



Exploring the Relationship between Work Motivation and Teaching Style among Higher Secondary School Teachers

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ABSTRACT

In the evolving landscape of modern education, the effectiveness of teaching is influenced not only by pedagogical techniques but also by the internal and external motivational factors driving educators. This study investigates the relationship between work motivation and teaching style among higher secondary school teachers, aiming to understand how motivation influences pedagogical approaches. Utilizing a descriptive survey method, data were collected from 100 randomly selected teachers through standardized tools—K.G. Agrawal's Work Motivation Scale and the Teaching Style Inventory developed by Sapna Sharma & Divya Saran. Statistical analyses including mean, standard deviation, and Pearson's correlation coefficient were employed to examine the relationship between the two variables. Findings reveal a statistically significant moderate positive correlation ($r = 0.54$) between work motivation and teaching style at the 0.05 level of significance. This indicates that teachers with higher levels of work motivation are more likely to adopt dynamic, student-centered teaching styles such as democratic and participatory approaches, while those with lower motivation may lean towards rigid, authoritarian styles. The study highlights the importance of fostering motivational support systems—such as professional recognition,



institutional encouragement, and opportunities for growth—to improve teaching efficacy. Educational implications include the need for tailored teacher training programs that integrate motivational strategies with instructional planning. School leadership should also promote environments that value teacher autonomy and innovation. The research provides valuable insights for educational policymakers, administrators, and teacher educators, emphasizing that enhancing teacher motivation is essential for ensuring quality instruction and improved student outcomes at the higher secondary level

➤ 1 INTRODUCTION

In today's rapidly evolving educational environment, teachers are expected not only to deliver academic content efficiently but also to inspire and meaningfully engage students. In this changing scenario, two important aspects—*work motivation* and *teaching style*—have emerged as significant factors influencing teacher performance and student achievement. Work motivation involves both internal drives and external incentives that encourage individuals to approach their roles with energy, dedication, and purpose. For teachers, being motivated affects their capacity to innovate, reflect on their practices, and stay committed despite various challenges. Teaching style, meanwhile, refers to the specific methods, strategies, and teacher-student interactions employed to support learning. It reveals a teacher's pedagogical approach as well as their attitude toward the teaching profession. There exists a close and complex connection between a teacher's motivation and the way they teach. Educators who are highly motivated often adopt more flexible, student-centered teaching styles, showing greater creativity and adaptability in their classrooms. In contrast, low motivation may result in more rigid, outdated, or passive instructional methods. Exploring this connection is especially important at the higher secondary level, where teachers play a vital role in shaping students' academic progress and personal development. This research focuses on examining how different aspects of work motivation—such as passion for teaching, acknowledgment and rewards, institutional encouragement, and professional growth—relate to various teaching styles like authoritarian, democratic, and laissez-faire. By analyzing this relationship, the study aims to highlight how improving teacher motivation can lead to more engaging and effective classroom practices. The findings can offer valuable guidance to policymakers, school leaders, and teacher training institutions in developing supportive environments that enhance both the motivation and teaching quality of educators at the higher secondary level.



- **Work Motivation**

Work motivation among higher secondary school teachers plays a vital role in shaping their teaching performance and commitment to student development. It stems from both intrinsic factors, such as personal passion for teaching and a sense of purpose, and extrinsic factors like salary, recognition, career advancement, and institutional support. Motivated teachers are more enthusiastic, innovative, and responsive to students' needs, fostering a positive learning environment. In contrast, low motivation may result in burnout, lack of engagement, and reduced teaching effectiveness. Therefore, nurturing teacher motivation is essential for ensuring quality education and achieving better academic outcomes at the higher secondary level.

Robbins (2001): *“Motivation is the willingness to exert high levels of effort toward organizational goals, conditioned by the effort’s ability to satisfy some individual need.”* In the context of teachers, it refers to the drive to teach effectively, shaped by personal satisfaction and professional expectations.

Deci & Ryan (1985): *“Work motivation is a psychological force that determines the direction, intensity, and persistence of behavior in a work setting.”* For higher secondary teachers, this includes the enthusiasm, commitment, and perseverance shown in classroom teaching and student engagement.

- **Teaching styles**

Teaching styles of higher secondary school teachers vary widely based on their experience, subject matter, institutional policies, and personal philosophy. Commonly observed styles include authoritative, where teachers maintain discipline while encouraging student interaction; democratic, which promotes student participation and collaborative learning; and traditional or lecture-based approaches, often used in content-heavy subjects. Many teachers also integrate modern techniques like experiential learning, digital tools, and differentiated instruction to address diverse student needs. At this level, effective teaching style balances subject expertise with motivational strategies, aiming to enhance critical thinking, academic performance, and emotional development among students preparing for higher education or careers.

According to Grasha (1996): *“Teaching style refers to the consistent ways in which an educator presents content, interacts with students, and manages the classroom environment to facilitate learning.”*



Teaching style is the distinctive manner or approach adopted by a teacher to deliver instruction, organize classroom activities, and engage students in the learning process, reflecting their personality, beliefs, and pedagogical preferences.

➤ **REVIEW OF LITERATURE**

Kongcharoen et al. (2019) concluded that stress management is vital for sustaining teacher motivation. Sahito & Vaisanen (2021) found that motivation enhances teaching quality when supported by professional growth and a positive work environment. Sharma (2025) noted moderate motivation among teachers, with frequent social media use influencing motivation levels. Joshi (2022) found government school teachers in Delhi preferred authority-driven teaching styles, with significant differences from private school teachers but no gender-based variation. Clavido & Macalisang (2022) discovered that teachers primarily used the Expert style and pupils exhibited auditory learning preferences, with a significant relationship between matched teaching-learning styles and academic achievement. Gomez-Carrasco et al. (2022) reported that female trainee history teachers in Spain favored student-centered approaches, whereas males leaned toward subject-centered styles, highlighting gender-based teaching preferences. Talafian et al. (2024) highlighted that Communities of Practice helped high school physics teachers overcome barriers and adopt student-centered, inquiry-based teaching.

➤ **OBJECTIVE OF THE STUDY**

- To Explore the Relationship Between Work Motivation and Teaching Style Among Higher Secondary School Teachers.

➤ **HYPOTHESIS**

H₀ There will be no Relationship Between Work Motivation and Teaching Style Among Higher Secondary School Teachers.

➤ **METHODOLOGY**

This study utilized a descriptive survey method to examine higher secondary school teacher's work motivation and teaching style employing the Work motivation scale developed by K.G. Agrawal consisting of 25 items and Teaching Style Inventory developed by Sapna Sharma & Divya Saran consisting of 60 items. A randomly selected sample of 100 teachers participated in the study. Data collection involved administering the scale under uniform conditions to assess teacher's attitudes,



curiosity, and engagement in work motivation with teaching style. Statistical analyses, including mean, standard deviation, and Karl Pearson correlation coefficient, were conducted to correlate both scores among teachers and evaluate significant relation. Ethical considerations were carefully addressed by obtaining informed consent, ensuring confidentiality, and respecting participants' rights throughout the research process.

➤ ANALYSIS AND INTERPRETATION OF HYPOTHESIS

The data analysis and interpretation were carried out in alignment with the research hypothesis to correlate the variables- Work Motivation and Teaching style. Statistical techniques, including the mean, standard deviation, and correlational test, were applied to assess significant relation between the groups. This analysis provided valuable insights into the variations in attitudes, curiosity, and engagement levels, helping to identify the primary factors affecting teacher's Work Motivation and Teaching style. The data analysis was carried out using SPSS software, which facilitated the computation of descriptive statistics and the execution of the correlation coefficient. The findings are summarized as follows-

Table – 1

Correlation between Work Motivation and Teaching style

Variables	M	r
Work Motivation	88.36	0.54*
Teaching style	217.93	
*.05 level of significance, df=99		

The correlational table presents the relationship between two variables: Work Motivation and Teaching Style. The mean score for Work Motivation is 88.36, while for Teaching Style it is 217.93. The correlation coefficient (r) between Work Motivation and Teaching Style is 0.54, which indicates a moderate positive correlation. This means that as the effectiveness or quality of teaching style increases, the level of work motivation among individuals also tends to rise. The asterisk (*) denotes that this correlation is statistically significant at the 0.05 level, with a degrees of freedom (df) of 99, suggesting that the observed relationship is unlikely to have occurred by chance. Therefore, the null



hypothesis, "There will be no Relationship Between Work Motivation and Teaching Style Among Higher Secondary School Teachers" has been **rejected**.

➤ EDUCATIONAL IMPLICATION

- The study reveals a moderate positive correlation ($r = 0.54$) between teaching style and work motivation, indicating that effective teaching methods enhance student motivation.
- This finding suggests the importance of adopting student-centered and interactive teaching strategies to foster motivation.
- Teacher training programs should focus on developing instructional skills that positively influence learners' engagement and effort.
- Schools should support innovative teaching practices that cater to diverse learning needs.
- Motivated students are more likely to participate actively and perform better academically.
- Creating motivating classroom environments can improve both academic outcomes and student well-being.

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