

# Work Motivation And Attitude Towards Teaching Profession of Secondary School Teachers

Isidore Victoria Maria Roche<sup>1</sup>, Dr.Pushpa M<sup>2</sup>

<sup>1</sup>Research Scholar, DOS in Education, University of Mysore, Manasagangothri, Mysuru-570006, India.

<sup>1</sup>Assistant Professor of Education, ShankaraGowda College of Education, Mandya-571401, India

<sup>2</sup>Professor and Chairperson, DOS in Education, University of Mysore, Manasagangothri, Mysuru-570006

## Abstract:

The present study aims to find out the Work Motivation of secondary school teachers in relation to their attitude towards teaching profession. 186 secondary school teachers from Mandya District were selected using random sampling technique. Work Motivation Scale and Attitude Scale towards Teaching Profession were used to collect data. The study revealed that majority of the secondary school teachers possess above average level of Work Motivation and High level of attitude towards teaching profession. There was a positive correlation found between Work Motivation and the attitude towards teaching profession of secondary school teachers. The findings reveal that positive attitude towards teaching profession enhances work Motivation and vice versa.

**Keywords:** Work Motivation, Attitude, Teaching Profession, Secondary school Teachers

## 1. Introduction:

“Teaching is a very noble profession that shapes the character, calibre and future of an individual”. Enlightened, emancipated and empowered teachers lead communities and nations in their march towards better and higher quality of life. (Dr. APJ Abdul Kalam). The progress of the Nation rests on the teachers, as they are most important components of Education process. That is why the Education Commission Report(1964-65) starts with a slogan “The Destiny of India is being shaped in her classrooms’ ‘It goes beyond saying that for any system of Education to leave a lasting impact on the society, it is imperative on its part to respond well to the challenges of time. It is the fact that in the process of making education more meaningful and improving its quality, one thing that always prominently matters is the teacher.

### 1.1: Work Motivation:

Work Motivation is “Psychological process that influences individual behaviour with respect to the attainment of work or tasks”. (Bennel 2004). Work motivation is the process that initiates and maintains goal-directed performance. It is a process to energize employee to the work goal through a specific path. Work motivation is a process used to encourage and inspire workers to perform their jobs thoroughly. Work motivation has been defined as “a set of energetic forces that originate both within as

well as beyond an individual's being to initiate work-related behaviour, and to determine it's from, direction, intensity & duration (P;inder 1998, p.71).

Katerberg &Blau (1983): Work Motivation is thought to be responsible for "why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it" (Dörnyei,2001a).

”Katezell and Thompson (1990): Work motivation is a process used to encourage and inspire.

Greenberg & Baron (2003): Work motivation is “the set of processes that arouse, direct and maintain human behaviours towards attaining some goal”.

### **Attitude towards teaching Profession:**

Attitude is a tendency to react in a particular manner towards the stimuli (Anastasi, 1957). An attitude is a positive, negative, or mixed evaluation of an object expressed at some level of intensity. It is an expression of a favourable or unfavourable evaluation of a person, place, thing, or event. Attitudes involve a complex organization of evaluative beliefs, feelings, and tendencies towards certain actions.

Thurstone (1946) says, “An attitude denotes the total of man’s inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats, and other on any specific topic

N.L. Munn, “Attitudes are learned predispositions towards aspects of our environment. They may be positively or negatively directed towards certain people, service, or institution.”

**Need and importance of the study:** The teachers and students have to cope with the changes and challenges as the information society requires a higher level of skill and knowledge of all individuals. Teachers must be able to increase conceptual understanding and analytical ability among students through the use of diverse media. With respect to Educational institutions, a highly motivated and personnel possessing positive attitudes towards the profession are indispensable for the overall growth and development. In the existing era of intense competition, every educational institution aspires to achieve sustainable development to thrive and excel. Proficient faculty are a prerequisite for the effective and successful run of the institution. Along with the investment in capital, it is must for an educational institutions to invest correspondingly well in its workforce. This can assure a vigorous, effective, motivated and committed workforce. Teachers can be expected to give outstanding and incomparable performance when they possess right kind of attitude and motivation towards their work. Teaching being a dynamic activity requires a favourable attitude and certain specific competencies from its practitioners. Teachers' proficiency depends on the attitude he/she possesses for the profession. The positive attitude and work motivation helps teacher to develop a conducive learner friendly environment in the classroom. Thus this study is a small venture in this direction.

### **Statement of the Problem:**

**‘ Work Motivation and Attitude towards teaching profession of secondary school Teachers’**

**Objectives of the study:**

1. To study the level of Work Motivation and the Attitude towards teaching profession of secondary school teachers.
2. To study whether there is a significant difference between male and female secondary school teacher's Work Motivation and the Attitude towards teaching profession.
3. To study the relationship between Work Motivation and Attitude towards teaching profession of Secondary School teachers.

**Hypothesis of the study:**

1. There is no significant difference in the Work Motivation of male and female secondary schools teachers.
2. There is no significant difference in the Attitude towards teaching profession of male and female secondary school teachers.
3. There is no significant relationship between Work Motivation and Attitude towards teaching profession of secondary school teachers.

**Operational Definitions:**

**Work Motivation:** Work Motivation is the human drive to work in order to gain rewards from that work. It is the process that initiates and maintains goal-directed performance. In this study 'Work Motivation' refers to the scores obtained by the Secondary school Teachers on Work Motivation Scale (WMS) developed and standardized by Dr. K.G Agarwal.

**Attitude towards teaching profession:** Attitude towards teaching profession refers to a tendency of teachers to react favourably or unfavourably towards their profession. It is an underlying disposition that enters, along with many other influences, towards their teaching profession.

In this study 'Attitude towards teaching profession refers to the scores obtained by the Secondary school teachers on the Attitude Scale towards Teaching Profession (ASTTP-KU) Constructed and standardised by Dr. Umme Kulsum.

**Method of Study:** The study is descriptive survey in nature.

**Sample of the study:** 186 Secondary school Teachers form Mandya city were selected using random sampling technique.

**Tools used:**

1. Work Motivation Scale (WMS) developed and standardized by Dr. K.G Agarwal.
2. Attitude Scale towards Teaching Profession (ASTTP-KU) developed and standardised by Dr. Umme Kulsum.

**Statistical Techniques used:** Percentage Analysis, 't' test and Pearson product Moment Correlation.

**Analysis and Interpretation:**

- Assessment of level of Work Motivation of secondary school Teachers.

**Table:1 Level of Work Motivation of secondary school Teachers.**

Level of Work Motivation	Frequency	Percentage
Extremely high	09	4.83%
High	19	10.21%
Above Average	127	68.26%
Average	31	16.7%
Below Average	0	0%
Low	0	0%
Total	186	100%

Table:1 reveals that 4.83% of Secondary school teachers possess Extremely high Work Motivation.10.21% possess high level of Work Motivation.68.26% of teachers possess above average level of Work Motivation and 16.7% possess average level of Work Motivation. None of the Secondary school teachers possess below average and low level of Work Motivation.

It was observed from the present study that majority of Secondary school teachers possess above average level of work Motivation. This is supported by the studies undertaken by J.D Singh (2015), D. Ponmozhi & R.Balasubramanian (2017) Hatice Kadioğlu and Perihan Yilmaz(2018) and Papang Teobor(2019) which revealed that large number of Teachers possess average Levels of Work Motivation.

➤ **Assessment of level of Attitude towards teaching profession of Secondary School Teachers.**

**Table- 2: Level of Attitude towards teaching profession of Secondary School Teachers:**

Level	Frequency	Percentage (%)
High	153	82.25%
Average	29	15.6%
Low	04	2.15%
Total	186	100%

Table: 2 reveals that 82.25% of Secondary school teachers possess high level of Attitude towards teaching profession.15.6% possess average level and 2.15% of teachers possess low level of Attitude towards teaching profession.

It was observed from the present study that majority of secondary school teachers possess high level of Attitude towards teaching profession.

**Table:3 Difference between the Work Motivation of Male and Female Secondary school teachers**

To verify the Null Hypothesis ‘t’ test was employed and the results were presented in the table no. 3

Variable	Gender	N	Mean	t-value	Df	Level of significance
	Male	102				Not

<b>Work Motivation</b>			117.76	0.004	126	significant
	Female	84	127.64			

**NS-Not Significant**

- The obtained ‘t’ value 0.004 is less than the tabled ‘t’ value 1.96 at 0.05 level of significance. Therefore null hypothesis Ho: 1. is accepted and it is concluded that there is no significant difference between Male and Female Secondary school Teachers with respect to Work Motivation.

The present finding is supported by the findings of Balasubramanian and Meenakshisundaram (2001), Sharma (2005), Jena, Prakash Chandra (2011) and Aneet Kumar (2017) whose findings revealed that there was no significant difference between male and female secondary school teachers in their Work Motivation. It is in contradiction with the findings of Lata Shewaramani(2019) who found a significant difference between the attitude towards teaching profession of male and female prospective teachers

**Table:4 Difference between the Attitude towards teaching profession of Male and Female Secondary school teachers**

To verify the Null Hypothesis ‘t’ test was employed and the results were presented in the table no. 4.

Variable	Gender	N	Mean	t-value	Df	Level of significance
<b>Attitude towards teaching profession</b>	Male	102	195.12	0.03	182	Not significant
	Female	84	201.25			

**NS-Not Significant**

- The obtained ‘t’ value 0.03 is less than the tabled ‘t’ value 1.97 at 0.05 level of significance. Therefore null hypothesis Ho: 2. is accepted and it is concluded that there is no significant difference between Male and Female secondary school Teachers in their Attitude towards teaching profession.

**Table-5: Correlation between the Work Motivation and Attitude towards teaching profession of secondary school teachers.**

Variables	N	‘r’ value
<b>Work Motivation</b>	186	0.78*
<b>Attitude towards teaching profession</b>		

\*High correlation

- Table no. 5 reveals that the obtained ‘r’ value 0.78 is positive and High. Hence it is concluded that there is a positive relationship between Work Motivation and Attitude towards teaching profession of secondary school teachers.

**Findings of the study:**

- ✚ 4.83% of Secondary school teachers possess Extremely high Work Motivation.10.21% possess high level of Work Motivation.68.26% of teachers possess above average level of Work Motivation and 16.7% possess average level of Work Motivation. None of the Secondary school teachers possess below average and low level of Work Motivation.
- ✚ 82.25% of Secondary school teachers possess high level of Attitude towards teaching profession.15.6% possess average level and 2.15% of teachers possess low level of Attitude towards teaching profession.
- ✚ No significant difference was found between Male and Female Secondary school Teachers with respect to Work Motivation.
- ✚ No significant difference was found between Male and Female secondary school Teachers in their Attitude towards teaching profession.
- ✚ A positive relationship was found between Work Motivation and Attitude towards teaching profession of secondary school teachers.

**Educational Implications:**

- ❖ The findings of study revealed that majority of the secondary school teachers possess above average level of Work Motivation. The reason for this finding may be majority of secondary school teachers are happy with the work conditions in their respective schools. The policymakers, Educational administrators, and the Management should make efforts to retain their above average levels of Work Motivation and help them to possess high work motivation levels by providing congenial work environment and satisfactory economical emoluments. The teachers possessing average levels of Work Motivation must be helped to elevate themselves to above average and high levels of work motivation.
- ❖ It was observed from the present study that majority of secondary school teachers possess high level of Attitude towards teaching profession. Attitude being an energetic entity in enhancing the quality in Education, D.S.E.R.T, D.I.E.T, Education departments and the respective institutions should organize professional development programmes and In-service training programmes such as Orientations, workshops, refresher courses and seminars at regular intervals to sustain the high levels of positive attitude towards teaching profession of teachers.
- ❖ The findings of the study revealed no significant difference between the work Motivation of Male and Female secondary school teachers as they possess above average level of work Motivation. Similar working conditions such as Institutional culture, Support from the Superior, the relation with staff members, performance feedback, working hours and the work environment of both Male and Female Teacher Educators in the secondary schools may be the reason for this finding. This fact may be used by the concerned authorities to take Initiatives to elevate Teachers from above Average Work Motivation levels to high work motivation levels by providing required support in the form of opportunities for professional growth, good working environment, ensuring cordial relationship with teachers and the students.
- ❖ The findings of the study revealed that both male and female secondary school teachers possess high level of Attitude towards teaching profession. The reason for this finding may be these teachers were



carefully selected and well trained in the Teacher Education Institutions. The education policies and the work conditions in the schools must be favourable in retaining the positive attitude of the teachers towards their profession.

- ❖ The findings of the study revealed a positive relationship between Work Motivation and Attitude towards teaching profession of secondary school teachers. This finding draws support from the results obtained by Ofoegbu (2004), Jesus & Lens (2005) whose studies revealed that the Teachers with high Work Motivation exhibits positive attitude towards profession. Therefore there is a need to retain the work motivation of Teachers by providing them with required resources and material incentives and provide opportunities to grow professionally by allowing teachers to expose themselves to the latest trends in Education so that they can dispel their duties to the entire satisfaction of oneself and the Institution.

**Conclusion:** It is the need of the hour that the schools must be responsive to the requirements of dynamic society. The quality in education is determined by the quality of the teachers. Thus the teacher Education institutions must shoulder the onus of selecting the candidates for training who possess true aptitude and positive attitude towards teaching profession. The school management, Heads of the institutions must take care of providing a healthy environment to all the teachers so that they get maximum work Motivation and deliver their duties honestly and with much satisfaction.

#### References:

1. Aggarwal, U. (1980). "A Study of Relationship among Teacher Efficiency, Attitude towards Teaching Profession and Adjustment of Teacher Trainees". *The Progress of Education*, 55(4)
2. Alvera, M. B., & Ahmad, J. (2017). "A study of job satisfaction among secondary school teachers in relation to their attitude towards teaching profession". *International Journal of Innovative Social Science & Humanities Research* 2017.
3. Balasubramanian & Ponmozhi, (2017) Work Motivation of School Teachers, *International Journal of Humanities and Social Science Invention*; 6(7):20-23
4. Choudhary, S. (1989). Attitude and attitude change of teacher trainees. *Journal of Indian Education*, 15 (1), 37- 42.
5. Chung, K. H. (1977). *Motivational Theories and Practices*. Columbus: Grid, Inc.
6. Ghanti, P. S. Jagadesh.(2009). Attitude of secondary school teachers towards their teaching profession.
7. Ghosh, S. and Bairgya, S. (2010). Attitude of secondary school teachers towards teaching profession in relation to some demographic variables, *Edusearch* 1(1), 55-58.
8. Iqbal M. & Tariq A. B. (2014). Attitude of Secondary School Teachers towards Teaching with Special Reference to Rural and Urban Background. *Indian Journal of Research* 2(3) .
9. Kulkarni U. K. (2011) Relationship between Teaching Competence and Attitude towards Teaching of B.Ed. Trained Teachers working in Up- graded Primary Schools. *International Referred Research Journal*,3(30)
10. Kulsum, U. (1985). Attitude towards Teaching Profession Scale, National Psychological Corporation, Agra.

11. P, Suneetha Rani (2014): A study of work motivation self-efficacy occupational stress and psychological wellbeing of professional men and women.
12. Rajesh Nagappa Turamari (2014): Work motivation job satisfaction and organisational commitment among lis professionals of first grade college libraries in north Karnataka a study
13. Shah, Rizwan Ahmad (2020): Study of Emotional Intelligence Work Motivation and Teacher Effectiveness of Secondary School Teachers.
14. Singh J D (2015). Work Motivation and Job Satisfaction of Secondary School Teachers of Shekhawati Region , Journal of Psychological and Educational Research; July 2015,PP1-10
15. Vaghela Naresh G(2013): “Work motivation and commitment of female teachers in relation to types of organization, experience and academic level”.
16. Verma, Shraddha (2014): Work motivation and professional competence as determinants of change proneness in rural and urban school teachers
17. Yomso Minam (2018): “Work motivation and work behaviour among commerce economics and management teachers in multicultural workplace of Arunachal Pradesh”.