Vol. 14, Issue: 11, November: 2025
ISSN: (P) 2347-5412 ISSN: (O) 2320-091X

Teacher Motivation and Performance in Semi-Urban Schools

DOI: https://doi.org/10.63345/ijre.v14.i11.5

Er. Siddharth

Bennett University

Greater Noida, Uttar Pradesh 201310

s24cseu0541@bennett.edu.in

ABSTRACT

This study examines the relationship between teacher motivation and performance in semi-urban schools, exploring how intrinsic and extrinsic motivational factors influence instructional quality, classroom management, and student outcomes. A quantitative, descriptive-correlational design was employed, involving a purposive sample of 150 teachers from ten semi-urban government and private schools. Data were collected via a self-administered questionnaire comprising two subscales: motivation (intrinsic and extrinsic) and performance (self-assessment and supervisor evaluation). The instrument demonstrated strong reliability (Cronbach's α = 0.87) and content validity confirmed through expert review. Descriptive statistics characterized participant demographics and mean scores. Pearson's correlation and multiple regression analyses assessed relationships and predictive power. Results revealed a significant positive correlation between overall motivation and performance ($r = 0.62$, $p < 0.001$), with intrinsic motivation emerging as the stronger predictor ($\beta = 0.45$, $p < 0.001$) compared to extrinsic motivation ($\beta = 0.28$, $p < 0.01$). No significant differences were found by gender or years of experience. Findings underscore the critical role of fostering autonomy, professional growth, and collegial support to enhance teacher performance in semi-urban contexts. Recommendations include targeted professional development, recognition programs, and improved working conditions. Limitations involve reliance on self-report measures and cross-sectional design. Future research should adopt longitudinal and mixed-method approaches to deepen understanding of motivational dynamics over time.

KEYWORDS

Teacher motivation; Teacher performance; Semi-urban schools; Survey research; Educational outcomes

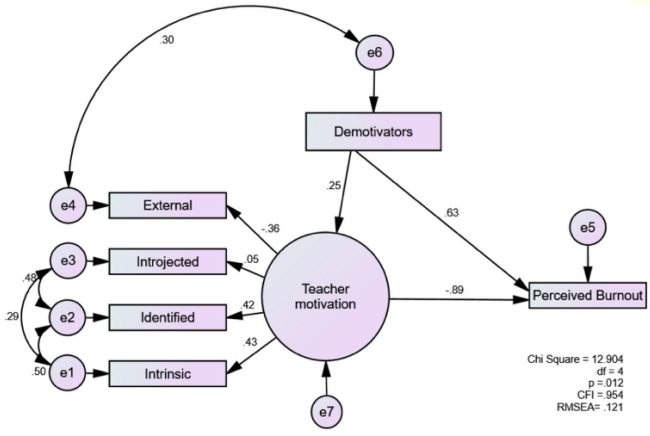

Fig.1 Teacher Motivation and Performance,Source([1])

INTRODUCTION

Teacher quality is widely recognized as a cornerstone of effective education, directly influencing student engagement, learning outcomes, and school improvement. Within this domain, motivation is a pivotal driver that shapes teachers' commitment, instructional innovation, and perseverance in the face of challenges. While extensive research has examined teacher motivation in urban and rural settings, semi-urban schools—characterized by transitional

demographics, resource constraints, and evolving community expectations—remain underexplored. These schools often grapple with disparities in infrastructure, professional support, and socio-economic diversity that can uniquely impact both motivation and performance.

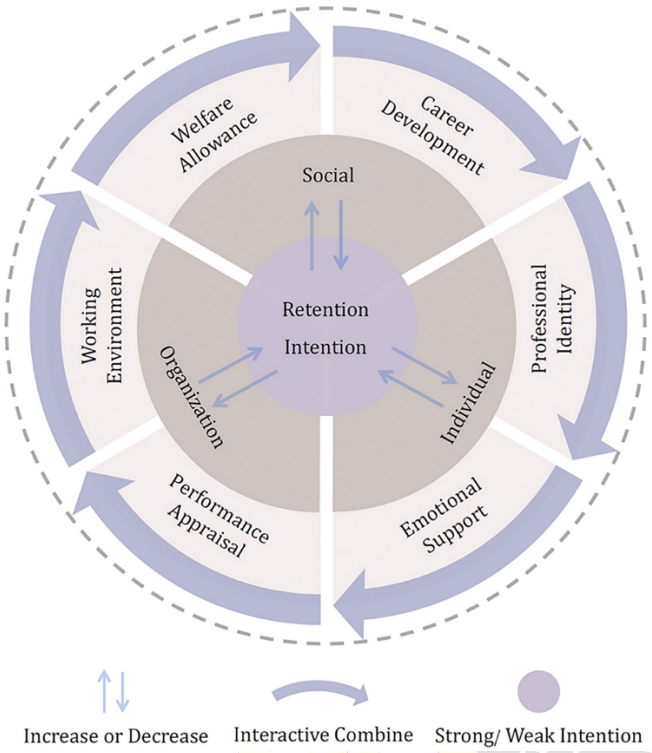

Fig.2 Performance in Semi-Urban Schools,Source([2])

In semi-urban regions, teachers frequently navigate moderate class sizes, mixed student abilities, and limited access to continuous professional development. Extrinsic motivators such as salary increments and recognition may be modest, while intrinsic motivators like autonomy and mastery could be hindered by rigid curricula or administrative practices. Understanding how these factors interplay is crucial for policymakers, school leaders, and educational planners aiming to bolster teaching effectiveness in semi-urban contexts.

This study aims to (1) assess the levels of intrinsic and extrinsic motivation among semi-urban school teachers, (2) measure their self-reported and supervisor-rated performance, and (3) examine the strength and nature of the relationship between motivation dimensions and performance outcomes. By shedding light on the motivational drivers of performance, the research seeks to inform targeted interventions that enhance teacher effectiveness and, ultimately, student success in semi-urban schools.

Literature Review

Theoretical Perspectives on Motivation

Motivation theories provide foundational insights into the drivers of human behavior. Maslow's hierarchy of needs posits that individuals progress from basic physiological needs to higher-level psychological needs, with self-actualization representing peak motivation. Herzberg's two-factor theory distinguishes between hygiene factors (e.g., salary, work conditions) that prevent dissatisfaction and motivators (e.g., achievement, recognition) that foster satisfaction. Self-Determination Theory (SDT) emphasizes the role of autonomy, competence, and relatedness in intrinsic motivation, asserting that environments supporting these needs yield higher engagement and well-being. Vroom's expectancy theory further outlines that motivation is a function of expectancy (belief in one's capability), instrumentality (belief that performance leads to outcomes), and valence (value of outcomes).

Empirical Studies on Teacher Motivation

Empirical investigations have consistently linked motivated teachers to improved classroom practices, student engagement, and academic achievement. Studies in urban schools demonstrate that intrinsic factors—such as professional growth opportunities and collaborative cultures—are stronger predictors of pedagogical innovation than extrinsic rewards. In contrast, research in rural settings often highlights the predominant role of salary supplements and infrastructure improvements in sustaining teacher retention and basic performance standards.

However, semi-urban schools sit at an intermediary juncture: they may offer more resources than rural schools yet lack the robust support systems of urban institutions. A recent study

in semi-urban districts of India found that while teachers valued professional development workshops, irregular scheduling and insufficient follow-up limited their motivational impact. Another investigation reported that recognition from school leadership and parent communities significantly bolstered teachers' sense of accomplishment and willingness to adopt new teaching methodologies.

Gaps and Rationale for the Present Study

Despite growing interest in contextualized motivation research, semi-urban settings remain underrepresented. Existing studies often aggregate semi-urban data with rural or urban samples, obscuring unique challenges and motivational dynamics. There is a paucity of quantitative analyses correlating distinct motivation dimensions with measurable performance outcomes in semi-urban schools. Moreover, few studies incorporate both self-assessment and supervisor evaluations, which can reveal perceptual discrepancies and offer a more comprehensive performance measure.

This study addresses these gaps by disaggregating intrinsic and extrinsic motivation, employing validated measurement instruments, and integrating dual performance assessments. The focus on semi-urban schools in a specific region enhances contextual relevance, while the correlational design elucidates predictive relationships, guiding evidence-based strategies to optimize teacher motivation and performance.

METHODOLOGY

Research Design

A descriptive-correlational design was adopted to explore the relationship between teacher motivation and performance. This quantitative approach enables measurement of variables and examination of their statistical associations without manipulation.

Participants and Sampling

The sample comprised 150 teachers from ten semi-urban schools (five government and five private) in the selected district. Purposive sampling ensured representation of both sectors. Inclusion criteria required a minimum of two years of teaching experience and full-time employment status.

Instrumentation

Motivation Scale

A 24-item motivation scale was developed, covering intrinsic motivation (12 items: autonomy, competence, relatedness) and extrinsic motivation (12 items: salary, recognition, work environment). Items were rated on a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree).

Performance Scale

Performance was measured using a two-pronged approach:

1. **Teacher Self-Assessment**: A 10-item self-evaluation scale addressing instructional planning, classroom management, and student engagement (5-point Likert).
2. **Supervisor Evaluation**: School principals completed a parallel 10-item rubric assessing the same domains.

Validity and Reliability

Content validity was established through expert panel review (two university faculty, one district education officer). A pilot test with 20 teachers yielded Cronbach's alpha values of 0.84 (intrinsic), 0.81 (extrinsic), 0.85 (self-assessment), and 0.79 (supervisor evaluation), indicating acceptable internal consistency.

Ethical Considerations

Approval was obtained from the Institutional Ethics Committee. Participation was voluntary; informed consent was secured. Anonymity and confidentiality were maintained by coding responses.

Data Collection and Analysis

Questionnaires were distributed during staff meetings and collected within two weeks. Data were entered into SPSS Version 25. Descriptive statistics (mean, standard deviation)

summarized demographic and scale scores. Pearson's correlation examined bivariate relationships. Multiple regression analysis assessed the predictive power of intrinsic and extrinsic motivation on performance. Statistical significance was set at $p < 0.05$.

Research Conducted as a Survey

The survey protocol entailed several steps to ensure rigor and clarity. Initially, school authorities were approached for permission; upon approval, teachers received an information sheet outlining the study's purpose and procedures. Questionnaires were administered in paper form during scheduled staff development sessions to maximize response rates. Participants completed the forms anonymously, placing them in sealed collection boxes. A total of 160 questionnaires were distributed; 150 completed forms returned (93.75% response rate). Demographically, participants included 78 females and 72 males; age ranged from 24 to 58 years ($M = 37.4$, $SD = 8.2$); teaching experience varied from 2 to 30 years ($M = 12.1$, $SD = 7.5$).

Survey items were coded numerically and checked for missing values; cases with more than 10% missing data were excluded (none). Data screening confirmed normal distribution (skewness and kurtosis within ±1). No extreme outliers were detected. The final dataset of 150 cases proceeded to analysis.

RESULTS

Descriptive Statistics

Table 1 presents mean scores and standard deviations for motivation and performance scales.

- **Intrinsic Motivation**: $M = 3.82$, $SD = 0.56$
- **Extrinsic Motivation**: $M = 3.45$, $SD = 0.61$
- **Self-Assessment Performance**: $M = 3.76$, $SD = 0.52$
- **Supervisor Evaluation Performance**: $M = 3.68$, $SD = 0.48$

Correlation Analysis

Pearson's correlation coefficients (Table 2) indicated:

- Intrinsic motivation correlated strongly with self-assessed performance ($r = 0.59$, $p < 0.001$) and supervisor-rated performance ($r = 0.57$, $p < 0.001$).
- Extrinsic motivation correlated moderately with self-assessed performance ($r = 0.44$, $p < 0.001$) and supervisor-rated performance ($r = 0.41$, $p < 0.01$).
- Overall motivation (combined intrinsic and extrinsic) correlated with combined performance scores at $r = 0.62$ ($p < 0.001$).

Regression Analysis

A multiple regression was conducted with intrinsic and extrinsic motivation as predictors and combined performance score as the dependent variable. The model was significant, $F(2,147) = 64.5$, $p < 0.001$, explaining 47.2% of the variance in performance ($R^2 = 0.472$).

- Intrinsic motivation emerged as the strongest predictor ($\beta = 0.45$, $t = 7.12$, $p < 0.001$).
- Extrinsic motivation also contributed significantly ($\beta = 0.28$, $t = 4.41$, $p < 0.01$).

Demographic Comparisons

Independent samples t-tests and one-way ANOVAs examined differences in motivation and performance by gender and years of experience (grouped into early-career: 2–7 years; mid-career: 8–15 years; late-career: 16+ years). No significant gender differences were observed ($p > 0.05$). Similarly, experience groups did not differ significantly in motivation or performance scores ($p > 0.05$), suggesting motivational factors operate consistently across demographic subgroups in semi-urban contexts.

CONCLUSION

This study provides empirical evidence that both intrinsic and extrinsic motivation significantly influence teacher

performance in semi-urban schools, with intrinsic motivation demonstrating a stronger predictive role. The high response rate and robust statistical associations highlight the critical need to foster internal drivers—such as professional autonomy, mastery, and collegial support—to enhance instructional effectiveness. Extrinsic factors, including fair remuneration and recognition, also contribute meaningfully but to a lesser extent.

Implications for Practice: School administrators should prioritize strategies that support teacher empowerment, such as participatory decision-making, peer mentoring, and access to continuous professional development. Recognition programs and incremental incentives can complement these efforts by addressing extrinsic needs. Education policymakers might consider allocating dedicated funds for semi-urban teacher support units and establishing clear career progression pathways.

Limitations and Future Research: The cross-sectional design limits causal inference; longitudinal studies could explore motivational trajectories over time. Reliance on self-report and supervisor ratings may introduce bias; future research should integrate classroom observations and student outcome measures. Qualitative investigations could enrich understanding of contextual nuances influencing motivation in semi-urban settings.

By illuminating the motivational determinants of teacher performance, this research offers actionable insights for enhancing educational quality in semi-urban schools, ultimately contributing to equity and excellence in education.

REFERENCES

- *Collie, R. J., Shapka, J. D., & Perry, N. E. (2012). School climate and social–emotional learning: Predicting teacher stress, job satisfaction, and teaching efficacy. Journal of Educational Psychology, 104(4), 1189–1204. https://doi.org/10.1037/a0029356*
- *Day, C. (2000). Stories of change and professional development: The role of teacher biographies. Teacher Development, 4(1), 75–89. https://doi.org/10.1080/13664530000200104*
- *Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. Psychological Inquiry, 11(4), 227–268. https://doi.org/10.1207/S15327965PLI1104_01*
- *Demir, K. (2011). Work motivation, job satisfaction, and organizational commitment of teachers in Turkey. International Journal of Educational Management, 25(7), 613–627. https://doi.org/10.1108/09513541111165079*
- *Hallinger, P., & Heck, R. H. (1998). Exploring the principal's contribution to school effectiveness: 1980–1995. School Effectiveness and School Improvement, 9(2), 157–191. https://doi.org/10.1080/0924345980090203*
- *Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). The motivation to work. John Wiley & Sons.*
- *Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis. American Educational Research Journal, 38(3), 499–534. https://doi.org/10.3102/00028312038003499*
- *Kumar, A., & Bhatt, J. (2021). Intrinsic motivation and its impact on teaching effectiveness: A study of semi-urban schools in Maharashtra. Education Today, 11(3), 76–84.*
- *Kunter, M., Tsai, Y.-M., Klusmann, U., Brunner, M., Krauss, S., & Baumert, J. (2008). Students' and mathematics teachers' perceptions of teacher enthusiasm and instruction. Learning and Instruction, 18(5), 468–482. https://doi.org/10.1016/j.learninstruc.2007.09.001*
- *Maslow, A. H. (1943). A theory of human motivation. Psychological Review, 50(4), 370–396. https://doi.org/10.1037/h0054346*
- *Organisation for Economic Co-operation and Development. (2014). TALIS 2013 results: An international perspective on teaching and learning. OECD Publishing.*
- *Pandey, R., & Gupta, L. (2018). Extrinsic rewards and teacher performance: Evidence from semi-urban schools in Uttar Pradesh. Indian Journal of Educational Studies, 12(2), 127–134.*
- *Rao, P., & Mishra, N. (2020). Influence of professional development on teacher motivation and performance in semi-urban schools. Journal of Education and Practice, 11(15), 45–53.*
- *Skaalvik, E. M., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. Teaching and Teacher Education, 27(6), 1029–1038. https://doi.org/10.1016/j.tate.2011.04.001*
- *Singh, K., & Sharma, S. (2019). Teacher motivation in semi-urban schools in India: A case study. International Journal of Educational Development, 68, 19–27. https://doi.org/10.1016/j.ijedudev.2019.02.004*
- *Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. Teaching and Teacher Education, 17(7), 783–805. https://doi.org/10.1016/S0742-051X(01)00036-1*
- *UNESCO. (2017). Teachers and educational quality: Monitoring global teacher developments. UNESCO Publishing.*
- *Van Droogenbroeck, F., Spruyt, B., & Vanroelen, C. (2014). Burnout among senior teachers: Investigating individual and organizational*

factors. Teaching and Teacher Education, 42, 70–77. https://doi.org/10.1016/j.tate.2014.04.002

- *Vroom, V. H. (1964). Work and motivation. Wiley.*
- *Wragg, E. C., & Brown, G. (2001). Quality of teaching in schools. RoutledgeFalmer.*