction and frustrations in terms of goals that each teacher sets before himself, an investigation into his motivation is found to be interesting. And also, it is possible to study the relationship between teacher motivation and teaching competency through this investigation.

In the field of teacher education, a large number of self-financed institutions have been established since last ten years in west Bengal and must of these are established by businessman and politician. Actually, their intention to establish an educational institution is in question and societal hearsay is that these institutions are money earning institutions meant for business rather than the development of suitable and congenial organizational culture. The teacher educator feels frustrated, loose mental balance low motivation to work due to the unhealthy atmosphere inside the institutions and the paltry amount of salary paid to them as daily. In the content, there is an urgent need to investigate the same in the teacher education institution of North Bengal and suggest remedial measures.

1.3. Research Questions

- Is there any significant difference in mean score of motivation to work of teacher educators in relation to gender (male and female) variation.
- Is there any significant difference in mean score of motivation to work of teacher educators in relation to type of management (government and self-financed) variation.
- Is there any significant difference in mean score of motivation to work of teacher educators in relation to local (urban and rural) variation.
- Is there any significant difference in mean score of motivation to work of teacher educators in relation to teaching experience (experienced and inexperienced) variation.

1.4. Statement of the Problem:

Therefore, the problem is stated as "Teacher Educators' Motivation to work at Secondary Level of Teacher Training Colleges".

1.5. Objectives of the Study:

- To study teacher educators' level of motivation to work in the Secondary level teacher education institutions.
- To compare teacher educators' motivation to work in the secondary level teacher education institutions due to the categorical variables like gender (male and female), type of management (government and self-financed), local (urban & rural), teaching experience (experience & inexperience).

1.6. Hypotheses of the Study:

Ho₁. There will be no significant difference in mean score of motivation to work of teacher educators in relation to gender (male and female) variation.

Ho₂. There will be no significant difference in mean score of motivation to work of teacher educators in relation to type of management (government and self-financed) variation.

Ho₃. There will be no significant difference in mean score of motivation to work of teacher educators in relation to local (urban and rural) variation.

Ho₄. There will be no significant difference in mean score of motivation to work of teacher educators in relation to teaching experience (experienced and inexperienced) variation.

1.7 Operational Definitions:

Motivation to work here refers to the direction, aptitude and persistence of an individual's behaviour in understanding the task. It is influenced by variables like organizational structures, monetary incentives recognition, satisfaction of doing the work freedom to plan one's own work and friendly and helpful supervision (Ghosh & Guha, 2015).

Teacher Education Institution here refers to the teacher education colleges for the secondary level, which provide B.Ed. Course are either government or self-financed colleges.

Teacher educators here refer to those teachers who teach at B.Ed. level and work in Secondary level Teacher Education institutions.

Experienced teacher educators here refer to those teachers having 5 years or more than 5 years teaching experience.

Inexperienced teacher educators here refer to those teachers having less than 5 years teaching experience.

1.8. Scope and Delimitation of the Study: The scope of the study is to assess teacher educators' level of motivation to work in the Secondary level teacher education institutions. The study was confined to teacher educators of North Bengal. The study was delimited to 100 teacher educators of the teacher training institutions of North Bengal.

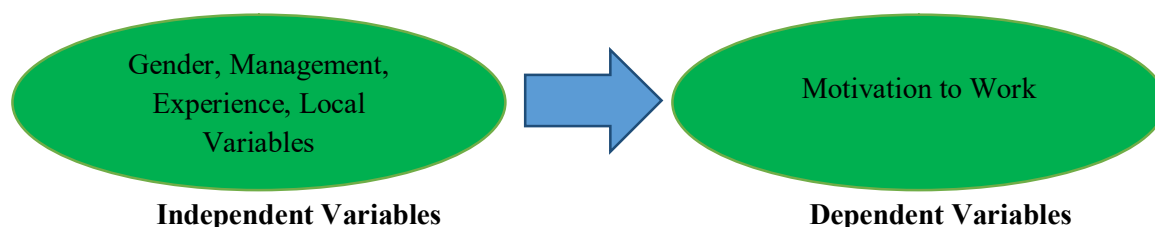
2.0. Methodology of the Study: The description of this proposed to be made under the following.

- The design
- The population
- The sample
- Tools used

- Techniques adopted
- Procedure

2.1. The Design: Descriptive survey method was adopted in the present study to find the current status of teacher educators' level of motivation to work in the Secondary level teacher education institutions. It is based on what exists at present; hence, it is an ex-post facto type study.

Conceptual framework of the study:



2.2. The Population: The population of the study included all the teacher educators of colleges of B.Ed. of North Bengal. In the present study a sample of 100 teacher educators was randomly selected from Government and self-financed institutions.

2.3. Sample of the Study: In the present study a sample of 100 teacher educators was randomly selected of which 50 was from Government and 50 was from self-financed institutions.

2.4. Variables of the Study: The major variable is motivation to work and categorical variables are gender (male and female) types of management (government and self-financed), locale (urban or rural) teaching experience (experienced and inexperienced).

2.5. Tool for the Study: Teacher Educators Motivation to Work Scale (TEMWS) developed by Ghosh and Guha (2015) was used for the study. The scale consists of 23 statements having 5 alternative responses, like Always (A), Frequently(F), Sometimes(S), Rarely(R), Never(N), having values 5,4,3,2 and 1 respectively under six components. These six components are (i) Management and organizational Factors (5), (ii) Professional and Academic development (5), (iii) Teacher satisfaction level (4), (iv) Students involvement (3) (v) Work performance (3), (vi) Relationships with others. Scale reliability was 0.852.

2.6. Techniques of data-analysis: To find out the motivation to work of teacher educators at secondary level, the data were collected using the tool 'Motivation to Work Scale' developed by Ghosh & Guha (2015). In order to test the hypotheses formulated for the study, both descriptive and inferential measures were adopted as per hypotheses formulated. Descriptive statistics were used for ascertaining the motivation to work of teacher educators. To ascertain significant difference between the means of subsamples- Gender, Teaching experience, Locale, Management 't' was computed to find significant differences between the intervening variables of motivation to work.

3.0. Results and Discussions: In this section results were analysed in terms of the objectives stated and hypotheses formulated.

3.1. Study of score distribution of total sample on motivation to work of B.Ed.

College teacher educators

Descriptive Measures of sub-sample scores on Motivation to work

In order to find difference in the Motivation to work of Teachers in different subsamples, the descriptive measures were adopted. The results are presented in the following table and figure:

Table 2: Mean Difference in Sub-Sample Scores on Motivation to Work

Sl. No	Variation	Groups	Sample	Mean	Median	Mode
1.	Gender	Female Teachers	50	97.67	98.19	99.23
		Male Teachers	50	98.16	98.5	99.18
2.	Teaching Experience	Below 5 years	50	99.53	99.17	99.45
		Above 5 years	50	98.15	97.42	98.96
3	Management	Government	50	97.37	97.92	97.02
		Self-financed	50	99.19	99.83	99.11
4.	Locale	Urban Teachers	50	99	99.25	99.75
		Rural Teachers	50	98.08	98.83	99.33
Total Sample			100	99.75	98.28	99.34

3.3. Sub-sample wise differential analysis on motivation to work: The present sub-sample analysis has been attempted to meet the objective of testing the null hypothesis (H_0). In case of each sub-sample, first the null hypotheses have been set up according to the requirement of the problem. The level of significance for the test has been selected and the data are subjected to the test of significance on the basis of 't' value for corresponding degrees of freedom. When the calculated value of 't' value has been found to be larger than the table value of the 't' the null hypothesis was rejected and the hypothesis was accepted. If the calculated value of 't' is less than the table value of 't' the null hypothesis was accepted and interpretation of result was made accordingly.

3.3.1. Gender-wise differential analysis on motivation to work of Secondary Teacher Educators: Their scores on motivation to work was calculated for determining the significance between the means. That was adopted and the value of 't' ratio was calculated and presented in the table below:

Table 3: Summary of test of significance of difference between the mean scores in relation to gender variation

Gender	N	Mean	S.D	SE _D	't'	Remarks
Female	50	97.67	5.92	1.53	0.82	Not-Significant
Male	50	98.16	4.7			

Critical value of 't' with df (98) at 0.01= 2.63 and 0.05= 1.98

It is evident from the above table that that 't' ratio was Not-significant at both 0.05 and 0.01 level of confidence. The 't' ratio being 0.82 is less than the tabular value of 't' which is 1.98 at 0.05 and 2.63 levels of significance at 98 degrees of freedom. Therefore, the null hypothesis H_{01} that 'There will be no significance difference in the motivation to work of secondary teacher educators in relation to gender variation' was accepted.

3.3.2. Teaching Experience-wise (>5 years & <5 years) differential analysis on motivation to work of Secondary Teacher Educators: In the present sample, 50% of the teachers were from teaching experiences (<5 years) and the rest 50% were from teaching experience (>5 years). Their score on motivation to work was calculated for determining the significance between the means. The value of 't' ratio was calculated and presented in the table below;

Table 4: Summary of test of significance of difference between the mean scores in relation to teaching experience variation

Teaching Experience	N	Mean	S. D	SE _D	't'	Remarks
<5 years	50	99.53	5.25	1.54	3.10	Significant
>5 years	50	98.15	5.84			

Critical value of 't' with df (98) at 0.01=2.63 and 0.05=1.98

It was observed from the above table that the 't' ratio was significant at both 0.05 and 0.01 level of confidence. The 't' ratio being 3.10 is more than the tabular value of 't' which is 1.98 at 0.05 and 2.63 at 0.01 level of significance at 98 degrees of freedom. Therefore, the null hypothesis H_{02} that 'There will be no significance difference in the motivation to work of secondary teacher educators in relation to experience variation' was rejected.

3.3.3. Management-wise (Government and Self-financed) differential analysis on motivation to work of Secondary Teacher Educators

Table 5: Summary of test of significance of difference between the mean scores in relation to Management variation

Management	N	Mean	S. D	SE _D	't'	Remarks
Government	50	97.37	5.95	1.54	3.02	Significant
Self-financed	50	99.19	5.67			

Critical value of 't' with df (98) at 0.01=2.63 and 0.05=1.98

It was observed from the above table that the 't' ratio was 'significant' at both 0.05 and 0.01 level of confidence. The 't' ratio being 3.02 is more than the tabular value of 't' which is 1.98 at 0.05 and 2.63 at 0.01 level of significance at 98 degrees of freedom. Therefore, the null hypothesis H_{03} that 'There will be no significance difference in the motivation to work of secondary teacher educators in relation to management variation' was rejected.

3.3.4. Locale-wise (urban & rural) differential analysis on motivation to work of Secondary Teacher Educators

Table 6: Summary of test of significance of difference between the mean scores in relation to Locale variation

Locale	N	Mean	S.D	SE _D	't'	Remarks
Urban	50	99	5.65	1.54	4.41	Significant
Rural	50	98.08	5.39			

Critical value of 't' with df (98) at 0.01=2.63 and 0.05=1.98

It was observed from the above table that the 't' ratio was significant at both 0.05 and 0.01 level of confidence. The 't' ratio being 4.41 is more than the tabular value of 't' which is 1.98 at 0.05 and 2.63 at 0.01 level of significance at 98 degrees of freedom. Therefore, the null hypothesis H_{04} that 'There will be no significance difference in the motivation to work of secondary teacher educators in relation to locale variation was rejected'.

4. Conclusion: Thus, it can be concluded from this study that Motivation to work has emerged as one of the important organizational behaviours that affects performance at work. During past two decades extensive empirical research has been done to understand the implication of motivation at work place. The interest in work motivation among the psychologists and other behavioural scientists who study organizations has escalated dramatically as well (Katella and Thompson, 1990). There are obvious reasons for it; firstly, the dwindling productivity of organizations, secondly demographic changes seem to have accentuated the need for innovative approaches to developing and retaining valuable human resources. As a matter of fact, work motivation may be viewed as a broad construct pertaining to the condition and processes that account for the arousal, direction, magnitude, and maintenance of effort in a person's job. The Psycho-socio-economic incentives drive man to work; while socio-economic stratification is the main determining force. Teacher's motivation to work may be thought of as both motives driving the teachers to involve in their expected roles in the colleges. For the purpose of present investigation teachers' motivation to work would be ascertained through the scores on teacher's motivation to work.

Motivation to work also helps the employer in understanding the behaviour of a teacher educator. It interacts with and acts in conjunction with other mediating processes and the environment but it cannot be seen. It is a hypothetical construct which helps in explaining the behaviour though it cannot be equated with behaviour. Certainly, individuals differ in their basic motivational drive. It has also been established that teacher's motivation changes from one occasion to another. In an organization, when a teacher doing a good job or production is increased by him, he must be regarded with respect to his needs. The individual may be motivated by more than one need at a time, and unless we recognize the part played by each one, we cannot properly understand his behaviour. So, in a workplace the manager or supervisor has to know the needs or drives of individual and motivate him according to it. Educational organizations like school, colleges, universities, and teacher training institutions need highly motivated teachers so as to attain their goals and produce good citizens. It is one of the several factors that go into a teacher's performance. It includes the factors that cause, channelize and sustain the behaviour of teachers in a particular committed direction.

The present study will help the teachers and administrators to have knowledge of motivation to work of their students and help them in building a well-balanced personality. Not only his growth of motivation and development is linked with his/her inspiration guidance but also their goal setting. The study will benefit the teachers and research scholars to have a kind attention towards their motivation to work and will make them aware about the importance of motivation to work of teaching in the present fast changing global world.

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