

Intrinsic Work Motivation of Leisure Pedagogues in All-Day Schools in Styria/Austria: Focus on Age

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Abstract

In 2013, a newly formed group of pedagogical staff (leisure pedagogues) graduated from Austrian University Colleges. These individuals are responsible for two aspects of extended education in all-day schools: care and education. The research topic of this article is the working motivation of leisure pedagogues and its possible relationship to age. Drawing on the Job Characteristics Theory by Hackman and Oldham, a questionnaire was used to find out the influence of socio-demographic variables and work conditions on intrinsic work motivation of leisure pedagogues. A survey was conducted in 2020, in which 227 leisure pedagogues participated. The findings highlight a positive correlation between intrinsic motivation and age among leisure pedagogues and underline the intrinsic motivational potential of this job.

Key words: work motivation, leisure pedagogues, all-day school.

Vnitřní pracovní motivace pedagogů volného času v celodenních typech škol ve Štýrsku/Rakousku: Zaměření na věk

Abstrakt

V roce 2013 absolvovala na rakouské univerzitě nově vytvořená skupina pedagogických pracovníků (pedagogů volného času) své vzdělání. Tito lidé jsou zodpovědní za dva aspekty rozšířeného vzdělávání v celodenních typech škol: péči a vzdělávání. Tématem výzkumu, které je obsaženo v tomto článku, je pracovní motivace pedagogů volného času a její možná vazba k věku. Na základě teorie pracovních charakteristik podle Hackman a Oldham byl použit dotazník, jehož cílem bylo zjistit vliv sociodemografických proměnných a pracovních podmínek na vnitřní pracovní motivaci pedagogů volného času. Výzkum, kterého se zúčastnilo 227 pedagogů, byl proveden v roce 2020. Výsledky ukazují na pozitivní korelaci mezi vnitřní motivací a věkem pedagogů volného času. Mimo jiné také zdůrazňují vnitřní motivační potenciál této práce.

Klíčová slova: pracovní motivace, pedagogové volného času, celodenní typ školy.

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Introduction

Work has long been recognized as an integral feature of human life. For most people, identities and aspirations related to employment begin early in life and are continuously shaped by community, family, schooling, health, job opportunities and economic realities. In early adulthood, people typically focus on developing skills in order to demonstrate competence. During midlife, goals and concerns often shift towards improving the work experience. With improved health, people are living and working longer. The steady increase in age-diversity is generating new challenges for human resources with respect to developing practices that motivate employees of all ages (Kooij & Kanfer, 2019).

The main emphasis of this study regards possible links between intrinsic work motivation and age among leisure pedagogues who are responsible for extended education in all-day schools in Austria. The aim is to gain basic knowledge of variables which should maintain and nurture what is often a high level of initial motivation and how to prevent it from being dismantled. The intention is to avoid turnover of staff in all-day schools. It is the motivation seekers (intrinsically motivated, success-motivated attitude) who are in focus of this study more than the maintenance seekers (those seeking ex-

trinsic motivation). In other words, the main interest is in what makes the employees work effectively rather than what dissatisfies them.

People are considered motivated when they desire to achieve something. Intentional and insofar motivated actions start from the person and are directed either towards an immediately satisfying experience or towards a longer-term result of action (Deci & Ryan, 1993). This article argues that evidence of intrinsical work motivation cannot be generated if it does not take into account the motivating potential of a job. According to the Job Characteristics Theory (JCT) created by Hackman and Oldham (1976), five job characteristics (skill variety, task identity, task significance, autonomy and feedback) influence the psychological states (meaningfulness of work, responsibility of outcomes, knowledge of actual results) and maintain work motivation, quality work, high satisfaction with work, low absenteeism and turnover, respectively. Considering the JCT, it is assumed that this study will provide new information and perspective describing intrinsic work motivation of leisure pedagogues in Austria.

In this article, light is shed on this topic by investigating leisure pedagogues' motivation at work, based on the analysis of responses from 227 leisure pedagogues. Generating items by adapting a modified version of the Job Diagnostic Survey for the educational field, the following research question was to be answered in this study:

1. How does the intrinsic motivation level among leisure pedagogues working at all-day schools change with increasing age and years in service?

It was determined that working conditions such as group size (student to leisure pedagogue ratio) and socio-demographic factors such as gender have positive or negative effects on intrinsic motivation. This leads to the second research question:

2. Which other, if any, socio-demographic variables and working conditions affect the intrinsic motivation level among leisure pedagogues?

The paper consists of three parts. The first section presents the theoretical base that guides this research work: the subject of the research and the Job Characteristics Theory. The second section depicts the empirical research. The formulation of the hypotheses is followed by the approach of this cross-sectional research study and finally relevant results are presented. The third section contains the discussion and its implications as well as limitations along with suggestions for future research that could advance the field of extended education for leisure pedagogues.

1 All-Day Schools in Austria

The Austrian school system was formerly characterized by half-day schools. Since 2000, however, Austria has continuously increased the number of all-day schools. One primary reason was that poor results in international comparative studies such as PISA (Programme for International Student Assessment) have led to discussion and the

promotion of the expansion of all-day schooling. Another key reason was that all-day schools should make it easier for parents to reconcile work and family life, provide better support for all students, and offer meaningful leisure activities. In Austria, the political plan to expand all-day schools was accelerated primarily by parents' occupation (Hoerl, Daemon, Popp, Bacher, & Lachmayr, 2012; Scheipl, Leeb, Wetzel, Rollet, & Kielblock, 2018).

The situation of all-day schools in Austria is characterized by fragmentation of competencies, instead of a holistic view. In Styria, which is one of 9 Austrian federal states, there are 348 all-day schools, of which 328 have an open concept which means that school-age children from the age of 6 to 15 can opt in to attend courses in the afternoon until about 6 pm. The remaining 20 compulsory attendance all-day schools have obligatory school hours in the morning and afternoon for all students. There are three pillars of the open all-day schools as well as the compulsory all-day schools, including social competence, recreational orientation and academic orientation, consisting primarily of homework support (Bundesministerium für Bildung, Wissenschaft und Forschung [BMBWF], 2020; Scheipl et al., 2018).

Like in many countries with a decentralized organization, public extended education is realized on different levels, such as on the municipality, state, and country levels. So, as in any other federal state in Austria, the programs are school-based and therefore located at schools. Most offerings are provided by the municipality, however, many municipalities are now turning to associations and care organizations to provide staff specifically for this kind of work in schools (Hofmeister, 2016).

The professional background of the staff in these extra-curricular lessons with a maximum of 25 students in a group is very heterogeneous. Teachers focus on the academic development of children and youth. Leisure pedagogues—implemented in Austria's all-day school in 2013—are to provide informal education as well as custodial service. There are specific training programs for leisure pedagogues at Austria's University Colleges of Teacher Education, which encompass both professional aspects: education and care. Those who complete the training 'Leisure Pedagogy' are experts for informal learning whereas graduates of the training 'Learning Aid' are trained to additionally support students in doing their homework. Unlike participants of the 'Leisure Pedagogy' training, participants of the 'Learning Aid' training are required to have a university entrance diploma. Other leisure personnel have a general background in education. Some have vocational education and training. A few do not have a professional background in education but rather a qualification in the field of recreation (Kellner, 2016; Scheipl et al., 2018; Tritremmel, 2020).

2 Job Characteristics Theory (JCT)

In this theory, the work itself is the most important motivator (Hall, Baddoo, Beecham, Robinson, & Sharp, 2009). Situationists believe that context (e.g. job characteristics) is a primary determinant of an employee's behaviour, hence their focus on job and organization design. The importance of context for motivation has been recognized much more in recent years. Significant advances have been made in understanding how societal culture, characteristics of the job itself, and the fit between the person and the organization, particularly with regard to values, influence motivation (Latham, 2012).

The Job Characteristics Theory developed by Hackman and Oldham (1976) has its roots in Herzberg's Two Factor Theory of motivation, one of the most influential but also controversial theories of work motivation. To enrich a job, Herzberg et al. (1959) argued that attention should be given to the work itself (job content), recognition, responsibility, achievement, and opportunities for advancement.

Hackman and Oldham contributed their own, more refined, job-based theory. Their theory attempts to use job design to improve employee intrinsic motivation. In the JCT, relations between core job characteristics, critical psychological states, and internal work motivation are postulated (van Dick, Schnitger, Schwartzmann-Buchelt, & Wagner, 2001). Hackman and Oldham (1980) propose that jobs can be described in terms of five key job characteristics. According to the JCT, an organization that provides workers with sufficient levels of (1) skill variety (using different skills and talents in performing work), (2) task identity (contributing to a clearly identifiable, larger project and doing a job from beginning to end with a visible outcome), and (3) task significance (impacting the lives or work of other people), are likely to draw workers who feel their work has meaning and value. Sufficiently high levels of (4) autonomy (independence, freedom and discretion in carrying out the job) inspire the worker to feel responsibility for the work and sufficiently high levels of (5) task feedback inspire the employee to feel the organization is authentically interested in helping to foster their professional development. According to the theory of Oldham and Hackman, specific job characteristics influence work motivation through their effects on three critical psychological states: (1) meaningfulness of work (the job is experienced and perceived as valuable and worthwhile), (2) responsibility for outcomes (the individual feels personally accountable for the results of the work), and (3) knowledge of results (clear information about the effectiveness of his or her performance). The combined effect of these psychological states results in desired personal and work outcomes: intrinsic motivation, job satisfaction, performance quality, low absenteeism, and low turnover rates (Hackman & Oldham, 1976; Miner, 2005; Latham, 2012; Kooij & Kanfer, 2019). In addition to the theory, Hackman and Oldman (1975) created a Job Diagnostic Survey (JDS) to assess the motivating potential of a job and the employee's growth needs for personal accomplishment, learning, and development.

Today, the publications by Hackman and Oldham and the resulting measurement instruments are respectively among the most frequently cited studies and the most commonly used tools to measure job and work design (Latham, 2012). This model has been adapted to meet the needs of studies in other areas besides productivity. Houkes et al. (2001), for example, used a Dutch translation of the Job Diagnostic Survey in their studies in schools. In testing the validity of the JCT among teachers, van Dick et al. (2001) could confirm that the core job characteristics demonstrated the predicted influence on the critical psychological states, experienced meaningfulness and experienced responsibility. Miner (2005) examined the importance, validity and usefulness of theories of work motivation and rated the JCT 5 stars–the best rating–concerning its importance and usefulness and 4 stars for the estimated validity.

3 Hypotheses

Numerous studies have examined the role of incentives, goals, commitment, leadership, job design, and other intrinsic and extrinsic conditions as they affect motivation and performance during work. But so far, there is no specific research investigation on these topics with regards to leisure pedagogues working at all-day schools in Austria.

In alignment with the literature review, the theoretical model and interviews with leisure pedagogues, the following hypotheses were generated:

- H1: Reported intrinsic work motivation increases with chronological age.
- H2: Reported intrinsic work motivation increases with advanced years in service.
- H3: Reported intrinsic work motivation decreases with increasing working hours.
- H4: Reported intrinsic work motivation decreases with increasing group size.
- H5: Reported intrinsic work motivation is higher among leisure pedagogues working at primary schools than among those working at secondary schools.
- H6: Reported intrinsic work motivation is higher among female leisure pedagogues than among male leisure pedagogues.
- H7: Reported intrinsic work motivation is higher the higher the educational attainment.
- H8: Reported intrinsic motivation is higher among graduates of the training 'Leisure Pedagogy' than among other leisure pedagogues.
- H9: Reported intrinsic motivation is higher among graduates of the training 'Learning Aid' than among other leisure pedagogues.

The focus is twofold: First, on the leisure pedagogues and to what extent age and years in service influence intrinsic work motivation. And second, on the relationship of working motivation of leisure pedagogues and working conditions and other socio-demographic factors rather than age and years in service.

4 Methods

This is a cross-sectional study. The development of a questionnaire that explicitly aimed at recognizing motivation-promoting working conditions can thus be described as the first explorative step in researching the motivation of leisure pedagogues. The first fundamental issue to address in this analysis of differences in motivation concerns how motivation is measured. Individual differences in motivation are typically assessed by asking individuals to rate the importance or the value of their willingness to take on specific activities and demonstrate effort. Age-related changes in motive structure are thus reflected in age-related changes in salient or preferred working conditions or job characteristics (Kooij et al., 2011).

To explore job characteristics, a case study among leisure pedagogues in six Austrian all-day schools was conducted in order to develop a better understanding of their work motivation. The participants were selected intentionally, following a maximum variation strategy regarding age, work experience, gender and school types. The aim was to collect factors that determine the motivation. After a thorough literature review and including the findings of the interviews, an instrument developed and validated by Baumert et al. (2009) was adapted for this current study. This instrument investigates teachers' positive internal feelings which are generated by performing well and is in line with the Job Characteristics Theory. The reported *Cronbach Alpha* (α) value is .75. For the adapted instrument in this study, reliability level is slightly lower with .65, although still in an acceptable range.

Sample items are: I appreciate the opportunity to pass on knowledge. I appreciate the opportunity to be able to arouse the interest of young people. I appreciate the opportunity to help young people with problems. I appreciate the fulfillment that can be derived from successful leisure lessons. The items—based on the concept of intrinsic motivation according to Hackman and Oldham's JDS—reflect the specific character of the newly established job at all-day schools.

The items were to be answered by respondents on a four-point scale with 1 demonstrating 'low' and 4 representing 'high' identification. The measures included scales reflecting levels of intrinsic rewards such as the degree of meaning and satisfaction obtained from the work.

Five leisure pedagogues took part in a pilot test, before the survey was conducted. 348 headmasters of all-day schools all over Styria were asked to inform the leisure pedagogues at their schools about participating in the online survey, thus reaching a total of 951 leisure pedagogues. Data were gathered during the period of March 23rd to April 30th, 2020. Finally, data sets of 227 test persons (207 females and 20 males) were evaluated. These data were analyzed by means of SPSS.

Leisure pedagogues were represented with a mean age of 38.82 years (*SD*: 10.90; *min/max*: 19/63), a mean work experience of 5.59 years (*SD*: 4.82; *min/max*: .5/23), a mean weekly work time of 24.51 hours (*SD*: 7.14; *min/max*: 3/40) and a mean group size (pedagogue-student ratio) of 17.16 students (*SD*: 6.59; *min/max*: 4/25). 58 test persons worked in a secondary school and 169 in a primary school. Concerning education, 75 respondents were graduates of higher education and 97 respondents had received upper secondary education. 59 test persons were graduates of the training 'Leisure Pedagogy' and 21 test persons were graduates of the newly invented training 'Learning Aid'. 110 respondents were employed by private care organizations and 102 were employed by municipalities. 15 didn't provide details by whom they were employed.

5 Results

The results are presented in two sections corresponding to the research questions.

5.1 Section 1

Using chronological age and years in service as indicators of aging, this cross-sectional study first investigates the relationship between age and work motivation. The first hypothesis predicted that older leisure pedagogues are more intrinsically motivated than younger ones. Consistent with the predictions, the data show that intrinsic work motivation increases with chronological age ($r = .224, p \leq .01$). Hence, intrinsic motivation was positively correlated with age and thus supporting some evidence for hypothesis 1. The next prediction concerns the proposed positive correlation between intrinsic motivation and years in service. This second hypothesis predicted that leisure pedagogues are more intrinsically motivated the longer they are in service. Consistent with the prediction, the data show that intrinsic work motivation increases with years in service ($r = .163, p \leq .05$). It can be seen that intrinsic motivation was positively correlated with years in service and thus showing support for the hypothesis 2 from the bivariate perspective. The regression of the data reveals, however, that H2 'Reported intrinsic work motivation increases with advanced years in service' cannot be retained according to the multivariate analysis. In the following section, work motivation is regressed with various socio-demographic variables and factors concerning job conditions.

5.2 Section 2

To examine the effects of different predictors on intrinsic motivation, a multiple linear regression analysis was performed. Collinearity statistics revealed sufficient character-

istics ($VIF < 2.6$). Autocorrelation was examined with *Durbin-Watson* test, indicating no auto-correlation (1.802). Moreover, normally distributed residuals were assured graphically by *P-P* Plots.

A significant regression equation was found ($F_{(10,225)} = 2.21, p = .018$), with an R^2 of .094. According to Table 1, significant results were only found for the age of the participants and the training 'Learning Aid'. All other predictors failed to reach statistical significance.

Table 1

Standardized Coefficient T-values and p-values

Predictor	<i>T</i>	<i>Beta</i>	<i>p</i>
Age	2.46	.19	.015
Years in service	.62	.05	.530
Working hours	.99	.07	.323
Group size (pedagogue-student ratio)	.84	.06	.401
Primary	.61	.06	.546
Secondary	.54	.06	.590
Gender	1.16	.77	.248
Educational attainment	.81	-.02	.240
Training 'Leisure Pedagogy'	-.48	-.034	.628
Training 'Learning Aid'	-2.05	-.139	.042

The second part of the study ascertains the influence of working hours, group size, school types, gender, educational attainment and the trainings at university level ('Leisure Pedagogy' and 'Learning Aid') on work motivation of leisure pedagogues. Although the signs on some coefficients were in the expected direction, the size of the effects were too modest to be significant. Consequently, H2, H3, H4, H5, H6, H7 and H8 couldn't be confirmed as predicted. However, H1 can be retained and, concerning H9, results show evidence in the quite opposite direction than expected.

Age

Analyzing Table 1 infers that the influence of age on intrinsic work motivation is significant. Therefore, H1 'Reported intrinsic work motivation increases with increasing age' is accepted.

Years in service

An examination of Table 1 reveals that the influence of years in service is not significant. Thus, H2 'Reported intrinsic work motivation increases with advanced years in service' is

rejected. On the one hand, this result is in consonance with the findings of Wahab and Halim (2020) and Umuzdas (2020) who observed that there were no significant differences in work motivation concerning years in service. On the other hand—quite contrary to H2—the study of Mustafa and Othman (2010) showed that teachers with 4–9 years experience seemed to be higher motivated compared to more experienced teachers.

Working hours

Table 1 shows that the influence of working hours is not significant. Thus, H3 'Reported intrinsic work motivation decreases with increasing working hours' is rejected. It can be concluded that work motivation doesn't differ significantly with respect to working hours. This is contradictory to the findings of Hatinoglu and Ergün (2020). This study revealed that intrinsic motivation of employees in health services decreases as weekly working time increases.

Group size

Table 1 also depicts that group size (pedagogue-student ratio) has no significant influence on intrinsic motivation. Thus, H4 'Reported intrinsic work motivation decreases with increasing group size' is not supported. This finding is in consonance with the findings of Huu, Tra and Chieu (2019) who reported no significant differences in work motivation of lecturers with reference to their class sizes.

School type

A close perusal of Table 1 indicates that the school type has no significant influence on intrinsic work motivation. Thus, H5 'Reported intrinsic work motivation is higher among leisure pedagogues working at primary schools than among those working at secondary schools' is rejected. This finding is in consonance with the findings of Umuzdas (2020) who observed that there was no significant difference in music teachers' intrinsic work motivation and the school where they worked.

Gender

Table 1 reflects that gender has no significant influence on intrinsic work motivation. Thus, H6 'Reported intrinsic work motivation is higher among female leisure pedagogues than among male leisure pedagogues' is not supported. The present finding is in agreement with the findings of Gupta and Gehlawat (2013) who reported no significant differences in the intrinsic work motivation of male and female secondary teachers. Also, Umuzdas (2020) reported no significant differences among music teachers concerning gender. Some studies revealed that female teachers were more motivated than their counterparts (Al-Salameh, 2014; Mustafa & Othman, 2010) while others indicated that male teachers were more motivated than female teachers (Triyanto, 2016). There are no simple conclusions about the differences between genders and their job motivation (Ndife, 2020).

Educational attainment

An examination of Table 1 reveals that there is no significant influence on intrinsic work motivation respective to educational attainment. Thus, H7 'Reported intrinsic work motivation is higher the higher the educational attainment' is to be rejected. This finding is in consonance with the findings of Umuzdas (2020) who observed that there was no significant difference in music teachers' intrinsic work motivation regarding the educational level. However, this finding is in contrast with the findings of Nguyen, Mujtaba and Ruijs (2014) who reported that Dutch employees with higher education were more motivated than those who had not obtained a secondary education.

University trainings

Table 1 illustrates that the 'Leisure Pedagogy' course has no significant influence on intrinsic work motivation, whereas the training 'Learning Aid' influences intrinsic work motivation significantly, but not in the expected way. Thus, H8 'Reported intrinsic motivation is higher among graduates of the training 'Leisure Pedagogy' than among other leisure pedagogues' is not supported and H9 'Reported intrinsic motivation is higher among graduates of the training 'Learning Aid' than among other leisure pedagogues' has to be rejected, too. There is evidence quite to the contrary, namely, that graduates of the training 'Leisure Aid' are less intrinsically motivated than other leisure pedagogues. This unexpected result reflects inconsistent research results. On the one hand, the study from Haryono, Supardi, and Udin (2020) provides evidence that training has a positive effect on work motivation of employees. On the other hand, some studies show that teachers with bachelor's degrees were found to be more motivated in their work than the teachers with master's degree (Al-Salameh, 2014; Triyanto, 2016).

The discussion concerning the results of this research study follows in the next section.

6 Discussion

In discussing the results, major findings will be reviewed first. Then, implications will be examined and finally, limitations of the present study will be noted.

This article has provided new information about the effects of socio-demographic variables and work conditions on work motivation of leisure pedagogues working at all-day schools in Austria. By and large, the results of the self-reports of leisure pedagogues show a significant intrinsic work motivation advantage in older leisure pedagogues. Consistent with other research (Warr, 2008; Boumans et al., 2011), these results may be interpreted to indicate that leisure pedagogues also tend to be more intrinsically motivated the older they are. However, the variable 'years in service' was found to be largely unrelated to intrinsic work motivation. According to the results of the regres-

sion analysis, the influence of other socio-demographic factors such as gender and educational attainment cannot be verified. Additionally, the motivational potentials of certain job characteristics and work conditions such as working hours, group sizes, and school type remain unclarified. The evidence of lower intrinsic motivation among leisure pedagogues, who are graduates of the newly created training 'Learning Aid', must be impetus for further reflection on training and working conditions for this professional group bridging two worlds—extended education and formal learning. Based on conversations with graduates of the training 'Learning Aid' outside of the framework of the questionnaire, one of the possible reasons for this result could be that they have the expectation of shifting from being a leisure pedagogue to being an 'assistant teacher' with more prestige and income, so it could be deducted that staying in the leisure profession after receiving the diploma may cause frustration and could reduce their work motivation.

Literature indicates that core task performance is not negatively related to age. On the contrary, there is some evidence of an increase in job relevant attributes instead of a general decline in performance (Kooij & Kanfer, 2019). Following Ackermann and Kanfer (2020), older workers can add significant value to an organization and society, especially if they are able to leverage their existing knowledge, skills, and motivation at work through updating their skills, transfer-enhancing training, and expanding their work experience. In short, it makes sense to support older leisure pedagogues. Experienced leisure pedagogues can add considerable value to all-day schools, especially if they are able to use their existing knowledge, skills, abilities, and motivation on the job. This can be accomplished through various means of training and enhancing the work experience. Organizational interventions and practices that support leisure pedagogues in achieving goals in the work context are necessary to fully realize the promise of longer working lives and successful aging in this pedagogical area. This is essential as relevant skills and abilities to act successfully and the will to use these skills lead to the best possible results for the children and youth attending all-day schools. This results in the need to support and promote further training opportunities, including for leisure pedagogues. The University College of Teacher Education Styria therefore advocates for further professional development of leisure pedagogues. The aim is to gain further support from the Ministry of Education. This need is, however, not self-evident because the leisure pedagogues are often employed by non-profit organizations and are not under the supervision of the Ministry of Education.

The findings presented in this article should be considered in light of some limitations. First, the issue of generalization of the results based on a limited sample must be recognized. The study sample was restricted to test persons who were motivated and skilled enough to take part in this digital questionnaire. It must be taken into account that 344 test persons started the online survey, yet only 227 finished it. This could be attributed to its length. Ostensibly, the data submitted stemmed from highly

motivated test participants. Second, data were gathered at the beginning of the school lockdowns caused by Covid-19, which might have influenced both participation rates and self-reports of motivation. Third, the analytic distinction between intrinsic and extrinsic motivation, while theoretically useful, is frequently difficult to assess empirically. Transitional fields between intrinsic and extrinsic rewards are to be considered (Wiswede, 2012). Fourth, asking test persons directly for their perceptions about their own motivation is criticized by some researchers. Nevertheless, motivation can be assessed using self-report measures in which persons report their behavioral tendencies and outcome preferences. The results, however, reflect a person's self-image as captured by the self-report (Kanfer, 2012).

At this point, it is appropriate to raise the issue of the JCT and its limitations. Despite all its advantages, the theory of Hackman and Oldham has its constraints (Latham, 2012). Kooij and Kanfer (2019) argue the incompleteness of JCT. This theory is criticized of not being appropriate in some work contexts and for some types of people. Nevertheless, it is a viable basis for gaining an impression of how intrinsically motivating a job is, as its variables are amenable to relatively easy operationalization. As the reported reliabilities for individual scales range from 0.56 to 0.88 with a median of 0.72, there is good evidence that the instrument does discriminate among different jobs. According to van Dick et al. (2001), the JCT and the JDS are interesting concepts that enrich research in work design. Besides some limitations, both have proven useful. Despite its infrequent use outside of manufacturing and management, the JDS has been used and proven effective in the public sector, service, and educational settings (van Dick et al., 2001). All in all, the limited defects of the theory do not undermine its usefulness, although they do occur (Miner, 2005).

Conclusion

To date, organizations have responded to age-related problems in work motivation using a variety of strategies, including changing the work role or providing age-appropriate incentives for staying on the job. However, few applications are evidence-based, and studies of age-related changes in motives, interests, and self-regulation strategies remain sparse (Kooij et al., 2011). Concrete research about how different tasks in the area of all-day schools influence individual motivation is needed. Due to the fact that different support for younger and older employee motivation is required, it is necessary to find empirical evidence for how to motivate leisure pedagogues in their different stages of career and life. In general, it is in the interest of both employers and employees to motivate the staff at all ages; it is necessary for organizations to take good care of both younger and older workers. Future research in this area will require a reconsideration of the achievement construct and longitudinal research designs that permit

investigation of how personal and occupational characteristics influence motivation to work and motivation at work (Kanfer, 2012). This is also true for the newly formed group of experts of informal learning in all-day schools. To further elaborate on the question of work motivation among leisure pedagogues, contextual aspects should also be investigated due to the fact that both aspects—intrinsic as well as extrinsic—must be analyzed.

The reader should be careful in transferring the results to other contexts, although they create an opportunity for replicating this study in other countries in order to draw comparisons. Not only does this study take an initial step towards understanding motivation and work goals among leisure pedagogues as they consider the meaning of their job, it also indicates the substantial value of older leisure pedagogues regarding the goals of extended education in order to most constructively shape the future of society.

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