

Research Paper

Role of Personal Resources and Self-Regulated Learning on The Work Motivation of Private School Teachers of Kolkata and Extended Kolkata

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ABSTRACT

The Teaching – Learning process is an inevitable part of the continuous dynamic society. The Teachers are the main fulcrum of this process. The present research work aims to study the Personal Resources, Self-Regulated Learning and Work Motivation of the secondary level private school teachers of Kolkata and Extended Kolkata. The data has been gathered from 450 teachers and the entire sample has been segregated following the Gender (Female and Male), Locality (Kolkata and Extended Kolkata) and Councils of Education (West Bengal Board, Central Board of Secondary Education and Council of the Indian School Certificate Examinations). The statistical calculations include Descriptive statistics, Coefficient of Correlation and Linear Regression. The Results show that Personal Resources which has been measured as perceived social support and Self-Regulated Learning share a positive correlation with each other. The predictor variables (Personal Resources and Self-Regulated Learning) have no role to play on the criterion variable (Work Motivation). So, it can be said that by promoting Social Support in the secondary level teachers of the private schools of Kolkata and Extended Kolkata, the positive work behaviours like Self-Regulated Learning i.e., help-seeking, self-monitoring and strategic adaptation can be increased.

Keywords: *Teachers, Personal Resources, Self-Regulated Learning and Work Motivation*

Teachers are one of the most inevitable pillars of the teaching-learning process. Their contributions to the making of the future generation experts are acknowledged. Beside this, the cognitive contribution of the teachers in the educational set-up needs to be studied to explore the scenario better. Psychology of teaching and learning primarily includes the study of how people learn, ways of implementing the teaching methods, instructional processes and the outcomes of the individual differences in learning. Apart of this, this branch of Psychology also invigilates the psychosocial and emotional aspects of the individuals and is concerned with the research works and their applications in the arena of teaching, training and learning related issues. Obviously, the academic organizations, like the schools, colleges, Universities and other institutions are considered as the real-life places where these applications are done.

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According to Gokce (2010), the motivational level of the teachers plays the key role in student learning. Teachers' and school's success fundamentally depend on teachers' commitment to the school's goals and values (Somech et. al.; 2007, Somech et. al.; 2014). Higher levels of motivation will elicit increased amounts of work productivity both in classroom and other educational set-ups, elevating the teaching-learning process.

Psychological factors like Personal Resources and Self-Regulated Learning are positive coordinates of Work Motivation. Personal Resources are essential as they have the capacity to control job performance of an individual (Bakker et. al.; 2007). Teaching as a profession is widely based on the communication skill. The teachers must have to be reflective and analytical about their own beliefs and practices, and acquire deep understanding and teaching. Teachers must experience, construct and discuss these features in order to understand how to nurture the same development among students (Paris et. al.; 2003).

Personal Resources

Personal resources have been defined as, “an individual's sense of their ability to control and impact upon their environment successfully”. (Hobfoll et. al.; 2003) The Personal Resources one individual has manipulated his behaviours in different situations; either to adapt or to deal with it. The more individual adaptability or personal capitals an individual possesses, the easier it is for him to function in any adverse situation. Research findings clearly state that individual's with more personal resources are less prone to stressful life events or burnout. (Hobfoll et. al.; 2003). Here, the Personal Resource is the perceived social support which acts as a treasure to sustain in the work area. Social support has been described as “the range of social links that is accessible as a resource for one's personal benefit”. (Cohen et. al.; 2000) Social support has been further subdivided into two types - Structural social support and Functional social support. The structural social support indicates all those social bonds, connections and interrelationships an individual share with his family members and fellow social beings. Functional social support refers to the implementation of structural social support. It determines the feelings of belongingness, social assistance, informational support and emotional support an individual derives from his social surroundings. (Cohen et. al.; 2000, Tawalbeh et. al.; 2013)

Zegarra et. al. (2025) study findings suggest that emotional intelligence and other contextual factors can support teachers in introducing emotional education without being overloaded within the classroom. Li et. al. (2025) study findings revealed that job demands, job resources and personal resources has complex configurations and they have an impact on the well – being of the educators. Iqbal et. al. (2025), investigated the moderating role of perceived social support on the relationship between self-compassion and work-family conflict. The research findings suggest that promoting self-compassion and perceived social support can improve the work-life balance.

Self-Regulated Learning

“Self-regulated learning is an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate and control their cognition, motivation and behaviour, guided and constrained by their goals and the contextual features in the environment”. (Pintrich;2000). It has also been described as “one's ability to understand and control one's learning environment”. (TEAL; 2010) Self-regulated learning promotes abilities like self-monitoring, self-instruction, goal-setting and self-reinforcement. (TEAL; 2010)

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Self-regulated learning has often been correlated with self - assessment as self-initiated learning also requires simultaneous self-assessment. Assessing one's own performance time-to-time can promote productivity and keep them aware about their quality of performance and guide towards improvement (Khee et. al.; 2019). Self-assessment promotes self-regulated learning and accelerates one's performance by promoting adjustment and self-vigilance (Andrade et. al.; 2007). Self-regulated learning and self-assessment when performed together, it helps in modifying one's approach towards their work and enables them to adapt domain - specific strategies. (Khee et. al.; 2019)

Marlett et. al. (2025) conducted a research work on "teachers' perceptions of their self-regulated learning practices in elementary school classrooms". The findings show that the teachers often induce self-regulated learning within their teaching and instructions to enhance classroom learning of the students. "Teachers' assessment of self-regulated learning: linking professional competencies, assessment practices and judgement accuracy" has been studied by Karlen et. al. (2024). The results revealed that mostly teachers are not enough skilled to imply and measure their students' self-regulated learning. Karlen et. al. (2023) worked on, "teachers as learners and agents of self – regulated learning: the importance of different teachers' competence aspects for promoting metacognition". The findings show that teachers self-regulated learning skills are indirectly related to the increase of metacognition.

Work Motivation

"Work motivation is one of the most important topics in Organizational science: No other issue in the discipline has more significance for our general economic well-being" (Pinder; 2008, Miner; 2003, Steer et. al.; 1991). "Work motivation is a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behaviour, and to determine its form, direction, intensity and duration" (Pinder; 2008). To measure work motivation, it is essential to look up to the influencing factors which energizes, mediates and helps in keeping up with the work behaviours throughout the time. (Steers et. al.; 2004) The most favored methods of measuring work motivation in organizational science are projective, objective, implicit/explicit and subjective measures. (Tremblay et. al.; 2009)

Layek et. al. (2024) have conducted research on private and Government teachers of higher educational institutes of West Bengal, India. The findings showed that both intrinsic and extrinsic motivation has an effect on the teacher's performance; but, intrinsic motivators have a higher implication on the work performance as it stems from personal fulfillment and enjoyment one gathers from the task of teaching. Petrus et. al. (2024) performed research work on 341 elementary school teachers of Papua. The purpose was to measure the effect of motivation on teaching and the level of resilience. The research findings show that motivation has a positive relation with teaching and promotes teacher resilience. Kilag et. al. (2023) in their research study applied a mixed-method approach to determine the impact of work motivation, job satisfaction, administration support and student outcomes on the teacher's performance. The research findings show that all the variables have an effect on the teachers' performance. Both the intrinsic and extrinsic motivators influence the behaviours of the teachers.

Most of the research studies done in the field of teaching - learning psychology is mainly on the learners, instructional processes and learning atmospheres. The teachers' psyche is

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equally important to assess for delivering a wholesome learning experience. After reviewing the past research works it can be said that there are a very few research works performed on the Teachers in the field of Organizational Behaviour. The inclusion of the variables (Personal Resources, Self-Regulated Learning and Work Motivation) together to measure the Teachers' work behaviour is the main aim of the present research study.

Therefore, the researchers study *the nature of Work Motivation of the private school teachers of secondary levels of Kolkata and Extended Kolkata; and their relationships with personal psychological variables like Personal resources and Self-regulated learning.*

Objectives of the Study

1. To find out the relation among the variables of the present study; Personal Resources, Self-Regulated Learning and Work Motivation of the Private school teachers (Female and Male) of secondary levels of Kolkata and Extended Kolkata with West Bengal Board, Central Board of Secondary Education and Council of the Indian School Certificate Examinations.
2. To predict the role of Personal Resources and Self-Regulated Learning on the Work Motivation of the Private school teachers (Female and Male) of secondary levels of Kolkata and Extended Kolkata of West Bengal Board of Education, Central Board of Secondary Education and Council of the Indian School Certificate Examinations.

METHODOLOGY

Hypotheses:

- **H₁:** There is a significant relation among the variables of the present study; Personal Resources, Self-Regulated Learning and Work Motivation of the Private school teachers (Female and Male) of secondary levels in Kolkata and Extended Kolkata at West Bengal Board, Central Board of Secondary Education and Council of the Indian School Certificate Examinations.
- **H₂:** There is a significant role of Personal Resources and Self-Regulated Learning on the Work Motivation of the Private school teachers (Female and Male) of secondary levels in Kolkata and Extended Kolkata at West Bengal Board, Central Board of Secondary Education and Council of the Indian School Certificate Examinations.

Description of Variables

1. Personal Resources: Personal Resources has been defined as tangible, social, psychological or symbolic assets that are valued by a person and that are directly available to improve effective functioning in specific domains. (Lin, 1982, 2017) These personal resources are vital as they have the ability to control job performance of an individual (Bakker and Demerouti; 2007) and also to promote Work Motivation.

In the present research study, the Personal Resource which has been measured as Perceived Social Support. It has been defined by Weinert and Brandt (1987) "as a composite concept including (1) attachment / intimacy, (2) social integration, (3) nurturance, (4) reassurance of worth, and (5) availability of assistance".

Components: The components of Personal Resource (Perceived Social Support) are individual worth, social integration, nurturance and assistance.

2. Self – Regulated Learning: An individual's ability to self – assessment promotes his Self- Regulated Learning skills. The effectiveness of self – regulated learning facilitates the

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performance of an individual from motivation, cognition and behavioural perspectives. (Pintrich; 2000, Zimmerman; 2002) The Self – Regulated Learning has been defined as, “an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behaviour, guided and constrained by their goals and the contextual features in the environment”. (Pintrich; 2000)

Components: The components of Self – Regulated Learning studied here are, help – seeking, self-monitoring and strategic adaptation.

3. Work Motivation: The impact of work motivation on the factors under study and a vice versa relationship required to be traced. Because, the motivational level of the teachers plays the key role in student learning (Gokce, 2010). Work Motivation is a key influencing factor in eliciting positive work behaviours. It has been defined as, “a set of energetic forces that originates both within as well as beyond an individual’s being, to initiate work-related behaviour, and to determine its form, direction, intensity and duration”. (Pinder; 1998, Tremblay et. al.; 2009)

Components: The components of Work Motivation studied in this present research work are intrinsic motivation, integrated regulation, identified regulation, introjected regulation, external regulation and amotivation.

Sampling:

Sampling Frame: The data has been collected from both Female and Male Private School Teachers of Kolkata and Extended Kolkata with West Bengal Board (WBB), Central Board of Secondary Education (CBSE) and Council of the Indian School Certificate Examinations (CISCE) having a minimum experience of 2 years of teaching, as full time teachers in that particular organization.

Sample Unit: Secondary grade School Teachers (Female and Male) of Private schools of Kolkata and Extended Kolkata with West Bengal Board, Central Board of Secondary Education and Council of the Indian School Certificate Examinations are included in the present study.

Size of Sample: 450 is the total sample size, 150 from each Councils of Education.

Sample Selection Procedure: Stratified Random Sampling technique has been used to select the sample from the desired population. The sampling procedure has been performed following the *Stratified Random Sampling method*, where the sample has been divided into strata or groups in a disproportionate manner. In the present research study, the target population are the **Private School Teachers of secondary levels**, teaching in the schools of **Kolkata**, which includes areas under the jurisdiction of Kolkata Municipal Corporation and **Extended Kolkata**, which is also known as Greater Kolkata is the Kolkata Metropolitan Area and falls under the jurisdiction of Kolkata Metropolitan Development Authority. This includes areas of six districts, those are Kolkata, Howrah, Hooghly, Nadia, North 24 Parganas and South 24 Parganas. The total sample size is of **450 private school teachers**, who were firstly segregated in terms of **Gender**. There are **300 females and 150 male** private school teachers. Secondly, the total sample (N = 450) has been divided into two groups in terms of **Locality – Kolkata and Extended Kolkata**. The data has been collected from **300 secondary level private school teachers of Kolkata and 150 secondary level private school teachers of Extended Kolkata** which are both female and male individuals. Thirdly, the total sample (N = 450) has been segregated into three groups of **150 private**

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school teachers each according to the *three Councils of Education considered in the present study (West Bengal Board, Central Board of Secondary Education and Council of the Indian School Certificate Examinations)*.

Inclusion Criteria:

- Minimum 2 years of continuous teaching experience at the secondary level in the current organization.
- Job Role: Assistant Teacher.
- Type of Employment: Full Time Teacher
- Has no record of physical or psychological disorder (will be collected from the school authority).
- Income Level: 1,00,000 – 3,00,000
- Age must range between 25 to 40 years

Exclusion Criteria:

- Individuals working for less than 2 years.
- Job roles other than Assistant Teacher.
- Type of Employment: Part Time Teachers.
- Income level above and below 1,00,000 to 3,00,000.
- Has any behavioural discrepancy record (will be collected from the school authority).
- Past history of any physical or psychological disorder (will be collected from the school authority).

Description of the Tools Used for Data Collection:

The following instruments have been used to collect the data in the present research study;

1. **General Information Schedule:** The General Information Schedule is a semi-structured information schedule constructed to gather the required demographic information of the participants. The relevant information like *name (optional), age, gender, academic qualification, teaching experience in the current institution (in years), designation, Council of Education in service with, languages known, average monthly income* have been gathered initially, after fulfilling of which in accordance with the inclusion criterion of the study, further questionnaires have been presented.
2. **Personal Resources Questionnaire (PRQ85):** The Personal Resource Questionnaire 85 (PRQ85) is a revised version of the Personal Resource Questionnaire (PRQ) developed by *Patricia Brandt and Clarann Weinert (1988)*. The scale aims to measure perceived social support. Part 1 and 2 of the questionnaire can be administered independently (Weinert; 1988). Here, in the present study Part 2 has been administered which is a *25 – item, 7 – point Likert scale (strongly agree, agree, somewhat agree, neutral, somewhat disagree, disagree and strongly disagree)* ranging a total score of 25 to 175, with higher score directing the greater presence of perceived social support. The *alpha reliability of Part 2 is .90*.
3. **Self – Regulated Learning Behaviour Scale (SRLBS):** The Self – Regulated Learning Behaviour Scale has been developed by *Tan Lay Khee, Loh Gin Hin and Zhang Pengchi (2019)* to measure the Self – Regulated Learning Behaviour which is fostered by learning experiences and self – assessment. The scale has a total of *14 – items and is a 7 – point Likert scale ranging from “Not at all true of me” to “Very true of me”*. The factors of Self – Regulated Learning measured through the scale

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are help seeking, self-monitoring and strategic adaptation. The *Cronbach's coefficient alpha of the scale is .909*.

4. **Work Extrinsic and Intrinsic Motivation Scale (WEIMS):** The Work Extrinsic and Intrinsic Motivation Scale has been developed by *Maxime A. Tremblay, Céline M. Blanchard, Sara Taylor and Luc G. Pelletier (2009)* to measure the work motivation grounded in the Self – Determination Theory of Deci and Ryan (2000). It is an *18 – item, 7 – point Likert scale ranging from “does not correspond at all”, “corresponds moderately” and “corresponds exactly”*. The six domains of Work Motivation measured are – intrinsic motivation, integrated motivation, introjected motivation, identified regulation, external regulations and amotivation. The *reliability of this particular scale is 0.90 and has an internal consistency of 0.84*.

Procedure

The present research study has been performed following two stages;

STAGE 1:

- STEP I: Selection of samples by matching the sample characteristics following the stratified random sampling method has been performed.
- STEP II: Formation of the information schedule and arranging the tools for data collection has been done.
- STEP III: A pilot survey with 100 participants through data collection has been performed to identify the reliability of the scales used in the present study.

STAGE 2:

Role of the predictor variables (Personal Resources and Self-Regulated Learning) in terms of the criterion variable (Work Motivation) has been studied.

- STEP I: Relation among all the variables (Personal Resources, Self-Regulated Learning and Work Motivation) has been studied with the help of Coefficient of Correlation.
- STEP II: Prediction of Work Motivation from the Personal Resources and Self-Regulated Learning has been studied following linear regression analysis.
- Treatment of the data collected for hypotheses testing has been done and the final interpretation and discussion is constructed from both the phases.

Statistical Analysis

1. Measures of central tendencies, dispersion and graphical representation of the data has been performed to verify the nature of sample and scored distribution of measured variables.
2. Coefficient of correlation to study the linear relationship among variables in the sample groups has been performed.
3. Linear Regression has been performed to study the role of the variables.

Necessary statistical analysis has been done using SPSS (Statistical Package for Social Sciences) version 30.0.0 software.

Ethical Consideration

- The purpose and objectives of the study will be explained to the participants.
- In case of collection of data from any organization, then an organizational consent followed by individual consent will be taken.

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- If any participant wants to leave the study in the middle, then he or she is allowed to do so at any point of time.
- Confidentiality of participant's data will be maintained.
- The Ethical Committee Certificate has also been received from the University of Calcutta.

RESULTS AND INTERPRETATION

Section 1

The following table shows the Psychometric properties of the Tools used in the present research.

Table 1A: Consolidated Psychometric properties of the Tools used, which includes number of items, reliability and norms. (The data has been derived from the pilot study done on 100 private school teachers of Kolkata and Extended Kolkata).

Name of the Tools used	Number of Items	RELIABILITY		NORMS	
		Cronbach's alpha	Spearman-Brown coefficient	Mean	Standard Deviation
The Personal Resource Questionnaire (PRQ85)	25	.819	.726	132.23	16.791
Self-Regulated Learning Behaviour Scale (SRLBS)	14	.927	.839	79.40	15.633
The Work Extrinsic and Intrinsic Motivation Scale (WEIMS)	18	.797	.833	95.07	12.485

The Cronbach's alpha Reliability and Spearman Brown Coefficient has been calculated to observe the applicability of the Tools used in the current research population. A pilot study has been conducted initially on 100 private school Teachers of Kolkata and Extended Kolkata. The results or the reliability scores derived are all above .70, making the Tools eligible for collection of data. Hence, all the measurement tools are ideal measurement tool for the present study.

The following tables show the values derived from the descriptive statistics of the research variables performed on the entire sample of 450 private school teachers of Kolkata and Extended Kolkata.

Table 1B: Descriptive Statistics of the variables measured in the present research.

Table 1B (1): Descriptive Statistics of Work Motivation.

Labels	Categories	Size of the Sample	Mean	Median	Standard Deviation	Skewness	Kurtosis	Range
Private school teachers of Kolkata and Extended Kolkata	Total Sample	450	29.81	31	5.60	-.391	.063	33.00

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Labels	Categories	Size of the Sample	Mean	Median	Standard Deviation	Skewness	Kurtosis	Range
Councils	WBB	150	31.24	32	3.98	-.272	1.716	23.00
	CBSE	150	29.74	32.50	7.13	-.349	-.882	33.00
	CICSE	150	28.45	28.50	4.90	-.210	.436	22.00
Locality	Kolkata	300	29.84	31	5.03	-.561	.598	27.00
	Extended Kolkata	150	29.48	31	5.57	-.559	-.082	26.00
Gender	Female	300	29.61	31	5.65	-.345	.147	33.00
	Male	150	30.15	31	5.59	-.508	-.107	25.00

The above table shows the Descriptive statistics and normality of the data, which describes the nature of the present research sample. The mean score depicts that the WBB has the highest mean value (31.24) in terms of Work Motivation, in comparison to the other two Councils of Education. The two Localities has more or less similar mean values. In case of Gender, Male teachers has a slight higher mean value (30.15) in comparison to their Female counterparts (29.61). The other values like Standard Deviation, Skewness, Kurtosis and Range shows normality of the data.

Table 1B (2): Descriptive Statistics of Personal Resources.

Labels	Categories	Size of the Sample	Mean	Median	Standard Deviation	Skewness	Kurtosis	Range
Private school teachers of Kolkata and Extended Kolkata	Total Sample	450	129.41	133	17.07	.006	.064	93.00
COUNCILS	WBB	150	124.85	128	12.71	-.509	-1.071	52.00
	CBSE	150	125.76	127	19.50	-.140	-.813	90.00
	CICSE	150	137.62	135	15.30	.662	-.106	59.00
LOCALITY	KOLKATA	300	128.17	131	15.75	.243	.194	77.00
	EXTENDED KOLKATA	150	129.73	133	18.46	-.222	.038	93.00
GENDER	FEMALE	300	128.97	133	17.22	.020	.058	93.00
	MALE	150	129.51	132	17.76	-.044	.118	93.00

The above table shows the Descriptive statistics and normality of the data, performed to describe the nature of the present research sample. The mean score depicts that the CICSE has the highest mean value (137.62) in terms of Personal Resources, in comparison to the other two Councils of Education. The two Localities has more or less similar mean values, Extended Kolkata having a slight higher value (129.73). In case of Gender, Male teachers has a slight higher mean value (129.51) in comparison to their Female counterparts (128.97).

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The other values like Standard Deviation, Skewness, Kurtosis and Range shows normality of the data.

Table 1B (3): Descriptive Statistics of Self-Regulated Learning:

Labels	Categories	Size of the Sample	Mean	Median	Standard Deviation	Skewness	Kurtosis	Range	
Private school teachers of Kolkata and Extended Kolkata	Total Sample	450	75.45	78	18.01	-.921	.310	81.00	
	COUNCIL S	WBB	150	79.58	82	14.43	-.689	.553	66.00
		CBSE	150	68.09	72.50	20.61	-.333	-.774	81.00
		CICSE	150	78.69	81	16.18	-1.591	2.247	67.00
LOCALITY	KOLKATA	300	76.22	78	17.61	-1.033	.743	81.00	
	EXTENDED KOLKATA	EXTENDED	150	75.78	80.5	18.64	-1.069	.602	81.00
		KOLKATA							
GENDER	FEMALE	300	75.98	80	17.76	-.933	.318	76.00	
	MALE	150	74.82	78	18.74	-.902	.265	81.00	

The above table shows the Descriptive statistics and normality of the data, performed to describe the nature of the present research sample. The mean score depicts that the WBB has the highest mean value (79.58) in terms of Self-Regulated Learning, in comparison to the other two Councils of Education. In case of Locality, Kolkata having a slight higher mean value (76.22). In case of Gender, Female teachers has a slight higher mean value (75.98) in comparison to their Male counterparts (74.82). The other values like Standard Deviation, Skewness, Kurtosis and Range shows normality of the data.

The above tables and derived results gives a detailed picture of the nature and characteristics of the current research sample, which will further help in interpreting the data.

Section 2

The following tables will show the results of the statistical calculations performed for the verification of the Hypotheses.

Table 2A: The table shows the values of the degree of association among the variables of the present study.

	Personal Resources	Self-Regulated Learning	Work Motivation
Personal Resources	1	.098*	-.091
Self-Regulated Learning		1	-.054
Work Motivation			1

A significant correlation has been found between Personal Resources and Self – Regulated Learning (.098) at .05 level.

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Hence;

H1: There is a significant relation among the variables of the present study; Personal Resources, Self-Regulated Learning and Work Motivation of the Private school teachers (Female and Male) of secondary levels in Kolkata and Extended Kolkata at West Bengal Board, Central Board of Secondary Education and Council of the Indian School Certificate Examinations **is accepted**.

*The following tables will depict the results of the **Linear Regressions** performed to identify the role of the predictor variables (personal resources and self – regulated learning) on the work motivation of the Private school teachers of Kolkata and Extended Kolkata.*

Table 2B: The table shows the result of the linear regression analysis performed to determine the role of the predictor variables on the Work Motivation.

MODEL							
R	R ²	Adj. R ²	β	t	R ² Change	F ratio	Sig.
.134	.018	.011	-.081 (PR)	-1.724 (PR)	.018	2.716*	.044
			-.061 (SRL)	-1.273 (SRL)			

PR: Personal Resources SRL: Self – Regulated Learning

Value of **R² (.018)** indicating that 1.8% of the variation in the Work Motivation are explained by Personal Resources and Self – Regulated Learning. The value of R² is significant as indicated by the **F ratio (2.716)** which is significant at **0.05 level**. The estimated regression analysis may indicate that Personal Resource and Self – Regulated Learning are negatively related with Work Motivation as it is evident from the negative value of the coefficients [**-.081 (PR), -.061 (SRL)**]. The results indicate that if any one of the predictor variables goes up by 1 unit then the criterion variable will decrease. The relative importance of the Predictor variables is obtained by the absolute value of the standardized regression coefficient (β – values). It is seen in the table that most important predicting variable is Personal Resources (**-.081**) and **Self – Regulated Learning (-.061)**. The ‘t’ values indicate that there is no significant role of the predictor variables on the Work Motivation.

Hence;

H2: There is a significant role of Personal Resources and Self-Regulated Learning on the Work Motivation of the Private school teachers (Female and Male) in secondary levels of Kolkata and Extended Kolkata at West Bengal Board, Central Board of Secondary Education and Council of the Indian School Certificate Examinations **is rejected**.

DISCUSSION

The Teachers play a crucial role in developing a society. They are not only one of the important pillars of the teaching-learning process but also the employees of the Educational institutions. The researches in the field of Organizational Behaviour contains a very few works on this population. The present research study aims to acknowledge the nature of the positive work behaviours of the private school teachers of Kolkata and Extended Kolkata. Going through the past literatures available, it can be said that Work Motivation is an important factor for the job performance and work engagement of the teachers and employees from other professions as well. The review of the past literatures reveals that both internal and external motivators are essential for the task of teaching. (Layek et. al.; 2024) Work Motivation has the capacity to promote the job satisfaction, job commitment, Organizational Citizenship Behaviour and job performance of the employees. (Ichdan, 2024;

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Popoola et. al., 2023; Widarko et. al.; 2022, Pahlevi et. al; 2023) It also enhances positive work behaviours and employee resilience. (Petrus et. al.; 2024, Riyanto et. al.; 2021)

The literature review also reveals evidence that psychological factors like Personal Resources and Self-Regulated Learning has associations with the task of teaching. Some of the research works can be traced back claiming that Personal Resources has a positive relationship with the well-being of the teachers. (Li et. al;2025), Self-Regulated Learning induced teaching methods are more fruitful (Marlett; 2025). There are very few research works have been conducted on the teachers' Personal Resources and Self-Regulated Learning; and their implications on Work Motivation. So, the present research works to bridge the gap by studying the Personal Resources, Self-Regulated Learning and Work Motivation of the private school teachers of secondary levels, of Kolkata and Extended Kolkata.

The **Psychometric properties of the Tools used for Collection of Data** on the present sample have been performed. The detailed **descriptive statistical analysis** has been conducted to know the nature and characteristics of the current research sample. Lastly, all the statistical or quantitative analysis has been performed which includes **Coefficient of Correlation** and **Linear Regression** to test and verify the Hypothesis.

The table 1A, above shows the values of the Reliability coefficients of the Tools used for collection of data in the present study. It also represents the number of items, means and standard deviations of each tools for data collection. The values have been derived after performing the Pilot Study with 100 samples. Both the Cronbach's Alpha and Spearman Brown Coefficient has been done to calculate the reliability scores. So, after reviewing the results it can be said that all the Tools used for measuring the variables are reliable in case of the current sample.

To summarize, the derived results from the performed **Descriptive Statistics the nature of the private school teachers of Kolkata and Extended Kolkata can be constructed**. The entire sample has been segregated in to – Gender, Locality and Councils of Education. The Councils of Education considered in the present research are West Bengal Board (WBB), Central Board of Secondary Education (CBSE) and Council for the Indian School Certificate Examinations (CICSE). ***A distinct variation has been observed among the private school teachers in terms of Work Motivation and Personal Resources, Self-Regulated Learning.*** The results of the Descriptive statistics performed indicates that the teachers of the ***WBB has low perceived social support***, meaning that they do not get enough support from their Organizations, co-workers and seniors leading to low Personal Resources. ***The teachers of WBB have a high score in terms of Self-Regulated Learning***; making them individuals who has ability in help-seeking, monitoring one's own cognitive and goal-reaching behaviours and in formation of work related strategies. ***The high Self-Regulated Learning can raise the motivation towards the work performance of the WBB teachers***; as referred in the research study performed on teachers within their workplace. (Teunter et. al.; 2021) ***The teachers of CICSE Council have scored high in Personal Resources, Self-Regulated Learning and lowest in Work Motivation.*** They derive a high social support and practices self-monitoring and self-assessing behaviours. A number of research studies performed on employees of different job-sector also claims the similar point of view that Personal Resources, especially social support promotes positive work behaviour and reduces burnout (Patterer et. al.; 2023). ***Personal Resources also can increase the Self-Regulated Learning***

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of the employees by increasing their positive transfer of training, working towards achievement of goals (Mehner et. al.; 2024, Gautam et. al.; 2023, Neveu et. al.; 2023).

The association among the variables has been analyzed with the help of Coefficient of Correlation. The results of the **Coefficient of Correlation** performed with the entire sample of 450 private school teachers of Kolkata and Extended Kolkata depicts that **Personal Resources and Self-Regulated Learning shares a positive correlation (.098)**. The results above (Table 2A) indicate that *private school teachers of Kolkata and Extended Kolkata who have higher social support are more prone to help-seeking behaviours, practices self-monitoring and strategic adaptation. The Self-Regulated Learning also has the ability to increase positive workplace behaviours of the private school teachers within their workplace.* There are past research works conducted by the experts, also concludes that **Perceived social support (Personal Resources) and Self-Regulated Learning shares a continuous positive correlation.** (López et. al.; 2023, Nurfadilah et. al.; 2024). Teachers with high Personal Resources and Self-Regulated Learning are efficient contributors to the education sector. A teacher who practices metacognition, plans actions strategically and helps their students in learning self-assessment by reflecting their own behaviours through their teaching are individuals with sense of self-worth, nurtures their students and assists them towards developing a better future. (Perry; 2013, Brenner; 2022)

For the next part of the analysis, **Linear Regression** has been performed (Table 2B). *The role of the predictor variables - Personal Resources and Self-Regulated Learning on the criterion variable - Work Motivation has been measured of the private school teachers of Kolkata and Extended Kolkata.* The values derived from the Linear Regression analysis (F ratio and t values) indicate that Personal Resources and Self-Regulated Learning has no significant role to play on the Work Motivation of the private school teachers. It can be due to the reasons that, the perceived social support (Personal Resources) and help-seeking, self-monitoring (Self-Regulated Learning) are the factors which has been measured here relates to the Extrinsic work motivation of the individuals. There must be other components of Personal Resources and Self-Regulated Learning which can have a continuous predicting effect on the Intrinsic work motivation of the private school teachers, promoting their citizenship behaviours as well.

CONCLUSION

The above research results and interpretations leads us to the conclusive remarks that, Personal Resources and Self-Regulated Learning shares a positive correlation with each other. The two predictor variables Personal Resources and Self-Regulated Learning has no significant role to play on the criterion variable Work Motivation. So, it can be said that by promoting Social Support in the private schools of Kolkata and Extended Kolkata, the positive work behaviours like Self-Regulated Learning (help-seeking, self-monitoring and strategic adaptation) can be increased of the secondary level Teachers.

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Conflict of Interest

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