The Influence of Social Values on Teacher Motivation and Performance at Bishop Heber College, Trichy

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Abstract— Social values have a significant impact on workplace well-being. Motivational elements and social values that affect workplace well-being were examined in this study. College teachers are motivated by their principles and social impact in addition to their pay and benefits. Social values play a critical role in determining motivation and work performance, particularly in educational environments in which teacher engagement directly impacts student results and institutional success. This study examines how five fundamental social values—respect, trust, equity without discrimination, assistance, and gratitude—affect teachers' motivation and productivity on the job. Data were collected using a standardised questionnaire to examine the relationships between social ideals, performance, and motivation. Social values were found to be an extrinsic motivational factor directly linked to job performance. The findings also suggest future research could examine these dynamics in varied cultural and educational contexts, better to generalise the relationship between social values and teacher motivation. Recognising the influence of social values and incorporating them into the institutional framework can contribute to a positive work environment, benefiting both teachers and the educational institution as a whole.

Keywords— Human Resource management, Teacher Motivation, Social Values, Teacher Performance, Extrinsic motivation.

INTRODUCTION

Motivation is a key driver of employee performance and organisational success. In educational institutions, particularly in higher education, the inspiration of teachers is essential not only for the institution's success but also for students' overall development. Teacher inspiration directly affects the quality of teaching, student engagement, and, ultimately, the educational outcomes of the institution. With global trends pushing for enhanced educational standards, the importance of teacher inspiration has come to the forefront. This significance is multifaceted, involving intrinsic factors such as a passion for teaching and a desire to positively impact students' lives, as well as extrinsic factors such as salary, recognition, and working conditions.

This research investigates how social values influence the motivation and productivity of the teaching staff at Bishop Heber College, Trichy. The link between social values and inspiration is of great importance as it has a bearing on the individual teachers' performance and the current performance standards of teaching as a practice in the institution. Social principles such as respect, trust, equity, support and gratitude are essential in the way teachers evaluate their workplace as well as their willingness to do well within that space. These principles help in building a culture that has the right setting for work, teamwork, creativity, and continuous improvement of the teaching staff. These social values were identified as extrinsic motivational factors directly linked to their job

performance. When teachers perceive a work environment that fosters these values, they are more likely to experience higher levels of motivation, which, in turn, positively impacts their job performance. (Bakar et al., 2014) (Waty, 2017)

Intrinsic and extrinsic motivations and satisfactions are cardinal to teachers as they determine the rate of internalisation, if any, of the profession over a long time (Ali & Ahmed, 2009). Intrinsic motivation is based on one's emotions and the sense of personal gratification one gets from teaching, while extrinsic motivation has to do with external factors such as acknowledgement and rewards and a conducive workplace (Ali & Ahmed, 2009). The draw of a larger vision or aspiration and motivational forces active amongst the inspirer's peers generates an inspirational climate in which teachers remain committed, enthusiastic, and devoted to spending their energies and talents on their careers.

LITERATURE REVIEW

The literature on teacher motivation has grown significantly over the years, with numerous studies examining the factors that contribute to motivation in educational settings. One of the earliest theories, Maslow's hierarchy of needs, suggests that individuals are motivated by fulfilling a series of needs, starting with basic physiological needs and moving up to self-actualisation. In the teaching profession, these needs manifest as the desire for job security, a sense of belonging in the institution, professional growth, and, ultimately, the achievement of personal and societal goals through teaching.

Herzberg's two-factor theory is another widely referenced framework for understanding motivation. Herzberg posits that job satisfaction and dissatisfaction arise from different factors: hygiene factors (such as salary, working conditions, and job security) prevent dissatisfaction, while motivators (such as recognition, achievement, and responsibility) drive satisfaction. In the context of educational institutions, Herzberg's theory can help explain the dual role of extrinsic factors, like social values, and intrinsic motivators, such as a passion for teaching, in shaping teacher motivation.

Research by Bennell and Akyeampong (2007) highlighted the unique challenges faced by teachers in Sub-Saharan Africa and South Asia, where poor working conditions, low salaries, and lack of recognition often demotivate teachers. However, in contrast, teachers who work in environments that foster respect, equity, and gratitude are more likely to remain motivated and committed to their roles (Rowley, 1996). In India, similar patterns can be observed, where teachers in institutions that prioritise social values and provide a supportive work environment report higher levels of job satisfaction and motivation.

Özbilen et al. (2020) and Watt & Richardson (2008) emphasised that teacher motivation is closely linked with student outcomes, as motivated teachers are more likely to engage students, use innovative teaching methods, and contribute to the overall quality of education. Teachers who feel respected and trusted by their institutions are more likely to collaborate with colleagues, participate in professional development, and innovate in their teaching methods (Han & Yin, 2016). This highlights the critical role of social values in shaping not only teacher motivation but also the broader educational ecosystem.

As Özbilen et al. (2020) described, teacher motivation positively impacts all factors related to the education and training process. Therefore, considering the imperative role of the teacher in the education process, it can be said that teacher motivation is a well-contributing factor that affects the quality of education. As stated by Watt and Richardson (2008), it is important to determine teachers' motivations to better understand teachers' responsibilities, commitment and determination to understand the factors and processes underlying teacher quality. If teachers' motivation is high, their teaching to students will be more effective and increase their efficiency by collaborating more with their colleagues, and teachers will be able to bring more innovation to the process (Kotherja&Rapti, 2015). In addition, since teacher motivation is vital in terms of student motivation, teaching process, and job satisfaction and well-being, administrators have an important responsibility for teacher motivation (Han & Yin, 2016).

MATERIALS AND METHODS

The descriptive study was carried out at Bishop Heber College, Trichy, and 75 samples were selected using a simple Random sampling technique. Data collection was carried out using a self-developed questionnaire having three main dimensions: social values, Motivation and Job performance.

RESEARCH HYPOTHESIS:

- There is a significant association between the Gender of the respondents and social values.
- There is a significant correlation between Social values and Teacher motivation.
- There is a significant correlation between Social values, motivation and Job performance.

RESULTS

The results of this study demonstrate a clear correlation between social values and teacher motivation, which significantly affects job performance. The five social values investigated—respect, trust, equity, help, and gratitude—were found to be closely associated with different aspects of teacher motivation. Teachers who reported higher levels of perceived respect and trust in their work environment also reported higher levels of intrinsic motivation, suggesting that when teachers feel valued, they are more likely to be self-motivated and committed to their work.

Table No 1: Association between Social Values and Motivation of College Teachers

S.no	Social Values	Motivation		Statistical Inference
		Low Level	High level	
1.	Respect			$x2=9.183$
	Male	25	12	df =3
	Female	26	12	p < 0.05
				Significant
2.	Trust			$x2=16.138$
	Male	27	10	df =3
	Female	24	14	p < 0.01

Sl. No.	Variables			Statistical Inference
				Significant
3.	Equity and non-discrimination			x2=12.089
	Male	24	13	df =3
	Female	27	11	p < 0.05
				Significant
4.	Help			
	Male			x2=11.311
	Female	25	12	df =3
		23	15	p < 0.05
				Significant
5.	Gratitude			x2=18.854
	Male	30	7	df =3
	Female	21	17	p < 0.001
				Significant

It was found that there is a significant association between the gender of the respondents and social values like Respect, Trust, Equity and non-discrimination, Help and Gratitude. The motivational levels of Females and Males seem to differ significantly. Similarly, Emiroğlu (2017) has determined that the motivation levels of female teachers vary significantly from male teachers. However, Triyanto (2016) has stated that male teachers' motivation is higher than female teachers. On the contrary, some studies have investigated that teachers' motivation levels do not vary significantly according to gender (Çevik&Köse, 2017; Çobanoğlu&Barutçu 2020; Sarı, Canoğulları, &Yıldız, 2018).

Table No. 2 Karl Pearson's Co-efficient of Correlation between Social Values and Teacher Motivation

Sl. No.	Variables	Statistical Inference
	Social Values	
1.	Respect and motivational factors	P<0.05 Significant
2.	Trust and Safety	P<0.05 Significant
3.	Equity and Non-discrimination & Salary	P<0.05 Significant
4.	Help and Welfare Facilities	P< 0.05 Significant
5.	Gratitude and Relationship	P>0.05 Not Significant
6	Social Values and Overall Motivation	P< 0.05 Significant

It was found that there is a significant difference between the social values of the teachers and motivation in various dimensions. There appears to be a correlation between social values and various aspects of motivation. A motivated teacher is often guided by deeply held beliefs that are closely linked to these social values. Recognising the social values that contribute to workplace well-being is a valuable addition to Human Resource Management (HRM), as the field increasingly focuses on promoting employee well-being at the workplace. (Azizi et al. 2021; Kowalski and Loretto 2017).

Table No 3. Intercorrelation matrix between social values, Motivation and Job Performance

	Social Values	Motivation	Job Performance
Social Values	1		
Motivation	-.189**	1	
Job performance	.510**	.311**	1

** Significant at 0.01 level

According to the above table, social values, motivation, and overall job performance are significantly correlated. The MARS model, which stands for Motivation, Abilities, Role Discernment, and Situational Factors, identifies four key elements that have a substantial impact on employee performance in an organisation. The acronym for these elements is MARS (Devito et al., 2016). Therefore, a college teacher's total performance might also be influenced by their personal as well as social ideals.

DISCUSSION

The findings align with previous research, such as that of Emiroğlu (2017), who found that female teachers, in particular, reported higher motivation when working in environments that foster social values like respect and gratitude. This is consistent with our data, where female teachers exhibited a stronger correlation between social values and motivation than their male counterparts. However, the study also found that male teachers reported higher motivation in response to extrinsic factors like salary and job security, as noted by Triyanto (2016). This gender difference highlights the need for institutions to adopt a nuanced approach to teacher motivation, recognising that different demographic groups may prioritise different motivational factors.

In addition to gender differences, this study revealed a significant correlation between social values and job performance. Teachers who perceived high levels of equity and trust in their work environment reported higher job performance, as they were more willing to engage in collaborative activities, take on additional responsibilities, and innovate in their teaching methods. This finding is supported by the MARS model (Devito et al., 2016), which emphasises the role of motivation and situational factors in shaping employee performance. In educational institutions, where collaboration and innovation are key to success, fostering a work environment that upholds social values can significantly influence teacher performance.

These findings suggest that educational institutions, particularly in the Indian context, should prioritise nurturing a supportive and values-driven conducive work environment. By promoting social values like respect, equity, and gratitude, institutions can enhance teacher motivation and, subsequently, improve job performance and educational outcomes. This study adds to the growing body of literature that emphasises the importance of considering both intrinsic and extrinsic motivational factors in fostering teacher performance.

CONCLUSION

The research study sheds light on the significant impact of social values on the motivation and job performance of faculty members at Bishop Heber College, Trichy. The findings highlight the complex interplay between social values, teacher motivation, and job performance, emphasising the importance of considering factors within a

specific cultural setting. Efficient management of selection, compensation management, performance evaluation, training and development, and career management becomes critical to guarantee non-discrimination of employees and satisfy their legitimate expectations of career progression and salary increases through merit and good performance, while also keeping in mind that trust and respect are attributes considered essential for improving performance in the workplace. (Jocelyn, G., & Manju Bharathi, S. (2022)

The results indicate that social values play a critical role in shaping the motivation levels and overall job performance of teachers beyond just monetary incentives and benefits. Teachers are not solely driven by financial rewards but also by the social impact they can make and the alignment of their values with their work environment.

This research study contributes to the existing literature on the relationship between social values, teacher motivation, and job performance. It provides pragmatic evidence supporting the view that social values are fundamental to the well-being and performance of college teachers. Understanding the influence of social values can assist educational institutions, like Bishop Heber College in creating a supportive work environment that nurtures teacher motivation and enhances overall job performance.

Based on the findings of this study, it is recommended that educational institutions focus on fostering a work culture that promotes and embraces social values such as respect, trust, equity, help, and gratitude. By prioritising these values, colleges can augment teacher motivation, leading to improved job performance, satisfaction, and overall well-being at work.

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