

## Work Motivation Among High School and College Teachers

Dr. Rashmi. M.<sup>1\*</sup>

### ABSTRACT

The teacher transmits knowledge and improves the conditions of the classroom through orderliness, discipline and control. Teachers understand the feelings of their students and motivate them to be better individuals. Motivated teachers perform well than the non-motivated ones. There are many factors that determine a teacher's motivation such as emotions, impulses, fears, threats, rewards, possessions, intentions, values, mastery, freedom, job satisfaction, interests, pleasure, dislikes, established habits, goals, ambitions etc. This empirical research paper focuses on the difference in the work motivation between high school and college teachers. Between groups design was chosen and purposive sampling technique was used to select the sample (N=60). 30 high school teachers and 30 college teachers between the age group of 30-45 years were chosen as the sample. Work Motivation Questionnaire (WMQ-A) was used to assess the work motivation of the sample. Independent samples 't' test was used for statistical analysis. The mean values for work motivation indicate that high school teachers have low level of work motivation and college teachers also have low level of work motivation. The statistical findings revealed that there is no significant difference in work motivation between high school and college teachers thereby accepting the null hypothesis.

**Keywords:** *Work Motivation, High School teachers, College teachers.*

The term motivation comes from the Latin word 'movere' which means 'move'. Conscious or unconscious factors triggering a certain type of action, making it perceivable, sustaining it and directing it are called motives in Psychology. The formation process of behaviour under the influence of motives is called motivation (Koknel, 1983). Work motivation "is a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behavior, and to determine its form, direction, intensity, and duration." (Kanfer, Ruth; Chen, Gilad; Pritchard, Robert D. 2008).

Understanding what motivates an organization's employees is central to the study of industrial-organizational psychology. Need-based theories of motivation focus on an employee's drive to satisfy a variety of needs through their work. These needs range from basic physiological needs for survival to higher psychological needs like belonging and self-actualization. Based on Atkinson & McClelland's theory, studies show that those who have

<sup>1</sup>Associate Professor, Department of Psychology, Maharani Women's Arts, Commerce & Management College, Bengaluru, India

\*Corresponding Author

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a high need for achievement prefer moderate levels of risk, they seek feedback and are likely to greatly involve themselves in their work. According to Vroom's expectancy theory, employees would work harder and smarter if they believe that their additional efforts would lead to valued rewards. According to Herzberg's motivation-hygiene theory, the key motivation to work is being able to derive satisfaction from the job content. Self-regulation theory presumes that people consciously set goals for themselves and work toward achieving them by making self-evaluation. A new approach to work motivation is work engagement i.e., individuals immerse themselves in emotionally and intellectually fulfilling work. (Munchinsky, Paul M. 2012).

### *Importance of teacher motivation*

Schools exist, primarily to educate children. It is for this purpose that teachers are employed in schools (Fiddler & Atton, 1997). Teachers are, thus, the most important professionals for any nation's future. However, without adequate support and resources, teachers will not be motivated although they may be highly qualified. It is sad to note that teachers, the most valuable human resource, are often neglected (Abdo, 2001). One should bear in mind that a nation's strength depends on the high quality of its education system and the strength of such a system, in turn, relies on qualified and motivated teachers. Inspired and motivated teachers are essential in providing quality education.

The teacher is the one who translates educational philosophy and objective into knowledge and skill and transfers them to students in the classroom. Classroom climate is important in teacher motivation. If a teacher experiences the classroom as a safe, healthy, happy place with supportive resources and facilities for teaching for optimal learning, he/she tends to participate more than expected in the process of management, administration and the overall improvement of the school.

Enhancing intrinsic and extrinsic motivation of teachers is important for students to be motivated in the class and for educational reforms to take place. When the teachers are motivated, educational reforms can be realized more easily, changes are easily adapted to and achievement and satisfaction can be increased (Cenkseven-Onder and Sari, 2009; Yazici, 2009; Gunbayi, 2001).

The reward systems of the organizations have a significant impact on the employee's motivation. Various types of pay such as salary, bonus, commission, profit sharing and so on are motivating tangible rewards. Several factors influence the motivation of teachers in schools such as physical conditions, job satisfaction, control exerted by the organization, inter-personal relations and pleasure derived from their work (Ada et al., 2013; Yalcin and Korkmaz, 2013; Guzel, 2011; Dereli and Acat, 2010; Kulpcu, 2008; Gunbayi, 2001).

The teachers in higher education are motivated by factors such as aptitude, impartial attitude, mastery over the subject, teaching techniques, personality, class room environment, interaction with students, planning and preparation for class, effective presentation, relationship with colleagues, parents and community, intellect, and so on.

Previous studies have revealed three basic kinds of teacher motivation namely, extrinsic, intrinsic and altruistic motivation (Kyriacou & Coulthard, 2000; Moran, Kilpatrick, Abbott, Dallat, & McClune, 2001). Teachers who are extrinsically motivated focus on the benefits of teaching such as salary, vacations or other external rewards connected to the job. Teachers who are intrinsically motivated seek lifelong learning opportunities and look for jobs that fit

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their abilities and competencies. Teachers who are altruistically motivated work for personal satisfaction, their love for children and their aspiration to bring a change in the life of learners (Saleem A., Gul R., Ahmad A., 2021). They view teaching as a socially worthwhile and important job, and has a desire to be part of young peoples' growth and development.

### REVIEW OF LITERATURE

According to Judge & Church (2000) research studies across many years, organizations, and types of jobs show that when employees are asked to evaluate different facets of their job such as supervision, pay, promotion opportunities, coworkers, and so forth, the nature of the work itself generally emerges as the most important job facet.

Robbins (2016) says that the arrangement of one's workspace is important primarily because it significantly influences social interaction. The work environment has a significant impact upon employee performance and productivity. By work environment we mean those processes, systems, structures tools or conditions in the work place that impact favourable or unfavourable individual performance. The work environment also includes policies; rules, culture, resources, working relationships, work location and internal and external environmental factors, all of which influence the ways those employees perform their job functions.

Retelsdorf and his colleagues (2010) proposed that teachers' goal orientations for teaching predicted the goals for learning that they emphasized in the classroom, which in turn influenced students' goals. However, the links between teachers' goal orientations for teaching and their teaching practice were inconsistent among Germany and Israel teachers. Nathaniel Gyimah (2020) studied the factors affecting teacher motivation in senior high schools in Ghana as a case study of Dompase senior high school and found that job satisfaction, reward systems, professional training and development were the major factors that affected teacher motivation.

Suleyman Can (2015) conducted a study to determine the factors motivating teachers working at elementary and secondary schools and the relationships between gender, age, marital status, educational status and income level and their motivation. It was found that age and educational status had significant effects on motivational factors and, gender, marital status and income did not influence on motivational factors.

A comparative study conducted by Madhu Gupta and Manju Gehlawat (2013) on job satisfaction and work motivation of secondary school teachers in relation to some demographic variables revealed that there were no significant difference in the job satisfaction and work motivation of male and female teachers; no significant differences among teachers working in government and private schools; more experienced and less experienced teachers with respect to job satisfaction and work motivation; significant difference in the work motivation of teachers having graduate and post-graduate qualifications.

A study done by George L. & Sabhapathy T. (2014) on work motivation of teachers and its relationship with organizational culture showed a positive relationship between work motivation and the organizational culture. It also revealed that the teachers working in organizations with high culture were found to be more motivated.

## **METHODOLOGY**

### ***Problem***

To study the difference in work motivation between high school and college teachers.

### ***Objective***

To verify the significance of difference in work motivation between high school and college teachers.

### ***Hypothesis***

There will be no significant difference in work motivation between high school and college teachers.

### ***Variables***

- Independent Variable: Teaching- High School level and College level.
- Dependent Variable: Work motivation.

### ***Research Design***

Between groups design was used for the study.

### ***Sample***

Purposive sampling technique was used and a total of 60 teachers were selected as the sample. Among them, 30 were high school teachers (teaching exclusively for high school students) and 30 were college teachers (teaching exclusively for degree course) between the age group of 30-45 years.

### ***Inclusion criteria***

- Teachers aged between 30-45 years were included.
- Teachers teaching high school students and degree students were included.
- Only full-time teachers were included.

### ***Exclusion criteria***

- Teachers teaching Primary school students and PUC students were excluded.
- Part-time teachers were excluded.

### ***Research Tools***

- Demographic data sheet.
- Work Motivation Questionnaire (WMQ-A) (K.G. Agarwal, 2012).

### ***Procedure***

The high school and college teachers aged between 30-45 years were approached for consent to be participants for the present study. The demographic data sheet was administered to obtain the required demographic details of the sample. Based on the demographic details obtained by the sample, they were categorized into two groups: High school teachers and College teachers. The subjects were also screened keeping in view the inclusion and exclusion criteria. Rapport was established with the subjects before the administration of the questionnaire. Subsequently, Work Motivation Questionnaire (WMQ-A) which consists of 26 items was administered to them with appropriate instructions. After the completion of the task, the questionnaire was collected from the sample and the obtained

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data was statistically analyzed considering the objective of the study. To arrive at the key findings of the study, independent sample 't' test was used.

### RESULTS AND DISCUSSION

A nation's strength depends on quality of its education system and, the strength of such a system lies in the hands of qualified and motivated teachers. Inspired and motivated teachers are crucial to provide quality education. The present study highlights the importance of measuring the work motivation between high school and college teachers whose work motivation would be influenced by multiple factors. But, here it was examined whether teaching high school students or college students would determine the work motivation of the teachers. Statistical analysis of the study has been presented below.

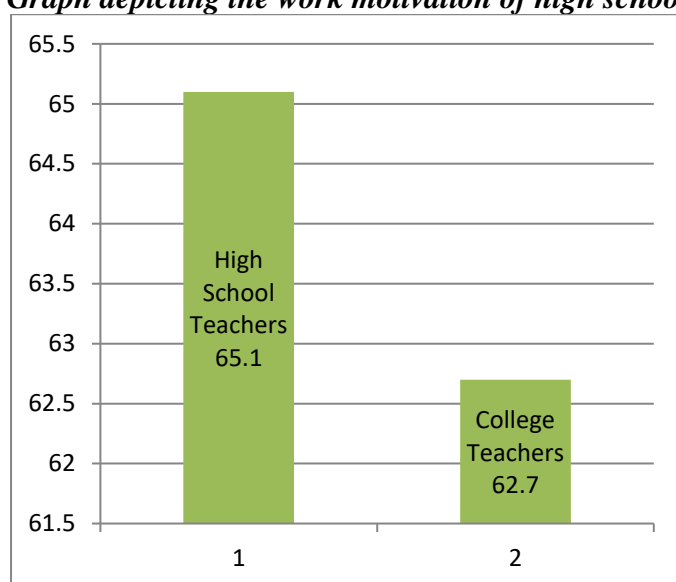
*Table showing scores for the work motivation of high school and college teachers.*

Variable	Sample	N	Mean	Std. Deviation	't' value
Work Motivation	High School teachers	30	65.1	8.86	1.002
	College teachers	30	62.7	9.66	N.S.

*Not significant.*

The above table shows the difference in work motivation between high school and college teachers. As per the table, the mean is 65.1 and 62.7 with the standard deviation being 8.86 and 9.66 for work motivation of high school and college teachers respectively. The obtained 't' value is 1.002 indicating no significant difference in work motivation between high school and college teachers. Hence, the study accepts the null hypothesis stating "There will be no significant difference in work motivation between high school and college teachers."

*Graph depicting the work motivation of high school and college teachers.*



The graphical representation of mean values for work motivation indicates that, high school teachers have low level of work motivation and college teachers also have low level of work motivation. Teacher motivation is an essential component to enhance classroom effectiveness (Carson & Chase, 2009). As students' learning outcomes are highly dependent on the quality of instruction, teaching effectiveness has been explored in terms of teaching styles, teacher approaches to teaching, teaching practice and instruction behaviours in relation to teacher motivation factors (e.g., Butler & Shibaz, 2014; Han, Yin, & Wang, 2015;

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Kunter et al., 2008; Retelsdorf, Butler, Streblow, & Schiefele, 2010; Retelsdorf & Günther, 2011; Thoonen, Slegers, Oort, Peetsma, & Geijsel, 2011). A comparative study conducted by Madhu Gupta and Manju Gehlawat (2013) on Job Satisfaction and Work Motivation of secondary school teachers in relation to some demographic variables revealed that there were no significant difference in the job satisfaction and work motivation of male and female teachers; no significant differences among teachers working in government and private schools; more experienced and less experienced teachers with respect to job satisfaction and work motivation. These studies support the findings of the present study.

### CONCLUSIONS

The result of the present study shows that there is no significant difference in work motivation between high school and college teachers. The study proposes to work on the factors that influence the work motivation of high school and college teachers in future.

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### ***Conflict of Interest***

The author(s) declared no conflict of interest.

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