

Classical Theories of Motivation and Teachers' Motivation in Public and Private Schools of Guwahati, Assam

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Abstract

Teachers' motivation has become a significant concern, given their obligation to impart knowledge and skills to students. This research attempts to investigate the motivational factors and their effect on teacher's performance in private and public schools in Guwahati. The classical theories of motivation have given a clear view on various factors of motivation. The study incorporated the factors of motivation of various classical theories of motivation and its present-day implication among teachers in government and private schools. The study's broad aim was to investigate the role of motivation in improving the performance of teachers of private and public-schools. The study tried to throw light on the effectiveness of factors of motivation that were discussed in the classical theories to motivate of teachers of 21st century. The study also tried to cover whether factors of motivation is different in government school than a private school as the quality of teachers, pay structure, security, extrinsic and intrinsic benefits are all different in both the schools. One of the objectives of our study is to identify whether the same strategy can be used in government schools which are influential in private school in motivating teachers' performance. A total of 206 respondents, including head teachers, were surveyed using a descriptive survey template and a causal research design employed to check the factors of motivation as stated in the classical theories as independent variables and overall teacher's motivation as dependent variable. Structural Equation Modeling has been used to draw the interrelationship and model fit. The study revealed that factors of motivation are different in a government school compared to the private schools and all the factors of motivation that were discussed in classical theories of motivation is not relevant in today's context in teacher's motivation with changing needs of teachers.

Keywords: Classical Theories on Motivation, Employee's Performance, Learning, Motivation, Public School, Private School.

Introduction

Motivation is the force that initiates, guides, maintains, and fuels goal-oriented behavior of people. The development and preservation of high levels of motivation is the reason which yields high level of performance of any individual or group in an organization. The level of motivation is also important for an organization to ensure that its employees' workplace objectives and values are aligned with the organization's mission and vision (1, 2). Employee's effort and productivity can be increased by increasing their enthusiasm, commitment, and involvement. But in absence of these factors restricts employees from performing to their optimum levels. Leadership is connected to motivation, and a successful leader leads by example, offers direction, encouragement, and instructions (3, 4). Teachers

affect the standard of knowledge to be acquired by learners, provided the instructor has a recommended level of expertise and an appropriate level of motivation that would define the readiness to impart knowledge to the students and society. The level of motivation is determined by several issues, including rewards for effort, appreciation, obligation, freedom, protection, status, and esteem etc. Since lack of motivation has a negative effect on teacher efficiency, variables were suggested to assess an employee's level of motivation in order to increase performance of the employee. Job Promotion, financial incentives, work culture, relationships with peers, superior and subordinates; protection from uncertainty, social and financial security, and fair compensation are all factors of motivation

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that leads to effective performance of teachers (5). Moreover, housing, transportation, and health-care benefits for teachers are also recommended as ways to improve their motivation level. However, according to a recent study, teachers' performance is affected by their relationships with their immediate supervisors as well as the school administration. Consequently, morale is seriously harmed when management fails to keep promises, never gives credit where due, makes negative comments, or blames subordinates for their own mistakes (6). Therefore, teacher's motivation is something done to make teachers happy, fulfilled, dedicated, and committed in such a way that they bring out the best in their workplaces. There are also intrinsic and extrinsic needs of educators. For its own sake, for the gratification it offers or for the feeling of achievement and self-actualization, a teacher who is intrinsically motivated can be observed to undertake an assignment and complete the task. On the other hand, the task or obligation may be done by an extrinsically motivated teacher to receive some compensation, such as salary or social recognition (7). Teachers of most of the private schools in India are paid very low salaries compared to government schools, because of which it fails to create interest among quality personnel to enter into the teaching profession but due to the increasing rate of unemployability mostly in urban and semi-urban areas forces quality teachers to join these low salaried jobs. But the quality of delivery still depends on the motivation level these teachers have in their job rather than their talents (8). At the same time, highly dense urban and semi urban areas in India a good percentage of population wants quality education, willing to pay additional amount for quality education for their wards as compare to the government schools and knock the door of private schools which leads to high profitability in private schools. There is an argument for a rise in teacher pay in private schools, considering the demand and economic viability (9). In India, public teachers are more qualified (on paper) than the private school teachers, but still public schools show lower learning outcomes than the private ones as mentioned earlier (10). Government schools continue to provide low quality education, and the teacher continues to be blamed by the media and social leaders. As the

social standing of the teacher is in doubt, the very existence of teaching as a career is eroding. India is facing a crisis of trust in government teachers (and virtually all government employees and service providers) and the motivation of teachers is indeed a national problem. Although studies suggest that teachers of government schools are satisfied with the pay scale of the government, they seem to be less interested and motivated because of several issues like very poor quality of working conditions, uninterested students and less scope of self-development (11). Recent figures clearly show that the government is unable to fulfill the basic learning requirements or enforce effective motivational elements for teachers and students in government schools. The willingness of teachers to keep children in school is limited by the overall infrastructure and services, regardless of the number of training programs and pedagogy-related initiatives, which in turn leads to a decline in the interest of teachers in optimum functioning (12). Low motivation among teachers in private as well as in government schools in India is an issue which needs more details and is the prime objective of our study to investigate the factors responsible for level of motivation among teachers in their respective schools. Needs that leads to satisfaction among teachers can have impact on teacher's motivation. But when one need is fulfilled, other needs may arise and leads to dissatisfaction among teachers. So, absence of certain factors in jobs may lead to various levels of performance among teachers. There may exist co-relation between the factors of motivation such that when one factor (lower level) is achieved, there may arise the motivation to fulfill the need of another factor (higher level). Hence, any study that tried to investigate the factors responsible for motivation and their inter-relationship among teachers in private and government schools can be very good initiatives for better performance of teachers (13, 14). Therefore, the primary objective of this study is to identify the factors of motivation of teachers of government and private schools in Guwahati, Assam and to study the relationship between the existing classical theories of motivation. Are there any similarities of factors reflected by Classical theories and their relevance in motivating today's teachers at school? Four classical theories of motivation- hierarchy of need theory by Abraham

Maslow, ERG theory by Alderfer, Two-factor theory of motivation by Herzberg, Theory of needs by McClelland were studied, and their factors for motivation were considered to study the motivation level of school teachers of both private and government schools in Guwahati. An employee's willingness to commit high levels of effort to his or her work, motivated by the effort's ability to meet needs as well as his or her personal attitude towards work, is referred to as motivation. A motivated employee would gladly put in his or her best effort to help the organization achieve its goals (15). An individual's active participation and commitment to achieving the desired results is referred to as motivation. The energy of behaviour that conditions the conduct of employees at work is also referred to as motivation (16, 17). Teacher's motivation in the sense of teacher success as an incentive for teachers to do their best in the classroom (17). Similarly, teacher motivation was conceptualized as the freedom to pursue new ideas to attain suitable levels of accountability (18). This independence gives rise to the arousal and continuation of the reactions of teachers. Teacher motivation applies to the tangible and intangible working environments that have the potential to positively motivate teachers to exhibit beneficial behaviors that contribute to high-quality professional practice (19). Therefore, teacher motivation is something that makes teachers happy, fulfilled, devoted and committed in such a way that they bring out their best in their workplaces so that their services will help all students, parents and society at large. Teachers have intrinsic as well as extrinsic requirements. An instructor who is intrinsically motivated may be seen doing something for the sake of doing it, for the pleasure it gives, or for the sense of achievement and self-actualization it offers. An extrinsically motivated instructor, on the other hand, can perform the task or obligation in order to receive a reward, such as a paycheck or other benefits. Extrinsic motivation is extremely significant in people's lives. It is the most important factor in shaping a person's actions. As a result, the organization's goal should be to draw on and strengthen the intrinsic motivation of teachers to teach effectively while also providing some extrinsic motivation for school change (20). Teachers provide extrinsic motivation to students

for engagement and thus the importance of teacher's motivation being motivated, cannot be understated (21). The existing theories of motivation help us understand the various factors and variables that relate to teachers' motivation and in turn to teachers' satisfaction and performance. In their study the neoclassical theory, researchers contend that the classical perspective on supply and demand has the integrity of its own and has been introduced and formalized in this study (22). Prior to the marginal revolution, supply and demand were determined by an observable monetary variable known as the reservation price, which was the difference between the seller's (minimum) willingness to accept (WTA) value and the buyer's (maximum) willingness to pay (WTP) value in the marketplace. This was as opposed to an unobservable criterion like a utility function. In recent years, numerous cognitive, neurobiological, and computational models have been proposed to explain how humans allocate effort. These models share similarities with motivational intensity theory (MIT), but have not been integrated. This critical review analyzes three recent models of effort allocation: the expected value of control theory, reinforcement meta-learner model, and neuronal model of attentional effort. The models share a non-monotonic relationship between perceived task difficulty and effort, and the dorsal anterior cingulate cortex may determine effort allocation and cognitive control (23). The impact of work motivation and work environment on the performance of employees has been studied. The results show that work motivation and work environment have a simultaneous effect on employee performance, with work motivation having a positive and significant effect. The study suggests that cleanliness and workspace can improve employee motivation and enthusiasm, ultimately leading to improved performance (24). The effect of motivation, leadership, and organizational culture on satisfaction and employee performance were examined and found that the impact of motivation, leadership, and organizational culture on job satisfaction and employee performance was significant (25). Study examines the circular structure of need-supportive and need-thwarting teaching practices and the role of teachers' motivation and beliefs about students' intelligence. Results show eight

different demotivating teaching approaches, with autonomous motivation and a growth mindset positively related to more motivating approaches, and controlled motivation and a fixed mindset positively related to more demotivating approaches (26). The study examined the relationship between teachers' motivational beliefs, motivational regulation, and learning engagement in online professional learning communities (27). Results showed that perceived task value positively influenced engagement, while motivational regulation partially influenced it. Self-efficacy moderated the mediating path, with high self-efficacy having a stronger effect. The study suggests assigning tasks that meet teachers' needs and cultivating self-efficacy beliefs to boost engagement. A study investigated the factors that motivate and demotivate teachers in their jobs using phenomenology and content analysis. The findings align with the attribution theory of motivation, identifying internal and external motivation factors. Demotivational factors, such as school physical environment, administrative bureaucracy, weak incentives, and unstable political conditions, are stable causes that consistently influence teachers' behaviors. Internal motivating factors increase motivation more than external factors (28). Factors such as compensation, work environment, career progression, performance appraisal, recognition, and training opportunities could impact teachers' motivation in public secondary schools. The study found that opportunities for career progression had the highest motivation impact, followed by compensation, recognition, performance appraisal, training opportunities, and work

environment. The six predictor variables accounted for 81% of total variation in teachers' motivation. The findings suggest that administrators should rethink their approach to teachers' motivation, focusing on these factors (29). McGregor's Theory X and Theory Y posits two contrasting views of workers- Theory X assumes workers are inherently lazy and require control, while Theory Y posits that workers are self-motivated and seek responsibility. Lee and Kim explored how these theories apply to teachers. They found that schools adopting a Theory Y approach, fostering autonomy and trust, had more motivated and committed teachers compared to those with a Theory X approach (30). Teachers are motivated when they believe that their efforts will lead to desired performance and, subsequently, to valuable rewards as suggested by Vroom in his Expectancy Theory emphasizes the role of expectancy, instrumentality, and valence in motivation (31). One of the purposes of this paper is to identify the potential factors for enhancing the morale and motivation of teachers through proper changes in the administration and management of schools. The study broadens the understanding of the different factors that affect teachers' productivity. It also established the teachers' understanding of how motivation is related positively with their work success. For policy makers and administrators, it is also relevant as it identifies the key strategies to change the behaviour of teaching staff towards their outcome. It also highlighted the methods to improve the morale and working conditions of teachers and identified factors that impede results.

Table1: Framework of Motivation Theories

Motivation theory	Author	Year	Outcomes
Hierarchy of Needs	Abraham Maslow	1943	Maslow's hierarchy of needs is a motivational theory in psychology that contains a five-tier human needs model, which is often depicted as hierarchical levels within a pyramid. From the bottom of the hierarchy up, the needs are physiological (food and clothing), protection (job security), affection and belonging needs (friendship), esteem, and self-actualization.
ERGTheory	Clayton Alderfer	1969	The author transformed Maslow's Hierarchy of Needs into the ERG model, a three-factor motivation model. In this model, the letters E, R, and G each represent a different human need: Existence, Relatedness, and Growth. According to Alderfer's model, these three needs drive all humans.

Two Factor Theory of Motivation	Frederick Herzberg	1959	According to Herzberg, some work variables lead to happiness, while others lead to disappointment. The hygiene factors, according to Herzberg, are environmental factors that cause worker dissatisfaction. Factors that made workers work harder were also established by the theory. Recognition, accomplishment, obligation, development, and progress were all motivating factors, resulting in high success.
Theory of Needs	David McClelland	1961	The author works on his theory of Motivation which establishes that people are motivated by three varying kinds of needs: 1) Need for Achievement 2) Need for Affiliation 3) Need for Power.

Table 1 represents a brief analysis of the classical theories on motivation with respect to Teachers' attitudes and performance.

Maslow's Need Hierarchy Theory

A teacher should feel confident and secured by his/her resources and personal property. If the teacher is concerned about losing his/her job due to layoffs or budget cuts, motivation to progress to the next step of the hierarchy and perform at their highest level is more difficult to achieve. Unsteady futures also contribute to reduced teacher productivity (32). A teacher's main predictors of job motivation are linked to the environment in which they function, including the climate, morale, sense of community, and peer relationships. If one does not feel a sense of belonging to the institution and community, he/she may not feel as interested or driven to excel at work (33). When the employee feels like he/she belongs and fits in within the workplace and the team, and that his presence is appreciated and respected in the society he belongs to, it is easier to feel motivated to work hard and achieve results. The self-esteem of teachers is correlated with the concept of self because the concept of self depends on how one feels and how one judges oneself (25). When they are conscious of who they are as teachers, they have a sense of themselves. Unfortunately, if teachers have a skewed self-image of themselves in their teaching professions, they can become less inspired and disabled. Teachers who are likely to have achieved the stage of self-actualization influence students to think critically, according to Maslow's theory. As the highest level of psychological wellbeing, the word self-actualization is defined. Maslow concluded that individuals who have met their lower requirements tend to acquire traits such as loyalty, friendliness, and civic consciousness and tend to become better teachers (34). When a teacher is so

motivated that s/he reached the highest level of Hierarchy of Needs, the self-actualization level, then s/he not only teaches students, s/he will spread knowledge from the core of their heart, dedicatedly, without having any return from it. S/he will be the asset for the institution and for the society as well.

Alderfer's ERG Theory

The need for belongingness is the aspiration of the teacher to establish and feel part of near, safe, and fulfilling relationships in his/her social setting. For a teacher's psychological wellbeing and development, satisfying of psychological needs such as autonomous motivation, optimal functioning, and self-actualization, is necessary (35). Related support involves teachers' activities, such as showing affection, devoting time and energy, ability to assist, and a non-competitive structure of learning in the school setting, as well as acting as a socially responsible guide (36). The actions and motivation of students have also been shown to influence the motivation and need-supportive activities of teachers (37).

Herzberg's Two Factor Theory

In the current situation, the principle of Herzberg is true in schools in that they need to appoint good managers with leadership skills and the ability to treat teachers equally, ensure that teachers are not upset by policies, and thus need to be transparent, egalitarian, and reasonable. A sense of cooperation should give teachers a fair amount of time to socialize. The atmosphere in which people work has an impact on efficiency, so both motivators and hygiene factors should be discussed by employers to retain teachers.

McClelland's Achievement Theory

The importance of teacher achievement motivation research is also justified by the rapid adoption of modern educational technology, which places new demands on school teachers

(38). Achievement motivation based on a desire to better oneself is also a key characteristic of a creative educator (39). It is a requirement for effective implementation of innovative teaching and an indicator of abilities such as the ability to make quick decisions, take calculated risks, effectively overcome problems resulting from the adoption of new ideas, and eliminate innovative barriers (40). The encouragement of teachers is important because it strengthens teachers' skills and knowledge and directly affected the achievement of students (37). If teachers do not have adequate incentive in classrooms, they would be less competent to directly impact students and the education system.

Teachers also needed more expertise from programmes such as seminars and workshops, according to research. Teachers were also not serious about their work due to insufficient promotions; they also left teaching for better-paying jobs, and they declined to carry out their responsibilities effectively and efficiently because their health was ignored. School leaders to use effective motivating tools in the classroom, such as praise, obligations, and others. Teachers should also strive to improve their knowledge and abilities. They should have access to institutional materials and other resources in order to carry out their responsibilities (41). The achievement motivation of teachers has been investigated as an internal factor and a predictor of professional success (42).

Methodology

A mixed research design has been used. Initially, an exploratory study was conducted to determine the factors associated with motivation of teachers. 70 research papers have been reviewed mostly downloaded from Jstor and Google Scholar to identify the factors responsible for teacher's motivation. 11 face-to-face interviews with school teachers both from government and private school had been taken to have practical knowledge about the motivating factors in their cases. 6 school principals and 2 proprietors of school were also consulted for exploring more

factors of motivation. Then a causal research frame was designed taking the identifying factors as independent variable and teacher's motivation as dependent variable. The independent variables were categorized as per the selected four classical theories of motivation. Structural Equation Modelling using IBM SPSS AMOS 20 has been used for analyzing the relationships. As a result, this research design was used to examine the factors that affect teacher motivation. Since it incorporates both quantitative and qualitative approaches in the data collection, interpretation, validation and presentation process, the study uses a mixed method approach. This research was conducted on teachers who were of interest for the study. The teachers were of different government and private schools of Guwahati, Assam. At the time of data collection, there are 34 CBSE affiliated schools both Government and Private in capital city of Assam. Out of which 14 (8 Government schools and 6 private schools) affiliated to CBSE (41%) schools were chosen for the study covering all geographical areas of Guwahati using judgement techniques. 15 teachers from each private schools, except one (16 teachers) and 14 teachers from each government schools except one (13 teachers) were chosen conveniently as per their presence on the days of interview along with their interest for the study. So, the study was conducted with 206 teachers from 14 schools. The teachers were informed about the study and were given the opportunity to schedule a time and date that was suitable for them for the interview. So, the study was limited to only CBSE affiliated schools in Guwahati. The data then summarized, coded, and analyzed using a tabulation approach, and graphs and using SPSS AMOS software.

Conceptual Framework

Figure 1 summarizes the relationship between the dependent variable which is motivation, with the independent variables which are the factors of motivation in the existing theories of motivation such as motivators, hygiene factors, growth, power, existence etc.

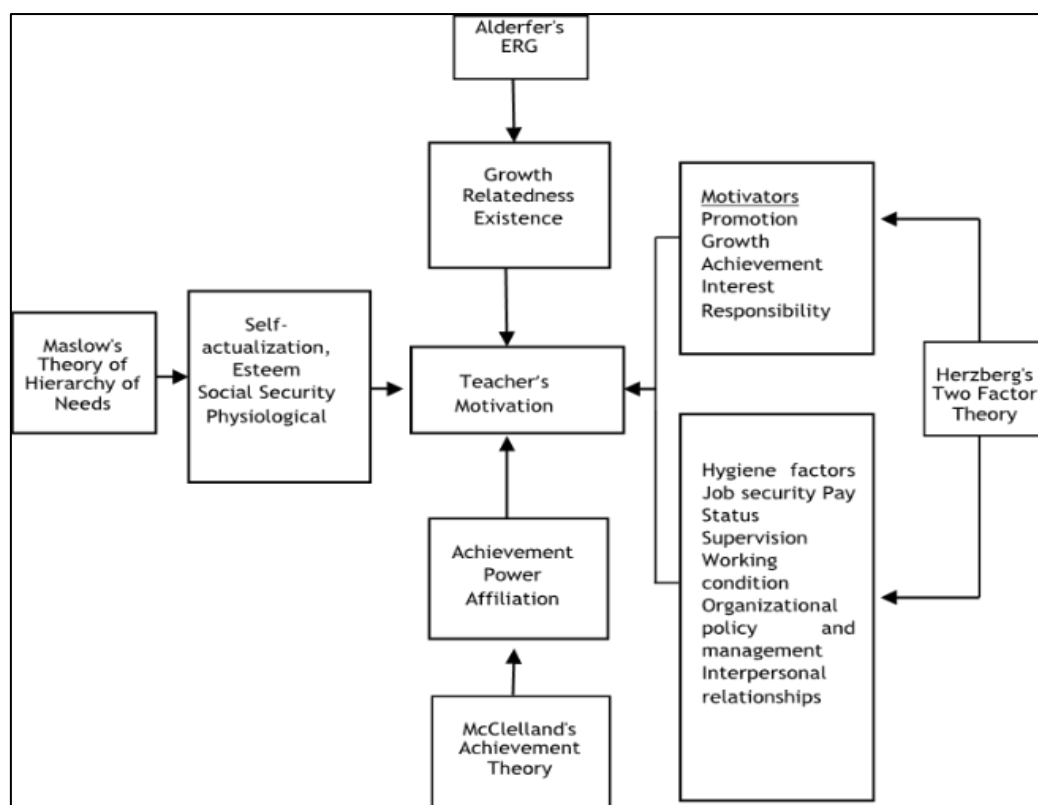


Figure 1: The Theoretical Framework of the Study

Table 2: Demographic Profile

Variable	Category	Frequency	Percentage
Gender	Male	83	40.3
	Female	123	59.7
Age group	Under 25	26	12.6
	26-35	130	63.1
	36-45	28	13.6
	46-55	5	2.4
	56-65	17	8.3
Academic qualification	Higher Secondary	4	1.9
	Bachelor's Degree	75	36.4
	Master's Degree	127	61.7
School type	Private school	123	59.7
	Government school	83	40.3
Length of service in present school	<1 year	23	11.2
	1-5 years	116	56.3
	6-10 years	21	10.2
	11-15 years	9	4.4
	16-20 years	15	7.3
	>20 years	22	10.7
Family type	Nuclear family	180	87.4
	Joint family	26	12.6

Results and Discussion

A total of 215 teachers were targeted to represent the teachers out of whom, 32 teachers were interviewed and the rest given questionnaires in-hand. Out of the 183 teachers who were administered the questionnaires, only 177

respondents returned them, out of which 3 were found incomplete. Thus, the response of questionnaires analyzed were 174 with the 32 interviews which made up 206 respondents which was equivalent to 95.81% of the initial sample.

Table 2 highlights the demographic characteristics of the respondents. The age group determines the level of understanding on the issue under investigation. 12.6% of the respondents fall under the range of under 25 which was a category for the young and restless, fresh from college. The majority of the respondents were between 26-45 years which comprised of 76.7%. This age group was the most active and energetic and hence a good contribution to performance if well utilized. However, the age group of 46 and above years took on 10.7% which was believed to have more experience. The school type was categorized into two divisions, i.e. private and government school because the study focuses to see if the

factors of motivation of teachers are different for both private and government school or if they are the same for both.

Factors of Motivation

It's the objective of this section to investigate the factors of motivation of teachers. This was derived from the study results through questionnaires. The teachers had to rate the level of importance of a few job characteristics they desired, that either served as motivators or hygiene factors in their job place.

The teachers were asked to rate on a scale of 1 to 5 how much they desired motivators in their school. (1 - least important and 5 - most important).

Table 3: Distribution of Responses of Motivators

Motivators	Reliability (Cronbach's alpha)	Mean
Autonomy	0.93	3.95
Increments	0.91	3.60
Interest in the duty	0.83	3.55
Interest in the students	0.87	3.50
Responsibility	0.83	3.50
Personal and professional growth	0.91	3.46
Sense of morality	0.93	3.45
Promotions	0.81	3.44
Creativity	0.85	3.41
Involvement in decision making	0.84	3.27
Awards and gifts	0.87	3.24

Hygiene factors are necessary to prevent dissatisfaction; true motivation among teachers is driven by motivators. Their study highlighted the importance of professional development opportunities and recognition in enhancing teachers' intrinsic motivation as per Herzberg's Two-Factors (43). Theory that distinguishes between hygiene factors (e.g., salary, work conditions) and motivators (e.g., recognition, responsibility). Supportive work environment, including collaborative culture and supportive leadership, significantly enhances teachers' motivation (44). Recognition and rewards, both intrinsic and extrinsic, play a vital role in motivating teachers. Their research demonstrated that recognition from peers and administrators

positively affects teachers' job satisfaction and motivation (45). Table 3 shows that majority of the teachers' desire for autonomy in their profession to be motivated. Also they desired for increments as that would feed the physiological needs of them and their family. When the means of the private and government schools were analyzed separately, it was seen that both the category of teachers had different motivators. While according to the study, government school teachers were more motivated by autonomy, sense of morality, increments, interest in students and involvement in decision making, the private school teachers were more motivated by creativity, personal and professional growth, interest in the duty and responsibility.

Table 4: Distribution of Responses of Private and Government School Teachers to Motivators

Mean	Private school	Government School
Autonomy	3.9	4.02
Creativity	3.53	3.24
Sense of morality	3.44	3.47
Promotions	3.44	3.43

Increments	3.46	3.81
Personal and professional growth	3.52	3.37
Awards and gifts	3.27	3.2
Interest in the duty	3.6	3.47
Interest in the students	3.36	3.7
Involvement in decision making	3.2	3.36
Responsibility	3.63	3.31

Table 5: Chi-Square Table for Motivators of Private and Government Schools

Mean	Private school	Govt. School	df	p-value	Remark
Autonomy	3.90	4.02	2	0.405	Not significant
Creativity	3.53	3.24	4	0.193	Not significant
Sense of morality	3.44	3.67	4	0.000	Significant
Promotions	3.64	3.43	4	0.000	Significant
Increments	3.46	3.81	4	0.000	Significant
Personal and professional Growth	3.52	3.37	4	0.000	Significant
Awards and gifts	3.47	3.20	4	0.043	Significant
Interest in the duty	3.60	3.47	4	0.002	Significant
Interest in the students	3.36	3.70	4	0.002	Significant
Involvement in decision Making	3.20	3.56	4	0.000	Significant
Responsibility	3.63	3.31	4	0.000	Significant

From Table 4 we have seen that both private and government school teachers react differently to the motivators. But to see how significant the difference is we conduct a Chi-Square test.

Hypothesis Testing

Hypothesis 1: There is a significant difference between the government and private school teachers in various motivating factors.

The Table 5 highlighted the p-value of Chi Square of govt. and private schools of various motivating factors and shows that sense of morality, promotions, increments, personal and professional growth, awards and gifts, interest in duty and students, involvement in decision making and responsibility were significant. It means there is a significant difference among motivating factors like sense of morality, promotions, increments, personal and professional growth, awards and gifts, interest in duty and students, involvement in decision making and responsibility between teachers of govt. and private school. While private school teachers seek more motivation from growth, interest in duty and responsibility, government school teachers seek more motivation from sense of morality, increments and involvement in decision making. On the other hand, there is no

significant difference between teachers of govt. and private school in case of autonomy and creativity. The teachers were asked to rate on a scale of 1 to 5, how much they desired hygiene factors in their school (1-least important, 5-most important). Inadequate administrative support and poor working conditions significantly decrease teachers' job satisfaction (45). Recognition and a sense of accomplishment are important in maintaining high motivation levels among teachers (46). Table 6 has highlighted that teachers desire for security of income the most. It is important that the teachers feel that their job and the income is secure and they are not under the constant threat of being laid-off. Security of income will help secure a safe shelter for them and their family, which too is desired at a very high rate by the teachers in this study. Proper working conditions with handy equipment and a safe, fit for purpose, hygienic working environment is rated as the next most desired hygiene factor. Also at the same level, majority of teachers also desire for social status and recognition. It was seen that both the category of teachers had different hygiene factors of motivation.

Hypothesis 2: There is a significant difference between the government and private school teachers in various hygiene factors.

The Table 7 highlighted the chi-square value of hygiene factors among teachers of Govt. and private school. It can be seen that for majority of the hygiene factors except social recognition, anti-discrimination and harassment policy and co-operation by co-workers and superior i.e. we can

say that there is significant difference between majority of the hygiene factors of private and government school teachers. While private school teachers seek more motivation from timely payments of income, better working conditions, recruitment policies, code of conduct policies etc, government school teachers seem to be more motivated by the other available hygiene factors.

Table 6: Distribution of Responses of Desired Hygiene Factors

Hygiene Factors	Reliability (Cronbach's Alpha)	Mean
Security of income	0.91	3.49
Security of employment	0.93	3.45
Security of shelter	0.81	3.47
Security of financial aid	0.870.74	3.32
Satisfactory payment	0.77	3.31
Timely payment	0.74	3.41
Social status	0.84	3.42
Social position	0.83	3.29
Social recognition	0.89	3.32
Encouraging supervision	0.82	3.24
Proper working condition of light and infrastructure	0.90	3.44
Recruitment policy	0.86	3.33
Code of conduct policy	0.84	3.27
Health and safety policy	0.85	3.37
Anti-discrimination and harassment policy	0.85	3.2
Discipline and termination policy	0.77	3.26
Appreciating management	0.71	3.27
Empathetic management	0.89	3.22
Co-operation co-workers and superior	0.83	3.26
Compliments by co-worker or superior	0.81	3.37

Table 7: Chi-Square Significance Table for Hygiene Factors of Private and Government Schools

Hygiene factors	Private school	Government School	df	p-value	Remark
Security of income	3.55	3.40	4	0.011	Significant
Security of employment	3.36	3.59	4	0.004	Significant
Security of shelter	3.37	3.61	4	0.001	Significant
Security of financial aid	3.20	3.48	4	0.003	Significant
Satisfactory payment	3.25	3.39	4	0.000	Significant
Timely payment	3.42	3.40	4	0.002	Significant
Social status	3.34	3.54	4	0.000	Significant
Social position	3.18	3.45	4	0.000	Significant
Social recognition	3.41	3.18	4	0.110	Not significant
Encouraging supervision	3.24	3.24		0.013	Significant
Proper working condition of light and infrastructure	3.46	3.41	4	0.004	Significant
Recruitment policy	3.36	3.30	4	0.019	Significant

Code of conduct policy	3.41	3.05	4	0.000	Significant
Health and safety policy	3.37	3.37	4	0.000	Significant
Anti-discrimination and Harassment policy	3.24	3.14	4	0.099	Not significant
Discipline and termination policy	3.40	3.06	4	0.003	Significant
Appreciating management	3.23	3.33	4	0.000	Significant
Empathetic management	3.16	3.30	4	0.000	Significant
Co-operation co-workers and superior	3.29	3.22	4	0.868	Not significant
Compliments by co-worker or superior	3.30	3.47	4	0.035	Significant

Structural Equation Modelling for Herzberg's Two Factor Theory

Hypothesis 3: There is a significant relationship between overall motivation of school teachers with Herzberg's two factors- motivators and hygiene factors. To examine the theoretical interdependence between the two factors (motivators and hygiene factors) with Motivation as a dependent variable, structural equation modeling was used. In the path diagram of the SEM model for Herzberg's two factor theory, we consider a few alternate hypothesis (H3a and H3b) that state that there is a significant relationship between the dependent variable (overall motivation of teachers) and the independent variables (motivators and hygiene factors). The study of the SEM Model, leads us to the following results represented in the form of a table.

Table 8: Results of SEM

Hypothesis	Hypothesis paths	Estimates	Scalar estimates	P-value	Remarks
H1a	MO,M	-0.015	0.014	0.290	Not Significant
H1b	MO,H	-0.378	.116	0.001	Significant

Table 9: Distribution of Responses of Maslow's Hierarchy of Needs Factor

Domains	Reliability (Cronbach's Alpha)	Mean
Physiological Factors	0.89	2.51
Security	0.91	2.54
Social	0.84	2.32
Esteem	0.86	2.10
Self-Actualization	0.88	1.99

The relationship between the indicators of motivation and hygiene with overall motivation of teachers has been shown in Table 8 and their inter relationship in path diagram has been shown in Figure 2. As the p-value is above 0.05 for the relationship between overall motivation of teachers with factors of motivators as per Herzberg theory, the null hypothesis has been rejected that there is a significant impact of factors of motivators on overall motivation. On the other than the hypothesis 3b is accepted as the p-value is less than 0.05. So, it can be stated that hygiene factors have significant impact on overall motivation of teachers.

Maslow's Hierarchy of Needs Factor

The teachers were asked to rate on a scale of 1 to 5 how much Maslow's needs factors motivate their current teaching profession in their school (1 - least motivating, 5 -most motivating).

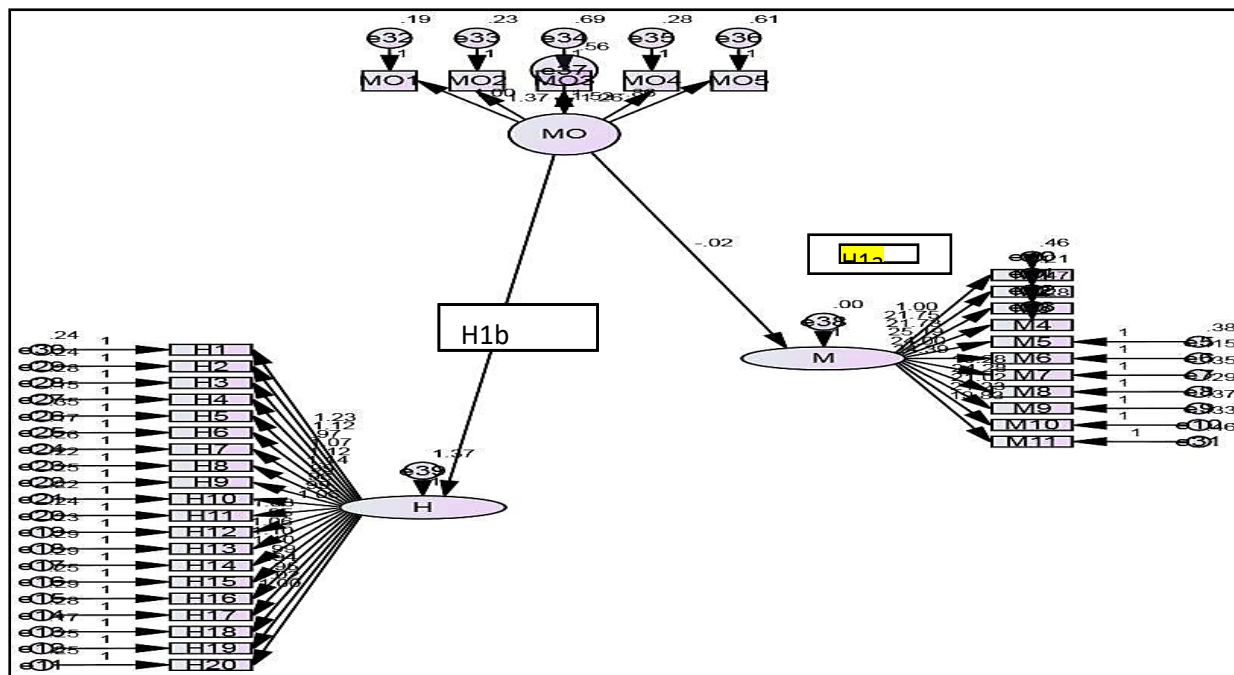


Figure 2: Path Diagram of SEM for Herzberg's Two Factor Theory

The Hierarchy of Needs theory of Abraham Maslow posits that individuals are motivated by a hierarchy of needs, from physiological needs to self-actualization need. Teachers' motivation is also significantly influenced by their ability to fulfil these needs. Teachers who perceived their basic needs as met (e.g. salary, job security) were more likely to exhibit higher levels of engagement and job satisfaction. Teachers' motivation is significantly influenced by their need for self-actualization and esteem (47). Professional development opportunities that allow teachers to grow and achieve their full potential are critical motivators (48). From the finding of Table 9 we may posit that majority of teachers have rated security as the most motivating factor for them to them by the employer, the private school teachers on the other hand seem not to be motivated by the security of employment and income provided by their private schools. They are always in a fear of losing their job for some or the other reason which would also cut off their income. The motivation achieved by the fulfillment of the social recognition needs seems to be more for the private school teachers in our study. The esteem of the private school teachers seems to be a motivating factor to them because they keep evolving with new technologies and so there is growth in their skill set and knowledge.

continue teaching. Security includes security of income, security of employment and shelter. When these physiological needs are fulfilled, employees tend to desire for higher levels of motivation which is truly exhibited through the findings of our study. Self-actualization is desired the least because it is only wished for when all the other lower levels of needs are fully satisfied. Motivation to reach self-actualization comes only when esteem of an individual is achieved. When the responses of the teachers were analyzed, it was found that both the government and private school teachers were at different levels of Maslow's factors of motivation (Table 10). While government school teachers were motivated by the security of employment that was benefited to **Hypothesis 4:** There is a significant difference between the government and private school teachers in Maslow's Hierarchy of need factors. The Table 10 highlighted the Chi-Square value of govt. and private schools. The *p*-value showed that there is a significance difference among all lower-level needs among teachers of govt. and private school. But there exists no difference in highest level of needs among teachers of govt. and private schools. While private school teachers seek more motivation from social and esteem values, government school teachers seek more motivation from lower level of needs i/e, physiological needs, and security.

SEM for Maslow's Theory of Hierarchy of Needs

To examine the theoretical interdependence between the five factors (Physiological needs, Security, Social needs, Esteem and Self-actualization) with Motivation as a dependent variable, structural equation modeling was used.

Hypothesis 5: There is no significance between the various needs of Maslow's Theory of

Hierarchy of Needs with motivation of teachers. From the Figure 3, in the path diagram of the SEM model for Maslow's hierarchy of needs theory, we consider a few alternate hypothesis (H5a, H5b, H2c, H5d and H2e) that state that there is a significant relationship between the dependent variable (motivation) and the independent variables (physiological needs, security, social needs, esteem, and self-actualization).

Table 10: Chi Square Significance Table for Maslow's Need Factors of Private and Government School

Needs	Private	Government	df	p-value	Remark
Physiological needs	2.36	2.65	5	0.000	Significant
Security	2.06	3.02	5	0.000	Significant
Social	2.56	2.08	5	0.000	Significant
Esteem	2.22	1.9	5	0.001	Significant
Self-actualization	2.05	1.9	5	0.099	Not significant

Table 11: The result of SEM Model

Hypothesis	Hypothesis paths	Estimates	Scalar estimates	P-value	Remarks
H5a	MO,P	-1.915	0.264	0.000	Significant
H5b	MO,SE	-2.035	0.284	0.000	Significant
H5c	MO,SO	-2.145	0.283	0.000	Significant
H5d	MO,E	-1.533	0.226	0.000	Significant
H5e	MO,SA	-1.365	0.197	0.000	Significant

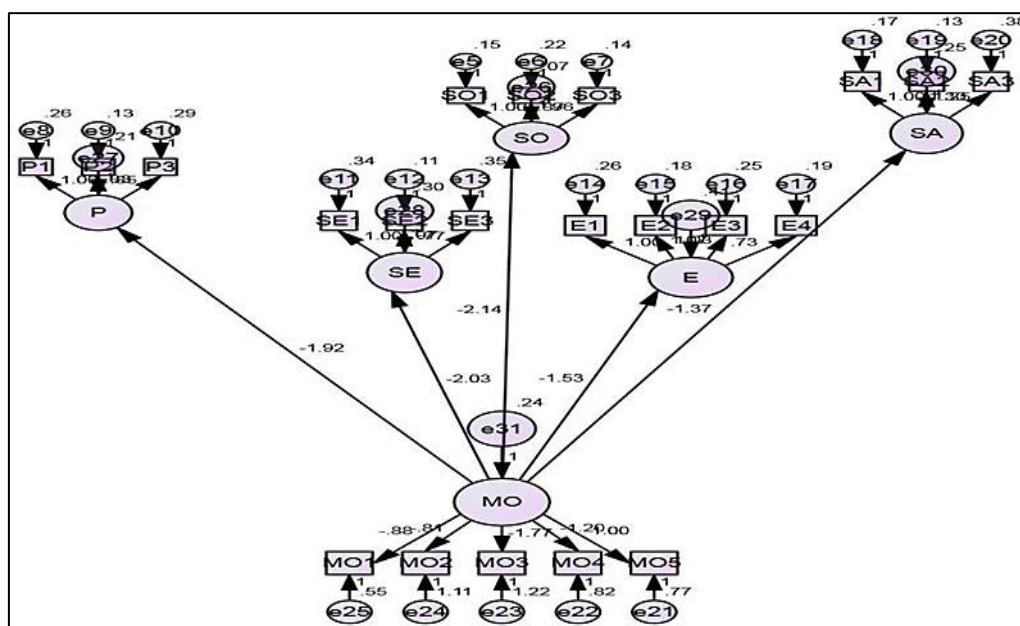


Figure 3: Path Diagram of SEM for Maslow's Theory of Hierarchy of Needs

Table12: Distribution of Responses of 'Alderfer's ERG Theory' Factors According to Questionnaires

Domains	Reliability (Cronbach's Alpha)	Mean
Growth	0.93	2.38
Relatedness	0.86	2.27
Existence	0.84	3.2

Table 13: Chi Square Table for Alderfer's ERG Factors of Private and Government Schools

Column1	Private	Government	df	p-value	Remark
Growth	2.7	2.01	5	0.002	Significant
Relatedness	2.51	1.93	5	0.000	Significant
Existence	2.7	3.7	5	0.000	Significant

Table 14: The Result of SEM Model

Hypothesis	Hypothesis paths	Estimates	Scalar estimates	P-value	Remarks
H7a	MO,EX	-0.894	0.120	0.000	Significant
H7b	MO,R	-1.021	0.123	0.000	Significant
H7c	MO,G	-0.890	0.109	0.000	Significant

Table 15: Distribution of Responses of 'McClelland's Achievement Theory' Factors

Factors	Reliability (Cronbach's Alpha)	Mean
Achievement	0.81	2.46
Power	0.93	2.5
Affiliation	0.87	2.406

From Table 11 we can state that there is significant impact of the indicators of motivation as stated by Maslow's Theory of Hierarchy of Needs and motivation as the p-value is less than 0.05 for all factors. Teachers' motivation increases when they perceive a clear link between their performance and rewards such as promotions and bonuses (49). The continuous professional development in motivating teachers is important and teachers who engage in regular professional development are more motivated and effective in their teaching roles (50). Adequate salary, job security, and working conditions are fundamental for teacher motivation. Teachers' performance is significantly affected by their economic welfare, linking financial incentives directly to motivation and job satisfaction (51). Supportive school environments and collegial relationships in enhancing teachers' motivation is important (52). Opportunities for professional development and career advancement are crucial for teacher motivation (53). From Table 12 we found that existence has been desired the most by the teachers and also that it motivates them to work the hardest. Growth has been rated as the second most desired factor by teachers in their schools. However, the rate of motivation encouraged by schools for the growth of teachers does not seem to be much satisfying as revealed from our study on teachers. From Table 13, we have seen that both private and government school teachers react differently to the Alderfer's ERG factors. But to see how significant the difference is we conducted a Chi Square test.

Hypothesis 6: There is a significant difference between the government and private school teachers for Alderfer's ERG factors. We see that the Chi Square significance statistic value is significant for all the Alderfer's ERG factors, i.e. we can conclude that there is significant difference between the Alderfer's ERG factors between private and government school teachers. Government school teachers are more motivated by existence and private school teachers by relatedness and growth. To examine the theoretical inter-dependence between the three factors (Existence, Relatedness and Growth needs) with Motivation as a dependent variable structural equation modeling was used. In the path diagram of the SEM model for Alderfer's ERG theory, we consider a few alternate hypothesis (H3a, H3b and H3c) that say there's significant relationship between the dependent variable (motivation) and the independent variables (existence, relatedness, and growth). Also, we consider alternate hypothesis (H3d, H3e, H3f, H3g and H3h) that say that there is significant relationship between the dependent variable (motivation) and independent variables (indicators of motivation).

Hypothesis 7: The factors of Alderfer's ERG Theory has significant impact on teacher's motivation. From the Table 14 and Figure 4, we can state that the factors of motivation of Alderfer's ERG theory have significant impact on overall motivation of teachers. The p-value is less than 0.05, hence we accept the alternative

hypothesis that factors have significant impact on motivation.

Findings of Table 15 tell us that teachers of our study were most motivated by the power that is

correlated with the profession. This power gives them charge of decision-making situations in the society. Power comes from achievement and it turns gives them affiliation.

Table 16: Chi-Square Significance Table for McClelland's Achievement Factors of Private and Government Schools

Factors	Private	Government	df	p-value	Remark
Achievement	2.27	2.53	5	0.000	Significant
Power	2.44	2.56	5	0.009	Significant
Affiliation	2.45	2.47	5	0.176	Not Significant

Table 17: The Result of SEM Model

Hypothesis	Hypothesis paths	Estimates	Scalar estimates	P-value	Remarks
H9a	MO,AF	1.027	0.096	0.000	Significant
H9b	MO,PO	0.989	0.089	0.000	Significant
H9c	MO,A	1.096	0.107	0.000	Significant

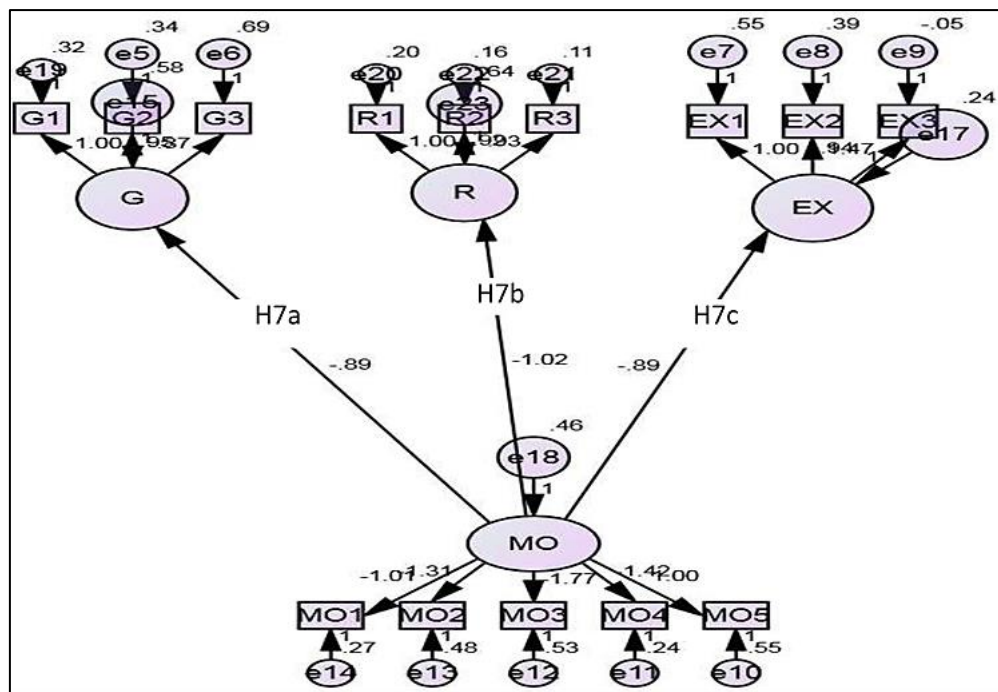


Figure 4: Path Diagram of Sem for Alderfer's Erg Theory

SEM for Alderfer's ERG Theory

Hypothesis 8: There is a significant difference between the government and private school teachers for McClelland's factors. Teachers with a high need for achievement are driven by goals, performance feedback, and personal accomplishment. Goal-setting and achievement recognition are significant motivators for teachers (54). Collaboration and teamwork in schools are critical who found that teachers are motivated by a sense of community and belonging (55). Teachers motivated by the need for power often seek leadership roles and enjoy mentoring others

(56). From Table 16 we see that the Chi Square significance statistic value is significant for achievement and power and not significant for affiliation, i.e. we can state that there is a significant difference between the McClelland's Achievement factors of achievement and power between the private and government school teachers. Government school teachers seem to be more motivated by achievement and power associated with the position of their job. But there is no difference between govt and private school teachers' affiliation factor.

SEM for McClelland's Achievement Theory

To examine the theoretical interdependence between the three factors (Achievement, Power and Affiliation) with Motivation as a dependent variable, structural equation modeling was used.

Hypothesis 9: The factors of motivation of McClelland's Achievement theory, have significant

impact on overall motivation of teachers.

From the Table 17 and Figure 5, we accepted the alternative hypothesis that the factors of motivation of McClelland's Achievement theory, have significant impact on the overall motivation of teachers as the p-value is less than 0.05 and H9a, H9b and H9c all hypothesis has been accepted.

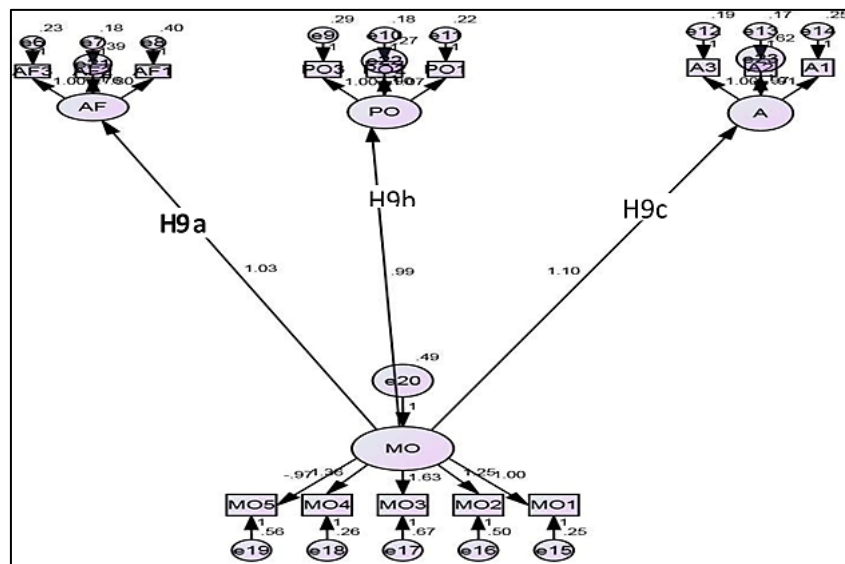


Figure 5: Path Diagram of SEM for McClelland's Achievement Theory

Conclusion

We can state that the majority of teachers desired for autonomy in their career in order to be empowered. Autonomy motivates the workforce to work harder and strive for greater success. They also wanted increments because it would meet their physiological needs and those of their kin. Even if promotions are unlikely, pay rises are a must for them to meet the family's ever-increasing needs. Factors like interest in the job and interest in the students are often highly valued because they are critical for a teacher's personal and professional development, which motivates teachers to work even harder for the students and the school. However, it's worth noting that the majority of teachers gave "desired honors and gifts" a low rating since they only serve as external motivators. Only when other critical criteria such as autonomy and engagement in work are met internally can these rewards and gifts be used to inspire teachers externally. But when the motivators of private and government school teachers were compared, it was discovered that both types of teachers had different

motivators. Although autonomy, sense of morality, increments, interest in students, and participation in decision-making were found to be more motivating for government school teachers, innovation, personal and professional development, and interest in duty and responsibility were found to be more motivating for private school teachers. When the hygiene aspects were examined, it was discovered that teachers had the greatest desire for financial protection. It is critical that teachers believe their job and income are safe, and that they are not constantly threatened with layoffs. At the same time, the majority of teachers wanted social standing and recognition. Teachers seek appreciation and recognition for their accomplishments. Although government school teachers appear to be motivated by the government's assurance of jobs, private school teachers do not appear to be motivated by the assurance of employment and income offered by their private schools. They are still afraid of losing their work for some cause, which would result in a loss of income. The fulfillment of social recognition seems to be more motivating for the

private school teachers in our research. Also, the respect that private school teachers are held in seems to be a driving factor for them because they continue to evolve with new technology, resulting in a development in their skill set and knowledge. When employees' physiological needs are met, they are more likely to desire higher levels of motivation, as shown by the results of our research. Self-actualization is the least desirable since it is only desired when all of the other lower stages of needs have been met. Only when a person's self-esteem is at its highest can he or she be motivated to pursue self-actualization. Although our research shows that private school teachers are more motivated by growth and interaction, government school teachers are more motivated by the presence of security factors given by their school. Existence entails a sufficient wage to meet all basic needs such as food, shelter, and clothes. Existence also entails work and income stability, which seems to be a stronghold for government school teachers. Teachers in private schools tend to be more inspired by their personal and professional development, which connects them to society and serves as a motivating force for them. Consequently, some of the study's results aligned with the conceptual structure that served as the study's guide. Overall, the study found that if the factors of motivation are taken care of teachers can be highly motivated, which will improve their job satisfaction and improve the quality of education imparted by them.

Policy Implications

Good teachers are the backbone of any society. Students' performance, attitude, behaviour etc. all depends on how successfully one institution retain their best minds. This study will help the policymakers by enhancing the understanding about what motivates teachers can help create policies that attract and retain high-quality educators. This can include competitive salaries, professional development opportunities, and supportive work environments. After this study, the policy makers can design policies to provide targeted professional development programs that align with teachers' interests and career goals, thereby enhancing their skills and motivation. This study will increase the understanding on motivational factors and thereby policies can be crafted to improve the work environment,

including reducing workload, ensuring adequate resources, and fostering a positive school culture. We also suggest that the policy makers may include systems for recognizing and rewarding teachers' efforts and achievements, which will boost morale and motivation. Motivated teachers are more likely to be effective in the classroom, leading to better student outcomes and students learning and achievement. This study also provides an understanding on individual differences in motivation allows for more personalized support and interventions, addressing specific needs and challenges faced by teachers.

Abbreviations

MO:	Motivation
M:	Motivators
H:	Hygiene Factors
P:	Physiological needs
SE:	Security Needs
SO:	Social Needs
E:	Esteem
SA:	Self-actualization
G:	Growth
R:	Relatedness
EX:	Existence
AF:	Affiliation
PO:	Power
A:	Achievement

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Author Contributions

Nil.

Conflict of Interest

There was no conflict of interest.

Ethics Approval

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