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A STUDY OF WORK MOTIVATION OF FEMALE TEACHERS IN RELATION TO THEIR MARITAL STATUS

1. Introduction:

Organizations today are facing challenges and opportunities due to constantly changing world of business. The changes in the business world include technological advances and changing economic trends in the global market. Werner (2007) states that "social, cultural, political, technological and global forces challenge organizations to redefine their strategies". None of the field is left untouched by these changes. So, every organization aspires to have employees who are committed towards the fulfillment of the organizational goals. The educational organizations such as schools also need committed teachers to achieve their objectives and cannot succeed without their efforts and commitment. The teachers with strong commitment to the school find it easy to be interested in whatever they do and can involve themselves in it whole heartedly. It may be appropriate to mention that man's ability to perform skilled tasks is affected by practice and by the degree to which he is motivated. While the teachers are selected on the basis of their qualification, training and experience, it could be inferred that the difference in performance of the teachers is related to their motivational level. According to Hellriegel, Slocum and Woodman (2001) motivation represents the forces acting or within a person that cause the person to behave in a specific, goal-directed manner. Thus, motivation is the result of the interaction of the individual and the situation. In other words, it is a positive drive that forces a person to reach the goal. Educational organizations like schools, colleges and universities 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 organizational commitment. To summarize, motivation acts as a powerful tool in educational institutions which may lead to increased efficiency of teachers.

2. Review of literature:

(1) Gupta, Madhu and Gehlavat, Manju (2013) investigated the job satisfaction and work motivation of secondary school teachers in relation to some demographic variables: A comparative study. In the present study, the investigators intended to compare the job satisfaction and work motivation of secondary school teachers with respect to some demographic variables. Job satisfaction and work motivation were treated as dependent variables. The independent variables comprised of gender, type of schools, teaching experience and educational qualifications. For the purpose of investigation, descriptive survey method was employed. The sample comprised of 400 secondary school teachers working in schools located in Rohtak Division affiliated to HBSE and was selected by Multi-Stage Random Sampling technique. Personal Data Sheet prepared by the investigators, Job Satisfaction Scale (JSS) by Dixit (1993) and Employees Motivation Schedule (EMS) by Srivastava (1988) were used for the collection of data. The obtained data was analyzed using means, S.D's and t-test. The findings of the study revealed: i) No significant difference was found in the job satisfaction and work motivation of male and female teachers ii) There were significant differences among teachers working in government and private schools; more experienced and less experienced teachers with respect to job satisfaction and work motivation iii) Significant difference was reported in the work motivation of teachers having graduate and post-graduate qualifications.

(2) Khan (2001) probed work motivation among teachers and teacher performance in senior secondary schools of Delhi. The major objective was to compare male and female teachers on work motivation among different age groups of teachers. It was found that the teachers of the government senior secondary schools in general possessed work motivation to some extent and no significant difference was found in the overall work motivation of the male and female teachers.

However, male teachers were found to be significantly better than their counterparts with respect to dependence, work group relations, psychological work incentives. Also, no significant difference was reported in the work motivation of the teachers of three different age groups that was up to 40 years, 41-50 years and 51 and above.

3. Objectives:

(1) To study of work motivation of female teachers in relation to their marital status.

4. Hypothesis:

(1) There is no significant difference between the mean score of work motivation of female teachers in relation to their marital status.

5. Method:

(1) Sample:

In the present study sample was selected randomly. We taken 30 unmarried teachers who are doing job in primary schools and 30 married teachers also doing job in primary schools in ahmedabad city. so, total 60 sample was selected in this study.

Approximately 100 sample was selected in each category for the research study. After disposing off incomplete and unclear details, a total of 60 sample was selected as per primary planning.

(2) Tools:

In order to measure the work motivation of female teachers who are doing job in primary schools. We used a employee's motivation schedule (EMS) was prepared by Dr. A.K.Srivastava(1980). There are 70 items. There are 7 areas in this inventory. The Retest reliability is at the rate of 0.83 and the divided reliability is at the rate of 0.78. The validity of the scale of work motivation is at the rate of 0.83 with compared job involvement inventory.

(3) Variables:

1. Independent Variables: Marital Status(married teachers, unmarried teachers)
2. Dependent variables: Raw score of work motivation

6. Statistical Calculations:

Obtained information analyzed as per mean, SD & 't' test method. And hence, internal effect on the independent factors was examined.

7. Result and Discussion: Table-1

Showing mean, SD & 't' value of work motivation of female teachers in relation to their marital status.

Sr.No	Group	N	Mean	SD	't' Value	Table Value	Level of sign.
1.	Married Teachers	30	258.80	30.52	2.91	2.00	0.05
2.	Unmarried Teachers	30	280.46	26.84			

As can be seen from table that 't' value of 2.91 is significant at 0.05 level. This means that the two groups under the study differ significantly in relation to work motivation. The mean score of married teachers group is 258.80 as against the mean score of 280.46 of the unmarried teachers group. It should be remembered here that, according to scoring pattern, higher score indicate high work motivation. Thus from the result it could be said that the unmarried teachers group have high work motivation than married teachers group. The hypothesis that "There is no significant difference between the mean score of work motivation of female teachers in relation to their marital status" is rejected.

8. Conclusions:

(1) There is significant difference between the mean score of work motivation of female teachers in relation to their marital status. The result could be said that the unmarried teachers have high work motivation than the married teachers.

સંદર્ભ નોંધ:

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Dr. Naresh G.Vaghela
Assistant Professor (C.B)
M.N. College, Visnagar,
Mehsana.

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