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WORK MOTIVATION OF B. Ed. COLLEGE TEACHERS IN RELATION TO SOME DEMOGRAPHIC VARIABLES

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ABSTRACT

In the present study, the investigators intended to compare the work motivation of B.Ed college teachers with respect to some demographic variables. Work motivation was treated as dependent variables. The independent variables comprised of gender, type of college, teaching experience and educational qualifications. For the purpose of investigation, descriptive survey method was employed. The sample comprised of 300 B.Ed college teachers working in colleges located in Kashmir division affiliated to University of Kashmir and was selected by Random sampling technique. A Work Motivation Scale by Dr. K. G. Agrawal was used in the study. The obtained data was analyzed using means, S.D's and t-test. The findings of the study revealed: i) There is no significant difference in work motivation between male and female B.Ed college teachers. ii) There is no significant difference in work motivation among B.Ed college teachers who are working in different types of colleges. iii) There is no significant difference in work motivation among B.Ed college teachers in their teaching experience. iv) There is no significant difference in work motivation among B.Ed college teachers in respect of their educational qualification.

KEYWORDS

work motivation, gender, type of college, educational qualifications, teaching experience.

INTRODUCTION

India has a long tradition of learning and education has always been valued. Accordingly, education has been assigned high priority in the national development strategy and conscious efforts have made towards the massive expansion of educational facilities in the country. In absolute terms, the educational system created in the country is vast when viewed in respect of the number of institutions, students and teachers and the variety of educational activity. However, effective utilization and success of educational set-up to produce quality output has been a subject matter of concern. Several commissions and committees who examined the functioning of educational set-up in the country have expressed concern about the quality, work motivation of teachers towards an overall improvement of the education system. The Education Commission (1964-66) observed, "The destiny of India is being shaped in her classrooms" and that 'as is the teacher, so is the nation' to emphasize about the importance of the teachers. The commission further observed that all the different factors which influence the quality of education and its contribution towards national development, the quality, competence and character of teachers are undoubtedly the most significant. The National Policy of Education (1986) recognized the crucial role of teachers and stated that the status of teacher reflects the socio-cultural ethos of a society. It further expressed that no people can rise above the level of its teachers and the government and the community should endeavour to create conditions which will help motivate and inspire teachers on constructive and creative lines.

It may be relevant to mention that in the present scenario of education in our country one comes across candidates with relatively superior qualifications and adequate professional degrees getting entry into the teaching profession; yet the problem of deteriorating education standards both qualitatively and quantitatively seems to be assuming alarming dimensions. Therefore, there should be some other important determinants of this phenomenon besides academic and professional qualifications of teachers; such determinants appear to be their work motivation. These factors can be categorized as intrinsic, extrinsic and demographic factors. Intrinsic sources originate from within the individual and have psychological value.

Motivation is factor which affects the performance of teachers. It is basic psychological process and refers to the force within the person that affects direction, intensity and persistence of voluntary behaviour. To Olajide (2000), "it is goal-directed, and therefore cannot be outside the goals of any organization whether public, private or non-profit". In the words of Vanbaren (2010), work motivation is a process used to encourage and inspire workers to perform their jobs thoroughly and well. Every employer wishes to hire positively motivated people who want to work and will continue to try hard throughout the total period of employment. The schools need highly motivated teachers so as to attain their goals and produce good citizens. It is one of the several factors that go into a teacher's performance. It includes the factors that cause, channel and sustain the behaviour of teachers in a particular committed direction. The researchers assume that motivation among teachers is in short supply and in need of periodic replenishment. Thus, if it is known that what drives the teacher, it will help in understanding their work behaviour. Their efficiency in working will lead to the progress of school which in turn will enhance their commitment to school. To summarize, motivation acts as a powerful tool in educational institutions which may lead to increased efficiency of teachers.

Mittal (1992) revealed a positive and significant correlation between work motivation and job satisfaction. However, the male teachers were found to be more motivated in their jobs as compared to the female teachers. Srivastava and Krishna (1994) indicated that the 'need for achievement' and 'self-control' were the most dominant motivating forces for male as well as female teachers whereas the 'monetary gain' was the least effective motivator for them. Lindholm (1997) indicated that the teachers reported significantly lower incentives for accomplishment and recognition and significantly higher affiliation incentives. Gupta and Jain (2003) reported that a variety of factors such as salary, security, physical conditions, promotion, recognition etc. influence job satisfaction. Kumar, Udayasuriyan and Vimala (2008) reported significant differences in work motivation based on the demographic variables such as age, gender, teaching experience in the present organization, marital status and monthly income. Dombrovskis, Guseva and Murasovs (2011) concluded that the motives of work satisfaction and social status were found to occupy the lowest position in the work motivation structure. Thus, it is assumed that the present study will provide a new information and perspective describing work motivation of B.Ed college teachers.

VARIABLES INVOLVED

In the present study, work motivation has been taken as the dependent variables, whereas demographic variables such as gender, type of College, teaching experience and educational qualifications constituted the independent variables.

OBJECTIVES OF THE STUDY

1. To find out the level of work motivation of B.Ed College Teachers.
2. To find out if there is any significant difference between male and female B.Ed College Teachers in respect of their work motivation.
3. To find out if there is any significant difference among B.Ed College Teachers who are working in different types of colleges (Government and private) in respect of their work motivation.
4. To find out if there is any significant difference between Post Graduate with B.Ed, Post Graduate with M.Ed, M.Phil and Ph.D B.Ed College Teachers in respect of their work motivation.
5. To find out if there is any significant difference among B.Ed College Teachers who in their teaching experience (Less than 5 years, 6-12 years and above 12 years) in respect of their work motivation.

HYPOTHESES OF THE STUDY

1. The B.Ed college teachers' level of work motivation is unfavorable.
2. There is no significant difference in work motivation between male and female B.Ed college teachers.
3. There is no significant difference in work motivation among B.Ed college teachers who are working in different types of colleges.
4. Post graduate with B.Ed and M.Phil having more or less same favorable work motivation than Post graduate with M.Ed and Ph.D.
5. There is no significant difference in work motivation among B.Ed college teachers in their teaching experience.

DESIGN AND METHODOLOGY

The present study employed descriptive survey method and comparison was made to study the work motivation of the B.Ed college teachers in relation to their demographic variables such as gender, type of College, educational qualifications, and teaching experience.

SAMPLE

In the present study, the investigator selected Kashmir valley as his field of investigation. Due to limitation of time the investigator had to take a limited number of colleges for data collection. The present study was confined to the B.Ed college teachers of Kashmir valley. A sample size of 300 Male & Female teacher were selected and taken up for the study by using random sampling technique.

TOOLS

Work Motivation Questionnaire-By Dr.K.G.Agrawal (1988).

STATISTICAL TECHNIQUES USED

Means, SD's and t-test were used to compare work motivation of the B.Ed college teachers with respect to their demographic variables.

ANALYSIS AND INTERPRETATION OF DATA

The objectives of the present study were to compare the work motivation of B.Ed College teachers in relation to demographic variables i.e. gender, type of schools, teaching experience and educational qualifications. To achieve the objectives of the study the data were subjected to t-test. The mean scores for the work motivation of B.Ed college teachers with respect to their gender, type of schools, teaching experience and educational qualifications have been presented in the Table 1.

TABLE-1: THE 't' AND 'f' VALUES FOR MEAN SCORES OF WORK MOTIVATION OF TEACHERS WITH RESPECT TO THEIR DEMOGRAPHIC VARIABLES

Variable	Category	N	Mean	SD's	t-values	f-value
Gender	Male	132	87.57	10.23	1.106*	
	Female	168	86.23	10.60		
Type of College	Government	8	90.62	6.75	1.583*	
	Private	292	86.71	10.51		
Qualification	P.G. B.Ed.	49	87.83	10.10		0.265*
	P.G. M.Ed.	205	86.58	9.97		
	M.Phil	34	87.26	14.44		
	Ph.D.	12	85.58	6.43		
Experience	Less than 5 Years	229	86.93	10.26		0.725*
	6-12 Years	48	85.56	11.06		
	More than 12 Years	22	88.72	11.18		

*Not significant at 0.05 level

The above table-1 shows that the calculated 't' value is found to be 1.106, which is not significant at 0.05 level. The null hypothesis is accepted. It is concluded that there is no significant difference between male and female B.Ed college teachers in respect of their work motivation. From the above cited table, the calculated 't' value is found to be 1.583, which is not significant at 0.05 level. The null hypothesis is accepted. It is concluded that there is no significant difference between Government and Private B.Ed College teachers in respect of their work motivation. From the above table, the calculated 'F' value (0.265) is low than the table value and it is not significant at 0.05 level. Hence, it is concluded that the null hypothesis is accepted and there is no significant difference in work motivation among B.Ed college teachers in respect of their qualification. From the above table, the calculated 'F' value (0.725) is low than the table value and it is not significant at 0.05 level. The null hypothesis is accepted. Hence, it is concluded that there is no significant difference among B.Ed college teachers in their teaching experience in respect of their work motivation.

FINDINGS

1. The level of work motivation of B.Ed college teachers is favorable.
2. Male B.Ed college teachers are having more favorable work motivation than female B.Ed college teachers.
3. Government B.Ed college teachers having more favorable work motivation than private B.Ed college teachers.
4. Post graduates with B.Ed and M.Phil are having more or less the same level of work motivation as Post graduate with M.Ed and Ph.D.
5. More than 12 years B.Ed college teachers having more favorable work motivation than their counter parts.

EDUCATIONAL IMPLICATIONS

- The findings can be used by educational planners, thinkers, demographers, teachers, psychologists, administrators and policy makers for preparing the teacher profile and also for selection of teachers.
- The variables of work motivation scores achieved against them helped us in identifying the factors responsible of creating for an effective learning environment.
- The findings of the present study may have an influence on teacher education both pre-service and in-service.

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