

## Work Motivation of Secondary School Teachers' in Relation to Organizational Climate

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### Abstract

Work motivation is a process used to encourage and inspire workers to perform their jobs thoroughly and well. The main objective of the study was to study the difference between secondary schools with respect to dimensions of Work Motivation and their perception of organizational climate and its dimensions. The population of the study consists of all teachers those who are working in secondary schools. The sample of the study consisted of 200 secondary school teachers those who are working in Dharwad City. The required sample for the study as drawn using stratified random sampling technique. The tools used were Work Motivation scale by K.G. Agarwal (1988) and Organizational Climate Inventory by S. N. Chattopadhyaya and K. G. Agarwal (1988). The findings of the study states that since secondary school teachers of educational institutions perceived the organizational climate in their institutions to be open, stable and healthy, school heads should endeavor to continue to adopt the participative system to administration which guarantees open organizational climate. To facilitate the adoption of the participative system of administration, school heads should be exposed more to research findings on the working of organizational conditions of schools. Conditions of service should be improved by the owners to encourage secondary school teachers both experienced and inexperienced exert a considerable effort in their job towards achieving a better outcome. Such conditions of service should include better remuneration, staff training and development, job security, adequate welfare services like good transport system, provision of medical care, housing and provision of recreational facilities.

**KEYWORDS:** Work motivation, Organizational Climate, Role of teachers in schools, organizational health and conditions, teachers satisfaction

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### INTRODUCTION

Work motivation is a process used to encourage and inspire workers to perform their jobs thoroughly and well. Work motivation is done by owners, managers and other employees of a company, complimenting and encouraging employees. It is also accomplished through employee reviews where strong points of employees' performance and personalities are pointed out. Work motivation begins with selecting the right employees for the company and delegating the best duties suited for each individually.

According to Hawley (1985), in order to increase teacher competence career ladder plans should be done. There are some principles to be designed for career ladder plans. These are:

- For high performance, economic rewards are important.
- In order to keep higher levels of pay and status, teachers carry on showing high performance.
- There should not be any competitive rewards, which can discourage peer interaction and social approval, important to effective teaching.
- Fair and predictable assessment measures should be used.

"The need to avoid pain and the need for psychological growth" are two basic elements found in job enrichment theory (Silverthorne, 1986). It is said that motivation factors should be intrinsic which present tasks that are more enjoyable, interesting and psychologically rewarding. Achievement, recognition, work, responsibility, advancement and possibility of growth take place in that group. On the other hand, other factors are extrinsic in terms of the context or setting where the work is performed. Organizational policy and administration, technical supervision, salary, working conditions, status, job security, effects on personal life, and interpersonal relations with superiors, peers and subordinates are in that group.

#### **OBJECTIVES OF THE STUDY:**

1. To study the difference between undergraduate and postgraduate teachers of secondary schools with respect to dimensions of Work Motivation (i.e. Dependence, Organizational orientation, Work group relations, Psychological work incentives and Material incentives) .
2. To study the difference between married and unmarried teachers of secondary schools with respect to dimensions of Work Motivation (i.e. Dependence, Organizational orientation, Work group relations, Psychological work incentives, Material incentives) .
3. To study the difference between undergraduate and postgraduate teachers of secondary schools with respect to their perception of organizational climate and its dimensions (Performance standards, Communication flow, Reward system, Responsibility, Conflict resolution, Organizational structure, Motivational level, Decision making process, Support system, Warmth, Identity problems)
4. To study the difference between married and unmarried teachers of secondary schools with respect to their perception of organizational climate and its dimensions (Performance standards, Communication flow, Reward system, Responsibility, Conflict resolution, Organizational structure, Motivational level, Decision making process, Support system, Warmth, Identity problems)
5. To study the relationship between organizational climate and its dimensions (Performance standards, Communication flow, Reward system, Responsibility, Conflict resolution, Organizational structure, Motivational level, Decision making process, Support system, Warmth, Identity problems) and dimensions of Work Motivation (i.e. Dependence, Organizational orientation, Work group relations, Psychological work incentives and Material incentives)

#### **VARIABLES:**

##### **Dependent Variable:**

**Work Motivation** has eight dimensions. These are as follows.

- i) Dependence
- ii) Organizational Orientation
- iii) Work Group Relations
- iv) Psychological Work Incentives
- v) Material Incentives
- vi) Job Situation.

**Organizational climate** and its dimensions

1. Performance standards
2. Communication flow
3. Reward system
4. Responsibility
5. Conflict resolution
6. Organizational structure
7. Motivational level
8. Decision making process
9. Support system
10. Warmth
11. Identity problems

**Moderator Variables**

- Educational Qualification (undergraduate and postgraduate)
- Marital Status (married and unmarried)

**METHOD OF THE STUDY:**

Descriptive Survey method was used in the present study.

**POPULATION AND SAMPLE:**

The population of the study consists of all teachers those who are working in secondary schools. The sample of the study consisted of 200 secondary school teachers those who are working in Dharwad City. The researcher has used stratified random sampling technique to select the schools and these schools consists of different type of management namely Government, Private aided and unaided secondary schools. The required sample for the study as drawn using stratified random sampling technique. The investigator has drawn 200 teachers both male and female from 10 secondary schools for present study. The other variables like educational qualification and marital status were considered in drawing the sample.

**TOOLS USED:**

- Work Motivation scale by K.G. Agarwal (1988).
- Organizational Climate Inventory by S. N. Chattopadhyya and K. G. Agarwal (1988).

**PROCEDURE OF ANALYSES OF DATA:**

Analysis of collected data was done by using the SPSS package for differential analysis and co-relational analysis.

## STATISTICAL ANALYSIS

**Hypothesis:** There is no significant difference between graduate and postgraduate teachers of secondary schools with respect to Work Motivation and its dimensions

To test this hypothesis, the unpaired-test was applied and the results are presented in the following table.

**Table 1: Results of t-test Between graduate and postgraduate Teachers of Secondary Schools With Respect to Work Motivation And Its Dimensions**

Variable	Education	n	Mean	SD	t-value	P-value	Signi.
Work motivation	Graduate	96	95.6160	11.0882	-3.8148	<0.05	S
	Post graduate	104	101.4904	10.6843			
Dependence	Graduate	96	22.0938	3.8582	-3.5135	<0.05	S
	Post graduate	104	24.1250	4.2829			
Organizational Orientation	Graduate	96	19.1354	2.5490	-0.4272	>0.05	NS
	Post graduate	104	19.2981	2.8142			
Work Group Relations	Graduate	96	11.1056	2.6034	-2.8874	<0.05	S
	Post graduate	104	12.0096	1.7763			
Psychological Work Incentives	Graduate	96	16.0104	3.1706	-2.7528	<0.05	S
	Post graduate	104	17.1250	2.5416			
Material incentives	Graduate	96	16.0729	3.0547	-2.9156	<0.05	S
	Post graduate	104	17.1731	2.2488			
Job Situation	Graduate	96	11.1979	1.7509	-2.3143	<0.05	S
	Post graduate	104	11.7596	1.6808			

From the above table, it is observed that,

1. The graduate and postgraduate teachers of secondary schools differ significantly with respect to Work Motivation ( $t=-3.8148$ ,  $p<0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, postgraduate teachers of secondary schools are higher on Work Motivation when compared to graduated teachers.
2. The graduate and postgraduate teachers of secondary schools differ significantly with respect to dimension of Work Motivation that is Dependence ( $t=-3.5135$ ,  $p<0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the postgraduate teachers of

- secondary schools are higher on Work Motivation and its dimension that is Dependence when compared to graduated teachers.
3. The graduate and postgraduate teachers of secondary schools do not differ significantly with respect to dimension of Work Motivation that is Organizational Orientation ( $t=-0.4272$ ,  $p>0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the graduate and postgraduate teachers of secondary schools have similar Work Motivation and its dimension that is Organizational Orientation.
  4. The graduate and postgraduate teachers of secondary schools differ significantly with respect to dimension of Work Motivation that is Work Group Relations ( $t=-2.8874$ ,  $p<0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the postgraduate teachers of secondary schools are higher on Work Motivation and its dimension that is Work Group Relations when compared to graduate teachers.
  5. The graduate and postgraduate teachers of secondary schools differ significantly with respect to dimension of Work Motivation that is Psychological Work Incentives ( $t=-2.7528$ ,  $p<0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the postgraduate teachers of secondary schools are higher on Work Motivation and its dimension that is Psychological Work Incentives when compared to graduate teachers.
  6. The graduate and postgraduate teachers of secondary schools differ significantly with respect to dimension of Work Motivation that is Material Incentives ( $t=-2.9156$ ,  $p<0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the postgraduate teachers of secondary schools are higher on Work Motivation and its dimension that is Material Incentives when compared to graduate teachers.
  7. The graduate and postgraduate teachers of secondary schools differ significantly with respect to dimension of Work Motivation that is Job Situation ( $t=-2.3143$ ,  $p<0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the postgraduate teachers of secondary schools are higher on Work Motivation and its dimension that is Job Situation when compared to graduate teachers.

**Hypothesis:** There is no significant difference between graduate and postgraduate teachers of secondary schools with respect to Organizational Climate and its dimensions

To test this hypothesis, the unpaired-test was applied and the results are presented in the following table.

**Table 2: Results of t-test Between graduate and post graduate Teachers of Secondary Schools With Respect to Organizational Climate And Its Dimensions**

Variable	Education	n	Mean	SD	t-value	P-value	Signi.
Organizational Climate	Graduate	96	231.5833	18.3645	-0.4682	>0.05	NS
	Post graduate	104	232.9327	22.0451			

Performance Standards	Graduate	96	23.6250	3.3850	0.7920	>0.05	NS
	Post graduate	104	23.2500	3.3086			
Communication Flow	Graduate	96	35.1458	3.6906	-0.2206	>0.05	NS
	Post graduate	104	35.2692	4.1786			
Reward System	Graduate	96	14.0417	2.7755	-1.4983	>0.05	NS
	Post graduate	104	14.7212	3.5539			
Responsibility	Graduate	96	11.8021	2.1306	0.0119	>0.05	NS
	Post graduate	104	11.7981	2.5784			
Conflict Resolution	Graduate	96	23.9167	3.1311	0.4342	>0.05	NS
	Post graduate	104	23.7308	2.9237			
Organizational Structure	Graduate	96	14.9792	2.6477	1.4919	>0.05	NS
	Post graduate	104	14.4135	2.7078			
Motivational Level	Graduate	96	24.7292	3.2557	-1.1592	>0.05	NS
	Post graduate	104	25.2692	3.3246			
Decision making process	Graduate	96	23.3125	3.2063	-1.1391	>0.05	NS
	Post graduate	104	23.8846	3.8372			
Support system	Graduate	96	29.0104	3.5880	-1.8099	>0.05	NS
	Post graduate	104	30.0192	4.2357			
Warmth	Graduate	96	16.8438	2.8222	0.3873	>0.05	NS
	Post graduate	104	16.6827	3.0410			
Identity Problems	Graduate	96	14.1771	1.7947	1.0525	>0.05	NS
	Post graduate	104	13.8942	1.9899			

From the above table, it is observed that,

1. The graduate and postgraduate teachers of secondary schools do not differ significantly with respect to Organizational Climate ( $t=-0.4682$ ,  $p>0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the graduate and postgraduate teachers of secondary schools have similar Organizational Climate.

2. The graduate and postgraduate teachers of secondary schools do not differ significantly with respect to dimension of Organizational Climate that is Performance Standards ( $t=0.7920$ ,  $p<0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the graduate and postgraduate teachers of secondary schools have similar Performance Standards.
3. The graduate and postgraduate teachers of secondary schools do not differ significantly with respect to dimension of Organizational Climate that is Communication Flow ( $t=-0.2206$ ,  $p>0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the graduate and postgraduate teachers of secondary schools have similar Communication Flow.
4. The graduate and postgraduate teachers of secondary schools do not differ significantly with respect to dimension of Organizational Climate that is Reward System ( $t=-1.4983$ ,  $p>0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the graduate and postgraduate teachers of secondary schools have similar Reward System.
5. The graduate and postgraduate teachers of secondary schools do not differ significantly with respect to dimension of Organizational Climate that is Responsibility ( $t=0.0119$ ,  $p>0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the graduate and postgraduate teachers of secondary schools have similar Responsibility.
6. The graduate and postgraduate teachers of secondary schools do not differ significantly with respect to dimension of Organizational Climate that is Conflict Resolution ( $t=0.4342$ ,  $p>0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the graduate and postgraduate teachers of secondary schools have similar Conflict Resolution.
7. The graduate and postgraduate teachers of secondary schools do not differ significantly with respect to dimension of Organizational Climate that is Organizational Structure ( $t=1.4919$ ,  $p>0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the graduate and postgraduate teachers of secondary schools have similar Organizational Structure.
8. The graduate and postgraduate teachers of secondary schools do not differ significantly with respect to dimension of Organizational Climate that is satisfaction with Motivational Level ( $t=-1.1592$ ,  $p>0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the graduate and postgraduate teachers of secondary schools have similar satisfaction with Motivational Level.
9. The graduate and postgraduate teachers of secondary schools do not differ significantly with respect to dimension of Organizational Climate that is decision making process ( $t=-1.1391$ ,  $p>0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the graduate and postgraduate teachers of secondary schools have similar decision making process.

10. The graduate and postgraduate teachers of secondary schools do not differ significantly with respect to dimension of Organizational Climate that is support system ( $t=-1.8099$ ,  $p>0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the graduate and postgraduate teachers of secondary schools have similar support system.
11. The graduate and postgraduate teachers of secondary schools do not differ significantly with respect to dimension of Organizational Climate that is Warmth ( $t=0.3873$ ,  $p>0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the graduate and postgraduate teachers of secondary schools have similar Warmth.
12. The graduate and postgraduate teachers of secondary schools do not differ significantly with respect to dimension of Organizational Climate that is Identity Problems ( $t=1.0525$ ,  $p>0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected.

**Hypothesis:** There is no significant difference between Married and Unmarried teachers of secondary schools with respect to Work Motivation and its dimensions

To test this hypothesis, the unpaired-test was applied and the results are presented in the following table.

**Table 3: Results of t-test Between Married and Unmarried Teachers of Secondary Schools With Respect to Work Motivation And Its Dimensions**

Variable	Marital status	n	Mean	SD	t-value	P-value	Signi.
Work motivation	Married	156	99.6099	11.3112	2.2466	<0.05	S
	Unmarried	44	95.3409	10.4591			
Dependence	Married	156	23.6282	4.1414	3.0970	<0.05	S
	Unmarried	44	21.4545	4.0026			
Organizational Orientation	Married	156	19.2500	2.7559	0.2969	>0.05	NS
	Unmarried	44	19.1136	2.4420			
Work Group Relations	Married	156	11.6099	2.1908	0.4031	>0.05	NS
	Unmarried	44	11.4545	2.4821			
Psychological Work Incentives	Married	156	16.8590	2.9956	2.4955	<0.05	S
	Unmarried	44	15.6364	2.3634			
Material incentives	Married	156	16.6859	2.7587	0.4001	>0.05	NS
	Unmarried	44	16.5000	2.5835			
Job Situation	Married	156	11.5769	1.7745	1.3379	>0.05	NS
	Unmarried	44	11.1818	1.5593			

From the above table, it is observed that,

1. The Married and Unmarried teachers of secondary schools differ significantly with respect to Work Motivation ( $t=2.2466$ ,  $p<0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that,



- the Married teachers of secondary schools have similar Work Motivation when compared to Unmarried teachers.
2. The Married and Unmarried teachers of secondary schools differ significantly with respect to dimension of Work Motivation that is Dependence ( $t=3.0970$ ,  $p<0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the Married teachers of secondary schools are higher on Work Motivation and its dimension that is Dependence when compared to Unmarried teachers.
  3. The Married and Unmarried teachers of secondary schools do not differ significantly with respect to dimension of Work Motivation that is Organizational Orientation ( $t=0.2969$ ,  $p>0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the Married and Unmarried teachers of secondary schools have similar Organizational Orientation.
  4. The Married and Unmarried teachers of secondary schools do not differ significantly with respect to dimension of Work Motivation that is Work Group Relations ( $t=0.4031$ ,  $p>0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the Married and Unmarried teachers of secondary schools have similar Work Group Relations.
  5. The Married and Unmarried teachers of secondary schools differ significantly with respect to dimension of Work Motivation that is Psychological Work Incentives ( $t=2.4955$ ,  $p<0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the Married teachers of secondary schools are higher on Work Motivation and its dimension that is Psychological Work Incentives when compared to Unmarried teachers.
  6. The Married and Unmarried teachers of secondary schools do not differ significantly with respect to dimension of Work Motivation that is Material Incentives ( $t=0.4001$ ,  $p>0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the Married and Unmarried teachers of secondary schools have similar Material Incentives.
  7. The Married and Unmarried teachers of secondary schools do not differ significantly with respect to dimension of Work Motivation that is Job Situation ( $t=1.3379$ ,  $p>0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the Married and Unmarried teachers of secondary schools have similar Job Situation.

**Hypothesis:** There is no significant difference between Married and Unmarried teachers of secondary schools with respect to Organizational Climate and its dimensions

To test this hypothesis, the unpaired-test was applied and the results are presented in the following table.

**Table 4: Results of t-test Between Married and Unmarried Teachers of Secondary Schools With Respect to Organizational Climate And Its Dimensions**

Variable	Marital status	n	Mean	SD	t-value	P-value	Signi.
Organizational Climate	Married	156	234.1859	19.7506	2.5242	<0.05	S
	Unmarried	44	225.5455	21.1093			
Performance	Married	156	23.4551	3.1752	0.1997	>0.05	NS

Standards	Unmarried	44	23.3409	3.9174			
Communication Flow	Married	156	35.5962	3.7841	2.6472	<0.05	S
	Unmarried	44	33.8409	4.2259			
Reward System	Married	156	14.7244	3.2500	2.7742	<0.05	S
	Unmarried	44	13.2273	2.8191			
Responsibility	Married	156	11.6026	2.5290	-2.2425	<0.05	S
	Unmarried	44	12.5000	1.5019			
Conflict Resolution	Married	156	24.1474	3.0370	2.9434	<0.05	S
	Unmarried	44	22.6591	2.6758			
Organizational Structure	Married	156	14.7500	2.7419	0.6431	>0.05	NS
	Unmarried	44	14.4545	2.5007			
Motivational Level	Married	156	25.2308	3.0709	1.7943	>0.05	NS
	Unmarried	44	24.2273	3.9288			
Decision making process	Married	156	23.9103	3.4009	2.2750	<0.05	S
	Unmarried	44	22.5455	3.8967			
Support system	Married	156	29.6538	4.1623	0.7983	>0.05	NS
	Unmarried	44	29.1136	3.1491			
Warmth	Married	156	16.8205	2.9435	0.5487	>0.05	NS
	Unmarried	44	16.5455	2.9131			
Identity Problems	Married	156	14.2949	1.8004	3.8398	<0.05	S
	Unmarried	44	13.0909	1.9627			

From the above table, it is observed that,

1. The Married and Unmarried teachers of secondary schools differ significantly with respect to Organizational Climate ( $t=2.5242$ ,  $p<0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the Married teachers of secondary schools are higher on Organizational Climate when compared to Unmarried teachers.
2. The Married and Unmarried teachers of secondary schools do not differ significantly with respect to dimension of Organizational Climate that is Performance Standards ( $t=0.1997$ ,  $p>0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the Married and Unmarried teachers of secondary schools have similar Performance Standards.
3. The Married and Unmarried teachers of secondary schools differ significantly with respect to dimension of Organizational Climate that is Communication Flow ( $t=2.6472$ ,  $p<0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the Married teachers of secondary schools are higher on Organizational Climate and its dimension that is Communication Flow when compared to Unmarried teachers.
4. The Married and Unmarried teachers of secondary schools differ significantly with respect to dimension of Organizational Climate that is Reward System ( $t=2.7742$ ,  $p<0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the Married teachers of secondary schools are higher on Organizational Climate and its dimension that is Reward System when compared to Unmarried teachers.

5. The Married and Unmarried teachers of secondary schools differ significantly with respect to dimension of Organizational Climate that is Responsibility ( $t=-2.2425$ ,  $p<0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the Unmarried teachers of secondary schools are higher on Married teachers of secondary schools are higher on Organizational Climate and its dimension that is Reward System when compared to Unmarried teachers Responsibility when compared to Married teachers.
6. The Married and Unmarried teachers of secondary schools differ significantly with respect to dimension of Organizational Climate that is Conflict Resolution ( $t=2.9434$ ,  $p<0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the Married teachers of secondary schools have similar Conflict Resolution when compared to Unmarried teachers.
7. The Married and Unmarried teachers of secondary schools do not differ significantly with respect to dimension of Organizational Climate that is Organizational Structure ( $t=0.6431$ ,  $p>0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the Married and Unmarried teachers of secondary schools have similar Organizational Structure.
8. The Married and Unmarried teachers of secondary schools do not differ significantly with respect to dimension of Organizational Climate that is satisfaction with Motivational Level ( $t=1.7943$ ,  $p>0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the Married and Unmarried teachers of secondary schools have similar satisfaction with Motivational Level.
9. The Married and Unmarried teachers of secondary schools differ significantly with respect to dimension of Organizational Climate that is decision making process ( $t=2.2750$ ,  $p<0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the Married teachers of secondary schools are higher on Organizational Climate and its dimension that is decision making process when compared to Unmarried teachers.
10. The Married and Unmarried teachers of secondary schools do not differ significantly with respect to dimension of Organizational Climate that is support system ( $t=0.7983$ ,  $p>0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the Married and Unmarried teachers of secondary schools have similar support system.
11. The Married and Unmarried teachers of secondary schools do not differ significantly with respect to dimension of Organizational Climate that is Warmth ( $t=0.5487$ ,  $p>0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the Married and Unmarried teachers of secondary schools have similar Warmth.
12. The Married and Unmarried teachers of secondary schools differ significantly with respect to dimension of Organizational Climate that is Identity Problems ( $t=3.8398$ ,  $p<0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the Married teachers of secondary schools are higher on Organizational Climate and its dimension that is Identity Problems when compared to Unmarried teachers.

**Hypothesis:** There is no significant relationship between Work Motivation and its dimensions (Dependence, Organizational Orientation, Work Group Relations, Psychological Work Incentives, Material Incentives and Job Situation) of teachers with Organizational Climate and its dimensions (Performance Standards, Communication Flow, Reward System, Responsibility, Conflict Resolution, Organizational Structure, Motivational Level, Decision Making Process Support System, Warmth and Identity Problems) secondary schools.

To test this hypothesis, the Karl Pearson's correlation coefficient technique has been applied and the results are presented in the following table.

**Table 5: Results of correlation coefficient Between Work Motivation And Its Dimensions with Organizational Climate And Its Dimensions**

Variables	Work motivation	Dependence	Organizational Orientation	Work Group Relations	Psychological Work Incentives	Material incentives	Job Situation
Organizational Climate	0.3897*	0.1362	0.5261*	0.3072*	0.3820*	0.1306*	0.1387*
Performance Standards	0.0767	-0.0240	0.2207*	0.0640	0.0767	-0.0003	0.0025
Communication Flow	0.3040*	0.1526*	0.4200*	0.1646*	0.2399*	0.1708*	0.0680
Reward System	0.3828*	0.2406*	0.4167*	0.2741*	0.4546*	0.0104	0.1202
Responsibility	0.1359	-0.0581	0.2393*	0.2424*	0.0946	0.1600*	-0.0727
Conflict Resolution	0.2978*	0.1833*	0.3689*	0.1670*	0.3064*	0.0191	0.1552*
Organizational Structure	0.1204	-0.0817	0.3642*	0.1769*	0.1995*	-0.1359	0.0635
Motivational Level	0.2811*	0.0438	0.3867*	0.2326*	0.2029*	0.2526*	0.0801
Decision making process	0.2805*	0.1650*	0.2710*	0.1406*	0.1957*	0.2169*	0.1496*
Support system	0.2869*	0.1628*	0.2620*	0.2629*	0.2172*	0.1187	0.1688*
Warmth	0.0463	-0.1166	0.1555*	0.0482	0.2089*	-0.0196	-0.0400
Identity Problems	0.2610*	0.1280	0.3003*	0.2617*	0.3053*	-0.0729	0.1802*

\* $p < 0.05$

The results of the above table shows the following pairs of relationships were found to significant at 0.05% level of significance

1. Organizational Climate and Work Motivation ( $r=0.3897$ ,  $p < 0.05$ ) of teachers of secondary schools
2. Dimension of Organizational Climate that is Communication Flow and Work Motivation ( $r=0.3040$ ,  $p < 0.05$ ) of teachers of secondary schools
3. Dimension of Organizational Climate that is Reward System and Work Motivation ( $r=0.3828$ ,  $p < 0.05$ ) of teachers of secondary schools
4. Dimension of Organizational Climate that is Conflict Resolution and Work Motivation ( $r=0.2978$ ,  $p < 0.05$ ) of teachers of secondary schools
5. Dimension of Organizational Climate that is Motivational Level and Work Motivation ( $r=0.2811$ ,  $p < 0.05$ ) of teachers of secondary schools
6. Dimension of Organizational Climate that is decision making process and Work Motivation ( $r=0.2805$ ,  $p < 0.05$ ) of teachers of secondary schools
7. Dimension of Organizational Climate that is support system ( $r=0.2869$ ,  $p < 0.05$ ) of teachers of secondary schools
8. Dimension of Organizational Climate that is Identity Problems ( $r=0.2610$ ,  $p < 0.05$ ) of teachers of secondary schools
9. Dimension of Organizational Climate that is communication and dimension of Work Motivation that is Dependence ( $r=0.1526$ ,  $p < 0.05$ ) of teachers of secondary schools
10. Dimension of Organizational Climate that is Reward System and dimension of Work Motivation that is Dependence ( $r=0.2406$ ,  $p < 0.05$ ) of teachers of secondary schools
11. Dimension of Organizational Climate that is Conflict Resolution and dimension of Work Motivation that is Dependence ( $r=0.1833$ ,  $p < 0.05$ ) of teachers of secondary schools
12. Dimension of Organizational Climate that is decision making process and dimension of Work Motivation that is Dependence ( $r=0.1650$ ,  $p < 0.05$ ) of teachers of secondary schools
13. Dimension of Organizational Climate that is support system and dimension of Work Motivation that is Dependence ( $r=0.1628$ ,  $p < 0.05$ ) of teachers of secondary schools
14. Organizational Climate and dimension of Work Motivation that is Organizational Orientation ( $r=0.5261$ ,  $p < 0.05$ ) of teachers of secondary schools
15. Dimension of Organizational Climate that is performance standard and dimension of Work Motivation that is Organizational Orientation ( $r=0.2207$ ,  $p < 0.05$ ) of teachers of secondary schools
16. Dimension of Organizational Climate that is Communication Flow and dimension of Work Motivation that is Organizational Orientation ( $r=0.4200$ ,  $p < 0.05$ ) of teachers of secondary schools
17. Dimension of Organizational Climate that is Reward System and dimension of Work Motivation that is Organizational Orientation ( $r=0.4167$ ,  $p < 0.05$ ) of teachers of secondary schools

18. Dimension of Organizational Climate that is Responsibility and dimension of Work Motivation that is Organizational Orientation ( $r=0.2393$ ,  $p<0.05$ ) of teachers of secondary schools
19. Dimension of Organizational Climate that is Conflict Resolution and dimension of Work Motivation that is Organizational Orientation ( $r=0.3689$ ,  $p<0.05$ ) of teachers of secondary schools
20. Dimension of Organizational Climate that is Organizational Structure and dimension of Work Motivation that is Organizational Orientation ( $r=0.3642$ ,  $p<0.05$ ) of teachers of secondary schools
21. Dimension of Organizational Climate that is Motivational Level and dimension of Work Motivation that is Organizational Orientation ( $r=0.3867$ ,  $p<0.05$ ) of teachers of secondary schools
22. Dimension of Organizational Climate that is decision making process and dimension of Work Motivation that is Organizational Orientation ( $r=0.2710$ ,  $p<0.05$ ) of teachers of secondary schools
23. Dimension of Organizational Climate that is support system and dimension of Work Motivation that is Organizational Orientation ( $r=0.2620$ ,  $p<0.05$ ) of teachers of secondary schools
24. Dimension of Organizational Climate that is Warmth and dimension of Work Motivation that is Organizational Orientation ( $r=0.1555$ ,  $p<0.05$ ) of teachers of secondary schools
25. Dimension of Organizational Climate that is Identity Problems and dimension of Work Motivation that is Organizational Orientation ( $r=0.3003$ ,  $p<0.05$ ) of teachers of secondary schools
26. Organizational Climate and dimension of Work Motivation that is Work Group Relations ( $r=0.3072$ ,  $p<0.05$ ) of teachers of secondary schools
27. Dimension of Organizational Climate that is Communication Flow and dimension of Work Motivation that is Work Group Relations ( $r=0.1646$ ,  $p<0.05$ ) of teachers of secondary schools
28. Dimension of Organizational Climate that is Reward System and dimension of Work Motivation that is Work Group Relations ( $r=0.2741$ ,  $p<0.05$ ) of teachers of secondary schools
29. Dimension of Organizational Climate that is Responsibility and dimension of Work Motivation that is Work Group Relations ( $r=0.2424$ ,  $p<0.05$ ) of teachers of secondary schools
30. Dimension of Organizational Climate that is Conflict Resolution and dimension of Work Motivation that is Work Group Relations ( $r=0.1670$ ,  $p<0.05$ ) of teachers of secondary schools
31. Dimension of Organizational Climate that is Organizational Structure and dimension of Work Motivation that is Work Group Relations ( $r=0.1769$ ,  $p<0.05$ ) of teachers of secondary schools
32. Dimension of Organizational Climate that is Motivational Level and dimension of Work Motivation that is Work Group Relations ( $r=0.2326$ ,  $p<0.05$ ) of teachers of secondary schools

33. Dimension of Organizational Climate that is decision making process and dimension of Work Motivation that is Work Group Relations ( $r=0.1406$ ,  $p<0.05$ ) of teachers of secondary schools
34. Dimension of Organizational Climate that is support system and dimension of Work Motivation that is Work Group Relations ( $r=0.2629$ ,  $p<0.05$ ) of teachers of secondary schools
35. Dimension of Organizational Climate that is Identity Problems and dimension of Work Motivation that is Work Group Relations ( $r=0.2617$ ,  $p<0.05$ ) of teachers of secondary schools
36. Organizational Climate and dimension of Work Motivation that is Psychological Work Incentives ( $r=0.3820$ ,  $p<0.05$ ) of teachers of secondary schools
37. Dimension of Organizational Climate that is Communication Flow and dimension of Work Motivation that is Psychological Work Incentives ( $r=0.2399$ ,  $p<0.05$ ) of teachers of secondary schools
38. Dimension of Organizational Climate that is Reward System and dimension of Work Motivation that is Psychological Work Incentives ( $r=0.4546$ ,  $p<0.05$ ) of teachers of secondary schools
39. Dimension of Organizational Climate that is Conflict Resolution and dimension of Work Motivation that is Psychological Work Incentives ( $r=0.3064$ ,  $p<0.05$ ) of teachers of secondary schools
40. Dimension of Organizational Climate that is Organizational Structure and dimension of Work Motivation that is Psychological Work Incentives ( $r=0.1995$ ,  $p<0.05$ ) of teachers of secondary schools
41. Dimension of Organizational Climate that is Motivational Level and dimension of Work Motivation that is Psychological Work Incentives ( $r=0.2029$ ,  $p<0.05$ ) of teachers of secondary schools
42. Dimension of Organizational Climate that is decision making process and dimension of Work Motivation that is Psychological Work Incentives ( $r=0.1957$ ,  $p<0.05$ ) of teachers of secondary schools
43. Dimension of Organizational Climate that is support system and dimension of Work Motivation that is Psychological Work Incentives ( $r=0.2172$ ,  $p<0.05$ ) of teachers of secondary schools
44. Dimension of Organizational Climate that is Warmth and dimension of Work Motivation that is Psychological Work Incentives ( $r=0.2089$ ,  $p<0.05$ ) of teachers of secondary schools
45. Dimension of Organizational Climate that is Identity Problems and dimension of Work Motivation that is Psychological Work Incentives ( $r=0.3053$ ,  $p<0.05$ ) of teachers of secondary schools
46. Organizational Climate and dimension of Work Motivation that is Material Incentives ( $r=0.1306$ ,  $p<0.05$ ) of teachers of secondary schools
47. Dimension of Organizational Climate that is Communication Flow and dimension of Work Motivation that is Material Incentives ( $r=0.1708$ ,  $p<0.05$ ) of teachers of secondary schools
48. Dimension of Organizational Climate that is Responsibility and dimension of Work Motivation that is Material Incentives ( $r=0.1600$ ,  $p<0.05$ ) of teachers of secondary schools

49. Dimension of Organizational Climate that is Motivational Level and dimension of Work Motivation that is Material Incentives ( $r=0.2526$ ,  $p<0.05$ ) of teachers of secondary schools
50. Dimension of Organizational Climate that is decision making process and dimension of Work Motivation that is Material Incentives ( $r=0.2169$ ,  $p<0.05$ ) of teachers of secondary schools
51. Organizational Climate and dimension of Work Motivation that is Job Situation ( $r=0.1387$ ,  $p<0.05$ ) of teachers of secondary schools
52. Dimension of Organizational Climate that is Conflict Resolution and dimension of Work Motivation that is Job Situation ( $r=0.1552$ ,  $p<0.05$ ) of teachers of secondary schools
53. Dimension of Organizational Climate that is decision making process and dimension of Work Motivation that is Job Situation ( $r=0.1496$ ,  $p<0.05$ ) of teachers of secondary schools
54. Dimension of Organizational Climate that is support system and dimension of Work Motivation that is Job Situation ( $r=0.1688$ ,  $p<0.05$ ) of teachers of secondary schools
55. Dimension of Organizational Climate that is Identity Problems and dimension of Work Motivation that is Job Situation ( $r=0.1802$ ,  $p<0.05$ ) of teachers of secondary schools

#### **DISCUSSION AND CONCLUSION**

Since secondary school teachers of educational institutions perceived the organizational climate in their institutions to be open, stable and healthy, school heads should endeavor to continue to adopt the participative system to administration which guarantees open organizational climate. To facilitate the adoption of the participative system of administration, school heads should be exposed more to research findings on the working of organizational conditions of schools. This would be made possible by setting up a research unit in each faculty or college with the responsibility of collating such research findings for school heads. Conditions of service should be improved by the owners of educational institutions to encourage secondary school teachers both experienced and inexperienced exert a considerable effort in their job towards achieving a better outcome. Such conditions of service should include better remuneration, staff training and development, job security, adequate welfare services like good transport system, provision of medical care, housing and provision of recreational facilities.

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