

A Study of Work Motivation of Primary School Teachers

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Abstract

Teacher motivation naturally has to do with teachers' attitude to work. It has to do with teachers desire to participate in the pedagogical processes within the school environment. It has to do with teachers' interest in student discipline and control particularly in the classroom. Therefore it could underlie their involvement or non-involvement in academic and non-academic activities, which operate in schools. The teacher, is the one that translates educational philosophy and objectives into knowledge and skill and transfers them to students in the classroom. Descriptive method is found to be more suitable for this type of research work. Therefore the researcher used descriptive method for the present study. The population of the study consists of all teachers who are working in primary schools in Vijayapur district. The sample of the study consists of 150 teachers selected from Vijayapur district. The investigator adopted the stratified random sampling technique to select the sample from 25 primary schools. To collect the required data for present study, Work Motivation Questionnaire – by K.G. Agarwal (1988). The female teachers of primary schools are higher on work motivation as compared to male teachers. The D.Ed. that female teachers of primary schools are higher on dimension of work motivation i.e., work group relations as compared to male teachers of primary schools.

KEYWORDS: Work motivation, primary school, degree, population, attitude, classroom.

Introduction

Motivation is not completely a new term. What is interesting about it is that it is commonly assumed to be a good thing that goes in influencing individual's behaviour and performance at work.

Teacher motivation naturally has to do with teachers' attitude to work. It has to do with teachers desire to participate in the pedagogical processes within the school environment. It has to do with teachers' interest in student discipline and control particularly in the classroom. Therefore it could underlie their involvement or non-involvement in academic and non-academic activities, which operate in schools. The teacher, is the one that translates educational philosophy and objectives into knowledge and skill and transfers them to students in the classroom. Classroom climate is important in teacher motivation. If a teacher experiences the classroom as a safe, healthy, happy place with supportive resources and facilities for teaching for optimal learning, he/she tends to participate more than expected in the process of management, administration, and the overall improvement of the school. The teacher commands and emits the image of one who improves knowledge and the physical conditions of the classroom through orderliness, discipline and control. He makes diagnosis of student's feelings and attitudes

inferred by their behaviour and response in the classroom environment. Hence Lash and Kirkpatrick (1990) concluded that in the absence of school programmes the major responsibility of working with children in the school rests with the teacher. Likewise, Maehr and Midgley (1991) affirm that what takes place in the classroom, even though the classroom itself is not an island, is critical. Therefore, depending on the degree of congruence with classroom practices and school environment, teachers teaching activities may dilute or enhance students' performance.

Teachers have both intrinsic and extrinsic needs. A teacher who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self-actualization. On the other hand, an extrinsically motivated teacher may perform the activity/duty in order to obtain some reward such as salary. Extrinsic motivation plays an important part in people's life. It is pre-eminent in influencing a person's behaviour. Therefore, the aim of the organization should be to build on and enhance the intrinsic motivation for teachers to teach effectively and at the same time, to supply some extrinsic motivation along the way for school improvement(O'neil, 1995).

Motivation is defined as an urge in an individual to perform goal directed behavior. Therefore, motivation cannot be inflicted from outside but it is an intrinsic desire in a man to achieve the target goal through performance or activity.

Motivation therefore, though is a dominant intrinsic urge in an individual yet the leader of the team can guide the ways and means by which the followers can satisfy their needs. It is obviously difficult to motivate an individual since he is guided by expressed motivation or unconscious motivation and multiplicity of motivational sequences. It is easy to introduce a team motivation or group motivation where the individual idiosyncrasy loses importance and the group goal becomes the target. It is then not motivation per se but a group morale - an "esprit de corps" i.e. a sense of group activity with desire for high achievement of the group goal where an individual can comfortably ignore his personal goals or needs. Such morale is mostly psychological in nature and not physiological.

The Problem

“A Study of Work Motivation of Primary School Teachers”

Objective of the Study

The purpose of the study was to investigate the relationship between;

1. To study the difference between male and female teachers of primary schools with respect to work motivation and its dimensions i.e.
 - Dependence
 - Organizational orientation
 - Work group relations

- Psychological work incentives
 - Material incentives
 - Job situation
2. To study the significant difference between age groups (25-34yrs, 35-44yrs, and 45+ yrs) of teachers of teachers of primary schools with respect to work motivation and its dimensions i.e.
 - Dependence
 - Organizational orientation
 - Work group relations
 - Psychological work incentives
 - Material incentives
 - Job situation
 3. To study the significant difference between married and unmarried teachers of primary schools with respect to work motivation and its dimensions i.e.
 - Dependence
 - Organizational orientation
 - Work group relations
 - Psychological work incentives
 - Material incentives
 - Job situation

Hypotheses of the Study

Hypothesis: There is no significant difference between male and female teachers of primary schools with respect to work motivation and its dimensions i.e.

- Dependence
- Organizational orientation
- Work group relations
- Psychological work incentives
- Material incentives
- Job situation

Hypothesis: There is no significant difference between age groups (25-34yrs, 35-44yrs, and 45+ yrs) of teachers of teachers of primary schools with respect to work motivation and its dimensions i.e.

- Dependence
- Organizational orientation
- Work group relations
- Psychological work incentives
- Material incentives
- Job situation

Hypothesis: There is no significant difference between married and unmarried teachers of primary schools with respect to work motivation and its dimensions i.e.

- Dependence
- Organizational orientation
- Work group relations

- Psychological work incentives
- Material incentives
- Job situation

Method of the Study

Descriptive method is found to be more suitable for this type of research work. Therefore the researcher used descriptive method for the present study.

Population and Sample of the Study

The population of the study consists of all teachers who are working in primary schools in Vijayapur district.

The sample of the study consists of 150 teachers selected from Vijayapur district. The investigator adopted the stratified random sampling technique to select the sample from 25 primary schools.

Tool Used

In the present study the following tool was used to collect the necessary data.

- Work Motivation Questionnaire – by K.G. Agarwal (1988)

Data Collection

To collect the required data for present study, Work Motivation Questionnaire was used, which was constructed and standardized by K.G. Agarwal (1988). First the investigator got multiple copies of the work motivation questionnaire and circulated to the 150 teachers who are working in Vijayapur district. Investigator got multiple copies of the scale and circulated to the 150 primary school teachers and personally requested for their responses. Finally, the investigator was able to get 150 responses. The responses received were subjected to further analysis.

Data Analysis

Table-1: Results of t-test Between Male and Female Teachers of Primary Schools with Respect to Work Motivation and its Dimensions

Variable	Gender	n	Mean	SD	t-value	p-value	Signi.
Work motivation	Male	55	110.49	4.36	-2.8108	<0.05	S
	Female	95	112.79	5.08			
Work group relations	Male	55	12.05	0.91	-3.6808	<0.05	S
	Female	95	12.87	1.50			

From the results of the above table it can be seen that,

1. The male and female teachers of primary schools differ significantly with respect to their work motivation ($t=-2.8108$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the female teachers of primary schools are higher on work motivation as compared to male teachers.
2. The male and female teachers of primary schools differ significantly with respect to their dimension of work motivation i.e. work group relations ($t=-3.6808$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the male and female teachers of primary schools have different work group relations. It is conclude that the D.Ed. that female teachers of primary schools are higher on dimension of work motivation i.e., work group relations as compared to male teachers of primary schools.

Table-2: Results of ANOVA-test Between Age Groups (25-34yrs, 35-44yrs, and 45+yrs) of Teachers of Primary Schools with Respect to Work Motivation and its Dimensions

Variable	Source of variation	df	Sum of squares	Mean sum of squares	F-value	P-value	Signi .
Work motivation	Between age groups	2	25.14	12.5692	0.5123	>0.05	NS
	Within age groups	147	3606.43	24.5336			
	Total	149	3631.57				
Dependence	Between age groups	2	1.72	0.8605	0.2363	>0.05	NS
	Within age groups	147	535.27	3.6413			
	Total	149	536.99				
Organizational orientation	Between age groups	2	10.99	5.4929	0.5953	>0.05	NS
	Within age groups	147	1356.41	9.2273			
	Total	149	1367.39				
Work group relations	Between age groups	2	0.30	0.1525	0.0805	>0.05	NS
	Within age groups	147	278.39	1.8938			
	Total	149	278.69				
Psychological work incentives	Between age groups	2	4.26	2.1291	0.7892	>0.05	NS
	Within age groups	147	396.58	2.6978			
	Total	149	400.83				
material	Between	2	0.28	0.14	0.0529	>0.05	NS

incentives	age groups			2.62			
	Within age groups	147	385.86				
	Total	149	386.14				
Job situation	Between age groups	2	0.90	0.45	0.1752	>0.05	NS
	Within age groups	147	378.27	2.57			
	Total	149	379.17				

From the results of the above table it can be seen that,

1. The teachers of primary schools belonging to different age groups (25-34yrs, 35-44yrs, and 45+ yrs) do not differ significantly with respect to work motivation ($F=0.5123$, $p>0.05$) and its dimensions i.e., dependence ($F=0.2363$, $p>0.05$), organizational orientation ($F=0.5953$, $p>0.05$), work group relations ($F=0.0805$, $p>0.05$), psychological work incentives ($F=0.7892$, $p>0.05$) and material job situation ($F=0.1752$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the teachers of primary schools belonging to different age groups (25-34yrs, 35-44yrs, and 45+ yrs) have similar work motivation and its dimensions.

Table-3: Results of t-test Between Married and Unmarried Teachers of Primary Schools with Respect to Work Motivation and its Dimensions

Variable	Marital status	n	Mean	SD	t-value	p-value	Signi.
Work motivation	Married	111	112.02	5.05	0.2977	>0.05	NS
	Unmarried	39	111.74	4.66			
Dependence	Married	111	29.68	1.94	0.1231	>0.05	NS
	Unmarried	39	29.64	1.81			
Organizational orientation	Married	111	21.89	2.55	0.5800	>0.05	NS
	Unmarried	39	21.56	4.13			
Work group relations	Married	111	12.60	1.34	0.4561	>0.05	NS
	Unmarried	39	12.49	1.45			
Psychological work incentives	Married	111	17.16	1.64	-0.0566	>0.05	NS
	Unmarried	39	17.18	1.65			
Material incentives	Married	111	18.17	1.65	-0.1129	>0.05	NS
	Unmarried	39	18.21	1.51			
Job situation	Married	111	12.50	1.68	-0.5448	>0.05	NS
	Unmarried	39	12.67	1.32			

From the results of the above table it can be seen that,

1. The married and unmarried teachers of primary schools do not differ significantly with respect to their work motivation ($t=0.2977$, $p>0.05$) and its dimensions i.e., dependence ($t=0.1231$, $p>0.05$), organizational orientation ($t=0.5800$, $p>0.05$), work group relations ($t=-0.4561$, $p>0.05$), psychological work incentives ($t=-0.0566$, $p>0.05$), material incentives ($t=-0.1129$, $p>0.05$), and job situation ($t=-0.5448$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the married and unmarried teachers of primary schools have similar on work motivation and its dimensions.

Findings of the Study

1. The female teachers of primary schools are higher on work motivation as compared to male teachers.
2. The D.Ed. that female teachers of primary schools are higher on dimension of work motivation i.e., work group relations as compared to male teachers of primary schools.
3. The teachers of primary schools belonging to different age groups (25-34yrs, 35-44yrs, and 45+ yrs) have similar work motivation and its dimensions.
4. The married and unmarried teachers of primary schools have similar on work motivation and its dimensions.

Conclusions

The findings of this study have several implications for teachers that gender contributes a major part in motivation as well as in personal effectiveness. For that reason teachers should keep in mind that gender does play a significant part while designing assignments, challenging tasks, incentive plans, promotions, and working conditions for teachers in the workplace. It is, therefore, hoped that these findings will serve as resource materials for the management of schools, government, and significant others who are concerned with the teachers quality performance.

In the study, a significant gender difference was found on the work motivation. The findings are in line with previous literature, which suggests that female are rather highly motivated to avoid success, because they are likely to expect negative consequences, like social rejection and/or feeling of being unfeminine (Horner, 2005, p. 207). Gooderman et al. (2004) have discovered that male prove to be much more financially motivated than female. Reif et al. (1976) examined a significance of 33 particular rewards for male and female and found that gender was the determining factor of appreciation of the value of reward. According to Marjaana G. et al., (2007), male in Japan “value more highly not only the masculine work attribute of advancement but also the following feminine factors: fringe benefits and personal time. In contrast, Japanese women value more highly not only physical working conditions but also the challenging work that is supposed to be valued more highly by men”.

Suggestions for Further Research

1. The same study may be undertaken using large sample of secondary school teachers.

2. A comparative study of work motivation and attitude towards teaching among primary school teaches may be conducted.
3. The present study has been largely concerned with the teachers working in the secondary schools of Vijayapur district there is therefore, a need for a similar study perhaps with a wider sample from all over the state of Karnataka.
4. The study like this may be conducted for teachers working in training institutions.

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