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STUDY OF WORK MOTIVATION AMONG TEACHERS IN RELATION TO ORGANIZATIONAL COMMITMENT

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ABSTRACT

Education is a key factor in all national development, whether social, political, economical, cultural or moral. We are constantly being educated, regardless of age or race. The ultimate power to change is and has always been in the heads, hands and heart of the educators who work in the schools. The study examined the work motivation among school teachers in relation to organizational commitment. Data was collected by random sampling technique from a sample of 100 school teachers of senior secondary schools of (Moga). Standardized tool Work motivation Questionnaire, Aggarwal (2006) and Organizational Commitment by Hyde et al. (2002) were used in this study. The data were analyzed by employing mean, SD, t ratio and correlation. Results showed that Most of the female school teachers are having more work motivation than male school teachers, that female school teachers are having more Organizational Commitment than male school teachers. It was found that there exists non-significant relationship between work motivation and organizational commitment.

KEYWORDS: Education, national development, teacher, examination.

INTRODUCTION

Education is the backbone of the country and education is a key factor in all national development whether social, political, economical or moral. Teachers take a full and active part in their pupil's development as well as covering the relevant academic courses for routine examination. The teacher is Gardner in the garden of young life guiding and moldings with patience, kindness and love for young plants. The world is becoming more and more competitive. Now students need to be very practical to achieve their goals and get success in life. They think logically and rationally. They are very well planned to fulfill their ambitions. Motivating people to perform better and thus to organizational objectives has been the greatest

challenges to manage. Motivating peoples always perform, higher then their normal physical and mental capacities, and to keep them satisfied is a very complex function. When a teacher does his/her job in organization for a long time, teacher is also committed or attached with an organization. Teacher is always prepared to achieve the goals and objectives of an organization so motivation puts a major influence for organization. Organizational, organizational commitment in recent years has become an important concept in research and in the understanding of employee's behavior in the workplace. When a teacher does their job in organization for a long time, teacher is also committed or attached with an organization. Teacher's organizational commitment has been

recognized as an effective route to school success. Organizational climate as a person’s feeling with regard to continuing his or her association with the organization, acceptance of the values and goals of organization achieve such goals and values. Organizational commitment is a bond the employees have with his/her organization. Most employers today would like to have their employee’s motivated and ready to work, but do not understand what truly motivates a person. Companies could be more efficient if the employees had an invested interest in the future of the company. There are essential needs to be met for a person, specifically an employee, to succeed in the workplace. I will examine different theories of motivations, how they are relevant to the workplace, and how employers can implement the theories to ensure happy and motivated employees. Organizational commitment, in a general sense, is the employee’s psychological attachment to the organization. It may be defined as a state in which an employee identifies with a particular organization and its goals, and wishes to maintain membership in the organization. It includes three components: (a) belief in the organization’s goals and values. Teachers are always prepared to achieve the goals and an objective of an organization that is also becomes the cause of

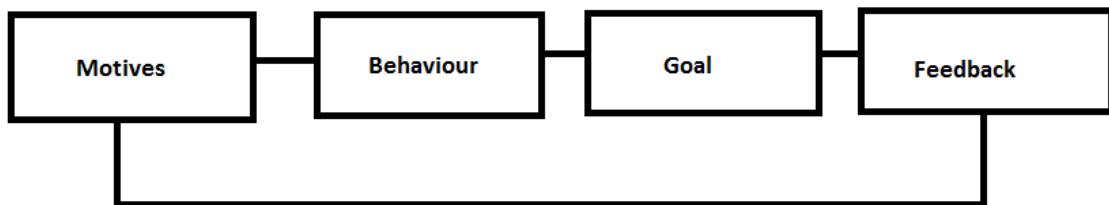
stress. So organizational role stress puts a major influence on organizational commitment of school teachers.

MOTIVATION

The word “motivation” is often used to describe certain sorts of behavior. A student who studies hard and tries for top grades may be describes as being motivated while her friends may say that he is “findings it hard to get motivated” to study for an exam or to start an assignment. Such statement implies that motivation has a major influence on behavior but they do not really tell us how. Motivation is derived from the word ‘movere’ which means ‘to move’. It is the process of arousing action, sustaining activity in progress, regulating and directing pattern of activity through energy transformation within the tissues of the organism. It is an art of inculcating and stimulating interest in studies and in other such activities. Some of the aspects of motivation are stressed by the term: incentive, intention, impulse, desire, drive determination, need, urge, wish, want, will, attitude, bias, prejudice, set, readiness, purpose and the like.

Process of Motivation

The elements of the process of motivation are:-



WORK MOTIVATION

Motivating employees to complete their work correctly and on time is one of the major task management changing an employee’s perception of his place within a company is sometime an effective way of improving organizational behavior constructively. Employees who perceive that they have a greater control over their work lines will likely be more motivated to excel within organizational structure. Work is most important force that spells the success of any work place in the world; however motivation is the key to getting it done. Importance of the motivation in a work place helps the workers to change up their batteries focus their attention on work a lot better than before and give better result that are pre-excellence for this. One should know the act of motivating the staff working under him to get what he wants out of them. Not only does this ensure that staff gets the work done in time , but also high quality work

and conducive work environment that employs so long far. It takes a good team leader to motivate and inspire a team to work hard and give the best of results that add to the success of the team. However, it takes a lot to be a successful team leader. One requires special qualities for that, which includes understanding requirement of the team that one is working for and being able to communicate properly with the team members.

Motivating is essentially about commitment to do something. However, motivation about more than simply working hard or completing tasks. The people in any profession can be found motivation from a variety of sources. Motivation can come from the enjoyment or itself or from the desire to achieve certain goals eg. Earn more money or achieve promotion. It can also come from the sense of satisfaction gained from completing something or achieving successful outcome after a difficult project or problem solved.

ORGANIZATIONAL COMMITMENT

Strength of feeling of responsibility is that an employee has toward the mission of the organization. Organizational commitment is the individual's psychological attachment to the organization. Commitment refers to attachment and loyalty. It is associated with the feelings of individuals about their organization. The three characteristics of commitment are

1. A strong desire to remain a member of the organization.
2. A strong belief in and acceptance of the values and goals of the organization.
3. A readiness to exert considerable effort on behalf of the organization.

Organizational commitment is an attitudinal or emotive dimension of work motivation, manifesting its form in member's behaviour. Organizational commitment is a subset of employee commitment, which is comprised of work commitment, career commitment & organizational commitment. There components of organizational commitment have been identified in the literatures which are affective continuance & normative commitment. As a combination of both attitudinal & behavioral approaches, organizational commitment is defined as employee's acceptances, involvement & dedication toward achieving organization goals. Organizational commitment is vital for productivity quality & good performance of an organization.

STATEMENT OF THE PROBLEM

STUDY OF WORK MOTIVATION AMONG TEACHERS IN RELATION TO ORGANIZATIONAL COMMITMENT

OBJECTIVES

1. To study the work motivation among school teachers.
2. To study the organizational commitment of the school teachers.
3. To study the work motivation among school teachers with respect to gender.
4. To study the organizational commitment of the school teachers with respect to gender.
5. To study the relationship between work motivation and organizational commitment.

HYPOTHESES

The study was carried out the following hypotheses:

1. There will be no significant difference between in the mean scores of work

motivation among school teachers with respect to gender.

2. There will be no significant difference in the mean scores of organizational commitment of school teachers with respect to gender.
3. There will be no significant relationship between Work Motivation and Organizational Commitment of school teachers.

DELIMITATION

1. The study was delimited to Moga district only.
2. The study was delimited to 100 teachers of senior secondary school of Moga district in Punjab.

SAMPLE OF THE STUDY

The process of using a part as an estimate of the whole is known as sampling. Sampling is an essential item in the field of research. An investigator wants to collect data for a particular, but it is not possible for him or her to reach every member of the population. For this purpose a sample is taken which is representative of the population. The conclusions are drawn and generalization is made for the whole population. Therefore, the investigator should try his best to select such as it truly represents a large group of individuals or the whole population. The sample of 100 teachers was taken from senior secondary school moga district.

TOOLS EMPLOYED

The following tools were employed for the purpose of data collection

1. Work motivation Questionnaire, Aggarwal (2006)
2. Organizational Commitment by Hyde et al. (2002)

STATISTICAL TECHNIQUES USED

In order to test the hypotheses formulated for the present study and to arrive at some solid conclusions the scores subjected to statistical techniques were used to analyze the data.

- Descriptive statistical techniques namely mean, median and S.D. and were computed.
- 't'-ratio was also calculated.

Hypothesis No.1

There will be no significant difference in the mean scores of work motivation among school teachers with respect to gender.

Table 4.7 showing the mean, SD, S.ED, t-value of work motivation among school teachers.

Group	Mean	SD	S.ED	t-value	Level of Significance
Male	81.5	16.5	4.01	1.14	Non significant at 0.01 level and 0.05 level.
Female	86.1	23.1			

Table 4.7 show that there is no significant difference in the mean scores of work motivation

among school teachers. It can be seen from table 4.1 that the mean scores of male school teachers is

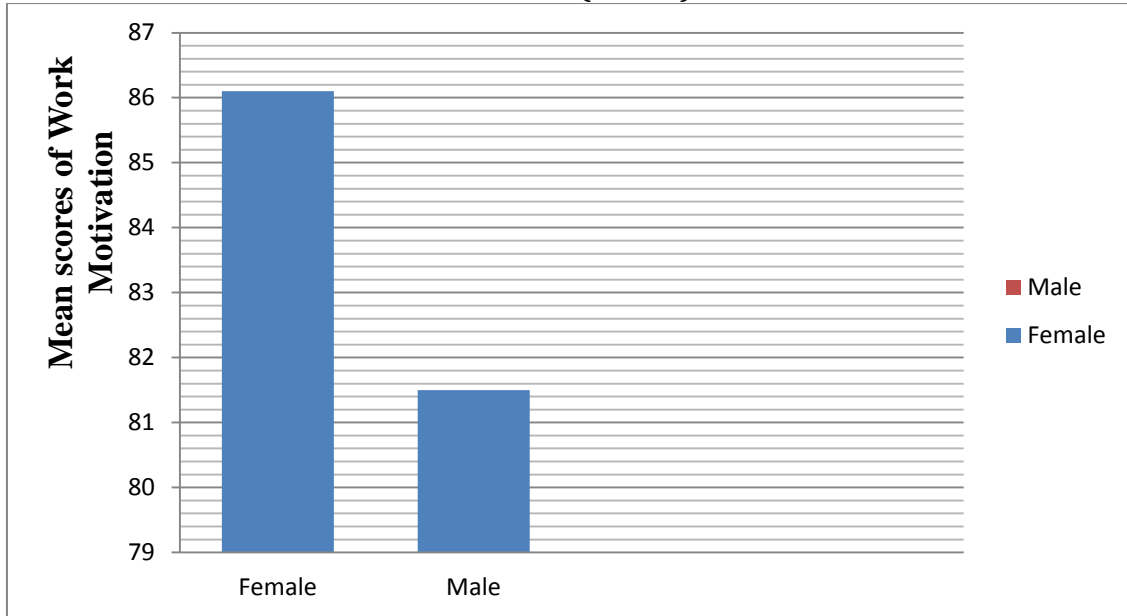
81.5 and female is 86.1. The SD of both groups are 16.5 and 23.1 respectively.

The calculated t-value is 1.31 the tabulated t-value at 0.01 level and 0.05 level are 2.63 and 1.98 respectively. Since the calculated value is lower than the tabulated value at both levels of significance. So the value is non-significant at 0.01 level and 0.05 level of

significance. This indicates that there is no significant mean difference in work motivation among school teachers with respect to their gender.

Hence, The Hypothesis No. 1 “There will be no significant difference between work motivation among school teachers with respect to their gender.” Is accepted at both the levels.

Fig. 4.7 Bar diagram of means scores of work motivation of male and female school teachers. (N=100)



4.7 Bar diagram shows that the mean scores of school teachers. So we can infer that female school teachers are having more work motivation than male school teachers.

HYPOTHESIS No. 2

The second hypothesis of the present study is “There will be no significant difference between organizational commitments of school teachers with the respect to their gender.”

Table 4.8 showing the mean, SD, S.ED, t-value of organizational commitment of school teachers.

Group	Mean	SD	S.ED	t-value	Level of Significance
Male	85.44	20.25	3.22	1.31	Non significant at 0.01 level and 0.05 level.
Female	89.68	10.45			

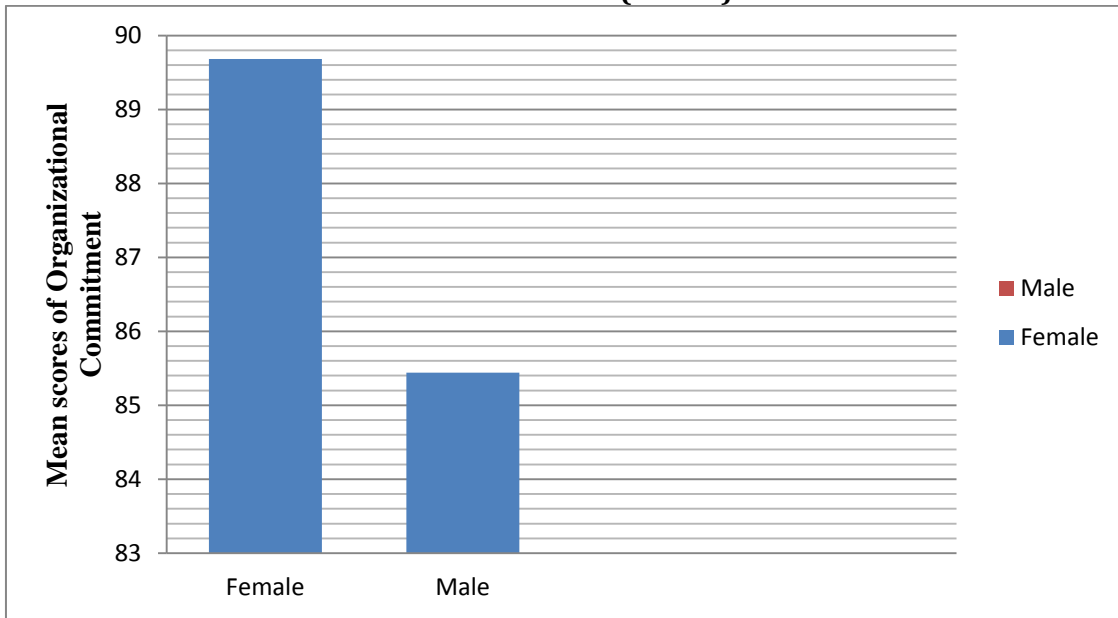
Table 4.8 shows that there is no significant difference in the mean scores of organizational commitment of school teachers of male and female. It can be seen from table that the mean scores of male school teachers is 85.44 and female is 89.68. The SD of both groups are 20.25 and 10.45 respectively.

The calculated t-value is 1.31 the tabulated t-value at 0.01 level and 0.05 level are 2.63 and 1.98 respectively. Since the calculated value is lower

than the tabulated value at both levels of significance. So the value is non-significant at 0.01 level and 0.05 level of significance. This indicates that there is no significant mean difference in organizational commitment of school teachers with respect to their gender.

Hence, The Hypothesis No. 2 “There will be no significant difference between organizational commitment of school teachers with respect to their gender.” Is accepted at both the levels.

Fig. 4.8 Bar diagram of means scores of organizational commitment of male and female school teachers.(N=100)



4.8 Bar diagram shows that the mean scores of school teachers. So we can infer that female school teachers are having more work motivation than male school teachers.

HYPOTHESIS No. 3

The third hypothesis of the study is “There will be no significant relationship between Work Motivation and Organizational Commitment of school teachers.”

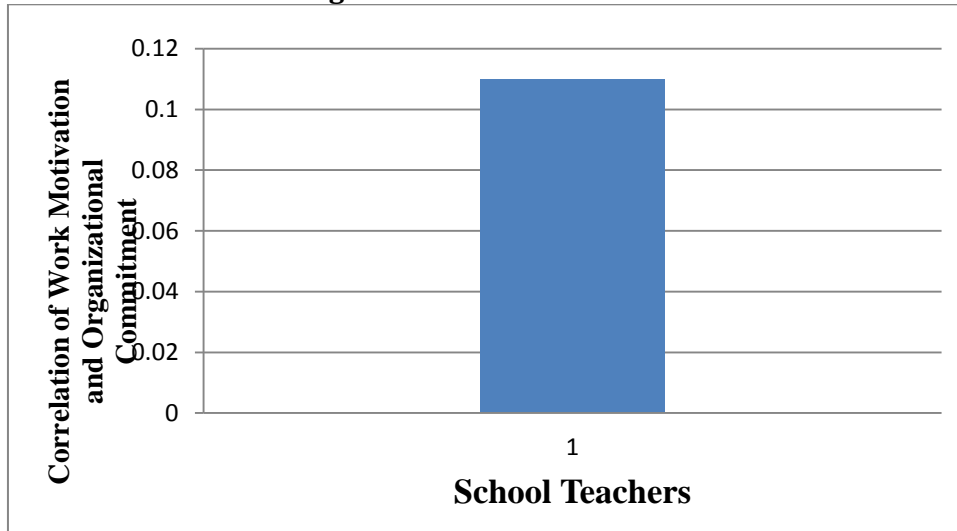
Table 4.9 Coefficient of correlation between Work Motivation and Organizational Commitment.

S.No.	Variable	N	r	Level of significance
1	Work Motivation	100	0.11	Non significant at 0.01 level and 0.05 level.
2	Organizational commitment	100		

From the table 4.9, it is evident that there is no significant correlation between work Motivation and Organizational Commitment of school teacher at 0.01 and 0.05 level of significance. Value of r is 0.11 which lies between the value specified in the table i.e. 0.254 and 0.195 at 0.01 and 0.05 level of significance respectively. So hypothesis no. 3,

“There will be no significant relationship between Work Motivation and Organizational Commitment of school teacher is accepted at both level of significance.”

Fig. 4.9 Bar diagram shows coefficient of correlation of Work Motivation and Organizational Commitment.



We can infer that there is very slightly significant relationship between Work Motivation and Organizational Commitment among school teachers. So it can be said that one variable affects other variables very slightly.

MAJOR FINDINGS OF THE STUDY

On the basis of results obtained during the course of investigation, the following findings have been drawn;

1. It was found that there exists no significant mean difference between work motivation of male and female school teachers.
2. It was found that there exists no significant mean difference between organizational commitment of male and female school teachers.
3. It was found that there exists non-significant relationship between work motivation and organizational commitment. So it can be said that one variable very slightly effect the other variable.

CONCLUSION

On the basis of analysis and interpretation of the data it was found that there exists no significant difference in organizational commitment of male and female school teachers and also there exists no significant difference in work motivation of the school teachers at both 0.05 and 0.01 level. At the end it can be said that one variable do not affect the other variable.

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