

WORK MOTIVATION AMONG SECONDARY SCHOOL TEACHERS WITH
RESPECT TO THEIR GENDER AND TYPE OF SCHOOL

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Abstract

The present study was undertaken to examine the differences in work motivation among secondary school teachers with respect to gender, locale, and type of school. A sample of 100 secondary school teachers was selected from 20 government and private secondary schools of district Ludhiana (Punjab). The sample comprised 50 male and 50 female teachers, equally representing rural and urban areas. The Work Motivation Questionnaire (WMQ) developed by K.G. Agarwal (1971) was used for data collection. Mean, Standard Deviation, and t-test were employed for statistical analysis. The findings revealed that there was no significant difference in the work motivation levels of male and female teachers, rural and urban teachers, and government and private secondary school teachers.

Key Words: Work Motivation, Teacher Motivation, Secondary School Teachers

Introduction

India has a long tradition of learning and education. Education has been accorded high priority in the national development strategy, and significant efforts have been made towards the expansion of educational facilities across the country. Despite this expansion, the effective utilization of educational resources and the quality of output remain matters of concern. Several commissions and committees have emphasized that teachers' job satisfaction and work motivation play a crucial role in improving the quality of education.

Work motivation is one of the key determinants of teachers' performance. It includes factors that initiate, direct, and sustain teachers' behavior towards achieving educational goals. Understanding teachers' motivation helps in improving their efficiency, commitment, and job satisfaction, which ultimately contributes to the progress of schools and the education system as a whole.

Motivation includes the factors that initiate, direct, and sustain behavior towards achieving specific goals. If the factors that drive teachers are clearly understood, it becomes easier to enhance their efficiency, job satisfaction, and commitment to the institution. Thus, motivation acts as a powerful tool in educational institutions for improving teachers' performance and overall school effectiveness.

Concept of Motivation

Motivation is a fundamental psychological process that influences an individual's behavior by determining its direction, intensity, and persistence. It refers to the internal force that energizes, activates, and sustains voluntary behavior. Reber and Reber (2001) described motivation as an "energizer of behavior," while Heery and Noon (2001) viewed it as an individual's willingness to expend effort at work.

Motivation has also been defined as a set of interrelated processes that explain the initiation, direction, and persistence of behavior, while considering an individual's abilities, skills, and environmental constraints. In simple terms, motivation is the desire to act and achieve goals. It plays a crucial role in goal setting, persistence, and self-regulation.

Various scholars have defined motivation differently across disciplines such as psychology, management, and education. Kreitner and Kinicki (1998) and Ramlall (2004) traced the origin of the term 'motivation' to the Latin word *movere*, meaning 'to move'. Robbins (2005) defined motivation as the willingness to exert high levels of effort toward organizational goals, conditioned by the effort's ability to satisfy individual

needs. Shah and Shah (2010) viewed motivation as a force that inspires individuals or groups to work efficiently for achieving desired outcomes.

Types of Motivation

Motivation is broadly classified into two types: intrinsic motivation and extrinsic motivation.

- **Intrinsic Motivation:** It arises from within the individual and is driven by personal interest, enjoyment, or satisfaction derived from the task itself. Teachers who are intrinsically motivated engage in teaching for self-fulfillment, achievement, and professional growth.
- **Extrinsic Motivation:** It is driven by external rewards such as salary, promotions, recognition, and job security. Teachers influenced by extrinsic motivation perform tasks to obtain tangible rewards or to avoid negative consequences.

An effective motivational strategy requires an understanding of both intrinsic and extrinsic factors, as teachers differ in their motivational needs.

Work Motivation

Work motivation refers to the internal and external forces that energize employees to work towards organizational goals. A highly motivated teacher strives to achieve performance goals, inspires students, and contributes positively to the school environment. Teachers are not only professionals but also leaders within their communities.

Vanbaren (2010) defined work motivation as the process of encouraging employees to perform their duties efficiently and persistently throughout their employment. Work motivation is an abstract construct that helps explain work-related behavior and varies across individuals and situations. In educational institutions, understanding teachers' needs and rewarding them appropriately can enhance their motivation and effectiveness.

In educational institutions, work motivation among teachers is crucial as it influences their teaching effectiveness, commitment, and professional growth. Motivated teachers contribute significantly to school improvement and students' academic achievement.

Teacher Motivation

Teacher motivation is closely associated with teachers' attitudes toward work, their willingness to participate in pedagogical processes, and their involvement in academic and co-curricular activities. A supportive classroom environment, adequate resources, and positive school climate significantly influence teacher motivation.

Motivated teachers create a disciplined, orderly, and engaging classroom environment, diagnose students' learning needs effectively, and contribute to overall school improvement. Teachers possess both intrinsic and extrinsic needs; therefore, educational administrators should focus on strengthening intrinsic motivation while providing appropriate extrinsic incentives.

Teachers possess both intrinsic and extrinsic motivational needs. While intrinsic motivation enhances creativity and self-fulfillment, extrinsic motivation provides necessary reinforcement through rewards and recognition. Educational administrators must understand these needs to motivate teachers effectively.

Justification of the Study

Teachers' motivation plays a vital role in educational effectiveness and students' academic achievement. In both developed and developing countries, teacher motivation is recognized as a global concern. Schools cannot achieve their objectives without motivated teachers. Educational reforms increasingly emphasize teacher competence, improved working conditions, and decentralization, all of which influence motivation. Teachers' motivation directly influences students' achievement and overall school effectiveness. Understanding the level of work motivation among secondary school

teachers is essential for planning policies and strategies aimed at improving educational standards.

Lack of motivation among teachers may lead to poor performance, reduced commitment, and low student achievement. Hence, it is essential to examine the level of work motivation among secondary school teachers in relation to gender and type of school.

Statement of The Problem

Work Motivation among Secondary School Teachers with Respect to their Gender and Type of School

Operational Definitions

- **Work Motivation:** A process that energizes and directs teachers' behavior towards achieving work-related goals.
- **Secondary School Teachers:** Teachers working in schools imparting education between elementary and senior secondary stages.
- **Gender:** Refers to male and female secondary school teachers.
- **Type of School:** Refers to government and private secondary schools.

Objectives of the Study

1. To study the difference in work motivation levels of male and female secondary school teachers.
2. To study the difference in work motivation levels of rural and urban secondary school teachers.
3. To study the difference in work motivation levels of government and private secondary school teachers.

Hypotheses of the Study

1. There is no significant difference in the work motivation level of male and female secondary school teachers.
2. There is no significant difference in the work motivation level of rural and urban secondary school teachers.
3. There is no significant difference in the work motivation level of government and private secondary school teachers.

Methodology

The descriptive survey method was adopted for the present study.

Sample

The sample consisted of 100 secondary school teachers selected from 20 government and private secondary schools of district Ludhiana (Punjab). The sample included 50 male and 50 female teachers, with equal representation from rural and urban areas.

Tool Used

The Work Motivation Questionnaire (WMQ) developed by K.G. Agarwal (1971) was used for data collection.

The questionnaire was administered personally to the teachers. Proper instructions were given, and the purpose of the study was explained. The filled-in questionnaires were collected on the spot.

Statistical Techniques Used

Mean, Standard Deviation, and t-test were used to analyse and interpret the data.

Delimitations of the Study

1. The study was confined to district Ludhiana of Punjab.
2. The study was limited to secondary school teachers only.

Analysis and Interpretation

Hypothesis-I There is no significant difference in the work motivation level of male and female secondary school teachers.

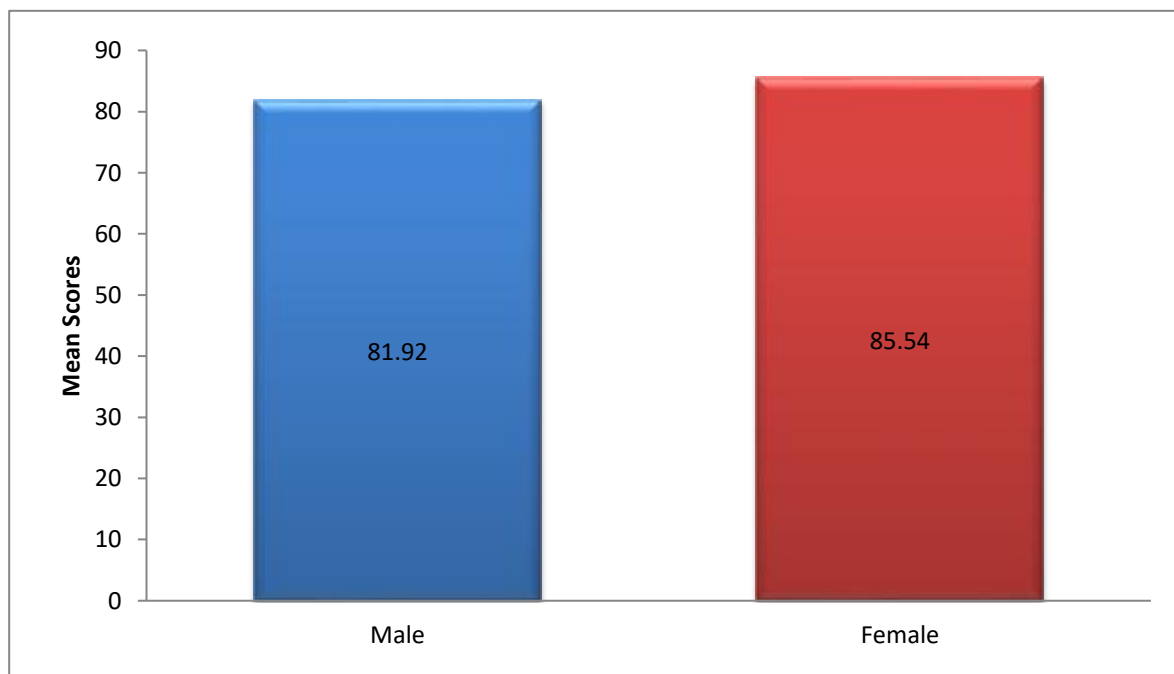
Table- 1

Showing the Mean, Standard Deviation and 't'-value of work motivation male and female secondary school teachers.

Gender	N	Mean	S. D.	't'-Value	Interpretation
Male	50	81.92	112.87	1.53	Not Significant at 0.05 Level
Female	50	85.54	82.57		

It can be observed from table No.1 that mean of level of work motivation of male and female secondary school teachers are 81.92 and 85.54 with S.D 112.87 and 82.57 respectively. The 't'-value comes out to be 1.53, which is not significant at .05 level. This means that there is no significant difference in the work motivation between male and female of secondary school teachers. Hence, the hypotheses-I stands accepted.

Figure No.1
Showing mean work motivation scores of male and female secondary school teachers



Hypothesis-II

There is no significant difference in the work motivation level of rural and urban secondary school teachers.

Table- 2

Showing the mean, standard deviation and 't'-value of work motivation of rural and urban secondary school teachers.

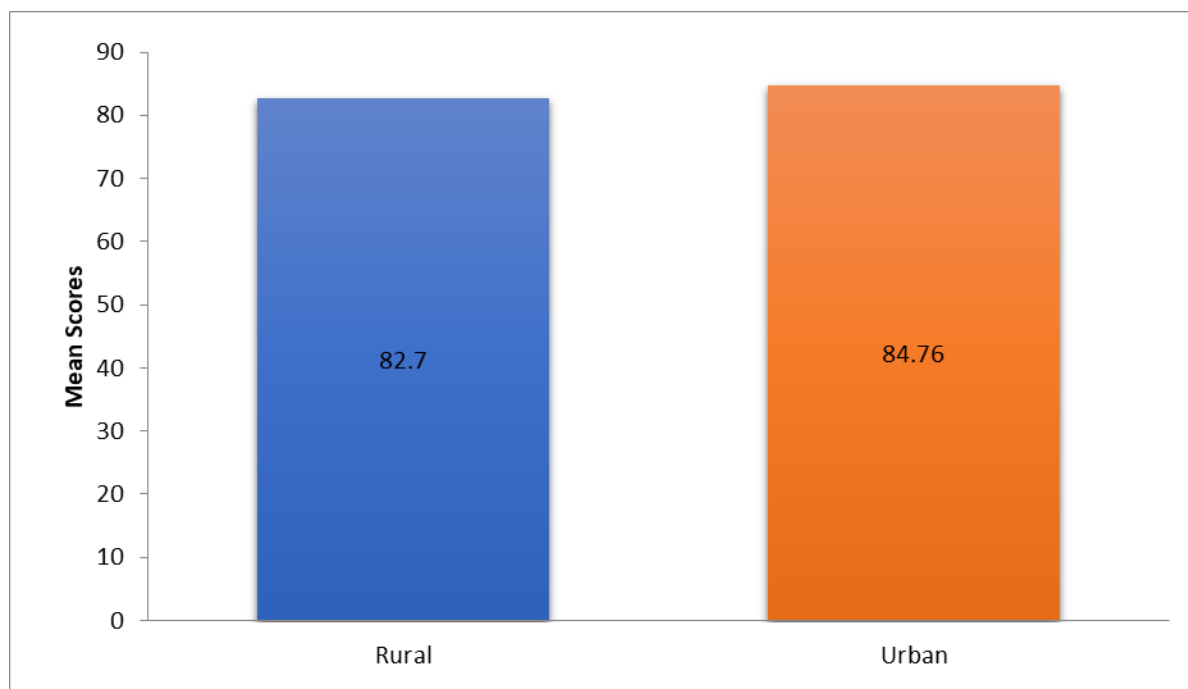
Area	N	Mean	S. D.	't'-Value	Interpretation
Rural	50	82.7	115.10	1.69	Not significant at 0.05 level
Urban	50	84.76	81.34		

It can be observed from table No.2 that mean of level of work motivation of rural and urban secondary school teachers are 82.7 and 84.76 with S.D 115.10 and 81.34 respectively. The 't'-value comes out to be 1.69, which is not significant at .05 level. This

means that there is no significant difference in the work motivation between rural and urban of secondary school teachers. Hence, the hypotheses-II stands accepted.

Figure No. 2

Showing mean work motivation scores of rural and urban secondary school teachers.



Hypothesis-III

There is no significant difference in the work motivation level of government and private secondary school teachers.

Table-3

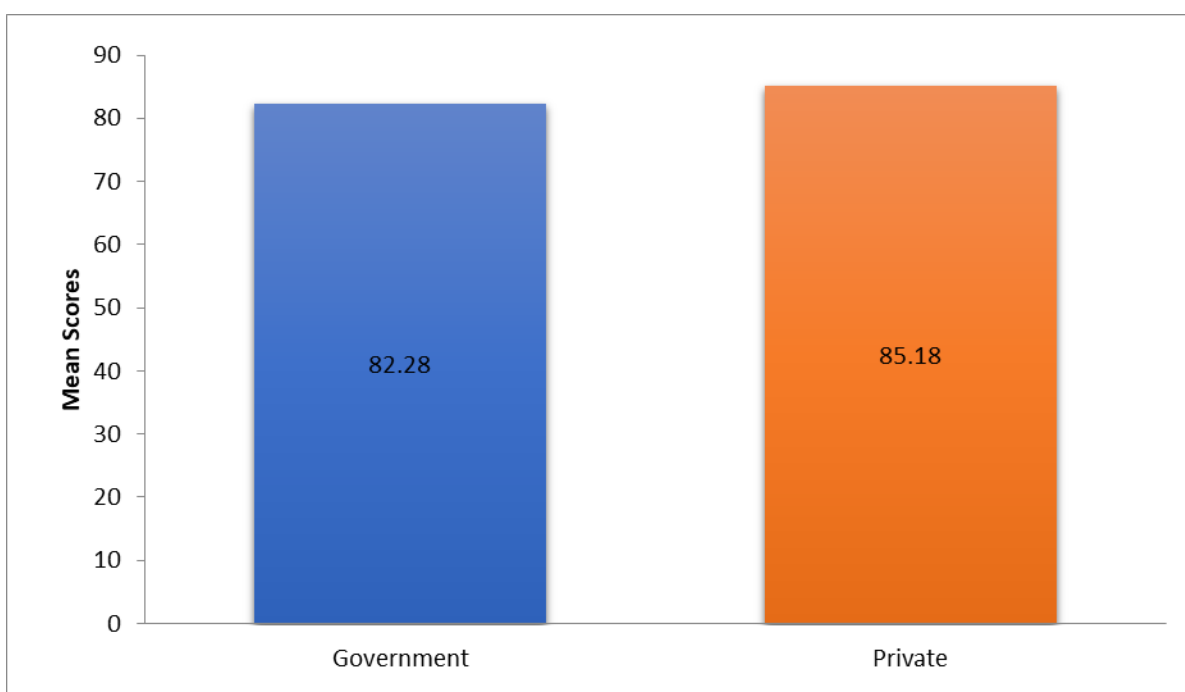
Showing the mean, standard deviation and 't'-value of work motivation Government and Private secondary school teachers.

Types of school	N	Mean	S.D.	't'-Value	Interpretation
Government	50	82.28	109.47	0.85	Not significant at 0.05 level
Private	50	85.18	92.23		

It can be observed from table No. 3 that mean of level of work motivation of government and private secondary school teachers are 82.28 and 85.18 with S.D 109.47 and 92.23 respectively. The 't'-value comes out to be 0.85, which is not significant at .05 level. This means that there is no significant difference in the work motivation between government and private of secondary school teachers. Hence, the hypotheses-III stands accepted.

Figure No. 3

Showing mean work motivation scores of governments and private secondary schoolteachers.



Findings

1. Male and female secondary school teachers do not differ significantly in their level of work motivation.
2. Rural and urban secondary school teachers show similar levels of work motivation.
3. Government and private secondary school teachers do not differ significantly in work motivation.

Conclusions

The study concludes that work motivation among secondary school teachers is not significantly influenced by gender, locale, or type of school. This indicates that motivational factors operate uniformly across different categories of teachers.

Educational Implications

Educational administrators should focus on strengthening both intrinsic and extrinsic motivational factors for teachers. Providing a supportive work environment, recognition, professional development opportunities, and adequate rewards can enhance teachers' motivation and effectiveness.

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