
**UNDERSTANDING SECONDARY SCHOOL TEACHER
MOTIVATIONAL ASSESSMENT AND SUBJECTIVE WELL – BEING:
GENDER, AGE, LOCALITY OF SCHOOL AND THEIR TEACHING
EXPERIENCE**

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ABSTRACT

This Paper Presents an instrument, design using scientific methods, to measure and understand the Motivational Assessment and Subjective Wellbeing of teachers in relation to their work and to variable from life experience. Motivation is an internal process that makes a person move toward a goal. Motivational Assessment generally assumed that motivation influences people's attitude and performance at work. Teacher motivation is directly linked to the instructors' desire to take part in the pedagogical process and interest in sharing their knowledge with the students. Therefore, Gender of teachers said that, female teachers possessed significantly more subjective wellbeing (mean=30.20, sd=1.746) than male teachers (mean=29.39, sd=2.306). Teachers at 31-40 years age teachers possessed significantly higher level of subjective wellbeing (mean=29.92, sd=1.935) than teachers at 51-60 years age (mean=29.86, sd=2.080), 41-50 years age (mean=29.42, sd=2.371) and 20-30 years age (mean=29.08, sd=2.597). Therefore, it can be said that locality of school do not significantly affects teacher's subjective wellbeing. Teachers at 16-20 years experience (mean=30.14, sd=2.031) than 6-10 years experience (mean=30.01, sd=1.837) than 1-5 years experience (mean=29.53, sd=2.049) than 11-15 years experience (mean=29.40, sd=2.397) and more than 20 years (mean=28.00, sd=2.828). Therefore, it can be said that higher motivation of teachers results in higher Teaching Efficacy. Therefore, it can be said that higher motivation of teachers results in higher subjective wellbeing.

KEYWORDS: Teacher Motivation Assessment, Subjective Wellbeing, Gender, Age, Experience, Locality and Teaching Efficacy.

INTRODUCTION:

Education plays a crucial role in transforming lives and making better futures for individuals and their communities worldwide. Teacher motivation has a major role in quality education. Without motivated and effective teacher, the desired goals cannot be achieved. Teachers should be properly and high motivated to achieve quality learning. Motivation is, by many, considered an important factor for teacher's professional development (Recepoğlu, 2013). Motivational Assessment generally assumed that motivation influences teacher attitude and performance at work. Teacher motivation is directly linked to the pedagogical process and interest in sharing their knowledge with the students. Motivation is the drive to act, think, and develop (Deci & Ryan, 2008a). Effective motivation requires energy or drive, as well as affective and cognitive guidance (Deci & Ryan, 2012). Maslow's (1943) 2 hierarchies of needs proposes that individuals must fulfill their lower-order needs (basic needs such as water and housing, safety, belonging, and esteem) before being motivated to fulfill the higher-order need for self-actualization. Although these beliefs are important for predicting intentional behaviors, we believe that an exclusive focus on teachers' competence does not allow us to verify to what extent motivated behavior is integrated within the self (Ryan, 1995).

A second major focus of this dissertation research is teacher Subjective wellbeing. One of the most well-known definitions is subjective well-being, which is defined as happiness, or more specifically, satisfaction with life and the experience of positive emotions (Diener, 1984). According to Diener & Suh (1999), subjective well-being consists of three interrelated components: life satisfaction, pleasant affect, and unpleasant affect. The well-being and quality of life of teacher today are of concern topic. Children's mental well-being has emerged as a significant priority for education. Here Secondary and Higher Secondary school Teacher is played a crucial role. There scenes to be positive correlation between teacher's wellbeing and student wellbeing in school. The importance of well-being among the general population has been well documented. Indeed, philosophers and researchers have been contemplating the issue of well-being for many centuries (Linley, Maltby, Wood, Osborne, & Hurling, 2009).

Although research has linked motivational assessment and subjective well-being among secondary school teachers, we do not have research or explanatory frameworks for

understanding how these variables interact simultaneously. As indicated above, understanding this is necessary to obtain a full picture of teachers' experiences of these variables. Finally, like well-being, there is a need for more research that examines teacher motivation at multiple time points in order to understand how it functions over time.

Objectives of the Study: The objectives of the present study are:

- 1) To find out the differences between male and female Secondary and Higher Secondary school teacher in relation to Motivational Assessment and Subjective Well-Being.
- 2) TO find out the difference in Motivational Assessment and Subjective Well- Being of Secondary and Higher Secondary school teacher in relation to their Age.
- 3) To know the difference in Motivational Assessment and Subjective Well- Being of Secondary and Higher Secondary school teacher in relation to their nature of locality where live (Rural/ Urban/Semi- Urban).
- 4) To find out the difference in Motivational Assessment and Subjective Well- Being of Secondary and Higher Secondary school teacher in relation to their teaching experience.

Methodology of the Study:

The present study was conducted mainly to find out the Teacher motivational assessment and subjective well- being among secondary school teacher at Bengali medium school in rural and urban area in purba medinipur and its surroundings locality. For this purpose and incentive survey was conducted in 11th schools randomly drawn and 8 schools ware rural and 3 schools ware urban from purba medinipur district in the state of west Bengal the study was to find out the Teacher motivational assessment and subjective well- being among the secondary schools. The sample was taken to ensure that the structure comprise of Teacher motivation and subjective well- being from both rural and urban areas in purba medinipur district. This enabled to find out the compare in teacher motivation assessment and subjective well- being at secondary and higher secondary level, belonging in rural and urban areas and teacher working in Bengali medium school. Thus, 283 teachers from these eleven schools were the sample of the study. The demographic variable wise sample details of the study gender, age, area of school and teaching experience.

FINDINGS AND DISCUSSION:

The details findings of this study along with discussion are given:

The present chapter has been divided into two parts. The first part presents the statistics with analysis and interpretation by means of descriptive statistics with graphical representation

and percentage analysis. The second part deals with non-parametric inferential statistics, viz. Chi-square test predicting the Self-esteem among the higher secondary level students under different variables. Hence, without this portion the research works are always incomplete.

Group Statistics				
T-Test: Gender	Gender	N	Mean	Std. Deviation
Motivation Assessment	Male	168	63.46	12.048
	Female	114	65.98	12.117
Subjective Wellbeing	Male	168	29.39	2.306
	Female	114	30.20	1.746
School Connectedness	Male	168	14.76	1.433
	Female	114	15.25	1.102
Teaching Efficacy	Male	168	14.64	1.557
	Female	114	14.96	1.059

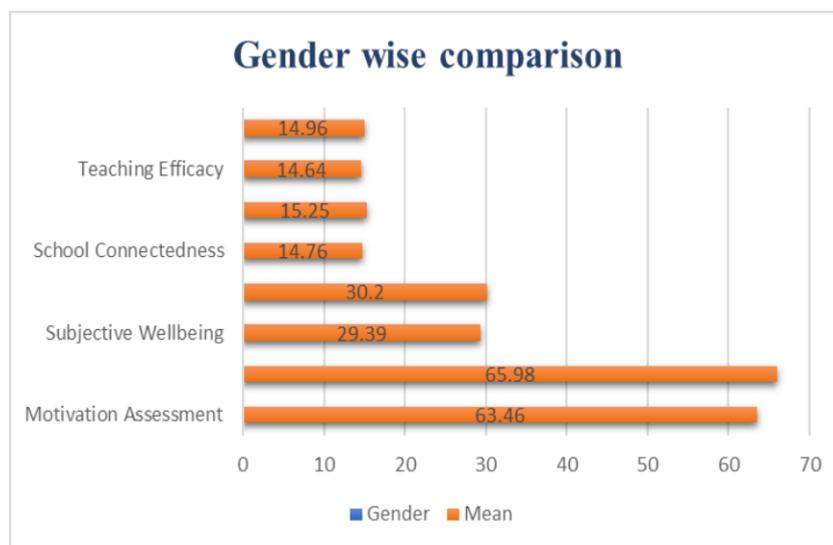


Figure 1.1: showing gender wise mean comparison of Motivation Assessment; Subjective Wellbeing; School Connectedness; and Teaching Efficacy.

1. Here first of all descriptive statistics were used to ascertain the mean values and the result revealed that motivational assessment among secondary and higher secondary teachers with Gender mean of 63.46 (Male),65.98 (Female) and Standard Deviation (SD) of 12.048 (Male) and 12.117 (Female) respectively. This initial Descriptive Statistics show that differences exist among Gender. But an independent samples t-test was computed to see any significant mean difference between male and female teachers in terms of their motivation assessment score. No statistically significant difference ($t_{280}=1.719$, $p=.087$) was found between the motivation assessment mean scores of male and female teachers. Therefore, it can be said that, although female teachers possessed higher motivation (mean=65.98, sd=12.117) than

male teachers (mean=63.46, sd=12.048) but the difference is not statistically significant at $p < .05$ level.

2. Here first of all descriptive statistics were used to ascertain the mean values and the result revealed that Subjective Wellbeing among secondary and higher secondary school with Gender as a General mean of 29.39 (Male), 30.20 (Female) and Standard Deviation (SD) of 2.306 (Male) and 1.746 (Female) respectively. But an independent samples t-test was computed to see any significant mean difference between male and female teachers in terms of their subjective wellbeing score. A statistically significant difference ($t_{280}=3.177, p=.002$) was found between the subjective wellbeing mean scores of male and female teachers. Therefore, it can be said that, female teachers possessed significantly more subjective wellbeing (mean=30.20, sd=1.746) than male teachers (mean=29.39, sd=2.306).

One-way ANOVA: Age

Descriptive				
		N	Mean	Std. Deviation
Motivation Assessment	20-30 years	13	62.69	10.226
	31-40 years	134	64.66	12.626
	41-50 years	84	65.63	10.850
	51-60 years	50	62.40	13.250
	Total	281	64.46	12.131
Subjective Wellbeing	20-30 years	13	29.08	2.597
	31-40 years	134	29.92	1.935
	41-50 years	84	29.42	2.371
	51-60 years	50	29.86	2.080
	Total	281	29.72	2.135
School Connectedness	20-30 years	13	15.54	.776
	31-40 years	134	15.05	1.258
	41-50 years	84	14.77	1.532
	51-60 years	50	14.84	1.235
	Total	281	14.95	1.331
Teaching Efficacy	20-30 years	13	13.54	2.537
	31-40 years	134	14.87	1.175
	41-50 years	84	14.64	1.461
	51-60 years	50	15.02	1.237
	Total	281	14.77	1.387

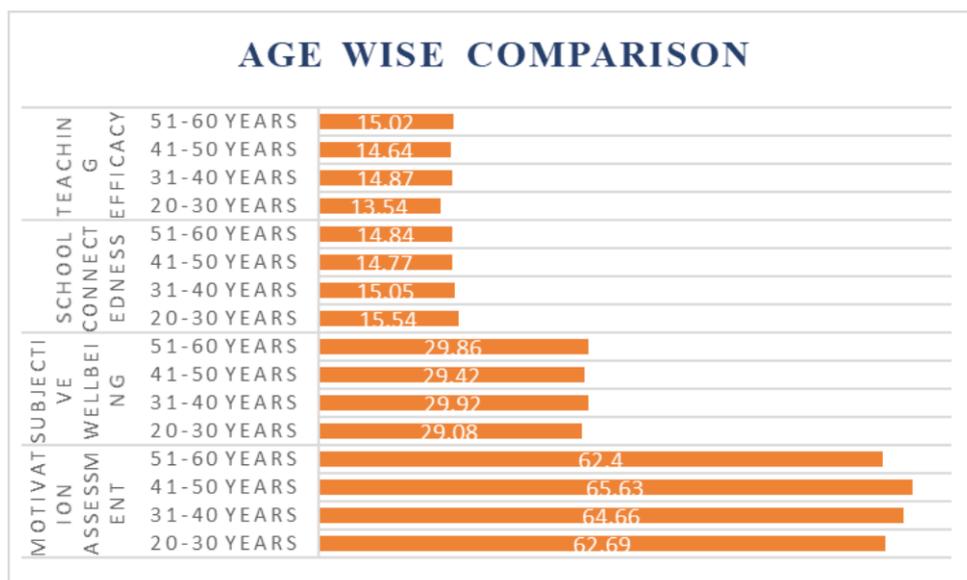


Figure 1.2: showing Age wise mean comparison of Motivation Assessment; Subjective Wellbeing; School Connectedness; and Teaching Efficacy.

1. A look at the above table reflects that the descriptive statistics were used to ascertain the mean values and the result revealed that Motivational Assessment among secondary and higher secondary school teachers with Age as a 20-30 years General mean of 62.69 and Standard Deviation 10.226, 31-40 years teachers mean of 64.66 and Standard Deviation 12.626, 41-50 years mean of 65.63 and Standard Deviation 10.850 and 51-60 years teachers mean of 62.40 and Standard Deviation 13.250. This initial descriptive statistics show that differences exist among different age. But one way ANOVA was computed to see any significant mean difference across the levels of locality of school variable in terms of motivation assessment score. A statistically significant difference (ANOVA $F_{3,277} = .844$, $p = .471$) was found among the levels of age limits in terms of teachers' motivation assessment score. Teachers at 41-50 years age teachers possessed significantly higher level of motivation (mean=65.63, sd=10.850) than teachers at 31-40 years age (mean=64.66, sd=12.626), 20-30 years age (mean=62.69, sd=10.226) and 51-60 years age (mean=62.40, sd=13.250).

2. A look at the above table reflective statistics were used to ascertain the mean values and result revealed that Subjective Wellbeing among secondary and higher secondary school teachers with Age as a 20-30 years teachers mean of 29.08 and Standard Deviation 2.597 and 31-40 years mean of 29.92 and Standard Deviation 1.935 and 41-50 years mean of 29.42 and Standard Deviation 2.371 and 51-60 years teachers mean of 29.86 and Standard Deviation 2.080. This initial descriptive statistics show that differences exist among different age. But

one way ANOVA was computed to see any significant mean difference across the levels of locality of school variable in terms of subjective wellbeing score. A statistically significant difference (ANOVA_{3,277} =1.420, p=.237) was found among the levels of age limits in terms of teachers’ subjective wellbeing score. Teachers at 31-40 years age teachers possessed significantly higher level of subjective wellbeing (mean=29.92, sd=1.935) than teachers at 51-60 years age (mean=29.86, sd=2.080), 41-50 years age (mean=29.42, sd=2.371) and 20-30 years age (mean=29.08, sd=2.597).

One-way ANOVA: Locality of School

Descriptive				
		N	Mean	Std. Deviation
Motivation Assessment	Rural	272	64.35	12.004
	Urban	1	39.00	.
	Semi-urban	9	71.33	11.916
	Total	282	64.48	12.118
Subjective Wellbeing	Rural	272	29.72	2.061
	Urban	1	32.00	.
	Semi-urban	9	29.56	3.877
	Total	282	29.72	2.132
School Connectedness	Rural	272	14.96	1.279
	Urban	1	16.00	.
	Semi-urban	9	14.78	2.539
	Total	282	14.95	1.329
Teaching Efficacy	Rural	272	14.76	1.288
	Urban	1	16.00	.
	Semi-urban	9	14.78	3.308
	Total	282	14.77	1.384

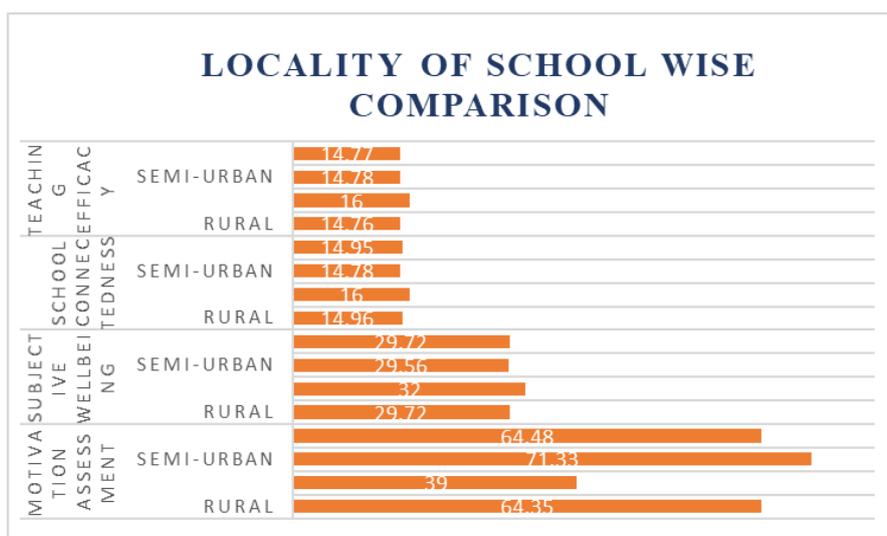


Figure 1.3: showing Locality of school wise mean comparison of Motivation Assessment; Subjective Wellbeing; School Connectedness; and Teaching Efficacy.

1. A look at the above Motivation Assessment Table reflects that the 272 Rural teachers had the mean of 64.35 and Standard Deviation 12.004 and the 1 Urban teachers had a mean of 39.00 and Standard Deviation (.) and the 9 Semi Urban teachers 71.33 and Standard Deviation 11.916. Here the mean score of Semi-urban teachers (i.e. 71.33) is just higher than that of rural & urban teachers (i.e. 64.35, i.e. 39.00). But an one-way ANOVA was computed to see any significant mean difference across the levels of Locality of School variable in terms of motivation assessment score. A statistically significant difference ($ANOVA_{2,279}=3.737$, $p=.025$) was found among the levels of locality of school in terms of teachers' motivation assessment score. Teachers at semi-urban schools possessed significantly higher level of motivation (mean=71.33, sd=11.916) than teachers at rural (mean=64.35, sd=12.004) and urban area schools (mean=39, sd=0).

2. A look at the above Subjective Wellbeing Table reflects that the 272 Rural teachers had the mean of 29.72 and Standard Deviation 2.061 and the 1 Urban teachers 32.00 and Standard Deviation (.) and 9 Semi-urban teachers 29.56 and Standard Deviation 3.877. Here the mean score of Urban teachers (i.e. 32.00) is just higher than that of rural & semi-urban teachers (i.e. 29.72, i.e. 29.56). But an one-way ANOVA was computed to see any significant mean difference across the levels of Locality of School variable in terms of subjective wellbeing score. No statistically significant difference ($ANOVA_{2,279}=0.597$, $p=.551$) was found among the levels of locality of school in terms of teachers' subjective wellbeing score. Therefore, it can be said that locality of school do not significantly affects teacher's subjective wellbeing.

Onaway ANOVA: Teaching Experience

Descriptive		N	Mean	Std. Deviation
Motivation Assessment	1-5 years	36	68.97	10.239
	6-10 years	102	64.59	12.755
	11-15 years	106	64.69	12.227
	16-20 years	36	59.58	10.274
	More than 20 years	2	55.50	3.536
	Total	282	64.48	12.118
Subjective Wellbeing	1-5 years	36	29.53	2.049
	6-10 years	102	30.01	1.837
	11-15 years	106	29.40	2.397
	16-20 years	36	30.14	2.031
	More than 20 years	2	28.00	2.828
	Total	282	29.72	2.132
School Connectedness	1-5 years	36	15.28	1.031
	6-10 years	102	15.20	1.044
	11-15 years	106	14.66	1.524

	16-20 years	36	14.89	1.489
	More than 20 years	2	13.50	2.121
	Total	282	14.95	1.329
Teaching Efficacy	1-5 years	36	14.25	1.339
	6-10 years	102	14.81	1.377
	11-15 years	106	14.74	1.443
	16-20 years	36	15.25	1.156
	More than 20 years	2	14.50	.707
	Total	282	14.77	1.384



Figure 1.4: showing teaching experience wise mean comparison of Motivation Assessment; Subjective Wellbeing; School Connectedness; and Teaching Efficacy.

1. Here fast of all descriptive statistics were used to ascertain the mean values and the result revealed that Motivational Assessment among secondary and higher secondary school teachers with Teaching Experience as a General mean of 1-5 years 68.97 and Standard Deviation 10.239 and 6-10 years 64.59 and Standard Deviation 12.755 and 11-15 years 64.69 and Standard Deviation 12.227 and 16-20 years 59.58 and Standard Deviation 10.274 and more than 20 years mean 55.50 and Standard Deviation 3.536 respectively. This initial Descriptive Statistics show that differences exist among different Teaching Experience. But a one way ANOVA was computed to see any significant mean difference across the levels of Teaching Experience in terms of motivation assessment score. A statistically significant difference ($ANOVA_{4,277}=3.080, p=.017$) was found among the levels of teaching experience in terms of teachers motivational assessment score. Teachers at 1-5 years experience possessed significantly higher level of motivation (mean=68.97, sd=10.239) than 11-15 years experience (mean=64.69, sd=12.227) than 6-10 years experience (mean=64.59, sd=12.755) than 16-20 years experience (mean=59.58, sd=10.274) and more than 20 years (mean=55.50, sd=3.563).

2. Here fast of all descriptive statistics were used to ascertain the mean values and the result revealed that Subjective Wellbeing among secondary and higher secondary school teachers with Teaching Experience as a General mean of 1-5 years 29.53 and Standard Deviation 2.049 and 6-10 mean of 30.01 and Standard Deviation 1.044 and 11-15 mean of 29.40 and Standard Deviation 2.397 and 16-20 mean of 15.25 and Standard Deviation 1.156 and more than 20 mean of 28.00 and Standard Deviation 2.828 respectively. This initial Descriptive Statistics show that difference exist among different Teaching Experience. But a one-way ANOVA was computed to see any significant mean difference across the levels of teaching experience in terms of subjective wellbeing score. A statistically significant difference (ANOVA $F_{4,277}=1.851$, $p=.119$) was found among the levels of teaching experience in terms of teachers subjective wellbeing score. Teachers at 16-20 years experience (mean=30.14, sd=2.031) than 6-10 years experience (mean=30.01, sd=1.837) than 1-5 years experience (mean=29.53, sd=2.049) than 11-15 years experience (mean=29.40, sd=2.397) and more than 20 years (mean=28.00, sd=2.828).

Correlations: Motivation Assessment * Subjective Wellbeing

Correlations			
		Motivation Assessment	Subjective Wellbeing
Motivation Assessment	Pearson Correlation	1	.216**
	Sig. (2-tailed)		.000
	N	282	282
Subjective Wellbeing	Pearson Correlation	.216**	1
	Sig. (2-tailed)	.000	
	N	282	282

**Correlation is significant at the 0.01 level (2-tailed).

Pearson’s coefficient of correlation was computed between motivation assessment scores and subjective wellbeing scores of teachers. A positive but low correlation was found ($r=.216$) which is also statistically significant at $p<.01$ level. Therefore, it can be said that higher motivation of teachers results in higher subjective wellbeing.

Correlations: Motivation Assessment * Teaching Efficacy

Correlations			
		Motivation Assessment	Teaching Efficacy
Motivation Assessment	Pearson Correlation	1	.050
	Sig. (2-tailed)		.401

	N	282	282
Teaching Efficacy	Pearson Correlation	.050	1
	Sig. (2-tailed)	.401	
	N	282	282

Pearson’s coefficient of correlation was computed between motivation assessment scores and Teaching Efficacy scores of teachers. A positive but low correlation was found ($r=.050$) which is also statistically significant at $p<.01$ level. Therefore, it can be said that higher motivation of teachers results in higher Teaching Efficacy.

CONCLUSION:

In present day context, Pedagogy is more important factor than the content knowledge in the process of teaching learning. That means it is more important than how teachers present the content to the learners rather than what the content is. It is related to teachers’ personal, professional and academic satisfaction. The concept of subjective wellbeing is also similar to this fact. Wellbeing related to every aspect of life, happiness and satisfaction in every part of life, feeling of joy with life going smooth and happily, not badly. It correlated with the teachers’ motivation about teaching-learning process. Many previous researches proved that motivation of teachers towards teaching has a Positive correlation with learning level of pupils. It determines the creativeness as well as involvement in teaching activities of teachers. The present study aimed to uncover the teaching motivation, subjective wellbeing and happiness in teaching of higher secondary school teachers. The major findings emerged from the present study would be important for better understand the motivational assessment rather than subjective wellbeing at secondary and higher secondary school teachers. The study investigated overall degrees of motivational assessment and subjective wellbeing there is no significance relation between with respect to different demographic variables viz. Gender, Age, Teaching Experience and Locality of School.

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