

Determinants and Benefits of Employee Motivation in Teaching Sector

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Abstract: This study investigates how motivation impacts two aspects of teacher performance and their job satisfaction and commitment to educational institutions. The study examines intrinsic factors, which include passion and interest and dedication, and extrinsic factors, which include salary and rewards and recognition and career growth opportunities. The study used survey data and statistical methods to establish that teachers are mainly motivated by financial benefits and career advancement and work-life balance. The results demonstrate that motivated teachers achieve better classroom outcomes, develop strong relationships and create improved academic results. The study demonstrates that teachers need a supportive and encouraging work environment increases their motivation, which leads to better educational results.

Keywords: Employee Motivation, Teacher Motivation, Job Satisfaction, Career Growth, Work-Life Balance.

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I. INTRODUCTION

Education forms one of the key foundations of social and economic development, and hence the role of teachers is critical in ensuring the quality of education they offer. The success of institutions largely rests on the motivation levels, dedication, and performance of teachers. Motivated teachers significantly contribute to the institution's success and the learners academic excellence.

Employee motivation can be described as the intrinsic and extrinsic motivators that motivate an individual to work well within their place of work. When it comes to the field of teaching, employee motivation becomes very important since teachers are tasked not only with educating the learners but mentoring them as well. The motivational level of the teacher determines their performance at work.

There exist a number of both intrinsic and extrinsic motivators that determine the motivational level of the teacher. The intrinsic motivators include a passion for teaching and job satisfaction, among other things, while extrinsic motivators

include pay, promotions, security of employment, and effective management.

➤ Statement of the Problem

Employee motivation is a crucial element influencing the effectiveness and productivity of the education sector. Teachers often experience significant stress due to excessive workloads, complex administrative tasks and limited opportunities for advancement, which can lead to decreased job satisfaction. Factors such as job satisfaction, salary, recognition, and the working environment play a role in shaping teacher's interest in their profession. However, the exploration of what motivates musicians, along with the rewards related to their performance, loyalty and retention, remains largely unexamined in existing literature. This gap in understanding hinders the development of effective motivation strategies in educational institutions. Consequently, this study aims to explore the factors and advantages of teacher motivation to enhance institutional practices and educational outcomes.

➤ *Objectives*

- To examine the effect of workload and administrative responsibilities on teacher's motivation.
- To assess the influence of salary, rewards, and recognition on teacher's job satisfaction and motivation.
- To analyses the impact of promotion opportunities and career growth on teacher's commitment to the teaching profession.
- To study the effect of employee motivation on teacher's teaching performance and their intention to remain in the institution.

➤ *Scope of the Study*

This research has a limitation of conducting an investigation only into the teaching sector regarding employee motivation with particular emphasis on the teacher's most important intrinsic and extrinsic factors. The study proposes to measure the impact of the employee's motivation on job satisfaction, teaching performance, organisational commitment and retention. The research relies on primary data collected from educators in specified schools and the use of relevant secondary sources. The constraints refer to certain institutions and timeframes of study therefore, the outcomes are tied to a specific context and cannot be generalised to all schools or areas.

➤ *Limitation of the Study*

This study is confined to selected educational institution in Coimbatore and the findings may nit generalized to all educational institutions. The research is based on a limited sample of teachers and relies on their perceptions and experiences, which may be influenced bias. This does not consider all possible factors affecting teacher performance and job satisfaction. Further ore, time and resource constraints restricted the scope of the research and the findings represent the conditions prevailing during the period of data collection.

II. RESEARCH METHODOLOGY

The study adopted a descriptive and analytical research design to examine the factors and benefits of employee motivation in the teaching sector. Primary data were collected from teachers using a structured questionnaire, while secondary data were gathered from journals, books, research articles, and reports. The study was conducted in selected educational institutions in Coimbatore during the period from December to March. A sample size of 100–150 respondents was selected using the convenience sampling method to collect relevant data for analysis.

III. REVIEW OF LITERATURE

Senthilkumar (2025) examined the relationship between teachers' self-efficacy, institutional support, and work motivation. The study found that teachers who received adequate administrative support and professional autonomy demonstrated higher levels of motivation and teaching effectiveness. The findings emphasized that a supportive institutional environment plays a crucial role in enhancing teacher performance, job satisfaction, and overall educational quality.

Zaika Manzoor (2023) investigated the association between self-efficacy, work motivation, and organizational commitment among teachers. The study revealed that teachers with greater confidence in their professional abilities exhibited higher levels of motivation and stronger commitment to their institutions. The research concluded that motivation significantly contributes to teacher retention, professional dedication, and institutional effectiveness.

IV. THEORETICAL FRAMEWORK OF THE STUDY

The teaching sector in India has undergone remarkable changes over the centuries. In ancient times, the Gurukul system emphasized holistic education, character building, and close teacher-student relationships. Prestigious centers of learning such as Nalanda and Takshashila played a significant role in promoting knowledge and intellectual growth.

During the medieval period, education was mainly imparted through pathshalas, madrasas, and temple schools, focusing on religious and traditional learning. The British era introduced a more formal and organized education system with modern schools, colleges, universities, and teacher training institutions.

Following Independence, India implemented several educational reforms to improve access, quality, and infrastructure across the country. In recent years, technological advancements, digital learning tools, smart classrooms, and the National Education Policy (2020) have reshaped the education sector. Teachers now play a broader role as facilitators, mentors, and guides in students academic and personal development.

India's higher education system employs nearly 15.98 lakh teachers, with Assistant Professors constituting the largest share, followed by Associate Professors, Professors, Tutors, and Guest Faculty members.

➤ *Tools for Analysis*

- Percentage Analysis
- Ranking Analysis
- Chi-Square

V. DATA ANALYSIS AND INTREPRETATION

➤ Percentage Analysis

Table 1 Age Groups of Respondents

ATTRIBUTES	FREQUENCY	PERCENTAGE (%)
BELOW 25	49	11.0
26- 35	46	10.4
36 - 45	34	7.7
46 - 55	21	4.7
TOTAL	444	100

(Source: Primary Data)

- Interpretation**

The above table presents the age distribution of the respondents. The age group below 25 years contains 49 respondents which represents 11.0% of the total 444 respondents while this group has the highest percentage among all age categories. The age group 26–35 years consists of 46 respondents (10.4%). The 36–45 years category includes 34 respondents (7.7%) who fall under this age range. The 46–55 years age group displays the lowest representation with 21 respondents who make up 4.7% of the total population.

Table 2 Education Qualification

EDUCATION QUALIFICATION	FREQUENCY	PERCENTAGE
M.Phil	27	6.1
Ph.D	58	13.1
NET	39	8.8
SET	26	5.9
TOTAL	444	100

(Source: Primary Data)

- Interpretation**

The educational qualifications of the respondents are shown in the table above. Among the total 444 respondents, 58 respondents (13.1%) hold a Ph.D., which represents the highest percentage. The next highest group includes 39 respondents (8.8%) who achieved NET certification. The lowest qualification among the listed degrees belongs to 26 respondents (5.9%) who passed SET and 27 respondents (6.1%) who hold M. Phil degrees.

Table 3 Type of Institution

INSTITUTION	FREQUENCY	PERCENTAGE
GOVERNMENT	31	7.0
GOVERNMENT AIDED	48	10.8
PRIVATE	71	16.0
TOTAL	444	100

(Source: Primary Data)

- Interpretation**

The above table shows the type of institution in which the respondents are employed. The highest percentage of the total 444 respondents works in private institutions which includes 71 respondents who make up 16.0% of the total. The second highest group includes 48 respondents who work in government-aided institutions which represents 10.8% of the total. The lowest employment rate between the three categories belongs to government institutions which have 31 respondents who work there.

Table 4 Effect of Workload and Administrative Responsibilities on Teachers' Motivation

PARTICULARS	FREQUENCY	PERCENTAGE
VERY HIGH IMPACT	42	28.0
HIGH IMPACT	38	25.3
MODERATE IMPACT	34	22.7
LOW IMPACT	21	14.0
VERY LOW IMPACT	15	10.0
TOTAL	150	100

Source: Primary Data

- Interpretation**

The table indicates the extent to which workload and administrative responsibilities influence teachers' motivation. Out of the 150 respondents, 42 teachers (28.0%) reported that these factors have a very high impact on their motivation, representing the largest proportion of the sample. Additionally, 38 respondents (25.3%) perceived a high impact, while 34 respondents (22.7%) stated that the impact was moderate. A smaller percentage of respondents, 21 (14.0%) and 15 (10.0%), felt that workload and administrative responsibilities had a low and very low impact on their motivation respectively. The findings suggest that workload and administrative duties play a significant role in influencing the motivation levels of teachers.

➤ *Ranking Analysis*

Table 5 Ranking Analysis of Teaching Performance and Employee Retention in the Teaching Sector

STATEMENT	MEAN RANK	RANK SCORE
SALARY INCREMENTS	5.85	1
CAREER GROWTH PROSPECTS	5.38	2
WORK LIFE BALANCE	5.34	3
STUDENT FEEDBACK	5.26	4
INCENTIVES AND REWARDS	5.24	5
RESPECT AND RECOGNITION	5.19	6
JOB SECURITY	4.54	7
POSITIVE WORK ENVIRONMENT	4.44	8
PROFESSIONAL DEVELOPMENT PROGRAMS	3.72	9

(Source: Primary Data)

• *Interpretation*

The ranking analysis reveals that Salary Increments (Mean = 5.85) are the most influential factor affecting teacher motivation, followed by Career Growth Prospects (Mean = 5.38) and Work-Life Balance (Mean = 5.34). Factors such as Student Feedback, Incentives & Rewards, and Recognition have a moderate influence, whereas Job Security, Positive Work Environment, and Professional Development Programs show relatively lower influence. The findings indicate that financial rewards and career advancement opportunities are the primary determinants of teacher motivation.

➤ *CHI – Square Analysis*

Table 6 Chi-Square Test Between Monthly Income and Career Growth Prospects

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	9.298 ^a	12	.677
Likelihood Ratio	11.406	12	.494
N of Valid Cases	150		

(Source: Primary Data)

• *Interpretation*

The above table shows that out of 150 valid respondents, a Chi-square test was conducted to examine the relationship between the selected variables related to employee motivation in the teaching sector.

• *Formulation of Hypothesis*

- ✓ H_0 (Null Hypothesis): There is no significant relationship between the variables.
- ✓ H_1 (Alternative Hypothesis): There is a significant relationship between the variables.

• *Outcome*

The Pearson Chi-Square value equals 9.298 with 12 degrees of freedom, while the p-value equals 0.677. The p-value (0.677) exceeds the 0.05 level of significance, which leads to the acceptance of the null hypothesis (H_0) and the rejection of the alternative hypothesis (H_1).

VI. FINDINGS

- A large proportion of the respondents belonged to the below 25 years age group, indicating the active participation of young teachers in the education sector.
- Among the respondents, Ph.D. degree holders represented the highest educational qualification category, demonstrating the prevalence of advanced academic credentials among teachers.
- The majority of the respondents were employed in private educational institutions, highlighting their significant contribution to the teaching workforce.
- Workload and administrative duties were identified as major factors affecting teacher motivation, with many respondents perceiving them as highly influential.
- Salary increments, opportunities for career advancement, and work-life balance were recognized as the most important factors contributing to teacher motivation and retention.

- The Chi-square test indicated that monthly income does not have a significant influence on teachers' perceptions of career growth opportunities, as no meaningful relationship was found between the two variables.

VII. SUGGESTION

Educational institutions should provide competitive salary increments and financial incentives to improve teacher motivation and job satisfaction. Clear career growth and promotion policies should be established to enhance teacher commitment and retention. Institutions should implement fair and transparent performance appraisal systems to recognize teachers contributions. Recognition and reward programs should be introduced to appreciate teachers achievements and encourage better performance. Institutions should support work-life balance by reducing unnecessary workload and offering flexible work arrangements. Regular training and professional development programs should be conducted to improve teachers' skills and knowledge. A positive and supportive work environment should be fostered to strengthen collaboration and professional relationships among teachers. Modern and innovative technology-based teaching methods should be encouraged to improve student engagement and learning outcomes. Continuous feedback mechanisms should be adopted to help teachers improve their teaching effectiveness. Stress management and counseling support should be provided to help teachers cope with workplace challenges and maintain well-being.

VIII. CONCLUSION

The study highlights that teacher motivation plays a vital role in enhancing educational quality and institutional performance. Factors such as competitive compensation, opportunities for career advancement, recognition for achievements, and a healthy work-life balance significantly influence teachers' motivation. Highly motivated teachers tend to exhibit greater dedication, creativity, and effectiveness in their teaching practices, which in turn enhances student engagement and academic success. Therefore, educational institutions should implement effective motivational strategies that foster teacher satisfaction, strengthen retention, and support the long-term growth and success of the institution.

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