

Study of Work Motivation among School Teachers in Relation to Organizational Climate

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Abstract

Education is a key factor in all national development, whether social, political, economical, cultural or moral. We are constantly being educated, regardless of age or race. The ultimate power to change is and has always been in the heads, hands and heart of the educators who work in the schools. The study examined the work motivation among school teachers in relation to organizational climate. Data was collected by random sampling technique from a sample of 100 school teachers of senior secondary schools of (Moga). Standardized tool Organizational Climate Scale by Pethe et al (2001) and Work motivation questionnaire, by Aggarwal, (2006) were used in this study. The data were analyzed by employing mean, SD, t ratio and correlation. Results showed that Most of the male schools teachers perceive the favorable organizational climate i.e. 90%. Most of the female school teachers perceive the favorable organizational climate i.e. (80%). Further it was found that there is significant correlation between work motivation and organizational climate of school teachers.

KEYWORDS: study, motivation, school, teacher, organizational, climate

INTRODUCTION

Education is a key factor in all national development, whether social, political, economical, cultural or moral. We are constantly being educated, regardless of age or race. The ultimate power to change is and has always been in the heads, hands and heart of the educators who work in the schools. According to first prime minister of India P.T. Jawaharlal Nehru, “the Future of the nation is being shaped in her class-room”. Teachers play an important role in nation building. If a teacher is mentally fit and free from all stress and strain, he will teach effectively in class room. If a teacher is to be motivated time to time then, his/her work will be hundred times better. So organizational climate should be favourable.

Organizational climate is a mixture of norms, values, expectations, policies and procedure that exist in an organization which influence the work motivation, climate, performance and ultimately individual satisfaction in the work or about the whole organization itself. Climate for an organization is somewhat like the personality for a person. Just as every individual has a personality that makes each person unique, each organization has an organizational climate that clearly distinguishes its personality from other organizations. When a teacher does his/her job in an organization for a long time, teacher is also committed or attached with an organization. Teacher is always prepared to achieve the goals and objectives of an organization. So Motivation puts a major influence for the favourable organizational climate of school teachers.

WORK MOTIVATION

Work motivation “is a set of energetic forces that originates both within as well as beyond an individual’s being, to initiate work-related behavior, and to determine its form, direction, intensity and duration”. Motivation is a person’s internal disposition to be concerned with and approach positive incentives and avoid negative incentives.

To further this, an incentive is the anticipated reward or aversive event available in the environment. While motivation can often be used as a tool to help predict behavior, it varies greatly among individuals and must often be combined with ability and environmental factors to actually influence behavior and performance. Because of motivation's role in influencing workplace behavior and performance, it is key for organizations to understand and to structure the work environment to encourage productive behaviors and discourage those that are unproductive.

Motivation is an important thing to always be in high spirits while working. This is vital in order to accomplish a lot and be more productive. This can also contribute in creating great projects. One's flare in working can be seen in his outputs. If he is really motivated to work on something, the projects will surely have high quality and are easily finished.

In doing any work, there would always be things that can urge everyone to do it. We don't just do it without a purpose. This purpose allows us to be motivated and inspired to work. But aside from aiming for a particular goal, there are still other things that will be the reason for us to get motivated.

ORGANIZATIONAL CLIMATE

The term organizational climate clearance the environment that affects the behavior of the teachers and students school climate, the focus of this brief is evident in the feelings and attitudes about a school expressed by students, teachers staff and parents-the way students and staff, "feel" about being at school each day. Organizational climate is a significant element in discussion about improving academic performance and school performance. It is also mentioned in discussion of potential solutions to problems such as bullying inter students conflicts, inter teacher conflicts, character education and moral education.

The concept of organizational climate has a rich history into a social science literature. In the easily 1960's George sterns was one of the first psychologists who saw the analogy with individual personally and used the concept of organizational climate to study institutions of higher education. Although there are a variety of conceptualizations, there is general agreement that organizational climate arises from routine organizational practices that are important to an organization's members that it is defined by member preparations, and that it influences member's attitudes and behavior. Thus school climate is a relatively enduring character of a school that is experienced by its participants that affects their actions and that is based on the collective perception of behavior in the school.

STATEMENT OF THE PROBLEM

The problem is stated as:

**STUDY OF WORK MOTIVATION AMONG SCHOOL TEACHERS IN
RELATION TO ORGANIZATIONAL CLIMATE**

OBJECTIVES OF THE STUDY

- 1) To study the work motivation among school teachers.
- 2) To study the organizational climate of school teachers.
- 3) To study the work motivation among school teachers with respect to gender.
- 4) To study the organizational climate of school teacher with respect to gender.
- 5) To find out the relationship between work motivation and organizational climate of school teachers.

HYPOTHESES OF THE STUDY

The study was carried out with following hypotheses-

1. There will be no significant difference in the work motivation among schools teachers with respect to gender.
2. There will be no significant difference in the organizational climate of school teachers with respect to gender.
3. There will be no significant relationship between work motivation and organizational climate, of school teachers.

DELIMITATIONS OF THE STUDY

1. The study was confined to senior secondary schools of Moga district (Punjab).
2. The study was confined to the teachers of senior secondary schools of Moga district in Punjab.

SAMPLE OF THE STUDY

A sample of 100 teachers (50 male & 50 female) of senior secondary schools was randomly selected from schools of Moga district.

DESIGN OF THE STUDY

The present study was descriptive survey which was conducted on 100 senior secondary school teachers of Moga district. The investigator classified the sample in two categories of male and female by randomly selected school teachers.

TOOLS EMPLOYED

1. Organizational Climate Scale by Pethe et al (2001)
2. Work motivation questionnaire, by Aggarwal, (2006)

STATISTICAL TECHNIQUES

Mean, median, standard deviation and 't'- ratios, and correlation were calculated.

ANALYSIS AND INTERPRETATION

Hypothesis No.1 - There will be no significant difference in the work motivation among school teachers with respect to gender.

Table 1- Table showing the mean, SD, SED, t-value of work motivation among schools teachers.

Group	Mean	SD	SED	t-value	Level of significance
Male(50)	101.32	11.61	3.59	0.59	Non significant at both levels.
Female(50)	98.96	13.72			

Table1- shows that there is no significant difference in the mean scores of work motivation of male and female school teachers. It can be seen from table that the mean scores of male school teachers is 101.32, female is 98.96. The SD of both groups is 11.61 and 13.72 respectively.

The calculated t-value is 0.59 the tabulated t-values at 0.01 level and 0.05 level are 2.63 and 1.98 respectively. Since the calculated value is lower than the tabulate value at both the levels of significance. So the value is non-significant at 0.01 levels and 0.05 levels of significance. This indicates that there is no significant mean difference in work motivation of school teachers with respect to gender.

Hence, The Hypothesis No.1 “Their will be no significant difference between work motivation of school teachers with respect to gender.” accepted at both the levels.

Hypothesis No.2

The second hypothesis of present study is “There will be no significant difference between organizational climate of school teachers with respect to gender.”

Table 2- Table showing the mean, SD, SED, t-value of organizational climate of school teachers.

Group	Mean	SD	SED	t-value	Level of significance
Male (50)	91.96	10.8	2.47	1.15	Non significant at both levels.
Female(50)	94.8	13.8			

Table 2- shows that is no significant difference in the mean scores of organizational climate of male and female school teachers. It can be seen from table that the mean scores of male school teachers is 91.96, female is 94.8. The SD of both groups is 10.8 and 13.8 respectively.

The calculated t-value is 1.15 the tabulated t-values at 0.01 level and 0.05 level are 2.63 and 1.98 respectively. Since the calculated value is lower than the tabulate value at both the levels of significance. So the value is non-significant at 0.01 levels and 0.05 levels of significance. This indicates that there is no significant mean difference in organizational climate of school teachers with respect to gender.

Hence, The Hypothesis No.2 “Their will be no significant difference between organizational climate of school teachers with respect to gender.” accepted at both the levels.

Hypothesis No. 3

The third hypothesis of the present study is “There will be no significant relationship between work motivation and organizational climate, of school teachers”.

Table -3 Coefficient of correlation between work motivation and organizational climate.

Sr. No.	Variable	N	r	Level of significance
1	Work motivation	100	0.36	Significant at both the level
2	Organizational climate	100		

Table3. - It is evident that there is significant correlation between work motivation and organizational climate of school teachers at 0.01level and 0.05 of significance. Value of r is 0.36 which not lies between the value specified in the table value at 0.01 level is 0.18 and 0.05 level is 0. 14. So, the hypothesis there will be no significant relationship between work motivation and organizational climate, of school teachers is rejected at both the level of significance.

FINDINGS OF THE STUDY

- 1) Most of the male schools teachers perceive the favorable organizational climate i.e. 90%.

- 2) Most of the female school teachers perceive the favorable organizational climate i.e. (80%).
- 3) Most of the school teachers perceive favorable organizational climate i.e. (85%).
- 4) There is no significant mean difference in work motivation of school teachers with respect to gender.
- 5) There is no significant mean difference in organizational climate of school teachers with respect to gender.
- 6) There is significant correlation between work motivation and organizational climate of school teachers.

CONCLUSIONS

On the basis of analysis and interpretation of the data, in this study it was found that. There is no significant mean difference in work motivation of school teachers with respect to gender. There is no significant mean difference in organizational climate of school teachers with respect to gender. Further it was found that there is significant correlation between work motivation and organizational climate of school teachers.

EDUCATIONAL IMPLICATIONS

This study shows that the variable such as age group influences the work motivation of teachers of secondary schools. The work motivation should be in conformance with not only the motivation of teachers but also the better performance of school teaches and also good quality in education. The school that cannot give efficient and committed and teachers need to be given special care and necessary remedial measures such as work training for the teachers. The study implies that the teachers must maintain good relationship evincing interest in the Welfare of the teachers, students sharing their joys grievances and helping them in their job and study of the pupils as a source of fulfillment. Whatever, be the teachers work, it should be effective.

1. To enhance the level of teachers' work motivation, administrators can use the result of this study as guidelines in their effort to motivate teachers.
2. To enhance the level of teachers' work motivation, administrators should continue to create and provide recognition programs for teachers and development programs for professional advancement.
3. To encourage a more open climate, administrators should continue to promote shared leadership and supportive workplace for teachers

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