

# Chapter 30

## Work Motivation of Teachers: Role of Self-Leadership and Self-Directed Professional Development

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### **ABSTRACT**

*A developing body of literature endorses that the sustainment of quality is a vital predictor for the success of educational processes and systems. Teachers who are the important stakeholders in the education system should strive to improve their quality for better student outcomes. Teachers' motivation at work is a basic condition for professional growth and development. This chapter specifically focuses on the need to understand work motivation of teachers in the context of self-determination theory. The chapter also focusses on the role of self-leadership and self-directed professional development in enhancing motivation. In the era of constant changes, it is essential that teachers should have the capability to devise new strategies to lead effectively. To establish a better workplace wellbeing, it is vital to understand the role of self-leadership and self-directed professional development in influencing intrinsic and extrinsic motivation.*

### **INTRODUCTION**

The past decade has witnessed multitudinous debates on motivation at work. Work motivation of teachers is a crucial factor, which has a strong influence on educational change, student motivation and learning, teacher performance, workplace wellbeing, and so forth (Han & Yin, 2016). Research has also highlighted the underlying factors responsible for teacher shortages, teacher attrition, less job security, and so forth (Han & Yin, 2016). During the previous two decades, changes to teachers' roles have been widely and frequently discussed (Bjekic et al., 2013). Both high quality teacher education and high quality teaching directly correspond to student achievement. New roles in the teaching process have been derived especially in the context of rapid educational changes due to knowledge explosion and technological advancements at all educational levels. Despite educational reforms, there still exist challenges to guaranteeing sustainable and quality education (UNESCO, 2021). Teachers who are the important stakeholders in the education system should strive to improve their quality for better student

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outcomes. Teachers' motivation at work is a basic condition for professional growth and development (Xin et al., 2021).

The literature had elaborated on motivation research in several ways namely, motivation to choose a career, motivation to remain in the profession, work motivation, teacher motivation, and so forth. However, this chapter will focus on work motivation of teachers based on self-determination theory. Specifically, the chapter intends to explain the role of self-leadership and self-directed professional development in enhancing motivation. The chapter also aims to discuss the strategies that can support policy makers, administrators, and teachers for positive well-being.

## **Chapter Objectives**

1. To understand how literature has described teachers' work motivation which influenced educational systems and practices.
2. To understand how various theories explain motivation at work.
3. Mapping the factors associated with the teachers' work motivation, which helps for continuous improvement of teacher change and practices.
4. Discuss the role of self-leadership and self-directed professional development in influencing motivation.

## **Background of the Study**

In the domain of teachers' leadership competence, organisational management, performance evaluation, well-being, and professional development, motivational dispositions are of great importance. Work motivation, job satisfaction, teacher leadership, workplace well-being, social interaction, professional self-actualization, and professional development are all essential factors influencing the teaching-learning processes. The recent pandemic has created instability in teachers' well-being. The teachers had to adapt their thinking and working processes as they were left without much choice (Mansfield et al., 2023).

The education system often face challenges when it comes to recruiting and retaining teachers of high quality and excellence (OECD, 2005). Teaching has a role to play in renewing professionalism, which includes collaborative approaches, constant professional growth, and rigorous research engagements (Mezza, 2022). In the wake of the recent pandemic, discussions are focussed on teachers' motivation and skills. The unprecedented times had shown the challenges faced by the teachers to adapt to the changing situations. Nevertheless, teaching is not without significant challenges. An increased recognition and respect for teachers with improved processes, which benefits students, schools, and societies requires exploration of strategies to enhance motivation as well as professionalism (Suarez & McGrath, 2022).

The teaching process is determined by teachers' work motivation. However, teacher motivation varies. The motivation can be either intrinsic or extrinsic. As teachers are multitaskers, the type of motivation towards different work tasks also varies (Fernet et al., 2008). It is important to analyse the motivation towards the work tasks to strive for better work place well-being. A pioneering attempt to manage themselves especially in a crisis context is pivotal. To address the demanding situations, educators ought to possess a sense of motivation for continuous and career-long learning and leadership, which ought to be self-directed. For the profession to keep up with changes, educators should renew and revise their competencies, information, perspectives, and behaviours. They should be engaged in multiple learning tasks like self-directed learning, cooperative learning, thoughtful activities, and digital learning, which

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