

Teachers Work Motivation and Organisational Commitment: A Demographic Perspective of Gender and Educational Qualification

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ABSTRACT

Motivated and committed teachers are the greatest asset for any educational institutions. They are able to inspire their students to reach their fullest potentials irrespective of stage. Such teachers also have positive attitude to participate in activities that help the institution to grow and progress. Using systematic sampling technique, sample subjects were selected from 378 senior secondary schools with gender and educational qualification as demographical characteristics. Data collection was done through in-person visits to the selected schools. 960 respondents filled the questionnaires out of which 800 were usable, yielding 83% response rate. Using independent t-test and regression analysis in SPSS 23 as statistical techniques to analyze the results. The findings revealed statistically significant impact of work motivation on organisational commitment of teachers. The results also provide imperative measures to boost teachers motivation and commitment as have been attributed to the contributors of the successful future of the educational system.

Keywords: *Work motivation, Organisation commitment, Teacher*

Work is a key factor in allowing an individual to find their identity, self-worth and independence. It offers the opportunity to shape the life's path, resulting in a more fulfilled and meaningful existence. For this reason, work can be seen as one of the most important sources of individual growth and fulfillment. To keep oneself motivated in work, finding ways to increase motivation is crucial. It allows to change behaviour, develop competencies, be creative, set goals, grow interests, make plans and boosts engagement. Motivation allows gaining valued outcomes like improved performance, enhanced wellbeing, personal growth, or a sense of purpose. A person may be motivated by a variety of factors that increase their desire and willingness to exercise their potential in order to attain organisational goals. Motivation acts as a natural drive that prompts an individual to act and encourage to continue enthusiastically to offer the desired outcome to the organization. It is an act of energizing an

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individual to do the intended course of action as the desire to work is distinct from the ability or capacity to work. A person's motivation is typically a psychological process that includes the passion, focus, efforts and perseverance towards one's goal (Robbins et al., 2013). Work motivation is defined as a drive that raises an individual's level of productivity by fostering their growth in the psychological, social-economic and emotional spheres. It guides the emotions of individuals to achieve the organization's intended results and by working with their mindset and psychology (Xueshi & Mengmeng, 2019). The role of workplace is heavily dependent on a number of factors, including assessing employees' basic needs, working habits, assessing their values, appraisal of their performance and treating everyone equally. Moreover, several factors- including appreciation from authority, rewards, colleague supportive, a congenial atmosphere and opportunities contribute to motivation in the workplace (Willis, et al., 2018).

Teacher motivation and commitment should be given considered attention as teaching is a significant area that has an impact on younger children during their most formative and constructive years. When a teacher is inspired and passionate about their work, the students may be inspired to study in addition to retaining the knowledge that is being taught by the teacher (Czubaj, 1996). A teacher without work motivation may not be able to maintain quality education. In other words, motivation of teacher's to their teaching profession is just as important as their knowledge and skill required in determining the quality of teaching. For the successful future of the nation, it is necessary to determine how committed teachers are to achieve the academic goals and for the effectiveness of schools, teachers commitment is considered as one of the important factors (Ganjali et al., 2019), it has earned for that reason a considerable amount of attention from researchers throughout the globe.

SIGNIFICANCE

The level of involvement that teachers have in the various activities of teaching is typically determined by their motivation. A motivated teacher is thought to put in more effort, try out innovative methods and do more in general for the benefit of the students (Gokce, 2010). Motivation in work is necessary for teachers (Vannini, 2011) only then can they develop their professional and innovative sides to deal with the curriculum and students. The three basic components of motivation associated to organizational success are the appropriateness of the behavior, the intensity of the efforts made and the degree of persistence. The level of work motivation gives the proper guidance in achieving the intended objectives (Singh, B. 2021), and also contributes to the amicable interpersonal ties within the organization (Wula et al., 2020). Teachers' motivation is influenced by a variety of parameters such as pay, classroom success, commitment to the job, training and the possibility of promotion and career progression (Sah, 2016). Factors like professional links and relationships, professional input, teacher evaluation, leadership and teacher development were among other factors mentioned by Packard and Dereshiwsy (1990). Teachers that are motivated tend to accomplish goals with steady emotions and a high level of pleasure. Increased student expectations had a detrimental effect on the teacher's expected accuracy (Furtado & Medeiros, 2019). Stress, teacher autonomy inhibition, lack of self-efficacy, poor career structures, repetitious content

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and low intellectual development potential were some demotivating factors as proposed by Dörnyei and Ushioda (2011). Since motivation is a driving force behind all of the teachers' actions, examining the influence of motivational factors becomes crucial. To enhance standards and revive integrity, efficacy, credibility and bring high quality to the education system (NEP 2020), the importance of teachers' motivation and commitment towards their work is crucial, making it imperative to study it.

Objectives

1. To compare gender of senior secondary school teachers on work motivation.
2. To compare educational qualification of senior secondary school teacher on work motivation.
3. To compare gender of senior secondary school teachers on organisational commitment.
4. To compare educational qualification of senior secondary school teacher on organisational commitment.
5. To know the impact of work motivation as predictor on organisational commitment of senior secondary school teachers.

Hypotheses

- H₀₁: There is no significant difference of gender on work motivation of senior secondary school teachers.
- H₀₂: There is no significant difference of educational qualification on work motivation of senior secondary school teachers.
- H₀₃: There is no significant difference of gender on organisational commitment of senior secondary school teachers.
- H₀₄: There is no significant difference of educational qualification on organisational commitment of senior secondary school teachers.
- H₀₅: There is no significant impact of work motivation on organisational commitment of senior secondary school teachers.

METHODOLOGY

Population

Quantitative-research based on descriptive method provides a chance to explore the various social phenomena in a variety of social settings and contexts, as such the study fall under descriptive research. Teachers from all 10 districts of 378 Govt. senior secondary schools of Kashmir division constituted the Population of the study.

Sample

A representative sample of teachers was chosen from the target population. Initially systematic random sampling technique was employed to identify the sample schools from the list of schools provided by Chief Education Office's of each districts. 61 schools (15% from each district) were taken out of 378 senior secondary schools for choosing the sample (teachers) of the study. From the selected schools, 800 Govt. senior secondary school

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teachers were chosen by using stratified sampling technique that stratified sample on the basis of gender and education qualification. Govt. senior secondary teachers were approached through in-person visits to the selected schools for the purpose of distribution of total 960 questionnaires initially, resulting in 800 (83%) response rate as functional after checking normality of data. Collection of data was done.

Tools used

Work motivation scale by Aggarwal (2012) was used. The scale comprises of 26 items under six motivational factors- Organisational orientation (OO), Work Incentives (WI), Work group relations (WGR), Material incentives (MI), Dependence(D), Job situations (JS).

STATISTICAL ANALYSIS AND DISCUSSION

Work motivation and Gender

Table 1. Group statistics of Independent t-test

	Equality of Variances (Levene's test)			t-test for Equality of Means					
	Mean	SD	F Sig	t	Sig.(2- tailed)	Mean difference	Std.Error difference	95% confidence Interval of the Difference	
								Lower	Upper
Male	4.38	.84	2.310 .000	5.17	0.002	.1594	.02131	.02160	.31140
Female	4.11	.91							

Interpretation of result

To test H_0 1 results in table 1. revealed levene statistics significant, equal variance not assumed means two genders significantly differ on work motivation . The computed t value came as ($t=5.17$, $p<.005$) indicating that males exhibit a mean score ($M=4.3$) greater than that of female teachers ($M=4.1$). **Hence H_0 1 was rejected and Objective no.1 has been realized. Hence H_0 1.**

Discussion

Findings specify that male teachers displayed higher score on work motivation than female teachers. Studies like of Bharti, (2017); Nandola (2011), Khan (2001), Srivastava and Krishna (1994) found the same result that male teachers have substantially high mean score than the female colleagues. However, studies carried by Chandran, et al (2005), Sindhu (2005), Madhu et al. (2013) concluded that gender had no differential influence on work motivation of teachers.

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Regarding work incentives, working situation, work group relationships, material incentives, and organizational orientation, male and female teachers displayed variances. Although the abilities and performances of both teachers were comparable, women may have less access to opportunities, face the problem of role ambiguity, lack the authority to make any decisions, be unable to participate in the creation of policies, and receive insufficient support from the institution's head and other staff (Burton, 1988). Since they cannot stay over weekends or late hours, they are deemed as being unfit (Rashid and Kumar, 2015; Islam, 1997; Herkelmann et al., 1993). The underlying patriarchal societal system is thus maintained by a widespread, unconsciously worldview that views women as flawed or inferior to males. Males almost always receive preference over females by the school administration in some areas, such as physical education (sports), excursions and tours, administering exams, upholding law and order, and management, although having equal qualifications (Islahi, & Nasreen, 2013).

Table 2 Work Motivation and Educational Qualification

		Equality of Variances (Levene's test)		t-test for Equality of Means							
		Mean	SD	F	Sig.	t	Sig.(2-tailed)	Mean difference	Std. Error difference	95% confidence Interval of the Difference	
										Lower	Upper
DV	PG	4.35	.72	6.031	.010	3.34	.003	.3594	.06131	.22960	.51140
	Research	4.17	.98								

Interpretation

Table 2. depicts levenes significant $<.005(.010)$ level revealed equal variance not assumed between two groups. For testing H_{02} an independent t-test was conducted to compare PG teachers and teachers having Research with t-value came out ($t=3.34$, $p<.005$) revealed significant differences. When findings were viewed in the context of mean scores, it was discovered that PG teachers' mean scores ($M=4.17$, $SD=.982$) were lower than those of Mphil/Ph.D. teachers ($M=4.35$, $SD=.726$). **Hence, H_{02} was rejected and corresponding objective no 2 has been accomplished.**

Discussion

The findings are supported by Kanak, 2018 whose results stated that educational qualification has a significant influence on teachers wok motivation.

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Significant difference could be revealed on work incentive and material incentive dimension of work motivation. This may be owing to the teachers' motivation being negatively impacted by promotion avenues and other allowable service benefits to the teachers have adverse effect on their motivation (Sen and Sood, 2017). It can be concluded that teachers' work motivation is more dependent on factors that teachers perceived at work in terms of encouragement, direction, choice for change, recognition, school leadership, organizational culture, promotion chances, school conditions and chance to grow have a strong enough influence on teachers work motivation (Wiyono, 2016). A congenial atmosphere in the workplace is crucial for teacher productivity and performance. It helps in creating a supportive environment that allows teachers to perform better in schools. Additionally, it also motivates them to come up with creative ideas and strategies so that they can achieve their goals and objectives efficiently. A conducive work environment goes a long way towards helping teachers become more successful (Salifu, 2013) and have job satisfaction (Adelabu, 2005; Mathew, 2005; Bennell, 2004).

Table 3 Organizational commitment and Gender

	Equality of Variances (Levene's test)		t-test for Equality of Means						
	Mean	SD	F	t	Sig.(2-tailed)	Mean difference	Std.Error difference	95% confidence Interval of the Difference	
								Lower	Upper
Male	4.21	.67							
			7.310		0.022	.2474	.03437	.02591	.42547
			.000	2.291					
Female	3.95	.93							

Interpretation of Result

Table 3 revealed Levene's test significant with equal variance not assumed means results reflects significant differences. For testing $H_0 3$ the t-value surpass table value ($t=2.29$, $p<.005$) and male teachers displayed higher mean scores ($M=4.2$) than female teachers ($M=3.9$), indicating the lower commitment of female teachers to organization than that of male teachers. **Hence $H_0 3$ was rejected and apparently, Objective no.3 has been realized.**

Discussion

Findings interpreted in table 4.5 highlighted significant differences on organizational commitment of male teachers. Studies conducted by Gupta and Kumari, 2018; Khan, 2017; Gupta, 2013 et al; Aydin et al. 2011; Rbak, et al. 2005; Aven et al., 1993 found male teachers

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are more committed than females. Studies like Khan et al., 2013; Balay, (2000a) conclude that gender had no impact on organization commitment.

Though no significant differences were found on dimensions related to commitment to teaching work and commitment to teaching yet differences could be found on commitment to school and commitment to group work. The probable reasons could be inferred that owing to the greater awareness and caution of the costs associated with leaving the organization due to family and other duties, it can be deduced that men are emotionally committed and attached to the organization. They are the primary provider and must take on male responsibilities, while women are viewed as secondary earners (Bharti, 2018; Fakih, 1997). Women tend to have more domestic responsibilities, which may potentially reduce their opportunities to learn and participate in decision-making and makes it unmanageable to deal with the dual pressure of home and work (Bishay, 1996). Due to their strong work group relationships, male teachers can accept the organization's norms and values relatively more readily (Khan, 2017) this encourage them to try harder, stick with their tasks longer and recover more quickly when they fall short of goals, Thus, Employee's involvement in the organisation helps them to accept the worth of the organisation (Naktiyok, 2014).

Table 4 Organisational Commitment and Educational Qualification

	Equality of Variances (Levene's test)			t-test for Equality of Means					
	Mean	SD	F Sig	t	Sig.(2- tailed)	Mean difference	Std. Error difference	95% confidence Interval of the Difference	
								Lower	Upper
PG	4.18	.92	3.350 .001	2.71	.000	.1704	.03211	.02511	.28110
Research	4.37	.61							

Interpretation of results

Table 4 showed significant levenes test means equal variance not assumed between the groups. For testing, H_04 result were compared on the based of computed 't' value (2.17, $p < .005$) that exhibit a significant difference between PG(M=4.1) and Mphil/Ph.D (M= 4.3) teachers. It is therefore concluded that Mphil/Ph.D teachers are more committed than post-graduate teachers. **Apparently Objective no 4 has been realized and corresponding H_04 was rejected.**

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Discussion

The study was supported by Ali (2020); Felfe et al. (2008); Khan, et al. (2013) whose findings revealed that M.Phil/Ph.D teachers are better than the post graduate teachers. The qualification variable showed the same upward trend, with the output findings indicating that commitment enhances as their level of qualification increases. To be able to deliver the content in an interesting manner, a teacher needs to keep up with the changing demands and be trained to deal with the content. The improper way of delivering content results in students losing interest in the subject (Sevreni.T, 2012). Akpan (2012) in his study observed that most teachers only select contents that are simple and easy in favour of their traditional methods of teaching. A highly committed teacher pool resources or mentor each other, model the behavior and provide encouragement that lead to professional success and satisfaction (Hooker, et al., 2003; Park, et al., 2007). In this way, they not only improve their own practice, but also support the development of their colleagues. This mutual investment in each other's success leads to a stronger teaching profession overall, which benefits everyone involved. Furthermore, committed teachers should be lifelong learners themselves in order to stay current in their field and be able to provide the best possible education for their students.

Table 5. Regression (Bivariate) analysis

Hypothesis	Regression weights	Beta coefficient	R²	F	p-value	Hypotheses supported
H04	WM → OC	.697	.361	81.32	.000	No

Note: * $p < .001$. WM: Work Motivation; OC: Organisational Commitment

Interpretation of results

Table 5 shows summary findings of bivariate regression analysis on one independent variable (Work motivation) and one dependent variable (Organisational commitment). The dependent variable (OC) was regressed on predicting variable (WM) to test the Hypothesis H₀₅. OC significantly predicted WM, $F = 81.32$, $p < .000$, which indicates that WM can play a significant role in shaping OC ($B = .697$, $p < .000$). the result clearly direct positive affect of WM. Moreover, the $R^2 = .361$ depicts that model explains 36.1% of the variance in OC.

Discussion

Teacher commitment is influenced by factors of work motivation. Results from empirical research depicts that teachers who are self motivated are more capable of completing tasks and achieving goals on their own, which attests to their high organizational commitment. It is the primary criterion for a teacher that establishes his or her honesty toward his or her job.

CONCLUSION

Giving teachers the autonomy to organize and manage classroom dealings, presenting the content through innovative teaching techniques motivates them to share their actual potential could enhance teacher motivation (Kaiser, 1981). The motivational level is greatly influenced by interactions at workplace (Mani, 2002). Teachers who have positive working connections

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with management, with their co-workers and other staff members of the institution consistently report feeling pleased and fulfilled at work. Peer relationships also allow addressing many issues that arise in the classroom or on the workplace. While discussing issues with one another, they are better able to get suggestions to eradicate the root cause of problem or to understand the other viewpoint. The emotional stability of the teachers is strengthened by a healthy degree of sharing and the development of satisfying relationships. Thus, also acknowledging and paying considerable attention to the motivation of teachers helps to improve their performance, which in turn will improve the quality and performance of the educational system.

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Conflict of Interest

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