



A Study on Work Motivation among the Teachers Working in Higher Secondary Schools

M. Vaishnavi**

Assistant Professor, Department of Mathematics, Government College of Engineering, Sri Rangam Trichy.

ABSTRACT:

Motivation is one form or the other is always present at the root of all human activities. It is an art incentive and appeals which includes principles and techniques for attaining an objective and also of making efforts in that direction. In every sphere of our life and at various phases of our activities motivation plays a vital role. In every aspect of human activity pertaining to society, group, family, race or nation and wherever a person has an interest or an aim to achieve a particular thing, some motivation is at work. In the absence of motivation, we shall not take up a work or shall live it incomplete even when under taken, however nobles and beneficial that might be. An individual may have many motivation satisfaction of some of these motivation may be physically impossible and some of them may be at variance with human nature. There are also some such motivation which bring into conflict one's inner and outer condition and create such physical limitations as are difficult to be scaled. The Author conducted the test among 200 students of higher secondary students in Cuddalore.

Keywords: work motivation, Higher Secondary School Teachers

INTRODUCTION

Education aims at finding out the means which may make things easier. The primary duty of a teacher is to find out ways and means in order to help students do their work with greater ease and efficiency. Utilization of motivation in this sphere amounts adoption of those means that make the task of teaching smooth and easy. Psychological researchers have made to board divisions of motivation natural and artificial. The utility of motivation in learning is to strengthen the relevant natural impulse and divert it to educational activities and to create artificial motivation in accordance with the programmer of studies. From the practical point of view principles and methods of artificial motivations are of greater importance in the educational field, because natural motivation for studies is found only in some rare students.

Work Motivation

Motives, drives and desires influence individual behavior. Individuals have reasons for what they do. The goals and objectives determine, largely, their behavior. Such goal directed behavior revolves around the desire for need satisfaction. These needs translate themselves into drives to accomplish goals. Motivation consists of three elements, which interact and influence each other. They are: Among many motivation work motivation is very vital and important one. Work motivation plays a significant role into the teacher's life. Work motivations have been considered important and fundamental dimensions of teachers. So the researchers feel that doing research in this topic is relevant and needed one.

The effectiveness of teaching and success of any educational system depends upon the active involvement of teachers. With out work motivation the teachers may not whole heartedly involve themselves in school academic activities. Unless the teacher is motivated his or her work, he or she may not deliver his or her duties effectively.

NEED AND IMPORTANCE OF THE STUDY

The teacher is nowadays considered as a powerful agent that can inculcate the democratic ideals of nationhood in children, the future citizen of the nation. Teacher is the kingpin in the whole teaching learning process. A teacher is an "agent of change". He initiates the change, evaluates it and the change become the permanent. The teachers occupy a key position in the whole gamut of education. In the field of education, motivation constitutes one of the most investigated spheres of human behavior stating with the early concept of instinct, through Thomdike's epoch making "law of effect". Motivation has been a special concern for personality theory builders, of social psychologists, of clinicians, social scientists of personal specialists and educational psychologists. Not many research studies have been done in the area of teachers motivation and teacher performance though a number of study have been undertaken with regard to job satisfaction, competency and effectiveness of teachers. Though there are some studies in this crucial area, but there are several inconsistencies in the finding which accentuate the need of taking up more studies in the area. Today area alike work motivation of teachers, motivation for the change in the attitude in the teachers and students should equally be paid more attention to and more investigations into. Hence, the

investigator decided to study the work motivation of the teacher and entitled the investigation as “A study on work motivation among the teachers working in higher secondary school teacher”.

STATEMENT OF THE PROBLEM

There are many factors affecting the work motivation of primary school teachers as external and internal factors. Level of work motivation among individuals. The problem taken up for the study by the investigator is stated as follows: “A study on work motivation among the teachers working in higher secondary schools”.

OBJECTIVES OF THE STUDY

1. To find out the significant difference between the male and female teachers working in higher secondary schools with regard to work motivation.
2. To find out the significant difference between teachers working in rural and urban higher secondary schools with regard to work motivation.
3. To find out the significant difference between teachers working in nuclear and joint family higher secondary school teacher with regard to work motivation.

HYPOTHESES OF THE STUDY

1. There is no significant difference in work motivation between male and female higher secondary school teachers.
2. There is no significant difference in work motivation between rural and urban higher secondary school teachers.
3. There is no significant difference in work motivation between nuclear and join family higher secondary school teachers.

TOOLS PROPOSED TO USE

The following tools have been proposed to use for the present study.

Work motivation questionnaire (WMQ) developed by Dr. K.G. Aggarwal -1998.

Table – 1

The Significant difference between Means and Standard

Deviation scores of Male and Female higher secondary School Teachers

Variables	Group	N	Mean	Std. Deviation	't' value	Level of significance
Work Motivation	Male	72	111.17	7.935	1.105	Not Significant at 0.05 level
	Female	128	112.40	7.353		

From the above table the calculated ‘t’ value is found to be 1.105. It is a not significant at 0.05 level. The null hypothesis is accepted. It is concluded that there is a no significant difference between male and female higher secondary school teachers in respect of their work motivation.

Table – 2

The Significant Difference between Means and Standard Deviation scores of Rural and Urban higher secondary schools Teachers

Variables	Group	N	Mean	SD	't' value	Level of significance
Work Motivation	Rural	128	112.19	7.591	0.578	Not Significant at 0.05 level
	Urban	72	111.54	7.001		

From the above table the calculated ‘t’ value is found to be 0.578. It is a not significant at 0.05 level. The null hypothesis is accepted. It is concluded that there is a no significant difference between rural and urban higher secondary school teachers in respect of their work motivation.

Table –3

The Significance of the Difference between Mean and SD scores of Nuclear and Joint Family higher secondary school Teachers

Variables	Group	N	Mean	SD	't' value	Level of significance
Work Motivation	Nuclear Family	119	111.42	7.352	1.212	Not Significant at 0.05 level
	Joint Family	81	112.74	7.861		

From the above table the calculated 't' value (1.212) is low than the table value of 1.96 and it is not significant at 0.05 level. The null hypothesis is accepted. Hence, it is concluded that there is no significant difference between nuclear and join family level of higher secondary school teachers in respect of their work motivation.

CONCLUSION

Work motivation of teachers is a vital part of teaching. This study has given very interesting results, which add volume of knowledge already present in this field of investigation. Work motivation of teachers have no significant difference on the basis of type of school, family type and teaching experience.

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