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A STUDY ON WORK MOTIVATION OF HIGH SCHOOL TEACHERS IN CHENNAI AND KANCHEEPURAM DISTRICT

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Abstract

In the present investigation has been undertaken in order to study the Work Motivation of High School Teachers in Chennai and Kancheepuram Districts. The work motivation scale (WMS) was constructed by K. G. Agarwal in the year 20013, has been administrated to a random sample of 945 high school teachers. The collected data was subjected to percentage analysis and differential analysis ('t' test and 'F' test). The findings revealed that the majority sample of high school teachers had a high level of work motivation towards their profession. Further it revealed that the high school teachers differ significantly in their work motivation with respect to their locality, nature of school and type of management. It is found that the high school teachers do not differ significantly in their work motivation with respect to their gender, age, year of experience and monthly income of high school teachers.

Key Words: Work Motivation, Descriptive Survey method, Random sampling, Gender, Locality, Age, Nature of school, Type of management, Year of experience and monthly income.

Introduction

The ultimate goal of education is the harmonious and progressive development of the child. It can be achieved only when teachers have certain characteristics and qualities in them. A scholar may properly be devoted to his special subject, but the teacher must always think of subject matter in relation to its value in life and its use for children. The great teacher is concerned with what the pupil can do with subject matter and how knowledge affects the learner, and not primarily with the mastery of a subject for its own sake. The teacher

begins with the innate capacities of the child, his experience in the home and in the outside world, his physical, moral and spiritual potentialities and work with him to develop a person who can meet the problems of life in an intellectual way. Thus the teacher is potentially the integrator of personalities, the counselor and guide to learners, the developer of citizens and the servant of the state as guardian of the individual.

Work Motivation

The classroom is learning environment in relation to achievement goal theory of motivation. Classroom structures are described in terms of how they make different type of achievement goals salient and as a consequence elicit qualitatively different patterns of motivation. Task, evaluation and recognition, and authority dimensions of classrooms are presented as examples of structures that can influence children's orientation toward different achievement goals.

Review of Related Literature

Gehlawat, Manju (2013) Conducted a study on organizational commitment in relation to job satisfaction and work motivation of secondary school teachers working in different types of schools. The study entitled Organizational Commitment in relation to Job Satisfaction and Work Motivation of Secondary School Teachers Working in Different Types of Schools was planned to ascertain the effect of type of schools, job satisfaction, work motivation, gender and teaching experience on the organizational commitment of the teachers. The organizational commitment has been treated as the dependent variable whereas type of schools, job satisfaction, work motivation, gender and teaching experience constituted the independent variables for the study. It also explored the double and triple interaction effects of the independent variables viz. type of schools, job satisfaction, work motivation, gender and teaching experience on the dependent variable organizational commitment. It was hypothesized that there exists no significant main and interaction effects of type of schools, job satisfaction, work motivation, gender and teaching experience on the organizational commitment of the teachers. The study employed normative survey method for the purpose of investigation. Multi-stage stratified random sampling technique was used to select the sample of 480 secondary school teachers working in Rohtak, Jhajjar and Sonapat cities of Rohtak Division of Haryana. The investigator used Personal Data Sheet prepared by herself, Organizational Commitment Scale (OCS) by Hyde and Roy (2006), Job Satisfaction Scale (JSS) by Dixit (1993) and Employees Motivation Schedule by Srivastava (1988) to collect personal information and measure organizational commitment, job satisfaction and work motivation of the teachers respectively. The Hartley's Test of Homogeneity of Variance was applied to test the homogeneity of the data obtained and was then analyzed using Balanced Three way ANOVA with $2 \times 2 \times 2$ factorial design. The findings of the study reported significant main effects of type of schools and gender on the organizational commitment of the teachers whereas the triple interaction effect of the variables type of schools.

Saeed and Muneer (2012) conducted a study of work motivation of male and female secondary school teachers in Karachi. The purpose of the study was to evaluate the work motivation of male and female secondary school teachers in Karachi. The knowledge of work motivation helps to a better understanding of teachers. The study was limited to all secondary school teachers in Karachi. The strategy of research was

survey. The population of the study comprised of all secondary school teachers of Karachi. There are approximately 25000 secondary school teachers (BSE-, 2009). It was not possible to carry out a census. Consequently a stratified random sampling design was adopted. The principle of stratification was related to the gender of teacher's. The sample size was 300 teachers drawn from 72 schools. A tailor-made questionnaire was designed. Instrument was personally administered to the respondents. The data were analyzed statistically through t-test. The null hypothesis is rejected and it is concluded that there is a significant difference in the level of work motivation among male and female teachers. The female teachers were found to be more motivated to their work than male teachers. It is recommended that the principals should adopt a dynamic leadership style and encourage participation of teachers in decision making.

Need and Significance of the Study

Motivation is very necessary in any field you work, in your daily routine to do great things. If you are not motivated to do something, you cannot give your best in that field. Teaching is a very important field as future development of our nation is in the hand of teachers. If they themselves are not motivated, how will they motivated the students to achieve great results, how to do great things in their life. So "A great teacher needs to be great learner first", it is the way to keep yourself motivated and only then you will be able to motivate your students. The teacher motivation is an indispensable factor for classroom effectiveness and also school enhancement.

The teachers want to participate in the didactic process depends upon motivation. Level of participation is very vital for the achievement of educational goal. Teachers motivation depends on teacher's assertiveness to his work. If teacher is interested, he actively involved in the academic and nonacademic events of school. The teacher renders his knowledge and skill to the students in the classroom. This improves pupil's performance. The teacher analyses the students feeling and approach the affected by or incidental by behavior in classroom. The teacher is the pivot in the field of education. Therefore it is necessary to advance the circumstances required for high motivation and involvement of the school teachers in their job.

Motivation-the inducing factor for any person not only helps to take initiative in an assigned work but leads them to successfully execute and complete a work. In the context of teaching profession- the work being challenging and tough due to the fact that they face students- a not machine, the motivational factor in them has to be grown along with their career. Thus the work motivation- the psychological factor helps the teachers to acquire involvement in their job. Work motivation is an initiative possessed by thyself or given by the superiors to make the sub ordinate to complete the given task efficiently.

Statement of the Problem

Thus the Investigator felt the need of the problem and stated as "A Study on Work Motivation of High School Teachers in Chennai and Kancheepuram Districts."

Objectives of the Study

1. To find out the work motivation of high school teachers.
2. To find out the difference if any, between male and female high school teachers in respect of their work motivation.
3. To find out the difference if any, between Rural and urban high school teachers in respect of their work motivation.
4. To find out the difference if any among high school teachers belonging to different age (Below 30 years/30-40 years/above 40 years) teachers in respect of their work motivation.
5. To find out the difference if any, among high school teachers working in different nature of schools (Boys/ Girls/ Co-education) in respect of their work motivation.
6. To find out the difference if any, among high school teachers working in different type of management (Government/Government Aided/Private) in respect of their work motivation.
7. To find out the difference if any, among high school teachers belonging to different years of experience (below 10 years, 11-20 years, 21 years and above) in respect of their work motivation.
8. To find out the difference if any, among high school teachers are in different monthly income (below Rs 10,000/10,001 – 20,000/20,001 - 30,000/30,001–40,000, Rs.40,000 and above) teachers in respect of their work motivation.

Hypotheses of the Study

1. The level of work motivation of high school teachers is high.
2. There is significant difference between male and female high school teachers with respect of their work motivation.
3. There is significant difference between rural and urban high school teachers with respect of their work motivation.
4. There is a significant difference among high school teachers belonging to different age (below 30 years/30-40 years/above 40 years) in respect of their work motivation.
5. There is a significant difference among high school teachers working in different nature of school (Boys/Girls/Co-education) in respect of their work motivation.
6. There is a significant difference among high school teachers working in different type of school (Government/Government Aided/Private) in respect of their work motivation.
7. There is a significant difference among high school teachers with different years of experience (Below 10 years/ 10 – 20 years/above 20 years) teachers in respect of their work motivation.
8. There is a significant difference among high school teachers who are in different monthly incomes (below 25,000/25,000-30,000/ above 30,000) teachers in respect of their work motivation.

Method of the study

Descriptive method has been adopted using survey in the present study. Survey is a procedure in which data were systematically collected from a population through some direct solicitations such as face-to-face interview, questionnaire or schedule and observation.

Tools used for the study

The following research tools have been used to collect the data regarding the selected variable.

- Work Motivation Scale (WMS) was Constructed and Standardized by K.G.Agarwal (2013).

Statistical techniques Used

For analyzing the data, the researcher used the following techniques are,

1. Descriptive Analysis
2. Differential Analysis ('t' test and 'F' test)

Population of the Study:

A population is any group of individuals that has one more characteristics in common and that are of interest to the researcher. The population of the present study consists of higher secondary school teachers of Theni and Madurai districts of Tamil Nadu.

Sample of the Study:

The sample of the study consists of government (306), government aided (309), and private (330) higher secondary school teachers from Chennai and Kancheepuram districts of Tamil Nadu constituted the population for the present study. The sample was selected by multistage random sampling was used to draw the required.

Statistical Analysis and Interpretation of data

Descriptive Analysis

The level of work motivation of high school teachers is high.

Table 1: Level of Work Motivation of high school teachers

Level of Work Motivation	Number of Teachers	%
Low	158	19.7
Moderate	581	63.4
High	206	22.9
Total	945	100

From the Table 1 it is inferred that 63.4% of the high school teachers had moderate level of work motivation. Therefore the hypothesis number 1 rejected.

Differential Analysis - Gender

There is a significant difference between gender (male / female) of higher secondary school teachers in respect of their work motivation

Table 2: ‘t’ values for work motivation and gender (male / female) scores

Work Motivation	Male (N=370)		Female (N=569)		Calculated ‘t’ Value	Remarks at 5% Level
	Mean	S.D	Mean	S.D		
	77.62	17.582	79.26	16.833		

NS – Not Significant

It is inferred from the above table (4.7) that the obtained “t” value 1.428 is less than the table value 1.96 at 0.05, level of significant. It is concluded that there is no significant difference between the work motivation in their mean and standard deviation work motivation scores with respect to male and female higher secondary school teachers. Therefore, the hypothesis number 2 rejected. It is inferred that both male and female higher secondary school teachers do not differ significantly in their work motivation.

Differential Analysis - Locality

There is a significant difference between rural / urban of high school teachers in respect of their work motivation.

Table3: ‘t’ values for work motivation and locality (rural / urban) scores

Work Motivation	Rural (N=352)		Urban (N=587)		Calculated ‘t’ Value	Remarks at 5% Level
	Mean	S.D	Mean	S.D		
	80.29	16.866	77.61	17.240		

S – Significant

It is inferred from the above table (4.11) that the obtained “t” value 2.338 is greater than the table value 1.96 at 0.05, level of significant. It is concluded that there is significant difference between the work motivation in their mean and standard deviation work motivation scores with respect to rural and urban high school teachers. Therefore, the hypothesis number 3 accepted. It is inferred that both rural and urban high school teachers differ significantly in their work motivation.

Differential Analysis - Age

There is a significance difference among teachers below 30 years / 31 – 40 years / 41 – 50 years / 51 and above of high school teachers in respect of their work motivation

Table 4: ‘F’ values for work motivation and ages (below 30 years / 31 – 40 years / 41 – 50 years / 51 and above) scores

Work Motivation	df = (3,935)			Cal. ‘f’ Value	Remarks at 5% Level
	Source of Variation	Sum of Squares	Mean Square		
	Between Groups	000580.515	193.505	0.658	NS
Within Groups	275040.756	294.161			

NS – Not Significant

It is inferred from the table (4.15) that the concluded ‘F’ value 0.658 is less than table value 2.61 at 0.05, level of significant. It is concluded that there is no significant difference among work motivation in their mean square of occupational stress scores with respect to ages (below 30 years / 31 – 40 years / 41 – 50 years / 51 and above) of high school teachers. Therefore, the hypothesis number 4 accepted. It is inferred that among high school teachers with age (31 – 40 years / 41 – 50 years / 51 and above years) do not differ significantly in their work motivation.

Differential Analysis – Nature of School

There is a significance difference among teachers, boys / girls / co-education of high school teachers respect of their work motivation.

Table 5: ‘F’ values for work motivation and nature of the school (boys / girls / co-education) scores

Work Motivation	df = (3,935)			Cal. ‘f’ Value	Remarks at 5% Level
	Source of Variation	Sum of Squares	Mean Square		
	Between Groups	1597.480	798.740	2.728	S
Within Groups	274023.792	292.760			

S – Significant

It is inferred from the table (4.23) that the calculated ‘F’ value 2.728 is greater than table value 2.61 at 0.05, level of significant. It is concluded that there is no significant difference among work motivation in their

mean square of occupational stress scores with respect to nature of the school (boys / girls / co-education) of high school teachers Therefore the hypothesis number 5 accepted. It is inferred that among high school teachers with age (boys/ girls/ co-education) differ significantly in their work motivation.

Differential Analysis – Types of management

There is a significant difference among teachers below government / government aided / private of high school teachers respect of their work motivation.

Table 6: ‘F’ values for work motivation and type of management (government / government aided / private) scores

Work Motivation	df = (3,935)			Cal. ‘f’ Value	Remarks at 5% Level
	Source of Variation	Sum of Squares	Mean Square		
	Between Groups	4849.813	2424.906	8.382	S
	Within Groups	270771.459	289.286		

S – Significant

It is inferred from the table (4.19) that the concluded ‘F’ value 8.382 is greater than table value 2.61 at 0.05, level of significant. It is concluded that there is no significant difference among work motivation in their mean square of occupational stress scores with respect to type of management (government / government aided / private) of high school teachers. Therefore, the hypothesis number 6 accepted. It is inferred that among high school teachers with age (government / government aided/ private) differ significantly in their work motivation.

Differential Analysis – Years of Experience

There is a significant difference among teachers with different below 10 years / 11 – 20 years / above 21 years of high school teachers respect of their work motivation.

Table 7: ‘F’ values for work motivation and years of experience (below 10 years / 11 – 20 years / above 21 years) scores

Work Motivation	df = (3,935)			Cal. ‘f’ Value	Remarks at 5% Level
	Source of Variation	Sum of Squares	Mean Square		
	Between Groups	650.928	325.464	1.108	NS
Within Groups	274970.343	293.772			

NS – Not Significant

It is inferred from the table (4.27) that the calculated ‘F’ value 1.108 is less than table value 2.61 at 0.05, level of no significant. It is concluded that there is no significant difference among work motivation in their mean square of work motivation scores with respect to years of experience (below 10 years / 11 – 20 years / above 21 years) of high school teachers. Therefore, the hypothesis number 7 accepted. It is inferred that among high school teachers with age (boys/ girls/ co-education) no significantly in their work motivation.

Differential Analysis – Monthly Income

There is no significant difference among teachers with different income, below Rs. 10,000 / Rs. 10,001 – Rs. 20,000 / Rs. 20,001 – Rs. 30,000 / Rs. 30,001 – Rs. 40,000 / Rs. 40,001 above of high school teachers in their work motivation.

Table 8: ‘F’ values for work motivation and monthly income (below Rs. 10,000 / Rs. 10,001 – Rs. 20,000 / Rs. 20,001 – Rs. 30,000 / Rs. 30,001 – Rs. 40,000 / Rs. 40,001) scores

Work Motivation	df = (3,935)			Cal. ‘f’ Value	Remarks at 5% Level
	Source of Variation	Sum of Squares	Mean Square		
	Between Groups	247.629	123.814	0.421	NS
Within Groups	275373.643	294.203			

NS – Not Significant

It is inferred from the table (4.39) that the calculated 'F' value 0.421 is less than table value 2.22 at 0.05, level of no significant. It is concluded that there is no significant difference among work motivation scores with respect to monthly income (below Rs. 10,000 / Rs. 10,001 – Rs. 20,000 / Rs. 20,001 – Rs. 30,000 / Rs. 30,001 – Rs. 40,000 / Rs. 40,001) of high school teachers is accepted.

Findings of the study

1. The high school teachers had moderate level of work motivation.
2. There is no significant difference in the work motivation of high school teachers with regard to gender.
3. There is significant difference in the work motivation of high school teachers with regard to locality.
4. There is no significant difference in the work motivation of high school teachers with regard to age.
5. There is significant difference in the work motivation of higher secondary school teachers with regard to nature of school.
6. There is significant difference in the work motivation of high school teachers with regard to type of management.
7. There is no significant difference in the work motivation of high school teachers with regard to year of experience.
8. There is no significant difference in the work motivation of high school teachers with regard to monthly income.

Educational Implications of the Study

From the findings that the high school teachers had moderate level of work motivation. Further in the present study there is a significant difference in the work motivation of high school teachers with regard to locality of the residence and it is also inferred that urban resident high school teachers are more significant in their work motivation.

There is a significant difference in the work motivation of high school teachers with regard to nature of school and it is inferred that the co-education school high school teachers have high work motivation as compared to girls and boys high school teachers.

There is a significant difference in the work motivation of high school teachers with regard to type of management and it is inferred that the private high school teachers have high work motivation as compared to government and government aided high school teachers.

Recommendations to High School Teachers

1. Self-appraisal should be made by them to check the level of their career development and involve in enhancement techniques.
2. Teachers should undergo introspection towards all kinds of commitments of them both in personal and work place; refine them to face any challenges in their life.
3. Teachers should engage in both physical and mental recreations and in club activities to keep them fit and stable that leads to involvement in profession.
4. The teaching profession, the noblest of all, so the teachers should develop good virtues that will be inherited in their students by their own act and being a role model for them.
5. Personal and work place; refine them to face any challenges in their life.
6. Teachers should be asked by administer to identify the weak aspects in their teaching or a special team should be framed to find out the main problems of teachers in teaching and then those problems should be addressed with immediate effect.
7. Lifelong learning should be practiced so that they will always be a good learner that keeps them updated to kind of technological development.

Thus, the high school teachers should involve in self-improvement in all aspects of their life, stable and mature to handle any situations and help to grow the institution they belong along with their self-development.

Suggestions for further research

The following suggestions are offered which may stimulate prospective research work in this area:

1. A similar study may be undertaken using the teachers of different levels of education.
2. The same type of study can be extended to other Districts of Tamil Nadu.
3. A comparative study may be attempted by taking high school teachers from two districts of Tamil Nadu.
4. Instead of survey method, work motivation of high school teachers can be studied by observation method.
5. A comparative study for both male and female high school teachers may be conducted all over the state.

Conclusion

This research work gives a brief explanation on review of literature, definitions, variables used objectives and hypothesis, method of investigation, instruments used for the research, statistical techniques, analysis and clarification of the study reports. These studies may be much more important towards database analysis for every professional list. If the recommendations enlisted are considered, followed and carried out, the level of work motivation of higher secondary school teachers would certainly improve.

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