

A Study on Work Motivation of Secondary School Teachers

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Abstract

An attempt has been made by virtue of this study to find out the differences i.e., [Gender-wise and Educational Qualification-wise (UG & PG)], if any, between Male and Female Secondary School Teachers with respect to Work Motivation and its dimensions scores.

All the secondary school teachers working in the academic year 2020-21 were drawn by stratified random sampling technique as the sample of the study. The data was collected using Work Motivation Questionnaire constructed and validated by the researcher. The collected data were analyzed using descriptive statistics. The findings revealed that, Male teachers showed marginally higher scores for the dimensions 'Awards', 'Intrinsic', 'Extrinsic', 'Job Security' of Work Motivation as compared to Female teachers. Further, no difference was seen with respect to the dimension 'Work Group' of Male and Female teachers. However, Male teachers exhibited higher 'Work Motivation' scores as compared to Female teachers.

The study further showed that, Secondary School Teachers with PG as their educational qualification showed marginally higher scores for the dimensions 'Awards' and 'Extrinsic' scores of Work Motivation as compared to those with UG educational qualification. Whereas, Secondary School Teachers with PG as their educational qualification exhibited higher scores for the dimensions 'Intrinsic', 'Work Group', 'Job Security' and 'Work Motivation' as compared to those with UG educational qualification.

Key words: Work motivation, secondary school teachers, gender, educational qualification etc.,

Introduction

Motivation has a direct impact on output management, as well as the quantum and quality of an individual's and organization's output. It is a fundamental psychological phenomenon that refers to the internal force that influences the direction, intensity, and persistence of voluntary behaviour of an individual towards his duty.

Teachers are the source of guidance in every educational setting for all of the critical milestones in a student's academic life. Job satisfaction among teachers is one of the most important aspects of school dynamics, and it is frequently used as a primary dependent variable in assessing the school's effectiveness. Individuals are interested in working in both institutions and services where they are satisfied.

Employee engagement, as well as related concepts such as motivation, satisfaction, and performance, have recently received a lot of attention. Motivation is seen to be inextricably tied to job performance. It is usually associated with monetary rewards like as salary, fringe benefits, duration of work, job security, work environment and working conditions, but it can also be associated with psychological rewards such as recognition, gratitude, and being treated with kindness and respect.

Literature Review

The findings of Singh's (2015) study revealed that, secondary school teachers have a normal degree of work motivation. The teachers' gender and work experience had no effect on their motivation to do their jobs. The instructors' work experience has a different impact on their job contentment.

Teacher motivation has been identified as a crucial component in improving teaching efficacy in several empirical research studies as reported by Han and Yin (2016).

Ponmozhi and Balasubramanian (2017) set out to investigate the work motivation of school teachers. The study's 100 samples were selected using a random sampling technique. The method utilised was a normative survey. The data was gathered using the Work Motivation Scale (Gagne et.al, 2015). Majority of teachers work motivation was moderate, according to this survey. Age, marital status, type of education, designation, monthly income and spouse income all had substantial differences.

Hatice Kadigolu Ates and Perihan Yilmaz (2018) investigated the levels of job motivation of primary school teachers working in primary school institutions in Istanbul province's Kucukcekmece district. The findings revealed that elementary school teachers' job motivation is poor. Gender, age, and marital status have no effect on average work motivation scores.

The findings of Hadiya Habib's (2019) study demonstrated a positive and substantial relationship between teacher effectiveness and work motivation, indicating that instructors with high work motivation were more effective than those with low work motivation.

According to Sheena Mae Comighud's (2020) research, teachers' perceptions of motivation were 'very high'. It was also discovered that teachers' job performance is rated as 'extremely satisfactory'. Furthermore, when teachers are grouped and compared according to criteria such as age, sex, and duration of service, there is no significant variation in their degree of motivation. Variables relating to highest educational attainment and average monthly income, on the other hand, are determined to be significant. Finally, the association between teacher motivation and work performance is determined to be minor.

Need and Importance

The human desire to work in order to reap rewards, whether those rewards are physical, emotional, social or monetary are referred to as work motivation. Work motivation is linked to ability and contextual

circumstances, according to research. It changes with age and individual psychology. Understanding why individuals act the way they do can be challenging, especially when many individuals are unaware of their own motivations. The goal of motivation study is to figure out what drives an individuals behaviour.

While many forms of research focus on what human resources or individuals accomplish, motivation research examines why they do it in the first place. This data on the motivations that drive human behaviour is useful in a wide range of domains where understanding and influencing behaviour are crucial.

Therefore, each study must be tailored to elicit realities and inspire thought because individuals are often ignorant of their own motivations. It is critical for the researchers to be empathic and non-judgmental. Therefore, there is plenty of scope for carrying out research.

Despite its importance in research and practice, a thorough investigation on the mutual relationship between teacher's work motivation and other variables is yet to be conducted. Hence, the present study.

Methodology

Descriptive survey method is employed to carry out the present study.

Sample and Sampling Technique

All the secondary school teachers of Belagavi district working in the Academic Year 2020-21 were regarded as the sample of the study and were drawn by using stratified random sampling technique.

Objectives

- (1) Male and Female Secondary School Teachers do not differ significantly with respect to Work Motivation Scores.
- (2) Secondary School Teachers with UG and PG qualification do not differ significantly with respect to Work Motivation and its dimensions scores.

Hypotheses

H¹: Male and Female Secondary School Teachers do not differ significantly with respect to Work Motivation Scores.

This hypothesis was tested using descriptive statistic and the results obtained there from are given in the table below.

Table No.1: Gender-wise comparison of Work Motivation scores of Secondary School Teachers.

Variable	Dimensions of Work Motivation	Gender	N	Mean	SD	Mean Difference	
Work Motivation	Awards	Male	394	37.1193	4.67993	0.626	
		Female	446	36.4933	4.02785		
	Intrinsic	Male	394	39.5152	4.46884	0.708	
		Female	446	38.8072	4.61152		
	Extrinsic	Male	394	37.6574	4.63770	0.7493	
		Female	446	36.9081	4.51047		
	Work Group		Male	394	35.9569	4.07446	0.0252

		Female	446	35.9821	4.12661	
	Job Security	Male	394	36.8198	5.28867	0.1987
		Female	446	36.6211	5.13524	
	Work Motivation	Male	394	187.0685	16.18572	2.2568
		Female	446	184.8117	16.83297	

Statistics in Table No.1 shows Gender-wise comparison of Work Motivation and its dimensions scores of Secondary School Teachers and Mean Difference indicate that,

- Male teachers showed marginally higher scores for the dimensions ‘Awards’, ‘Intrinsic’, ‘Extrinsic’, ‘Job Security’ of Work Motivation as compared to Female teachers.
- Further, no difference was seen with respect to the dimension ‘Work Group’ of Male and Female teachers.
- However, Male teachers exhibited higher ‘Work Motivation’ scores as compared to Female teachers.

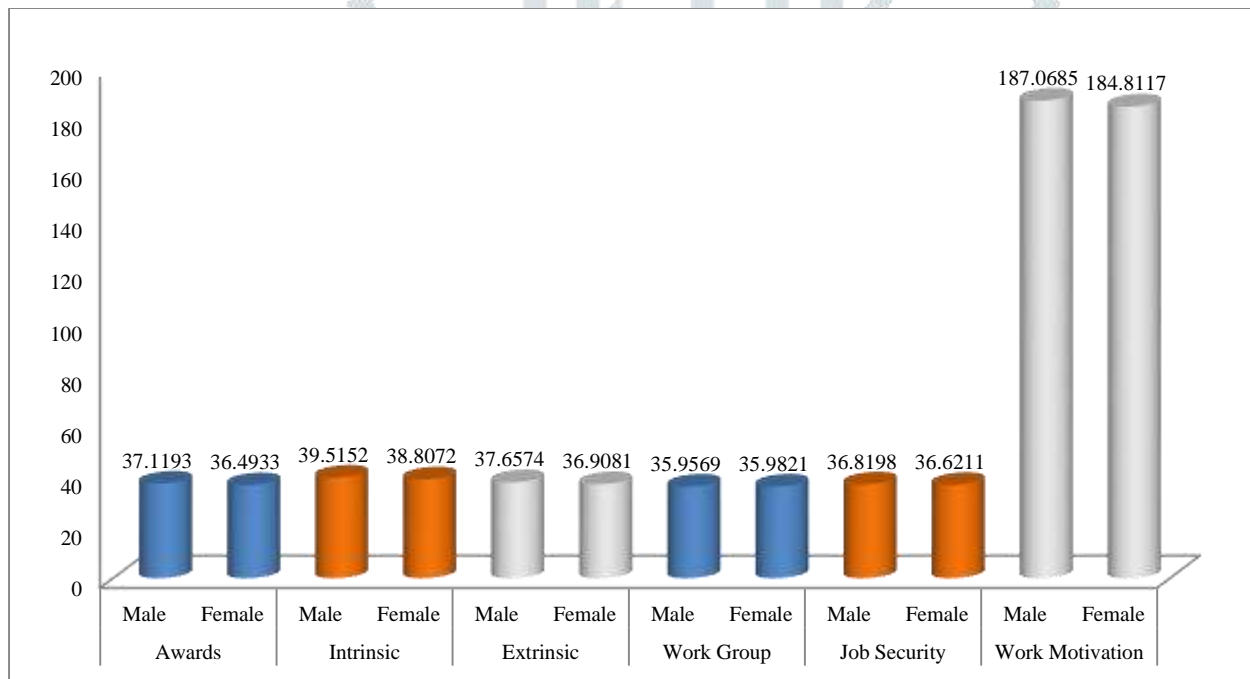


Figure No.1: Gender-wise comparison of Work Motivation and its dimensions of Teachers of Secondary Schools.

H²: Secondary School Teachers with UG and PG qualification do not differ significantly with respect to Work Motivation and its dimensions scores.

This hypothesis was tested using descriptive statistic and the results obtained there from are given in the table below.

Table No.2: Comparison of Work Motivation of Secondary School Teachers according to Educational Qualification.

Variable	Dimensions of Work Motivation	Educational Qualification	N	Mean	SD	Mean Difference
Work Motivation	Awards	UG	585	36.4906	4.51409	0.9761
		PG	255	37.4667	3.88793	
	Intrinsic	UG	585	38.8017	4.68256	1.112
		PG	255	39.9137	4.15833	
	Extrinsic	UG	585	37.1590	4.42483	0.3312
		PG	255	37.4902	4.92851	
	Work Group	UG	585	35.6513	4.20185	1.0507
		PG	255	36.7020	3.76230	
	Job Security	UG	585	36.3761	5.40124	1.1141
		PG	255	37.4902	4.64390	
	Work Motivation	UG	585	184.4786	17.01882	4.5841
		PG	255	189.0627	15.01063	

Statistics in Table No.2 gives a comparative account of Work Motivation and its dimensions scores of Secondary School Teachers and the Mean Difference indicates that,

- Secondary School Teachers with PG as their educational qualification showed marginally higher scores for the dimensions ‘Awards’ and ‘Extrinsic’ scores of Work Motivation as compared to those with UG educational qualification.
- Whereas, Secondary School Teachers with PG as their educational qualification exhibited higher scores for the dimensions ‘Intrinsic’, ‘Work Group’, ‘Job Security’ and ‘Work Motivation’ as compared to those with UG educational qualification.

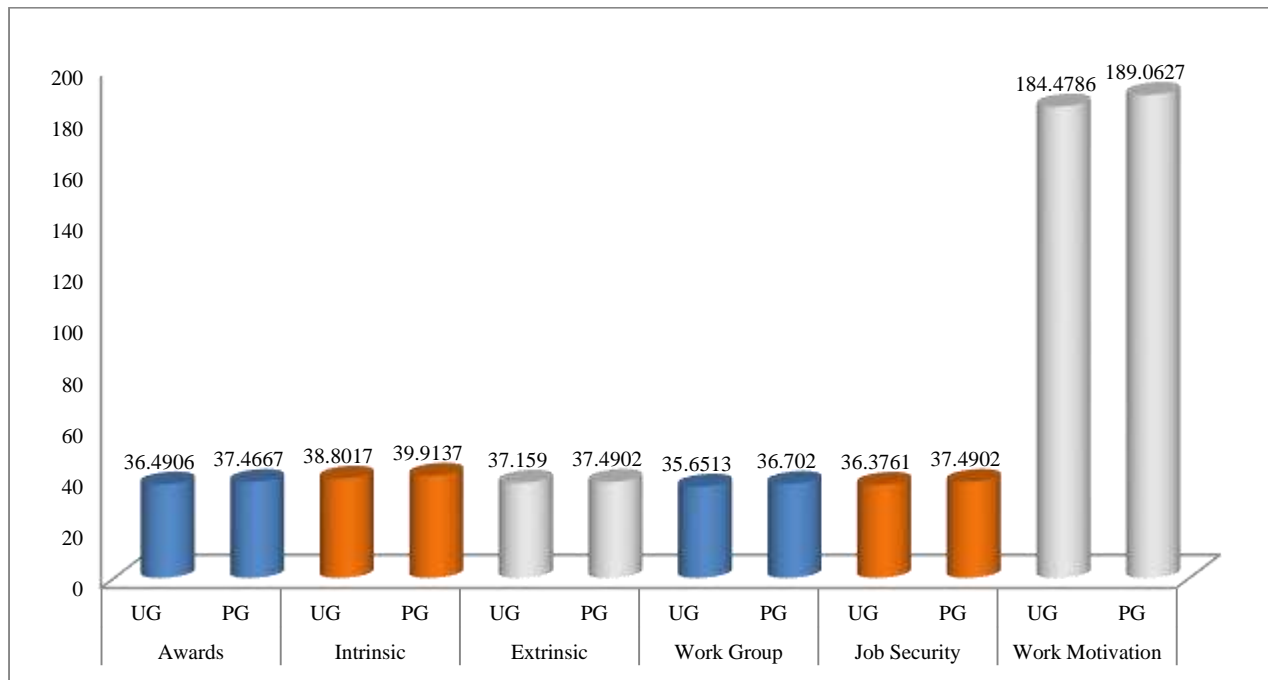


Figure No.2: Educational Qualification-wise comparison of Work Motivation scores of Secondary School Teachers

Findings

- Male teachers showed marginally higher scores for the dimensions ‘Awards’, ‘Intrinsic’, ‘Extrinsic’, ‘Job Security’ of Work Motivation as compared to Female teachers.
- Further, no difference was seen with respect to the dimension ‘Work Group’ of Male and Female teachers.
- However, Male teachers exhibited higher ‘Work Motivation’ scores as compared to Female teachers.
- Secondary School Teachers with PG as their educational qualification showed marginally higher scores for the dimensions ‘Awards’ and ‘Extrinsic’ scores of Work Motivation as compared to those with UG educational qualification.
- Whereas, Secondary School Teachers with PG as their educational qualification exhibited higher scores for the dimensions ‘Intrinsic’, ‘Work Group’, ‘Job Security’ and ‘Work Motivation’ as compared to those with UG educational qualification.

Conclusion

Work Motivation is essential for organizational success. It is the level of commitment, passion, and enthusiasm that an organization’s human resources bring to their jobs on a daily basis. Without it, institutions suffer from decreased productivity, lower production, and are more likely to fall short of crucial objectives.

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