

Work Motivation among Secondary School Teachers: Demographic Analysis

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ABSTRACT

The present investigation has been undertaken in order to study the Work Motivation of Secondary School Teachers in Aligarh and Hathras Districts. The work motivation scale (WMS) was constructed by K. G. Agarwal in the year 2013 has been administered to a random sample of 489 secondary school teachers. The collected data was subjected to percentage analysis and differential analysis ('t' test and 'F' test). The findings revealed that the majority sample of secondary school teachers had a moderate level of work motivation towards their profession. Further, it revealed that secondary school teachers differ significantly in their work motivation with respect to their activities on social sites. It is found that the high school teachers do not differ significantly in their work motivation with respect to their gender, location of the school, type of school, type of management, subject handled, age of teachers, marital status, educational qualifications, experience in teaching, type of mobile phone, and time spent on the internet of secondary school teachers.

Keywords: Work motivation, secondary school teachers, Descriptive survey method, random sampling, Gender, Location of school, Type of school, Type of management, Subject handled, Age of teachers, Marital status, Educational Qualifications, Experience in teaching, type of mobile phone, Active on social sites and time spent on internet.

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INTRODUCTION

Work motivation is a collection of active forces that originate both within and outside of an individual's existence and govern the form, direction, intensity, and length of work-related behavior. Motivation can be used as a technique to predict behavior; it differs from person to person and is sometimes paired with ability and contextual factors to improve both behavior and performance. Work motivation helps a person improve his performance and willingness to complete a task. Understanding and creating a healthy work environment is critical for any organization seeking to encourage productive and passionate behaviors. It is possible to do this with the correct motivating tactics. Arousal, direction, and intensity are three psychological factors that influence job motivation. Arousal is a provocation that is triggered by an individual's needs. Direction is the path that a person takes in order to achieve their goals. Intensity refers to how much energy an individual expends while performing an activity. Motivation can help employees focus on a specific task. It inspires people to perform to the best of their ability. Motivation keeps one from diverting from goal-seeking behavior, resulting in task methods.

Mitchell and Daniels define it as patterns of behavior developed to achieve a certain purpose. Their study, assessment in Universities: Implications for Work Motivation, indicated that performance assessment is dependent on quantitative rather than qualitative metrics. The current management by results method has a negative impact on employee motivation. According to the study's findings, results-oriented management is incompatible with intrinsic motivation.

Sylvia (1985) investigated the need patterns of public-school teachers, which are important for motivation, with a focus on teacher awareness of pay fairness in connection to intrinsic job aspects, work autonomy, and satisfying of higher-order wants. The investigator discovered that teacher motivation is dependent on the attainment of appropriate responsibility levels, the freedom to attempt new ideas, and inherent work elements.

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Based on the findings, it was decided that institutions that employ trained personnel should implement some programs, such as a merit pay system. Van and Aline (1986) conducted research on administrative communication systems, teacher motivation, and work satisfaction. The major goal was to determine whether there was a relationship between the school communication system, work motivation, and job satisfaction. A significant link was discovered between communication satisfaction and job satisfaction. It was recommended that administrators could boost job satisfaction in their schools by improving communication.

Ellis (1988) investigated the links between teaching occupation characteristics and teachers' internal work motivations. The findings revealed that teachers felt their work to be intrinsically inspiring, meaningful, and satisfying, as well as one to which they could devote their entire lives. Teacher motivation can be increased by reorganizing the teaching job to provide a greater level of difficulty and an outlet for the urge to accomplish, grow, and become self-actualized.

Lemons (1988) investigated the elements that affect teacher motivation in a specific public school system. It was discovered that inner elements predominantly influenced contentment, whilst external factors were frequently linked to discontent. However, remuneration had no effect on teacher motivation, whereas the assignment of non-teaching tasks had a negative impact on motivation.



Mittal (1989) found that teachers in private schools were significantly more motivated to work than their counterparts in government-managed schools and that teachers' genders had no significant influence on their motivation to work. We discovered that teachers who perceive less disengagement, less psychophysical blockage, and more sprightly and humane thrust features in the school organizational atmosphere are more motivated to work.

Hoffman (1989) examined the elements that inspire student and professional teachers to educate. The investigator discovered that the work itself and achievement are the most powerful motivators for both types of teachers to pursue a career in teaching. Recognition, administration, and compensation were more essential motivators for instructors than for student teachers, although monitoring and working circumstances were more important to students in preparation than for teachers. Locke and Latham (1990) presented a logical, data-driven explanation of work motivation and job satisfaction. The current idea, known as the high-performance cycle, combines goal setting, expectancy, social-cognitive, attribution, job features, equity, and turnover commitment. It begins when any member of an organization is faced with onerous aims. If a high challenge was combined with a high expectancy of success or self-efficacy, high-performance results were obtained, provided that there was a commitment to the goals, feedback, appropriate ability, and low situational restrictions. Four mechanisms contributed to high performance: direction of attention and action, effort, persistence, and the formulation of task strategies and plans. High performance, when rewarded, leads to job satisfaction, which encourages devotion to the organization and its goals. The approach has applications in collaborative leadership, self-management, and education. Khan (2001), in a study of work motivation among teachers and teacher performance in Delhi's senior secondary schools, discovered that teachers in government senior secondary schools, in general, possessed work motivation to the same extent, with no significant difference in overall work motivation between male and female teachers. Saeed and Muneer (2012) discovered that female secondary school teachers in Karachi were more motivated to work than male teachers. In their study of job satisfaction and work motivation among secondary school teachers in connection to key demographic characteristics, Gupta and Hehlavat (2013) discovered no significant difference between male and female instructors. There was a considerable difference in job satisfaction and motivation between teachers in government and private schools, as well as among more experienced teachers.

The aim of this study is to determine the levels of work motivation of secondary school teachers and examine whether these levels change according to some variables such as gender, location of school, type of school, type of management, subject handled, Marital status, age of teachers, experience in teaching, educational qualifications, type of mobile, active time on internet, active on social sites. For this purpose, the study aims to achieve these objectives.

- To find out the level of work motivation among secondary school teachers.
- To find out whether there exists any significant difference in the work motivation of secondary school teachers based on their gender, location of the school, type of school, type of management, subject handled, Marital status, age of teachers, experience in teaching, educational qualifications, type of mobile, active time on the internet, active on social sites.
- To study the difference in work motivation among male and female secondary school teachers

Hypotheses of the Study

- The secondary school teachers of Aligarh district may have a higher level of work motivation.
- There will be no significant difference in the work motivation of secondary school teachers based on the following sub samples;
 - Gender
 - Location of school
 - Type of school
 - Type of management of the school
 - Subject handled by teachers
 - Age of teachers
 - Marital status of teachers
 - Educational qualifications of teachers
 - Experience in teaching
 - Type of mobile phone
 - Active on social sites
 - Active time on internet

Sample and Methodology

The sample consists of 549 secondary school teachers from various schools in the Aligarh district. The methodology adopted is the descriptive method.[1] (Best & Kahn, 2007). The details of the sample selected for the study are shown in Table 1.

Tool for the Study

The tool used was a work motivation questionnaire by Agrawal (2012). The scale consists of 26 Likert-type items with 5 alternatives. It is used to measure the work motivation of teachers. This questionnaire consists of 6 dimensions, namely Dependence, Organizational orientation, workgroup relations, Psychological work incentives, Material incentives and Job situation work. The reliability coefficient by Spearman-Brown formula was very high, i.e., 0.994, which is significant at 0.01 level of significance.

Statistical Techniques

- Basic statistical techniques such as arithmetic mean median and standard deviation.
- Significance of difference between the means.

METHODOLOGY

The investigators visited the schools and took the permission of school authorities to conduct the survey. The investigator selected secondary school teachers' level for the present study. Investigators selected 549 teachers by simple random technique and distributed the work motivation scale among the selected sample. They were given proper instructions regarding how to fill the responses in the scale. The investigators valued the response sheets with a five-point scale. The scores obtained by each teacher in the work motivation scale were encoded and underwent statistical calculations. Mean, standard deviation, percentiles and test of significant difference between means were calculated.

Analysis and Interpretation of the Data

Work Motivation of Secondary School teachers

The investigators categorized the whole sample used for the study in to extremely low, low, below average, average, above average, high and extremely high work motivation groups based on the scores of metacognitive awareness using Z score (Figure 1). Range under -2.01 and below, -1.26 to -2.00, -0.51 to -1.25, -0.50 to +0.50,

+0.51 to +1.25, +1.26 to +2.00, +2.01 and Above were calculated and the teachers who score less than -2.01 and below (60) is categorized as Extremely Low group, the teachers who score in between -1.26 (71) and -2.00 (61) as Low work motivation, -0.51 (83) and -1.25 (72) as Below Average, -0.50 (84) and +0.50 (100) as Average, +0.51 (101) and +1.25 (112) as Above Average and +1.26 (113) and +2.00 (124) as High and +2.01 (125) and greater than +2.01 as Extremely High groups. The frequency of teachers, its score and percentage is given in Table 2.

Table 1: Sample selected for the study

Demographic variables	Group compared	N
Gender	Male	266
	Female	282
Location	Urban	357
	Rural	191
Type of school	Secondary	318
	Higher-secondary	230
Management of school	Government/Semi-government	303
	Private	245
Subject handled	Arts/Others	242
	Science/Commerce	306
Age of the teachers	Below 30	443
	Above 30	105
Marital status	Married	151
	Unmarried	397
Educational qualifications	Graduation/post-graduation	255
	B.Ed./M.Ed./Ph.D./Others	293
Experience in teaching	Below 5 years	429
	Above 5 years	119
Type of mobile phone	Smart	535
	Ordinary	13
Active on social sites	Yes	418
	No	130
Time spent on the internet	1 hour	197
	2 hours	171
	More than 2 hours	180

Work motivation of Secondary School teachers Based on Various Demographic features

In order to find out whether the work motivation of secondary school teachers vary with the various demographic features (Gender, Location of School, Type of School, Type of Management, Subject Handled, Age of teachers, marital status, Educational Qualifications, Experience in teaching, type of mobile phone, Active on social sites and time spent on internet), the mean and the standard deviation of the scores on the work motivation of secondary school students were calculated. To know whether these variables' groups varied significantly in their scores on the work motivation, the t/F test of non-equivalent groups was administered. The values thus obtained are tabulated in Table 3.

The results (Table 3) indicate that there exists statistically insignificant difference in Work Motivation of secondary school teachers in relation to various demographic features (Gender (Male (M = 96.83, S.D.=14.688) & Female (M=98.20, S.D. 11.804), t ((549) = 1.459, p>.05)), Location of the school (Urban ((M=97.45, S.D.=12.750) & Rural (M=97.69, S.D. 14.272), t ((549)=.040, p>.05)), Type of school (Secondary (M=97.30, S.D.=14.481) & Higher Secondary (M=97.87, S.D. 11.457), t ((549)=.242, p >.05)), type of management in school (Government/Semi-government (M=98.12, S.D.=14.449), Private (M=96.82, S.D.=11.683), t ((549)=1.288, p>.05)), Subject handled (Arts/Others (M=96.92, S.D.=13.870), and Science/Commerce (M=98.02, S.D.=12.810), t (549)=.928, p>.05), Age of teachers (Below 30 (M=97.58, S.D.=13.464) & Above 30 (M=97.35, S.D.=12.577, t (549)=.025, p>.05), Marital Status (Married (M=96.92, S.D.=13.870),and Unmarried (M=97.77, S.D.=13.675, t (549)=.447,



Figure 1: Percentage of different groups of secondary school teachers based on work motivation

Table 2: Number and percentage of different groups of secondary school teachers based on work motivation

Range of Z Scores	Score	N	Percentage (%)	Interpretation of work motivation
+2.01 and above	125- above	8	1.5	Extremely High work motivation
+1.26 to +2.00	113-124	50	9.1	High work motivation
+0.51 to +1.25	101-112	188	34.2	Above Average work motivation
-0.50 to +0.50	84-100	232	42.3	Average/Moderate work motivation
-0.51 to -1.25	83-72	52	9.4	Below-average work motivation
-1.26 to -2.00	71-61	13	2.4	Low work motivation
-2.01 and below	Below - 60	6	1.5	Extremely Low work motivation



Table 3: Results showing the significance of the difference between means of scores of work motivation of secondary school students based on various demographic features

Demographic variables	Group compared	N	Mean	s.d.	t' /F Value	Level of significance (p-value)
Gender	Male	266	96.83	14.688	1.459	.228
	Female	282	98.20	11.804		
Location	Urban	357	97.45	12.750	.040	.842
	Rural	191	97.69	14.272		
Type of School	Secondary	318	97.30	14.481	.242	.623
	Higher-secondary	230	97.87	11.457		
Type of Management in school	Government/Semi-government	303	98.12	14.449	1.288	.257
	Private	245	96.82	11.683		
Subject Handled	Arts / Others	242	96.92	13.870	.928	.336
	Science / Commerce	306	98.02	12.810		
Age of the teachers	Below 30	443	97.58	13.464	.025	.875
	Above 30	105	97.35	12.577		
Marital Status	Married	151	96.92	12.234	.447	.504
	Unmarried	397	97.77	13.675		
Educational Qualifications	Graduation/Post-Graduation	255	97.63	13.539	.024	.876
	B.Ed./M.Ed./Ph.D./Others	293	97.45	13.088		
Experience in Teaching	Below 5 years	429	97.95	13.645	1.883	.171
	Above 5 years	119	96.06	11.849		
Type of Mobile Phone	Smart	535	97.47	13.357	.547	.460
	Ordinary	13	100.23	10.035		
Active on Social Sites	Yes	418	96.89	13.651	4.196	.041
	No	130	99.62	11.857		
Time spent on Internet	1 hour	197	97.59	13.993	.810	.445
	2 hours	171	98.46	11.229		
	More than 2 hours	180	96.66	14.277		

p>.05), Education qualifications of teachers (Graduation/Post-Graduation (M=97.63, S.D.=13.539) & B.Ed./M.Ed./Ph.D./Others (M=97.45, S.D. 13.088), t ((549)=.024, p>.05), Experience in Teaching (Below 5 years (M=97.95, S.D.=13.645) & Above 5 years ((M=96.06, S.D.=11.849, t (549)=1.883, p>.05), Type of Mobile Phone (Smart (M=97.47, S.D.=13.357) & Ordinary (M=100.23, S.D.=10.035), t ((549)=.547, p>.05), and Time Spent on Internet (1 hour (M=97.54, S.D.=13.993), 2 hours (M=98.46, S.D.=11.229), & More than 2 Hour (M=96.66, S.D.=14.227), t ((549)=.810, p>.05) But there exists statistically significant difference in Work Motivation of secondary school teachers in relation to demographic feature i.e. Active on Social Sites (Yes (M=96.89, S.D.=13.651) & No (M=99.62, S.D.=11.857), t ((549)=4.196, p<.05)

Findings of the study

- The secondary school teachers have moderate level of work motivation.
- There is no significant difference in the work motivation of secondary school teachers based on various demographic features (Gender, Location of School, Type of School, Type of Management, Subject Handled, Age of teachers, marital status, Educational Qualifications, Experience in teaching, type of

mobile phone, and time spent on internet).

- There is significant difference in the work motivation of secondary school teachers based on demographic feature i.e. Active on social sites

Educational Implications of the study

From the findings it is revealed that the secondary school teachers had moderate level of work motivation. Further in the present study, there is a significant difference in the work motivation of secondary school teachers with regard to being active on social sites and it is also inferred that secondary school teachers who are active on social sites like Facebook, Instagram, telegram, linked and YouTube, etc., have high work motivation.

Recommendations to Secondary School Teachers

- They should conduct a self-assessment to determine the stage of their career development and participate in enhancement approaches.
- Teachers should reflect on all of their commitments, both personal and professional, and develop them so that they can meet any problems in life.
- Teachers should engage in both physical and mental

recreations, as well as club activities, to stay fit and stable, which will lead to interest in the profession.

- The teaching profession is the noblest of all, so teachers should instil good characteristics in their students by their actions and serve as role models for them.
- Personal and professional development; prepare them to meet any problems in life.
- Administrators should ask teachers to identify the poor areas of their teaching, or a special team should be formed to identify the key problems that teachers face in the classroom, and those problems should be addressed immediately.
- Lifelong learning should be undertaken in order to be a good learner and keep up with technology advancements.

Thus, secondary school teachers should engage in self-improvement in all aspects of their lives, be stable and mature enough to deal with any scenario, and contribute to the growth of the institution to which they belong while also developing themselves.

Suggestions for further research

The following ideas are made to promote prospective research activity in this area:

- A similar study might be conducted with teachers from various levels of education.
- The same type of study can be expanded to other districts in Aligarh.
- A comparative research might be conducted using secondary school teachers from two districts in Aligarh.
- Observation, rather than a survey, can be used to study secondary school teachers' work motivation.
- A comparison study of male and female secondary school teachers may be done throughout the state.

CONCLUSION

This research work gives a brief explanation on review of literature, definitions, variables used objectives and hypothesis, method of investigation, instruments used for the research, statistical techniques, analysis and clarification of the study reports. These studies may be much more important towards database analysis for every professional list. If the recommendations enlisted are considered, followed and carried out, the level of work motivation of higher secondary school teachers would certainly improve.

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