

Work Motivation of Higher Secondary Teachers

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Abstract

The term work motivation refers reasons that emanating from individual's intrinsic values to choose to teach and sustaining teaching, and the intensity of teacher motivation which is indicated by effort expended on teaching as influenced by a number of contextual factors. **Atkinson** (1964) defined work motivation as the contemporary immediate influences on the direction, vigour and persistence of action. Teacher's work motivation depends on teacher's assertiveness to his work. Work motivation is a set of active forces that originate within and beyond an individual's, to initiate work-related behaviour and to determine its form, direction, intensity and duration. Work motivation helps a teacher to increase his performance level and willingness towards a task. It is important for any school or college to understand and create a healthy atmosphere to encourage productive and enthusiastic behaviours in teachers. The present study aimed to conduct a differential analysis on the work motivation of higher secondary teachers with respect to certain background variables namely, gender (men & women), marital status (married & unmarried), subject (arts & science) of teacher and locality (rural & urban) and nature (government, govt. aided & self-financed) of school. The teachers working at higher secondary level in higher secondary schools of Karur District of Tamil Nadu State were the population of the present study. The findings of the present study revealed significant difference in the work motivation of higher secondary teachers based on their gender and marital status. Women teachers and married teachers reported to have cultivated better work motivation than unmarried teachers and men teachers. With regard to locality of school, teachers from urban schools were better than the teachers from rural schools in their work motivation. Also, the findings revealed no significant difference in the work motivation of higher secondary teachers based on their subject (arts & science) and the nature (govt, govt. aided & self-financed) of school. It is assured that the findings of the present study would help teachers and administrators of schools to look for the ways of enhancing work motivation in them. Also the findings of the present study would be helpful in imbibing the importance and the needy values of work motivation by the teachers at all levels.

Keywords: work motivation, teacher

1. Introduction

Work motivation is a set of active forces that originate within and beyond an individual's, to initiate work-related behaviour and to determine its form, direction, intensity and duration. Work motivation is the process that initiates and maintains goal-directed performance. Work motivation helps a teacher to increase his performance level and willingness towards a task. It is important for any school or college to understand and to create a healthy atmosphere to encourage productive and enthusiastic behaviours in teachers. It can be done with the help of right motivation strategies. Three psychological processes are concerned with work motivation: arousal, direction and intensity. Arousal is provocation, which is stimulated by individual's necessities. Direction is the way; a person follows in achieving the aims. Intensity is the amount

of energy an individual put into task performance. Motivation helps teachers to focus on a particular task effectively. Therefore it is necessary to advance the circumstances required for high motivation of school and college teachers. The classroom is the learning environment in relation to achieve goal theory of motivation. Classroom structures are described in terms of how they make different types of achievement goals and develop qualitatively different patterns of motivation in them.

2. Literature Review

According to **Pinder** (1998), "Work motivation is a set of energetic forces that originate within as well as beyond an individual's being, to initiate work related behaviour and to determine its form, direction, intensity and duration." Work motivation is a set of energetic force that originates from both within as well as beyond the individuals. Work motivation initiates work related behaviour and determine its form, intensity and direction. It is a process used to inspire workers to perform their respective jobs well. Work motivation may improve the teacher's performance, encourage team work and inculcate positive attitude. Low motivation at work may trigger a variety of detrimental events that affects the teacher's performance. Unmotivated teachers may deliver poor quality work and further making it difficult for other teachers to do their jobs effectively. Motivated teachers gradually feel a passion to perform well on their teaching profession. They have less conflicts and lower incidents of absenteeism; hence, work motivation is related to teacher effectiveness. Motivated teachers are satisfied or contented with their profession and this helps them to be more productive and successful in teaching-learning situations. Teachers with a high level of motivation easily overcome common work place challenges and in turn this helps concerned educational institution achieve its objectives at all dimensions. Similarly, education at higher secondary level helps the students to develop their talents and interest. Further, the knowledge acquired from higher secondary education helps them to select better career in future. Hence, the teachers at higher secondary level have the responsibility to prepare the students for the national objectives. He has to help them to attain all round development, which will make them to become good citizen, fit for the society and to be able to play their role effectively for the upliftment of the society. Based on the above discussion on work motivation of higher secondary teachers and the significance of their personal development, the Investigator planned to conduct a differential analysis on work motivation of higher secondary teachers with respect to certain background variables namely, gender (male & female), marital status (married & unmarried), subject (arts & science) of teacher and locality (rural & urban) and nature (government, govt. aided & self-financed) of school.

Work Motivation. According to Pinder (1998), "Work motivation is defined as a set of energetic forces that originate both within as well as beyond an individual's being to initiate work-related behaviors and to determine its form, direction intensity and duration"

Higher Secondary Teachers. In this study, the term 'Higher Secondary Teachers' refers to the teachers who are handling classes for 11th and 12th standards in Government, Government aided and Self-financed Higher Secondary Schools.

To find out whether there is any significant difference among higher secondary teachers in their work motivation with regard to the background variables namely: (i) Gender (men & women) and (ii) Marital status (married & unmarried), (iii) Subject (arts & science) of teacher and (iv) Locality (rural & urban) and (v) Nature (government, govt. aided & self-financed) of school.

3. Research Method

For the present study, survey method was adopted. By administrating the questionnaire, required data were collected. The population of the present study consisted of higher secondary teachers working in Government, Govt. aided and Self-financed Higher Secondary Schools in Karur District of Tamil Nadu State. The higher secondary teachers of Government, Govt. aided and Self-financed Higher Secondary Schools from rural and urban localities of Karur Districts, Tamil Nadu were the population of the present study. From this population, a representative and manageable sample of 200 higher secondary teachers (both men and women) were selected by means of stratified random sampling technique. The stratification was made on the basis of gender, marital status and subject of teacher and nature and locality of school. The investigator used work motivation tool developed by **Noorjehan Ganihar & Prabha Guddadanveri** (2016) meant for teachers was used for collecting the data for the present study.

For analyzing the data, the investigator used Mean, Standard Deviation, 't'- test, ANOVA and Karl Pearson's Product Moment Correlation Test.

Null Hypothesis - 1

There is no significant difference between men and women higher secondary teachers in their job security, flexibility in job, social climate, extrinsic rewards, intrinsic rewards and self-acceptance and on the whole work motivation.

Table 1. Difference Between Men And Women Higher Secondary Teachers in Their Work Motivation

Work Motivation and its Dimensions	Gender	Mean	SD	't' Value	Remarks at 5% level
Job Security	Men (N=116)	37.405	3.8368	1.583	NS
	Women (N=84)	37.772	3.3990		
Flexibility in Job	Men (N=116)	35.652	5.5908	6.025	S
	Women (N=84)	37.537	4.1314		
Social Climate	Men (N=116)	38.004	5.1971	1.018	NS
	Women (N=84)	38.324	4.6152		

Extrinsic Rewards	Men (N=116)	35.994	5.7163	5.608	S
	Women (N=84)	37.659	3.3592		
Intrinsic Rewards	Men (N=116)	29.626	5.1998	8.243	S
	Women (N=84)	32.165	4.4092		
Work Motivation (on the whole)	Men (N=116)	176.681	12.4923	9.393	S
	Women (N=84)	183.457	9.9858		

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred that there was no significant difference between men and women higher secondary teachers in their job security and social climate of work motivation as the calculated 't' values 1.583 and 1.018 were less than the table value 1.96 at 5% level of significance.

But there was significant difference between men and women higher secondary teachers in their flexibility in job, extrinsic rewards and intrinsic rewards of work motivation as the calculated 't' values 6.025, 5.608 and 8.243 were greater than the table value 1.96 at 5% level of significance.

On the whole, there was significant difference between men and women higher secondary teachers in their work motivation as the calculated 't' value 9.393 was greater than the table value 1.96 at 5% level of significance. While comparing the mean scores, women higher secondary teachers were rated higher than men teachers in their work motivation. Hence the null hypothesis was rejected.

Null Hypothesis - 2

There is no significant difference between married and unmarried higher secondary teachers in their job security, flexibility in job, social climate, extrinsic rewards, intrinsic rewards and self-acceptance and on the whole work motivation.

Table 2. DIFFERENCE BETWEEN Married AND Unmarried Higher Secondary TEACHERS IN THEIR Work Motivation

Work Motivation and its Dimensions	Marital Status	Mean	SD	't' Value	Remarks at 5% level
Job Security	Married (N=151)	37.627	3.5560	0.573	NS
	Unmarried (N=49)	32.482	3.6034		
Flexibility in Job	Married (N=151)	36.744	4.9397	1.730	NS
	Unmarried (N=49)	31.141	5.0229		
Social Climate	Married (N=151)	38.065	4.8970	0.799	NS
	Unmarried (N=49)	34.334	5.0005		
Extrinsic Rewards	Married (N=151)	36.756	4.8618	0.222	NS
	Unmarried (N=49)	31.828	4.4460		
Intrinsic Rewards	Married (N=151)	30.707	5.1115	1.067	NS
	Unmarried (N=49)	30.061	4.3803		
Work Motivation (on the whole)	Married (N=151)	179.898	11.867	0.064	NS
	Unmarried (N=49)	177.847	11.677		

(At 5% level of significance, the table value of 't' is 1.96)

It is learnt that there was no significant difference between married and unmarried higher secondary teachers in their job security, flexibility in job, social climate, extrinsic rewards and intrinsic rewards of work motivation as the calculated 't' values 0.573, 1.730, 0.799, 0.222 and 1.067 were less than the table value 1.96 at 5% level of confidence.

On the whole, there was no significant difference between higher secondary teachers from married and unmarried in their work motivation, since the calculated 't' value 0.064 was less than the table value 1.96 at 5% level of significance. Hence the null hypothesis was accepted.

Null Hypothesis - 3

There is no significant difference between higher secondary teachers from rural and urban schools in their job security, job flexibility, social climate, extrinsic rewards, intrinsic rewards, self-acceptance, or overall work motivation.

Table 3. Difference Between Higher Secondary Teachers From Rural And Urban Schools In Their Work Motivation

Work Motivation and its Dimensions	Locality of School	Mean	SD	't' Value	Remarks at 5% level
Job Security	Rural(N=145)	37.592	3.7191	0.143	NS
	Urban (N=55)	37.558	3.5279		
Flexibility in Job	Rural (N=145)	35.926	5.4042	4.757	S
	Urban (N=55)	37.414	4.3371		
Social Climate	Rural(N=145)	38.186	4.8425	0.229	NS
	Urban (N=55)	38.112	5.0593		
Extrinsic Rewards	Rural (N=145)	36.543	5.1910	1.897	NS
	Urban (N=55)	37.117	4.2255		
Intrinsic Rewards	Rural(N=145)	30.168	5.2184	5.061	S
	Urban (N=55)	31.757	4.5275		
Work Motivation (on the whole)	Rural (N=145)	178.415	12.2491	4.726	S
	Urban (N=55)	181.958	10.9822		

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there was no significant difference between higher secondary teachers from rural and urban schools in their job security, social climate and extrinsic rewards of work motivation as the calculated 't' values of 0.143, 0.229 and 1.897 were less than the table value of 1.96 at 5% level of confidence.

But there was significant difference between higher secondary teachers from rural and urban schools in their flexibility in job and intrinsic rewards of work motivation as the calculated 't' values 04.757 and 5.061 were greater than the table value 1.96 at 5% level of confidence.

On the whole, there was significant difference between higher secondary teachers from rural and urban schools in their work motivation as the calculated 't' value 4.726 was greater than the table value 1.96 at 5% level of confidence. While comparing the mean scores, teachers from urban schools were rated higher than teachers from rural schools in their work motivation. Hence the null hypothesis was rejected.

Null Hypothesis - 4

There is no significant difference between arts and science higher secondary teachers in their job security, flexibility in job, social climate, extrinsic rewards, intrinsic rewards and self-acceptance and on the whole work motivation.

Table 4. DIFFERENCE BETWEEN arts AND science HIGHER SECONDARY TEACHERS IN THEIR Work Motivation

Work Motivation and its Dimensions	Subject	Mean	SD	't' Value	Remarks at 5% level
Job Security	Arts (N=188)	37.601	3.4862	0.198	NS
	Science (N=12)	30.555	3.7881		
Flexibility in Job	Arts (N=188)	36.632	5.1400	0.554	NS
	Science (N=12)	31.453	4.9462		
Social Climate	Arts (N=188)	38.074	5.0736	0.507	NS
	Science (N=12)	33.235	4.7896		
Extrinsic Rewards	Arts (N=188)	36.421	4.8960	2.313	S
	Science (N=12)	32.135	4.7241		
Intrinsic Rewards	Arts (N=188)	30.620	4.8753	1.276	NS
	Science (N=12)	30.029	5.1237		
Work Motivation (on the whole)	Arts (N=188)	177.349	11.7521	1.391	NS

	Science (N=12)	178.406	11.9638		
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(At 5% level of significance, the table value of 't' is 1.96)

It is inferred that there was no significant difference between arts and science higher secondary teachers in their job security, flexibility in job, social climate and intrinsic rewards of work motivation as the calculated 't' values 0.198, 0.554, 0.507 and 1.276 were less than the table value 1.96 at 5% level of significance.

But there was significant difference between arts and science higher secondary teachers in their extrinsic rewards of work motivation as the calculated 't' value 2.313 was greater than the table value 1.96 at 5% level of significance.

On the whole, there was no significant difference between arts and science higher secondary teachers in their work motivation as the calculated 't' value 1.391 was less than the table value 1.96 at 5% level of significance. Hence the null hypothesis was accepted.

Null Hypothesis - 5

There is no significant difference among higher secondary teachers from government, govt. aided and self-financed schools in their job security, flexibility in job, social climate, extrinsic rewards, intrinsic rewards and self-acceptance and on the whole work motivation.

Table 5. DIFFERENCE AMONG HIGHER SECONDARY TEACHERS FROM government, govt. aided and self-financed schools in their Work Motivation

Work Motivation and its Dimensions	Source of Variation	Sum of Squares	Mean Square	'F' Value	Remarks at 5% level
Job Security	Between	12.652	6.326	0.477	NS
	Within	12874.918	13.259		
Flexibility in Job	Between	66.856	33.428	1.316	NS
	Within	24664.918	25.402		
Social Climate	Between	30.977	15.488	0.637	NS
	Within	23626.613	24.332		
Extrinsic Rewards	Between	4.220	2.110	0.091	NS
	Within	22610.762	23.286		
Intrinsic Rewards	Between	63.895	31.948	1.227	NS
	Within	24294.433	25.020		

Work Motivation (on the whole)	Between	297.559	148.780	1.057	NS
	Within	136674.626	140.757		

(At 5% level of significance for 985 df, the table value of 'F' is 3.00)

From the above Table, it is inferred that there was no significant difference among higher secondary teachers from government, government aided and self-financed schools in their job security, flexibility in job, social climate, extrinsic rewards and intrinsic rewards of work motivation as the calculated 'F' values 0.477, 1.316, 0.637, 0.091 and 1.227 were less than the table value 3.00 at 5% level of confidence.

On the whole, there was no significant difference among higher secondary teachers from government, govt. aided and self-financed schools in their work motivation as the calculated 'F' value 1.057 was less than the table value 3.00 at 5% level of confidence. Hence the null hypothesis was accepted.

Major Findings. There was significant difference between men and women higher secondary teachers in their work motivation. While comparing the mean scores women teachers were rated higher than men teachers in their work motivation. There was significant difference between married and unmarried higher secondary teachers in their work motivation. While comparing the mean scores, married teachers were rated higher than unmarried teachers in their work motivation. There was significant difference between rural and urban higher secondary teachers with respect to work motivation. While comparing the mean scores, urban teachers rated higher than rural teachers in their work motivation. There was no significant difference between arts and science higher secondary teachers in their work motivation. There was no significant difference among higher secondary teachers from government, govt. aided and self-financed schools in their work motivation.

The Investigator with his limited observations and field experience has come out with the following interpretations to the findings of the present study.

The findings of the differential analysis ('t' test) on **work motivation** revealed that gender (men & women) of teachers seemed to exert significant influence on the work motivation of higher secondary teachers. The findings of the present study indicated that higher secondary female teachers were rated higher than higher secondary male teachers in their work motivation. Generally, female teachers understand their social environment assumed responsibilities better than male teachers. The reason might be that female teachers are cordial and maintain healthy relationships with their colleagues in a better manner than their male counterparts. They share their problems and academic activities with their team members at ease in a more meticulous way rather than male. This habit of doing academic activities with sincerity and accuracy might be because of better work motivation they have developed with their fellow beings and environment.

The findings of the present research ('t' test) on **work motivation** based on marital status (married & unmarried) of teachers reported that married higher secondary teachers were rated

higher in their work motivation than their unmarried counter parts. The reason might be that married life, family environment and cordial relationship and mutual understanding with their colleagues help married teachers cultivate better work motivation in them, which would obviously missed out among unmarried teachers. It is assured that the findings of the present study would help teachers and administrators of schools to look for the ways of enhancing work motivation among teachers.

The findings of the present research (**'t' test**) on **work motivation** based on locality (urban & rural) of school reported that higher secondary teachers of urban schools were rated higher in their work motivation than the students of rural schools. In urban schools every class room would have more number of students than that of rural school class rooms. The higher secondary teachers from urban schools are exposed to that kind of class room conditions which would help them to imbibe essential components of work motivation and enable them to cope with stressed conditions prevail in their school environments carefully. The urban school teachers are privileged to develop work motivation over a period of time and this is denied to rural school teachers. With reference to higher secondary students, school environment profoundly influences their social adjustment. The urban school teachers employ coping skills in managing with the school environments in a better way than their rural school counterparts. On the whole, they find it easy to accomplish their work and achieve better than rural school higher secondary teachers.

The findings of the following studies concurred with the findings of the present study and supported them. **Sivasakthi Rajammal** (2021) studied work motivation of high school teachers and found significant difference among them in their work motivation across gender of teachers and locality of school, which concurred with the findings of the present study. There is significant difference between rural and urban high school teachers with respect of their work motivation. In the same manner, **Milos Hitka, Ludmila Kozubikova, Marek Potkany** (2018) studied work motivation of higher secondary school teachers and found significant difference in the motivation factors based on their gender, which was in accordance with the findings of the present study. Similarly, **Ponmozhi, Balasubramanian** (2017) studied work motivation of school teachers and found significant difference in respect of marital status, which concurred with the findings of the present study. Likewise, **Ahmad Saeed & Rizwana Muneer** (2012) studied the purpose of work motivation of secondary school teachers in Karachi and found female teachers to be more motivated than male teachers, which supported the findings of the present study.

On the contrary, the findings of the study conducted by **Preeti D. Bhadoriya** (2015) on the motivational level of higher secondary school teachers observed no significant difference between male and female teachers in their motivational level. Also, they observed no significant difference between teachers from rural and urban schools in their motivational level, which were not in accordance with the findings of the present study.

It is assured that the findings of the present study would help teachers and administrators of schools to look for the ways of enhancing work motivation among teachers. The findings of the

study also would be helpful in imbibing the importance and the needy values of work motivation in teachers at all levels.

Based on the findings of the present study, the following recommendations are made: The findings of the study recommend that all school administrators in the study areas should incorporate appreciation for the work done by the teachers in schools because it is a potential factor for increasing the work motivation among teachers and increase productivity. In general the school teachers receive an average level of motivation in their profession. This may be due to the lack of institutional facilities in their school, proper social climate and lack of proper psychological support. Hence, the teachers should be motivated towards their work with the incentives or by proper motivational techniques. The administrators and other stakeholders of education should plan for the improvement of motivation among teachers at the level of higher secondary education. Through personality development programmes, orientation programmes, workshops and seminars, the management and administrators of the schools can develop needy work motivation in teachers at all levels of education. The researchers recommend that Heads of higher secondary schools should be optimistic and always rewarding the teachers by giving certificates of recognition to the best teacher of the year and this may be one of the best ways of enhancing work motivation in teachers. Self-appraisal may be carried out by them to check the level of their career development and to practise some enhancement techniques.

5. Conclusion

The term ‘work motivation’ refers to the reasons that emanate from individual's intrinsic values to choose to teach and sustain teaching and the intensity of motivation which is indicated by the effort expended on teaching as influenced by a number of contextual factors. **Atkinson** (1964) defined work motivation as the contemporary immediate influences on the direction, vigor and persistence of action. The present study is an attempt to study the work motivation of secondary school teachers. However, relative measurements may help us in identifying teachers possessing high or low degree of their involvement in work performance as work motivation is the process that encourages guides, maintains, as well as keeping the resources on the right track. **Dulany** (1958) has rightly pointed out that “Motivation is necessary for human performance as fuel or energy to keep a machine in motion”. Motivation is a symbolic form of persistent and vigorous involvement in some activity which is a pre-requisite for good performance whatever may be the potentiality, ability, competence and professional skills of an individual. If someone is lacking in motivation, his performance is bound to be poor. The focus on goals of the organization reflects the behaviour in relation to the job. Likewise motivated individual will do his/her best in accomplishing his/her tasks. To conclude, work motivation is the most significant aspect of one’s personal development and the criteria for measuring the work motivation of each person could be sought in his/her compatibility with others and his/her environment as well. Work motivation becomes the driving force of any individual, either physically or psychologically to achieve one or more goals in fulfilling ones needs or expectations.

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