

WORK MOTIVATION IN RELATION TO WORKING CONDITIONS OF SCHOOL TEACHERS

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ABSTRACT

The present research study investigates work motivation among school teachers in relation to their working conditions. A sample of 200 government secondary school teachers were taken for data collection. Work Motivation Questionnaire by Agrawal and Teacher's Working Conditions Scale by Rakhi were used for assessment of work motivation and working conditions among school teachers. The findings of the study reveals that there is a significant positive relationship between work motivation and working conditions of secondary school teachers. There is no significant difference in work motivation of secondary school teachers in terms of gender, locale and stream. There is no significant difference in working conditions of secondary school teachers in terms of gender, locale and stream.

Keywords: Work motivation, Working conditions, school teachers

INTRODUCTION

Education is a process of behavioural change and development that occurs continuously throughout every stage of life. Teachers are active in every stage of that process. The formation of desirable behaviour in the student is closely linked to the motivation levels of the teacher, as well as the teacher's attitude and behaviour. Low motivation levels in the teacher, who is in a critical position in the education and schooling process, has a negative impact on the achievement of high standards in education. It should be noted that there is a motive, or a string of motives, behind every kind of behaviour in all situations (Cuceloglu, 1997). Almost everyone is in same way motivated. The motivation might be to become rich, to become famous, or simply to gain status. According to Peters and Waterman (1995) researchers have identified that the main factor in motivating people is to give the individual a sense of success. However, levels of stimulation and anxiety, need, beliefs and goals also significantly influence a person's motivation (Keskin, 2007). An individual's motivation level is depended on the material and social benefits he or she gains from the institution they work in (Findikci, 2006). It is not just their physiological needs that employees need to be met by the organizations they work for. According to Basaran (1984) the individual also has social and psychological needs to be addressed by an employer. Motivation is an internal driving force which results

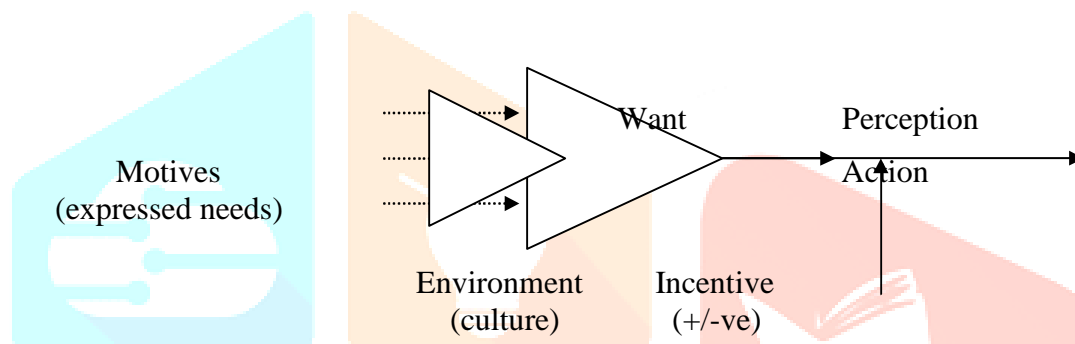
in persistent behaviour directed towards a particular goal. It is an effective instrument in the hands of a manager for inspiring the workforce and creating a confidence limit.

The word 'motivation' has been derived from the word 'motive', which means any idea, need or emotion and could be conscious or subconscious that prompts a man into action.

"It is the inner state that directs or channels behaviour toward goals."

(Berelson and Stonier, 1964)

They are always directed towards goals. As the needs are more basic than wants. A need may lead to different wants for different people. This differentiation comes from the influence of environment in which one lives. For achieving what a person wants, he will think about what alternative actions will be required to be taken by him. He will then evaluate these possible actions, and then select the one with the least cost/effort.



Linkage between Motives and Action

Motivation is not a personal trait, but a result of the interaction between the individual and the situation. Motivation has close relationship with the behaviour of human beings. Geary, D. C. (2005), Motivation is a reason or set of reasons for engaging in a particular behavior, especially human behavior as studied in psychology and neuropsychology. The reasons may include basic needs (e.g., food, water, shelter) or an object, goal, state of being, or ideal that is desirable, which may or may not be viewed as "positive," such as seeking a state of being in which pain is absent. Wiktionary (2003) Employee motivation is the psychological feature that arouses an employee to behave in a certain manner for accomplishing certain organizational goals. Motivation is some driving force within individuals by which they attempt to achieve some goal in order to fulfil some need or expectation (Mullins 1993).

Working conditions can be regarded from different perspectives. In general they can be defined as the physical and psychological aspects of the workplace. Some examples of the physical conditions are resources of school, number of students for class and noise level at school. From psychological point of view work is an important identity, self esteem, and self-actualization. Some of the psychological conditions are related with people, parents, colleagues and school principal, constant change, time pressure, workload and role conflict. (Direk,2003; Holloway, 2002). Johnson (2006) while defining working conditions described that it includes the physical features of building, equipment and resources, which serve as platform for teacher's work; the organizational structure that define teacher's formal positions and relationships with

other in the school such as workload, autonomy and supervision; opportunities for teacher to participate in the important decision making process; teacher's experience to work including their roles, status and characteristics of their students and peers; the psychological job features of the environment that may sustain or deplete them personally such as opportunities for learning and growth.

SIGNIFICANCE OF STUDY

A teacher, who is happy with his job, plays a pivotal role in the upliftment of the society. Well-adjusted and satisfied teacher can contribute a lot to the well-being of his/her pupils. Motivation is the key to organizational effectiveness and is a predictor for performance and job satisfaction. School teachers shape the nation's destiny. Hence present research work is taken up as a humble attempt to bridge the gap. The relevance of job satisfaction and motivation are very crucial to the long-term growth of any educational system around the world. Professional knowledge, skills and core competencies occur when one feels effective in one's behaviour. In other words, professional knowledge, skills and competencies can be seen when one is taking on and mastering challenging tasks directed at educational success and performance (Filak & Sheldon, 2003). In organizational research, work motivation has been the subject of more theories than any other topic (Baron, 1991); organizational researchers see employee motivation as a fundamental building block in the development of effective theories. Teachers are expected to render a very high job performance, and the Ministry of Education is always curious regarding the job performance of its teachers. The importance of employee satisfaction and work motivation is growing all the time in the organization. Many researches have been made to find out the effect of job satisfaction and motivation that have productivity of the organization. After decades of research it's now possible to offer a coherent, data-based theory of work motivation and job satisfaction. It's not illogical to determine that the more satisfied employee will perform better. So the environment that created for employee must be one that is constructive to positive energy. If employee feels happy while working, then they will be naturally encouraged to work.

The quality of education is infinitely depends on the qualities of the teachers. Higher level of motivation on the part of teachers will progress the performance teachers and the students. In teaching & learning process the teacher plays a significant role. Working environment creates working conditions and favourable working conditions serve as basis for satisfaction performance of teachers and also to some extent as a motivation. Unfavourable working condition cause dissatisfaction with the job, which leads to reduce performance. On the other hand if the working conditions are good, the teachers can be naturally motivated by the working environment. So the investigator felt a dire need to study work motivation in relation to working conditions of the teachers.

OBJECTIVES OF THE STUDY

1. To study the relationship of work motivation and working conditions of secondary school teachers.
2. To study and compare work motivation of male and female secondary school teachers.
3. To study and compare work motivation of rural and urban secondary school teachers.
4. To study and compare work motivation of secondary school teachers teaching science and arts streams.
5. To study and compare working conditions of male and female secondary school teachers.
6. To study and compare working conditions of rural and urban secondary school teachers.
7. To study and compare working conditions of teachers teaching science and arts streams.

HYPOTHESES OF THE STUDY

1. There exists no significant relationship in work motivation and working conditions of secondary school teachers.
2. There exists no significant difference in working motivation of male and female secondary school teachers.
3. There exists no significance difference in work motivation of rural and urban secondary school teachers.
4. There exists no significant difference in work motivation of teachers teaching science and arts streams.
5. There exists no significant difference in working conditions of male and female secondary school teachers.
6. There exists no significant difference in working conditions of rural and urban secondary school teachers.
7. There exists no significant difference in working conditions of teachers teaching science and arts streams.

DELIMITATIONS OF THE STUDY

- The study was delimited to Moga district only.
- Only secondary school teachers were taken for the study.

SAMPLE

The sample for this study has been collected from 200 secondary school teachers. Government secondary school teachers were taken in terms of gender, locale and streams taken.

TOOLS USED

1. Work Motivation Questionnaire by Agrawal
2. Teachers Working Conditions Scale by Rakhi

PRESENTATION OF RESULTS

The data is presented in the form of tables below:

Table 1 Coefficient of Correlation between Work Motivation and Working Conditions of Secondary School Teachers

Group	N	'r'
Total	120	0.257

Table 1 shows the value of correlation between work motivation and working conditions of secondary school teachers. This value 0.257 which is greater than the table value and is significant at 0.01 level of significance. It means that there is a positive relationship between work motivation and working conditions of secondary school teachers. This shows that good working conditions encourage motivation among teachers and poor working conditions discourage their motivation to work.

Hence, hypothesis 1 states "there is no significant relationship between work motivation and working conditions of secondary school teachers" is rejected.

Table 2 Mean Scores of Work Motivation of Secondary School Teachers in terms of Gender

Gender	N	Mean	S.D	S.ED	t-value
Male	60	102.7	11.36	1.561	0.43
Female	60	97.23	12.78		

Table 2 shows that mean work motivation scores of male and female secondary school teachers are 102.7 and 97.23 respectively. The value of S.D. is 11.36 and 12.78 for male and female teachers. The t-value is 0.43 which is less than the table value and not significant at any level of significance. It means that there exists a significant difference in work motivation of male and female group of secondary school teachers.

Thus the hypothesis 2 states "There is no significant difference in work motivation of secondary school teachers in terms of gender." is accepted.

It may be justified here that motivation does not create any difference in terms of gender. Government teachers whether male or female have certain reasons for motivation to work like their salary, job security, regular perks etc.

Table 3 Mean Scores of Work Motivation among Secondary School Teachers in terms of Locale

Locale	N	Mean	S.D	S.Ed	t-value
Rural	60	100.07	13.69	2.077	1.352
Urban	60	97.26	10.26		

**NS=Not Significant

Table 3 shows mean work motivation scores of rural and urban secondary school teachers are 100.07 and 97.26 respectively. The value of S.D. is 13.69 and 10.26 for rural and urban group of teachers. The t-value is 1.35 which is less than the table value and not significant at any level of significance. It means that there exists no significant difference in work motivation of rural and urban group of secondary school teachers.

Hence, the hypothesis 3 states ‘‘ there is no significant difference in work motivation of secondary school teachers in terms of locale.’’ is accepted.

This may be justified that teachers working in rural schools have same job criteria of salary and security of job, so their motivation to work do not differ from teachers working in urban schools.

Table 4 Mean Scores of Work Motivation among Teachers Teaching Arts & Science Stream

Stream	N	Mean	S.D	S.Ed	t-value
Arts	60	97.19	9.75	9.82	0.098**
Science	60	98.16	12.24		

** NS- Not Significant

Table 4 shows that mean work motivation scores of secondary school teachers teaching arts and science streams are 97.19 and 98.16 respectively. The value of S.D. is 9.75 and 12.24 for arts and science stream group of secondary school teachers. The t- value is 0.098 which is less than the table value and not significant at any level of significance. It clarifies that there exists no difference in work motivation of secondary school teachers teaching arts and science streams.

The hypothesis 4 states ‘‘ there is no significant difference in work motivation of secondary school teachers in terms of stream.’’ is accepted.

Table 5 Mean Scores of Working Conditions of Secondary School Teachers in terms of Gender

Gender	N	Mean	S.D	S.Ed	t-value
Male	60	141.06	14.51	1.763	0.21
Female	60	144.16	12.29		

Table 5 shows that mean working conditions scores of the male female secondary school teachers are 141.06 and 144.16 respectively. The value of S.D. is 14.51 and 12.29 for male and female teachers. The t-value is 0.21 which is less than the table value and not significant at any level of significance. It means that there exists no significant difference in working conditions of male and female secondary school teachers.

Hence, the hypothesis 5 states “ there is no significant difference in working conditions of secondary school teachers in terms of gender” is accepted .

Table 6 Mean Scores of Working Conditions of Secondary School Teachers in terms of Locale

Locale	N	Mean	S.D	S.ED	t-value
Rural	60	140.6	18.18	1.524	-1.443
Urban	60	142.8	13.16		

**NS- Not Significant

Table 6 shows that mean working conditions scores of the rural and urban secondary school teachers are 140.6 and 142.8 respectively. The value of S.D. is 18.18 and 13.16 for rural and urban group of teachers. The t-value is -1.443 which is less than the table value and not significant at any level of significance. It means that there exists no significant difference in working conditions of rural and urban secondary school teachers.

Hence, the hypothesis 6 states” There is no significant difference in working conditions of secondary school teachers in terms of locale.” is accepted.

Table 7 Mean Scores of Working Conditions of Teachers Teaching Arts and Science Streams

Stream	N	Mean	S.D	S.ED	t-value
Arts	60	141.03	14.57	14.6	-0.059**
Science	60	140.16	13.16		

**NS- not significant.

Table 7 shows that mean working conditions scores of secondary school teachers teaching arts and science streams are 141.03 and 140.16 respectively. The value of S.D. are 14.57 and 13.16 for arts and science stream group of teachers. The t- value is 0.059 which is less than the table value and not significant at any level of significance. It means that there exists no significant difference in working conditions of secondary

school teachers teaching arts and science streams.

The hypothesis 7 states “there is no significant difference in working conditions of secondary school teachers in terms of streams” is accepted.

FINDINGS OF STUDY

1. There is a significant positive relationship between work motivation and working conditions of secondary school teachers.
2. There is no significant difference in work motivation of secondary school teachers in terms of gender.
3. There is no significant difference in work motivation of secondary school teachers in terms of locale.
4. There is no significant difference in work motivation secondary school teachers in terms stream.
5. There is no significant difference in working conditions of secondary school teachers in terms of gender.
6. There is no significant difference in working conditions of secondary school teachers in terms locale.
7. There is no significant difference in working conditions of secondary school teachers in terms stream.

EDUCATIONAL IMPLICATIONS

The findings of present study will be helpful in making government aware about the impact of working conditions on teachers. The results will significantly be useful for the government schemes to make working conditions more effective, and motivated for government secondary school teachers.

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