

Work-Motivation among Higher Secondary School teachers with special reference to their stream background and type of higher secondary school

*Hilal Ahmad Malla**
*Mohammed Iqbal Mattoo***

Abstract

The present study was conducted with the objective to study and compare Work-Motivation among higher secondary school teachers on the basis of type of higher secondary school and stream background. The sample of the study is consisted of 180 teachers. The required data was gathered by utilizing a simple random sampling technique. Work-Motivation Scale (self-constructed) was used to collect the required data. For the statistical treatment of the data t-test and ANOVA were used. The results of the study indicated that there is a significant mean difference between Government and private higher secondary school teachers on work motivation, Government higher secondary school teachers were found to be more motivated towards their work against private higher secondary school teachers. And no significant mean difference was found between teachers teaching science, commerce, and arts subjects on work motivation.

Key words: *Work Motivation, Stream Background,*

INTRODUCTION

Human resources are the key constituents of the prosperity and success of any institution. Unless and until the organization does not recognise the efforts and contribution of their employees and recompense them accordingly, they would not be in a position to surmount the highest level of work motivation among the employees. Due to the enormous development of technology, teachers are imperilled by the changing conditions that affect their motivation, causes, emotional disbalance, and precipitate turnover (Viseu, J.et, et al. 2016), in order to retain their determination and enthusiasm for work, teachers are needed to maintain their personal commitment to perform work (Day,2000). Teaching professionalism has always been given premier attention due to the advancement and specialisation of knowledge that demands teachers to be emotionally and motivationally prepared. To make sure that quality teachers remain in the teaching profession, teachers should be highly motivated and committed to their jobs. Motivation is a dynamic force which impacts working conditions, productivity, and emotional state

*Hilal Ahmad Malla, School of Education & Behavioural Science, University of Kashmir.

** Mohammed Iqbal Mattoo, School of Education & Behavioural Science, University of Kashmir.

and directs and moves the teacher behaviour to use capabilities and competencies to realise successfully predetermined objectives.

It looks clear that motivation serves as the steering and driving force for improving the teacher performance in executing their duties to get the maximum output and the realisation of expected goals. Work-motivation is a human state where competence and will to work is fused together. If one is found absent, the other does not produce desired results. According to Pinder (2014), Work motivation is a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behavior, and to determine its form, direction, intensity, and duration. Work Motivation refers to the human drive to work to gain rewards from that work, whether those rewards may be physical, emotional, social, or monetary. Work motivation is a concept used to describe the forces acting on, or within an organism, to initiate and direct behavior in relation to work (Petri, 1991). Campbell and Pritchard (1976) defined work motivation in terms of a set of independent/dependant variable's relationships that explains the direction, aptitude, and persistence of an individual's behavior holding constant effects of aptitude, skill and understanding of the task, and the constraints operating in the environment. It refers to the psychological strength of a certain individuals, which determines his behavior in an organization, the level of effort and persistence in overcoming the problems, as well as self-determination towards the dimensions of their job.

Literature review

An attempt has been made to present a brief review of the available studies in the present field of investigation. It is a well-known fact that new vistas of knowledge cannot be explored unless we look into the past. Hence, it is essential to scan the work carried out previously and accordingly address the area which has not yet been explored.

Wiyono, (2018) carried out a study on the effect of self-evaluation on principals' transformational leadership, teachers' work motivation, teamwork effectiveness, and school improvement. The results of the study revealed that the self-evaluation skill was effectively deep-rooted in improving transformational leadership, team work effectiveness, work motivation, and school improvement.

Ahluwalia & Preet, (2018) examined the work motivation, organizational commitment, and locus of control vis-a-vis work experience amongst university teachers. The analysis of the data was completed by using WAS (weighted average score) and ANOVA. The results of the study indicated that the increase in work experience, the level of intrinsic motivation also increases. Teachers with smaller work experience are found to be more extrinsically motivated. It was also revealed that teachers with greater work experience

Work-Motivation among Higher Secondary School teachers with special reference to their stream background and type of higher secondary school

are more committed than teachers with less work experience regarding organisational commitment. More experienced teachers are found to have high continuance commitment. Further, it is also indicated that there is a decline tendency with years of experience adding up for as normative commitment is concerned.

Sing & Sharma. (2016) examined the impact of work motivation on job satisfaction of teachers in professional education. The sample of the study comprised of 240 teachers from 68 professional institutes. The results of the study indicated that work motivation had a significant impact on job satisfaction of teachers in professional institutions. The study also indicated that a significant difference was found in work motivation and job satisfaction with respect to experience, marital status, and level of institution and status of institutions. Further, it was also concluded that gender marks no significant difference in work motivation and job satisfaction of teachers.

Wiyono, (2016) compares teachers' work motivation based on gender, age, education level, work duration, rank, and school level. The collected data were analysed by using t-test and analysis of variance. The results of the study indicated that no significant difference in the work motivation of teachers was found when compared with gender, educational level, age, and work-duration, rank and school level.

Joharis, (2016) analyzed the effect of leadership, organizational culture, work motivation, and job satisfaction on teacher organizational commitment at a senior high school in Medan. The results revealed that leadership, organizational culture, work motivation, and job satisfaction influence significantly either directly or indirectly on teacher organizational commitment.

Significance of the study

Work motivation is one of the most dominant and frequently studied topics in human resource management, organizational behavior, and industrial organizational psychology (Kanfer, Frese, & Johnson, 2017 ;) Organizations that fail to maintain high levels of work motivation face a significant loss in productivity. Every organisation needs to hire positively motivated persons, who are interested to work hard during the entire course of employment, because motivated workers are keen to utilise a particular level of effort (intensity), for a certain period of time (persistence), towards a particular goal (direction). Having clear work objectives and a supportive work environment, it is necessary for employees to have ample work motivation to realise the assigned work objectives. Teacher's Work-motivation has a direct effect in executing their main functions. Work-motivation assists a teacher to increase his performance level and willingness towards a task. It is important for any institution to create a healthy work

environment to boost productive behaviour. This can be done through the creation of the right motivational strategies.

An important job of any organisation is to direct the worker's motivation efficiently towards attaining organisational objectives. Therefore it is obvious that motivation to work is the key to success in any organisation. Therefore, there is a dire need to have more research in this area as a way of advancing work motivation among the teacher community.

Objectives of the study:

1. *To study and compare the work motivation of higher secondary school teachers on the basis of type of school.*
2. *To study and compare work motivation of higher secondary school teachers on the basis of stream background.*

Hypotheses

1. *There is no significant mean difference between Government and Private higher secondary school teachers on work motivation.*
2. *There is no significant mean difference between teachers teaching arts, commerce, and science subjects on work motivation.*

Research method

The present study adopted the descriptive research design. According to Best and Kahn (2016), descriptive research is concerned with the 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 (p.106).

Participants /Sample

The present study was conducted on higher secondary school teachers of Kashmir division. The sample of the study is consisted of 180 higher secondary school teachers (N = 180). Which is further divided into 90 Government and 90 Private higher secondary school teachers. The necessary data was gathered by utilising a simple random sampling technique.

Sample breakdown

<i>Total sample -180</i>			
<i>Stream</i>	<i>Govt. HSS</i>	<i>Private. HSS</i>	<i>Total</i>
<i>1.Science</i>	<i>30</i>	<i>30</i>	<i>60</i>
<i>2.commerce</i>	<i>30</i>	<i>30</i>	<i>60</i>
<i>3.Arts</i>	<i>30</i>	<i>30</i>	<i>60</i>

Work-Motivation among Higher Secondary School teachers with special reference to their stream background and type of higher secondary school

Instrumentation / tools used

The following standardised tool was used to collect the required data:

Work-motivation Scale for higher secondary school teachers – (Self-constructed)

Analysis and Interpretation

Descriptive statistics were used to explore teachers' work motivation levels. To examine whether the work-motivation level of teachers is varied by the type of higher secondary school, the independent samples **t-test** was applied, and to determine the variation on the basis of stream background which had more than two groups, one-way analysis of variance (ANOVA) was applied.

Table, No. A1.

t-test results of work motivation among Higher Secondary school teachers on the basis of type of Higher Secondary School.

<i>School</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>t-value</i>	<i>Sig.level</i>
<i>Govt.</i>	<i>90</i>	<i>106.7</i>	<i>18.40</i>	<i>3.301</i>	
<i>Private.</i>	<i>90</i>	<i>93.6</i>	<i>11.62</i>		<i>Significant at 0.01 level</i>

As showed in the table **NO. A1** it is indicated that the t-value **3.301** is greater than the table value. It means that there is a significant mean difference between Government and Private higher secondary school teachers on work-motivation, hence the null hypothesis no. 1 stands rejected. Government higher secondary school teacher are more motivated towards their work as against Private higher secondary school teachers. The results of the study are also supported by Kumar, A. (2017), who stated that government teachers seem more motivated than private teachers due to job satisfaction, good salaries and opportunities for promotion. Accordingly private school teachers do not have good salaries and other opportunities hence they are lacking in job satisfaction that results in less work-motivation.

Comparison of teacher's work motivation on the basis of stream background

Table, No. A2

<i>Stream Background</i>	<i>N</i>	<i>Mean</i>	<i>Variance</i>
<i>Science</i>	<i>60</i>	<i>104.21</i>	<i>334.84</i>
<i>Commerce</i>	<i>60</i>	<i>102.41</i>	<i>388.28</i>
<i>Arts</i>	<i>60</i>	<i>103.5</i>	<i>279.49</i>

<i>Source of Variation</i>	<i>SS</i>	<i>Df</i>	<i>MSS</i>	<i>F</i>	<i>P-value</i>
<i>Between Groups</i>	<i>304.544</i>	<i>2</i>	<i>152.272</i>	<i>0.431</i>	<i>0.628</i>
<i>Within Groups</i>	<i>60531.7</i>	<i>177</i>	<i>341.984</i>		
<i>Total</i>	<i>60836.1</i>	<i>179</i>			

As showed in the table **NO. A2** it is indicated that the f-value **0.431** is less than the table value. Hence the null hypothesis number 2 is retained, which means that there is no significant mean difference between Science, commerce and arts higher secondary school teachers on work-motivation. The findings of this study are in line with results from the study carried out by Dahiya S (2015), who stated that there exists no significant relationship between teacher effectiveness and work motivation of language, science and social science secondary school teachers.

CONCLUSION

It can be concluded that teacher's Work-motivation has a direct effect in executing their main functions. Work-motivation assists a teacher to increase his performance level and willingness towards a task. It is important for any institution to create a healthy work environment to boost productive behaviour. This can be done through the creation of the right motivational strategies. Having higher work motivation in executing the responsibilities and duties, a teacher will be in a position to boost and push the spirit to complete the work.

REFERENCES

- Ahluwalia, A. K., & Preet, K. (2018). Work motivation, organizational commitment and locus of control vis-a-vis work experience amongst university teachers. *Samvad*, (14), 26-33.
- Best, J. W., & Kahn, J. V. & Jha, A.K, (2016). *Research in education*. Pearson education India.10th ed.
- Campbell, J. P., & Pritchard, R. D. (1976). Motivation theory in industrial and organizational psychology. *Handbook of industrial and organizational psychology*, (63), 130.
- Dahiya, S. (2015). Teacher effectiveness among secondary school teachers in relation to job stress work motivation and use of information and communication technology. (*Published Thesis*)
- Day, C. (2000). Teachers in the twenty-first century: Time to renew the vision. *Teachers and teaching*, 6(1), 101-115.
- Herbert, L. (1991). Petri. Motivation: theory, research, and applications. *Journal of Women s Health*.

Work-Motivation among Higher Secondary School teachers with special reference to their stream background and type of higher secondary school

- Joharis, M. (2016). The effect of leadership, organizational culture, work motivation and job satisfaction on teacher organizational commitment at senior high school in Medan. *International Journal of Business and Management Invention*, 5(10),1-8.
- Kanfer, R., Frese, M., & Johnson, R. E. (2017). Motivation related to work: A century of progress. *Journal of Applied Psychology*, 102(3), 338.
- Kumar, A. (2017). Work Motivation among Secondary School Teachers. IRA International Journal of Education and Multidisciplinary Studies, 7(2), 166-173.
- Pinder, C. C. (2014). *Work motivation in organizational behavior*. Psychology press.
- Singh, S. P., & Sharma, H. K. (2016). Impact of Work Motivation on Job Satisfaction of Teachers in Professional Education. *The International Journal of Research Publication's. Research Journal of social science and management*, 6(05), 90-96.
- Viseu, J., Neves de Jesus, S., Rus, C., & Canavarro, J. M. (2016). Teacher motivation, work satisfaction, and positive psychological capital: A literature review. *Electronic Journal of Research in Educational Psychology*, 14(2), 439-461.
- Wiyono, B. B. (2016). Comparison of Teachers 'work Motivation Based on Gender, Age, Education Level, Work Duration, Rank, and School Level. *Journal of Education and Social Sciences*, (3), 61-66.
- Wiyono, B. B. (2018). The effect of self-evaluation on the principals' transformational leadership, teachers' work motivation, teamwork effectiveness, and school improvement. *International Journal of Leadership in Education*, 21(6), 705-725.