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## Organizational Commitment in Relation to Work Motivation among Secondary School Teachers

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### Introduction

Teacher's organizational commitment has been recognized as an effective route to school success. Organisational climate as a person's feeling with regard to continuing his or her association with the organization, acceptance of the values and goals of organization achieve such goals and values. Organisational commitment is a bond the employees has with his/her organization. Most employers today would like to have their employee's motivated and ready to work, but do not understand what truly motivates a person. Companies could be more efficient if the employees had an invested interest in the future of the company. There are essential needs to be met for a person, specifically an employee, to succeed in the workplace. I will examine different theories of motivations, how they are relevant to the workplace, and how employers can implement the theories to ensure happy and motivated employees. The most important theories include: Maslow's hierarchy of needs, Herzberg's two-factor theory, Aristotle's seven causes, and the different types of motivation. Each theory is related in the fact that there are needs for all people to meet. Every employee is at a different stage in their lives, which requires different management techniques. It is shown that motivation must come from within the employee. The theories investigated will help describe how managers can influence their employees to self motivate and produce the best work possible. There are two specific types of motivation: financial and non-financial. I will focus on ways the employers can motivate their employees using financial means as well as non-financial recognitions. In this day in time, there is not always a plentiful amount of money to spend on motivation, so it is important to understand how managers can make their employees feel important without breaking the bank. Both types need to be executed in a strategic way to provide the best results. Lastly, I will focus on how managers are able to implement these types of motivation into their specific work place. This will show how motivation is important to all industries, and how it can change and impact the amount sales a company performs. Motivated employees will in turn create a successful company.

### Need for the study

The motivational concepts play a major role in most serious efforts to analyze and explain individual's behaviour at work. Motivation to work is a human state where competence to work and will to work fuse together. Work motivation is 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 its behaviour and to determine its form, direction intensity and duration. It can also be defined as the willingness to exert high levels of efforts towards the organizational goals conditioned by the ability to satisfy some individual need. The teacher performs his job in the global context of the school and various factors tend to affect his motivation at work, which in turn affects the performance, commitment and job satisfaction. In this sense work motivation to a large extent determines productivity, organizational environment, personal need satisfaction and

psychological well being of the teachers. Thus the way in which teachers perceive motivation influences their level of commitment and satisfaction. So the important qualities of a teacher to be successful is organizational commitment and work motivation. The educational organization such as schools requires teachers, who are committed to their organizations and well-being of students because low teacher commitment reduces student's achievement. And this is a danger because these are the students who make the future of any country.

## **OBJECTIVES**

1. To determine the level of Organizational commitment among secondary school teachers
2. To determine the level of work motivation among secondary school teachers
3. To determine the relationship between Organizational commitment and work motivation of secondary school teachers based on their gender and type of management.

## **HYPOTHESES**

1. The Organizational commitment among secondary school teachers is moderate
2. The work motivation among secondary school teachers is moderate
3. There exist significant relationship between Organizational commitment and work motivation of based on their gender and type of management.

## **METHODOLOGY**

### **Method used for the study**

The investigator used survey method for conducting the study

### **Variable of the study**

Organizational commitment is the independent variable and work motivation is the dependent variable.

### **Classificatory variables**

Gender, Type of management

### **Sample**

Sample is the representation proportion of a population. A good sample must be as nearly representative of the entire population as possible and ideally it must provide the whole information about the population from which the sample has been drawn. For the purpose of the present study, samples of 400 secondary school teachers are selected

### **Tools**

1. Questionnaire on employment motivation
2. Organizational Commitment Scale (1-7 Likert Scale)

### **Statistical techniques used**

- Mean
- Standard deviation

➤ t-test

### Sampling

In the present study the investigator used stratified random sampling technique for the selection of the sample.

### TESTING OF THE HYPOTHESES

It is clear from the table 65% of secondary school teachers showed a moderate level of Organizational commitment and 69% of them showed moderate level of Work motivation

**Table 1 level of teacher effectiveness and teacher adjustment among secondary school teachers**

Variables	Low		Moderate		High		Total	
	No	%	No	%	No	%	No	%
Organizational commitment	61	20.3	196	65.3	43	14.3	300	100
Work motivation	53	17.7	207	69	40	13.3	300	100

From table 2 there was significant difference between private and government school in their extend of Organizational commitment. The private teachers showed higher level of Organizational commitment than the government school secondary teachers.

**Table 2 Difference between private and government teachers in their extend of teacher effectiveness**

Variables	Private		Government		Calculated 't' value	Remarks at 0.05 level
Organizational commitment	Mean 1	SD1	Mean 2	SD2	2.43	S
	80.46	13.98	76.73	12.63		

From table 3 there was significant association between Organizational commitment and total number of years of teaching experience.

**Table 3: Association between teacher effectiveness and total number of years of experience of secondary school teacher**

Variable	Years of experience	low		moderate		high		Calculated chi-square value	Remarks at 0.05 level
		O	E	O	E	O	E		

Organizational commitment	1-10 yrs	25	26	88	83	14	18	13.98	S
	11-20 yrs	27	18	50	57	11	13		
	21 yrs and above	9	17	58	56	18	12		

From table 4 there was no significant difference between men and women secondary school teachers in their level of Organizational commitment.

**Table 4: Difference between Men and Women secondary school teachers in their extent of teacher effectiveness**

Variable	Men=146		Women=154		Calculated 't' value	Remark at 0.05 level
Organizational commitment	Mean 1	SD 1	Mean 2	SD2	1.61	NS
	77.36	14.26	79.85	12.54		

The 't' value shown in table 5 indicates that there is a significant difference between urban and rural

**Table 5: Difference between urban and rural secondary school teachers in their extent of teacher adjustment**

Variable	Urban=153		Rural=147		Calculated 't' value	Remark at 0.05 level
Work motivation	Mean 1	SD 1	Mean 2	SD2	3.67	S
	153.84	14.40	146.73	18.75		

**Table 5: Difference between married and unmarried secondary school teachers in their extent of teacher adjustment**

Variable	Married =199		Unmarried=101		Calculated 't' value	Remark at 0.05 level
Work motivation	Mean 1	SD 1	Mean 2	SD2	2.50	S
	152.17	15.97	146.77	18.49		

**Table 3: Association between teacher adjustment and total number of years of experience of secondary school teachers**

Variable	Years of experience	low		moderate		high		Calculated chi-square value	Remarks at 0.05 level
		O	E	O	E	O	E		
Work motivation	1-10 yrs	29	22	86	88	12	17	14.05	S
	11-20 yrs	15	16	65	61	8	12		
	21 yrs and above	9	15	56	59	20	11		

**Table 8: Relationship between teacher effectiveness and teacher adjustment among secondary school teachers**

No	$\sum X$	$\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$	Correlation coefficient	Remarks at 0.05 level
300	23591	45106	1909503	6869054	3572050	0364	S

## MAJOR FINDINGS

The following are the major findings of the study

- Majority of the secondary school teacher's showed a moderate level of organizational commitment and work motivation.
- There was a significant difference between private and government school secondary teachers in their extend of Organizational commitment
- There was a significant difference between urban and rural school secondary teachers in their extend of work motivation.
- There was a significant difference between married and unmarried secondary school teachers in their extend of. work motivation
- There was a significant association between work motivation and total no. of years of teaching experience of secondary school teachers.
- There is a positive correlation between Organizational commitment and work motivation among secondary school teachers.

## SUGGESTION FOR FURTHER RESEARCH

- The present study can be conducted on a sample of higher secondary and primary school teachers
- The present study can be conducted in other districts
- The present study can be conducted by taking other variables like job satisfaction, teacher competency, teacher effectiveness, teacher efficacy etc

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