



Achievement Motivation as a Predictor of Managerial Effectiveness: Evidence from Secondary School Teachers of Haryana

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Abstract- This study investigates the relationship between managerial effectiveness and achievement motivation among 303 secondary school teachers from Gurugram, Faridabad, and Palwal districts of Haryana. Using descriptive statistics and Pearson's Product Moment Correlation, findings revealed a very low, statistically non-significant positive correlation between Achievement Motivation ($M = 20.24$, $SD = 5.426$) and Managerial Effectiveness ($M = 388.61$, $SD = 62.565$), $r = .050$, $p > .05$. Life Satisfaction emerged as a significant correlate of Managerial Effectiveness ($r = .258$, $p < .01$). Group-wise analysis showed Group 3 teachers had the highest Managerial Effectiveness ($M = 406.64$). The study concludes that while achievement motivation is not a strong predictor, life satisfaction and professional training positively influence managerial effectiveness. Implications for teacher development, well-being programs, and school administration are discussed.

Keywords- Managerial Effectiveness; Achievement Motivation; Secondary School Teachers;

I. Introduction

Education is universally acknowledged as the cornerstone of national development, and teachers are the primary agents who translate educational policies into meaningful classroom and institutional practices. In the contemporary educational landscape, the role of secondary school teachers extends far beyond traditional classroom instruction. They are increasingly expected to function as effective managers who plan academic activities, organize resources, coordinate with stakeholders, supervise co-curricular functions, maintain discipline, and contribute to institutional development. This expanded role places significant managerial demands on teachers, making managerial effectiveness a critical competency for ensuring quality education and institutional excellence.

Managerial effectiveness in the context of teaching refers to a teacher's ability to efficiently and successfully perform administrative, organizational, and leadership functions within the school environment. It encompasses skills such as decision-



making, time management, conflict resolution, team building, and the ability to motivate students and colleagues. In secondary schools, where adolescents undergo critical cognitive and emotional development, the managerial capabilities of teachers directly influence school climate, student outcomes, and overall institutional performance. Therefore, identifying the factors that enhance or hinder managerial effectiveness among teachers has become a key concern for educational researchers, policymakers, and school administrators.

One psychological construct frequently linked to professional performance is achievement motivation. Defined by McClelland (1961) as the drive to excel, to achieve in relation to a set of standards, and to strive for success, achievement motivation is considered a significant internal force that propels individuals toward goal-directed behavior. It is generally assumed that teachers with high achievement motivation are more likely to take initiative, persist in challenging tasks, set higher standards for themselves, and demonstrate superior managerial and instructional performance. Several studies in organizational psychology have established positive correlations between achievement motivation and job performance, leadership effectiveness, and productivity in corporate settings.

However, the extent to which this relationship holds true in the educational sector, particularly among secondary school teachers in the Indian context, remains underexplored. Unlike corporate environments, schools are value-driven, service-oriented institutions where intrinsic satisfaction, social relationships, and emotional well-being may play a more dominant role than competitive achievement drives. Moreover, teachers often work under resource constraints, administrative pressures, and societal expectations, which may moderate the influence of individual motivation on managerial outcomes.

In recent years, the state of Haryana has witnessed significant educational reforms, including digital initiatives, teacher training programs, and infrastructure development. Districts like Gurugram, Faridabad, and Palwal represent a diverse mix of urban, semi-urban, and rural educational settings, making them an ideal locale to study how psychological variables interact with managerial performance. Understanding whether achievement motivation significantly contributes to managerial effectiveness in this context can help design more targeted teacher development programs.

Additionally, emerging literature suggests that life satisfaction — an individual's cognitive evaluation of their overall quality of life — may be a stronger determinant of workplace effectiveness than motivation alone. Satisfied teachers are more likely to exhibit positive affect, organizational commitment, and resilience, all of which are essential for effective management. Preliminary analysis in this study indicated that life satisfaction had a stronger statistical association with managerial effectiveness than achievement motivation, warranting a deeper discussion.



Against this backdrop, the present study seeks to empirically examine the relationship between achievement motivation and managerial effectiveness among secondary school teachers in Haryana. It further explores the role of life satisfaction and group-level differences to provide a comprehensive understanding of the psychological determinants of managerial behavior in schools. The findings are expected to offer practical implications for teacher recruitment, professional development, and educational leadership policies aimed at enhancing school effectiveness.

II. Review of Literature

The relationship between psychological variables and managerial effectiveness has been a subject of considerable interest in both organizational and educational research. While achievement motivation is widely regarded as a key driver of performance, its specific impact on teachers' managerial roles has yielded mixed findings.

Achievement Motivation and Professional Performance

McClelland's (1961) seminal work established that individuals with high need for achievement tend to set challenging goals, take personal responsibility for outcomes, and seek feedback. In educational settings, Kumar et al. (2021) found that achievement motivation positively predicted innovative teaching behavior among Indian secondary teachers. Similarly, Singh and Sharma (2022) reported that teachers with high achievement motivation were more proactive in school administrative tasks. However, Mehta (2020) observed that in government schools of North India, achievement motivation had only a weak, non-significant relationship with job performance, suggesting that contextual and organizational factors may mediate this link. Yadav and Patel (2023) further argued that extrinsic constraints in public schools often neutralize the effect of intrinsic motivation on administrative roles.

Managerial Effectiveness in Schools

Managerial effectiveness of teachers has been conceptualized as their ability to plan, organize, lead, and control school-related activities beyond instruction. Rao et al. (2021) studied 450 secondary school teachers in South India and concluded that administrative training, years of experience, and institutional support were stronger predictors of managerial effectiveness than personal motivational traits. Gupta and Nair (2024) emphasized that effective teacher-managers significantly improve school climate and student retention rates.

Research Gap

Although prior studies have examined achievement motivation and teacher performance, few have specifically investigated its link with managerial effectiveness in the context of Haryana's secondary schools. Moreover, the comparative role of achievement motivation remains underexplored. The present study addresses this gap



by empirically testing these relationships in three districts with diverse socio-educational profiles.

Need for the Study

Education is universally recognized as the most powerful instrument of social transformation, economic development and national integration. As the Kothari Commission, 1964-66 rightly observed, "The destiny of India is now being shaped in her classrooms." In this process, the teacher occupies the pivotal position. The effectiveness of any educational system, to a large extent, depends upon the effectiveness of its teachers.

In the 21st century, the role of the teacher has undergone a paradigm shift. A teacher is no longer a mere transmitter of information. National Education Policy (NEP) 2020 envisages the teacher as a leader, mentor, facilitator, manager and nation builder. The secondary school teacher, in particular, is expected to perform multiple managerial functions such as classroom management, time management, conflict management, resource management, managing interpersonal relations with students, parents, colleagues and community, and contributing to institutional development and decision making (Bhatnagar & Das, 2014). Hence, managerial effectiveness has emerged as a core professional competency for teachers.

The present study entitled "Managerial Effectiveness of Secondary School Teachers in Relation to their Achievement Motivation, Life Satisfaction and Professional Training" has been undertaken in this context. Traditionally, research in teacher effectiveness in India has focused on teaching skills, subject knowledge and classroom interaction (Passi & Lalitha, 2011). However, managerial effectiveness is a broader concept that includes planning, organizing, leading, controlling, communication and human relations (Drucker, 1954; Paisey, 1981). Alan and Audrey Paisey, whose scale has been used in the present study, defined managerial effectiveness of teachers as the ability to manage teaching-learning, institutional resources and interpersonal dynamics effectively. There is a paucity of empirical studies on this construct among secondary school teachers in India.

Achievement motivation, as conceptualized by McClelland and Atkinson, is considered a driving force for professional excellence. It is generally assumed that teachers with high achievement motivation perform their duties more effectively. Similarly, Life Satisfaction, defined by Diener as a global cognitive judgment of one's life, is an important indicator of psychological well-being and is closely linked to job performance and organizational commitment (Judge et al., 2001). The present study attempted to empirically verify whether these psychological variables significantly relate to managerial effectiveness.



Most of the studies on managerial effectiveness have been conducted in industrial and corporate sectors. Studies in the educational sector, especially in the context of Haryana, are very limited. South Haryana comprising Gurugram, Faridabad and Palwal represents a unique socio-educational diversity – Gurugram being a highly urbanized, corporate and globally exposed district, Faridabad being an industrial urban district and Palwal being predominantly semi-rural and agrarian. The present study revealed significant district-wise differences in managerial effectiveness – Gurugram (Mean=406.64) > Palwal (Mean=390.53) > Faridabad (Mean=369.97). This indicates that institutional environment, professional exposure and organizational climate influence managerial effectiveness. Therefore, a region-specific study was acutely needed.

It contributes to the existing body of knowledge by clarifying the differential relationship of psychological variables with managerial effectiveness. It serves as a baseline for future researchers to undertake comparative studies between government and private schools, rural and urban schools, male and female teachers, and across different states. It opens new avenues to include other relevant variables such as emotional intelligence, organizational climate, job stress, locus of control and job satisfaction in future research designs.

Hence, the present study is not only theoretically grounded but also practically useful, policy relevant and research oriented. It was therefore considered highly needful and important to undertake this investigation.

Title of the Study

“Managerial Effectiveness of Secondary School Teachers in Relation to their Achievement Motivation, Life Satisfaction and Professional Training.”

Objectives of the Study

The present study was undertaken with the following objectives:

- To study the levels of managerial effectiveness and achievement motivation among secondary school teachers.
- To study the relationship between managerial effectiveness and achievement motivation among secondary school teachers.
- To find out the difference in managerial effectiveness of secondary school teachers with high and low achievement motivation.

Hypotheses of the Study

Based on the above objectives, the following hypotheses were formulated:

- H1: There is no significant relationship between managerial effectiveness of secondary school teachers and their achievement motivation.
- H2: There is no significant difference in the managerial effectiveness of secondary school teachers with high and low achievement motivation.



III. Research Methodology

Research methodology is the backbone of any research work. It determines the validity, reliability and generalizability of the research findings. As per Kothari, "Research methodology is a way to systematically solve the research problem." It includes the overall research design, methods, procedures and techniques used for data collection and data analysis.

It deals with the detailed description of the research method adopted, population, sample and sampling technique, variables of the study, operational definitions, tools used for data collection, procedure of data collection and statistical techniques employed for analysis of data.

Research Method

For the present study, the investigator adopted the Descriptive Survey Method of research. Descriptive research is concerned with the study of existing conditions, prevailing practices, beliefs, attitudes and ongoing processes. According to Best and Kahn (2006), "Descriptive survey research is concerned with conditions or relationships that exist; practices that prevail; beliefs, points of view, or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing."

The descriptive survey method was considered most appropriate for the present study because:

- The study aimed to study the existing levels of managerial effectiveness, achievement motivation and life satisfaction among secondary school teachers as they exist in natural settings.
- The study intended to explore the relationship between managerial effectiveness and other psychological variables without manipulating any variable.
- The method allows collection of data from a large sample spread over a wide geographical area, which was required for this study covering three districts of South Haryana.

herefore, the descriptive survey method was found to be scientifically suitable, economical and feasible.

Variables of the Study

The variables involved in the present study are as follows:

- Criterion / Dependent Variable: Managerial Effectiveness of Secondary School Teachers
- Predictor / Independent Variables: Achievement Motivation.



- Demographic Variables: District, Gender, Type of School were taken as classificatory variables through Teacher's Profile.

Operational Definitions of the Terms

Managerial Effectiveness: In the present study, managerial effectiveness refers to the composite score obtained by the teacher on the Managerial Effectiveness Scale developed by Alan and Audrey Paisey. Operationally, it includes the teacher's ability in planning and organizing teaching-learning activities, classroom management, communication, leadership, interpersonal relations, decision-making and institutional development.(1981)

Achievement Motivation: Achievement motivation refers to the score obtained on Achievement Motivation Scale by V.P. Bhargava. Operationally, it is defined as the inner drive of a teacher to excel, to achieve success, to overcome obstacles and to strive for higher standards of performance in the teaching profession, as conceptualized by McClelland and Atkinson.(1961) & (1964)

Secondary School Teachers: Teachers teaching classes IX and X in government and private secondary schools affiliated to HBSE/CBSE and working in districts Gurugram, Faridabad and Palwal of Haryana state.

Population of the Study

The population of the present study comprised all secondary school teachers working in secondary schools of South Haryana, specifically the three districts - Gurugram, Faridabad and Palwal.

IV. Sample and Sampling Technique

A total sample of 303 secondary school teachers was selected for the present study.

Sampling Technique: Simple Random Sampling Technique was used for selection of the sample. The investigator obtained the list of secondary schools from the District Education Offices of the respective districts and then randomly selected schools. From each selected school, secondary school teachers were selected randomly.

Table 1: District-wise Sample Distribution

District	Nomenclature in Study	No. of Teachers	Percentage
Palwal	Group - 1	101	33.33%
Faridabad	Group - 2	101	33.33%
Gurugram	Group - 3	101	33.33%
Total		303	100%

The sample was balanced district-wise to allow meaningful inter-district comparison.



Tools Used for Data Collection

To achieve the objectives of the present study, the following research tools were used:

Tool 1: Teacher's Profile – Self-Constructed A self-constructed profile sheet was used to collect demographic and professional information such as name, age, gender, name of school, district, teaching experience, academic qualifications and professional training status. This information was used for classification of data.

Tool 2: Achievement Motivation Scale by V.P. Bhargava: This is a standardized scale used to measure achievement motivation of teachers. The scale consists of 50 items with true/false type responses. It is a reliable and widely used tool in Indian context. Test-retest reliability coefficient is 0.82 and split-half reliability is 0.79. The scale possesses high content validity and its correlation with other achievement motivation tests is 0.78.

Tool 3: Managerial Effectiveness Scale by Alan and Audrey Paisey: This is a standardized scale for measuring managerial effectiveness of teachers. The scale was originally developed by Paisey for educational managers. It contains 100+ items spread over dimensions such as planning, organizing, leadership, communication, decision making, human relations and controlling. The responses are taken on a five-point Likert scale. The reliability coefficient by Cronbach's alpha is reported to be 0.89. The scale has high face validity and construct validity and is widely used in educational management research.

Procedure of Data Collection

The data were collected systematically. Prior permission was obtained from District Education Officers and Principals of selected secondary schools in Gurugram, Faridabad and Palwal. Rapport was established with teachers, the research purpose was explained, and confidentiality was assured. The self-constructed Teacher's Profile and three standardized scales – Achievement Motivation Scale, Managerial Effectiveness Scale and Life Satisfaction Scale – were administered personally by the investigator. Instructions as per manuals were given and sufficient time without pressure was provided. Completed questionnaires were checked for completeness, collected and scored as per scoring keys. The entire data collection was successfully completed within approximately three months period.

Statistical Techniques Used

The collected data were analyzed using SPSS software by applying appropriate statistical techniques. Descriptive statistics viz. Mean and Standard Deviation were computed to assess the levels and nature of distribution of achievement motivation, life satisfaction and managerial effectiveness. Pearson's Product Moment Correlation was employed to examine the relationship between managerial effectiveness and achievement motivation, and between managerial effectiveness and life satisfaction for



the total sample and district-wise groups of Gurugram, Faridabad and Palwal. Further, Significance of Difference in Means (t-test/ANOVA) was used to find differences in managerial effectiveness across districts and between high and low groups of achievement motivation and life satisfaction, tested at 0.05 and 0.01 levels of confidence.

Delimitations of the Study

- The study was delimited to only three districts of South Haryana i.e., Gurugram, Faridabad and Palwal.
- The study was delimited to 303 secondary school teachers only.
- The study was delimited to only three variables – achievement motivation, life satisfaction and professional training.
- The study was delimited to descriptive survey method only.

V. Analysis and Interpretation

Table 2 presents the means and standard deviations of the study variables.

Table 2- Mean & Standard Deviations

Variable	N	M	SD
Achievement Motivation	303	20.24	5.426
Managerial Effectiveness	303	388.61	62.565

Table 2 shows that for the total sample of 303 secondary school teachers, the Mean score for Achievement Motivation is 20.24 with a Standard Deviation of 5.426. According to the norms of the Achievement Motivation Scale by V.P. Bhargava, this indicates a moderate level of achievement motivation among secondary school teachers. The SD of 5.426 shows moderate dispersion, indicating that while most teachers cluster around the average, there exists considerable individual variation in their drive to excel and achieve higher standards.

For Managerial Effectiveness, the Mean score is 388.61 with a Standard Deviation of 62.565 (N=303). On the Managerial Effectiveness Scale by Alan and Audrey Paisey, this score also reflects a moderate to above moderate level of managerial effectiveness. This suggests that secondary school teachers of South Haryana are reasonably competent in managing classroom situations, institutional resources, interpersonal relations and administrative responsibilities, but there is still scope for enhancement. The relatively large SD of 62.565 indicates heterogeneity in managerial competencies, which may be attributed to differences in professional training, institutional climate, experience and life satisfaction across districts Gurugram, Faridabad and Palwal.



Overall, the descriptive statistics reveal that secondary school teachers possess moderate levels of both achievement motivation and managerial effectiveness, with noticeable inter-individual differences, thereby justifying further correlational and differential analysis.

The moderate standard deviations indicate variability in scores, suggesting teachers possessed varying levels of achievement motivation and managerial effectiveness.

Table 3: Pearson Correlations among Achievement

Variable	N	Remarks
Achievement Motivation	303	.050
Managerial Effectiveness	303	

Note. N = 303. $**p < .01$.

Table 3 reveals that the Pearson's Product Moment Correlation Coefficient between Achievement Motivation and Managerial Effectiveness for the total sample of 303 secondary school teachers is 0.050. The correlation is positive but negligible and statistically non-significant at both 0.05 and 0.01 levels of confidence (critical value of 'r' for $df=301$ is 0.113 at 0.05 level and 0.148 at 0.01 level). Since the obtained value (0.050) is less than the table value, the relationship is not significant.

This indicates that there is no meaningful association between achievement motivation and managerial effectiveness among secondary school teachers. In other words, high achievement motivation alone does not necessarily lead to higher managerial effectiveness.

In terms of hypotheses, the null hypothesis is retained and Hypothesis H1: "There is a positive relationship between managerial effectiveness and achievement motivation" and H4: "There is a significant difference in managerial effectiveness of teachers with high and low achievement motivation" stand rejected.

Theoretically, this finding suggests that while achievement motivation as conceptualized by McClelland may inspire individual excellence, managerial effectiveness is a more complex, multi-dimensional construct that depends more on leadership skills, communication ability, emotional stability, interpersonal relations, organizational support and professional training rather than merely on individual need for achievement. This result is consistent with the findings of Bhatt who also reported weak association between achievement drive and managerial competencies in educational settings.

Hence, it can be concluded that achievement motivation is not a significant determinant of managerial effectiveness among secondary school teachers in the present sample.



The correlation between Achievement Motivation and Managerial Effectiveness was positive but negligible and non-significant, $r(301) = .050$, $p > .05$.

VI. Discussion

The study examined whether achievement motivation predicts managerial effectiveness among secondary school teachers. The negligible and non-significant correlation [$r = .050$] reveals that internal drive to achieve does not automatically translate into effective managerial performance. This finding contradicts Kumar et al. but supports Mehta (2021) and Yadav (2020) and Patel (2023) who reported weak associations in public-sector schools.

This may be due to bureaucratic constraints, limited autonomy and resource scarcity in schools which restrict managerial initiative even among highly motivated teachers. Moreover, conventional achievement motivation emphasizes individual accomplishment, whereas school management demands collaboration, empathy and people skills.

Group 3 recorded the highest managerial effectiveness ($M = 406.64$) and also the strongest correlation between life satisfaction and managerial effectiveness ($r = .309$), suggesting that professional training, institutional support and personal well-being together enhance effectiveness. The results align with Self-Determination Theory and Job Demands-Resources Model, indicating that in teaching, well-being is more salient than achievement drive alone.

VII. Conclusion

The study highlights that life satisfaction is a more critical determinant of managerial effectiveness than achievement motivation among secondary school teachers. While achievement motivation showed a positive trend, it lacked statistical significance. Therefore, educational administrators should prioritize teacher well-being programs and strengthen professional training modules focused on managerial skills to enhance school effectiveness.

Suggestions for Further Research

The present study was limited to three districts of South Haryana and relied on self-report measures. On the basis of the findings and limitations, the following suggestions are offered:

- **Mixed-Methods Approach:** Future research may adopt a mixed-methods design by supplementing self-report scales with observational data of actual managerial behaviour, interviews and case studies of effective teacher-managers.



- Mediating and Moderating Variables: Studies may examine mediating variables such as school climate, leadership style, organizational support, emotional intelligence, job stress and self-efficacy which may influence the relationship between life satisfaction and managerial effectiveness.
- Longitudinal Design: Longitudinal studies may be undertaken to examine whether changes in life satisfaction over time predict changes in managerial effectiveness, thereby establishing causality.
- Wider Coverage: Similar studies may be conducted at primary, senior secondary and higher education levels and across different states to enhance generalizability.
- Comparative Studies: Comparative studies between government and private, rural and urban, and male and female teachers may provide deeper insights into contextual determinants of managerial effectiveness.

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