



## Organizational commitment and work motivation of secondary level teachers in puducherry region

<sup>1</sup> M Malathy, <sup>2</sup> Dr. PN Nataraj

<sup>1</sup> Research Scholar, Department of Education, Annamalai University, Chidambaram, Tamil Nadu, India

<sup>2</sup> Associate Professor, Department of Education, Annamalai University, Chidambaram, Tamil Nadu, India

### Abstract

Teachers' work motivation is one of the important factors influencing organizational commitment. This research is aimed at empirically examining the relationship between teachers' work motivation and their commitment to the school organization. In this study an attempt has been made to find the relationship between organizational commitment and work motivation of secondary level teachers in Puducherry region. The subjects of the research are 350 teachers from 34 secondary schools in Puducherry region. Normative survey method was adopted for the investigation. The sample was taken by employing stratified random sampling technique. The tools namely organizational commitment scale and work motivation scale were constructed and validated by the investigator for collecting the data. The data were analyzed by using descriptive analysis and correlation analysis technique. The major finding was that the level of organizational commitment and work motivation of secondary level Teachers is average. And there is a significant relationship between organizational commitment and work motivation of secondary level teachers.

**Keywords:** organizational commitment, work motivation, secondary level teachers

### 1. Introduction

A good teacher is the one who encourages student's faith in teaching their subject, takes time to explain things and treats people equally. A teacher has to face innumerable challenges he play different roles in his/her school. The teacher not only plan lessons but also organizes activities, provides motivation, keeps necessary records, makes purchases, administers timetable, provides oral and aural teaching aids, and motivates the students by words and deeds. Anderson (1991) stated that an effective teacher is the one who is quite consistently achieve goals with either directly or indirectly focus on the learning of their students. Trivedi (1971) investigated the factors related to effective teaching in secondary schools and found effective use of teaching aids, use of illustration, motivation, impartial attitude of teachers, improved supervision as major factors related to teaching effectiveness. Gibson *et al* (1985) conducted study on the concept of teacher efficiency and its influence on teacher in classroom behavior and student achievement. Results indicated that high and low efficiency teachers differ in instructional practices, classroom organization

Human resources are one of the valuable assets in an organization which determines the organization plan and executes every activity of the organization, as well as becoming the influential factor in achieving organization's goals. More importantly, it is the determining factor for the success of the organization. Therefore, the organization's efforts to win the competition and to achieve its goals can be done through maintaining, managing, and employing human resources effectively and optimally. The school organization considers the human resource commitment important. Organizational commitment serves as the power of employees' participation in an organization. Meyer and

Herscovitch explained that organizational commitment refers to the emotional attachment, identification, and involvement of individuals in the organization, as well as the willingness to be always the member of the organization. Organizational commitment means the condition in which the employees are interested in the objectives, values, and targets of the organization. The presence of highly-committed employees will lead the organization to a beneficial condition since they will work more effectively and will participate in any activities to maintain its survival. High commitment will encourage the employees to work hard in accomplishing their tasks in relation to their responsibility for the organization (extra-role behavior) and they are willing to carry out activities out of his responsibility (extra role work behavior). Koch and Steers concluded in his research that highly committed employees will do their work better than those with low commitment. Lack of organizational commitment makes the employees unwilling to retain the job and thus they tend to leave it or turn over.

Motivation at work not only ensures that work is done in time but also ensures that quality of work is not compromised. For motivation at work place, the environment is very important. There are many factors which affects the work place environment to increase the motivational levels of employees. Work place is all about people working together to achieve a uniform goal. So it is important that all the co-workers respect each other and never show disrupt towards each other. If employees have good understanding of the work others perform and how their duties are adding value to the organization then it is easier to create a work place where respect and responsibility prevails. Good relationship between employees also decreases the stress level and employees feel more relaxed at work place. Leader plays a key role in

maintaining a conducive work environment. Singh (1980) examined that teacher's motivation to work with the objective of identifying the factors that affect teacher's motivation to work. It was found that school organization, classroom teaching, evaluation and guidance, co-curricular activities and extra activities were the five main areas of teachers' motivation to work.

### 1.1 Organizational commitment

The organizational commitment refers to an individual's psychological attachment with his/her organization (Weare, 2002). Organizational commitment of individuals predicts different variables of work i.e. behavior of organizational citizenship, employees' turnover, performance of individuals at job and the numerous other aspects. Study identified different factors determining the level of organizational commitment for instance including role stress, sense of insecurity, empowerment, employability, performance at job, and distribution of leadership.

Recently, organizational commitment has been one of the most studied workplace constructs that received a considerable attention from the educational researchers as well as the organizational researchers. There are growing number of studies devoted to identify both the antecedents and the outcomes of organizational commitment. A great deal of research has been conducted that attempts to link organizational commitment with desirable work outcomes such as increased employee satisfaction, improved attendance, improved job performance, and a reduction in employee turnover (Shore & Martin, 1989).

### 1.2 Work Motivation

Work motivation is a set of energetic forces that originate both within as well as beyond the individuals. Work motivation initiates work related behavior and determine its form direction, intensity, and duration. It is a process used to encourage and inspire workers to perform their jobs thoroughly and well. Work motivation plays a vital and significant role in the lives of individuals, groups, communities, establishments, organizations, notions. Motivation is a process that starts with a physiological and psychological deficiency or need that activates behavior or a drive that is aimed at a goal or an incentive. Motivation is necessary for excellent performance, but actual performance depends on the ability of the worker and the circumstances of the job as well as on the motivation.

A motivated and committed school teacher has the opportunity to influence the student significantly in building a global view that rests on a faith commitment. Work motivation is anything done to make teachers happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work so that students, parents and the society will greatly benefit from their services. Work motivation appears crucial because it predicts not only teachers' engagement and well being but also student's outcomes such as motivation and learning. It appears to be vital for optimal human functioning in the workplace because teachers who are highly motivated are found to be more engaged in their work and more satisfied (Levesque *et al.*, 2004)

### 1.3 Significance of the study

One of the key factors that influence the organizational commitment is the motivation related to the commitment formation. According to George and Jones, it is said that work motivation refers to the psychological strength of certain individual, which determine his behavior in an organization, level of efforts and persistence in overcoming the problems, as well as self-determination towards the dimensions of their jobs. Motivation is the process that encourages, guides, maintains; as well as keeping the resources on the right track.

The focus on the goals of the organization reflects the behavior in relation to the job. For example, a motivated individual will do his best in accomplishing his tasks. It is expected by the organization that all the employees are highly motivated, thereby results in high-committed employees. The problems on motivation in certain individuals and the job circumstances have been the basic issues in an organization. It is reasonable since motivation is a significant variable in job performance and in the results of the performance that is achieved by any individual. Work motivation can also become the expectation of every employee to be their driving force in achieving their goals. Motivation may become the driving force of any individual, either physically or psychologically, to achieve one or more goals in fulfilling their needs or expectation. According to Deci and Ryan, a motivated person is intrinsically able to enjoy his work, and this enjoyment can be seen in his behavior. Intrinsic motivation is the form of appreciation from an individual when he performs his jobs and finds satisfaction in doing it. Therefore it was found that organizational commitment and work motivation is essential for secondary level teachers.

## 2. Objectives

- To find out the level of organizational commitment and work motivation of secondary level teachers in Puduchery region.
- To find out the relationship between organizational commitment of secondary level teachers with their work motivation

## 3. Hypothesis

- The level of organizational commitment and work motivation of secondary level teachers in Puduchery region is high.
- There exists no significant relationship between organizational commitments of secondary level teachers with their work motivation.

## 4. Method of the study and sample

Normative survey method of research was used. The present study was conducted on 350 secondary level teachers, out of which 123 male and 227 female secondary level teachers of Puducherry region. The sample was selected by using stratified random sampling technique

### 4.1 Measurement Instruments

The following tools were employed:

Organizational commitment scale (OCS) constructed and validated by the investigator (2016) which includes commitment to students, commitment to work group,

commitment to teaching work, commitment to school and commitment to teaching profession.

Work motivation constructed and validated by the investigator (2016) which includes work place relationship, appreciation and recognition, work place incentive, working conditions, feeling involved in the work process and intrinsic development.

The items of the scale of Organizational commitment and work motivation consist of five alternative choices strongly agree, agree, undecided, disagree, strongly disagree including “favorable” and “unfavorable” statements. For the unfavorable items the score ranges from 1 to 5. The maximum score for an item is 5 and the minimum score is 1.

#### 4.2 Statistical Analysis

Descriptive analysis and Coefficient of correlation technique were employed to find out the relationship between organizational commitment of secondary level teachers with their work motivation.

### 5. Results and Analysis

#### Hypothesis-1

The level of organizational commitment and work motivation of secondary level teachers in Puduchery region is high.

**Table 1**

Variable	N	Mean	S.D
Organizational commitment	350	208.18	26.32
Work Motivation	350	169.75	18.98

**Table 2:** Norms for organizational commitment scores

Percentiles	Score Range	Interpretation
Below P <sub>25</sub>	187 & Below	Low
P <sub>50</sub>	188 - 228	Average
Above P <sub>75</sub>	229 & Above	High

**Table 3:** Norms for work motivation scores

Percentiles	Score Range	Interpretation
Below P <sub>25</sub>	156 & Below	Low
P <sub>50</sub>	157 - 182	Average
Above P <sub>75</sub>	183 & Above	High

From the above table-1, the mean and standard deviation of secondary level teachers is found to be 208.18, 169.75 and 26.32, 18.98 respectively which shows that the null hypothesis is rejected and it is concluded that the secondary level teachers have obtained average level of organizational commitment and work motivation.

#### Hypothesis-2

There exists no significant relationship between organizational commitments of secondary level teachers with their work motivation

**Table 4**

Variables	N	'r' Value	Level of Significant at 0.01
Organizational commitment And work motivation	350	0.8	Significant at 0.01

From the above table it is clearly evident that the r value regarding the Organizational commitment and work motivation of secondary school teachers is found to be **0.8** and it is significant at 0.01 level. Hence the hypothesis there exists no significant relationship between Organizational commitment and work motivation is rejected. It is concluded that there is a significant relationship between Organizational commitment and work motivation of teachers at secondary level.

### 6. Findings of the study

- The level of organizational commitment and work motivation of secondary level Teachers is average.
- There is a significant relationship between organizational commitment and work motivation of secondary level teachers.

### 7. Conclusion

The findings of the present study shows that the teachers' work motivation is significantly and positively correlated with the organizational commitment. The higher the teachers' work motivation the higher the organizational commitment will be. Reversely, the lower the teachers' work motivation the lower the organizational commitment will be. There is a high significant positive correlation between teachers' work motivation and organizational commitment.

### 8. References

1. Ahmad S, Rizwan M. Work motivation of male and female secondary school teachers in Karachi. Journal of Cotemporary Research in Business. 2012; 4(6):462-467.
2. Becker TE, Meyer JP. Vandenberghe, “Employee commitment and motivation: A conceptual analysis and integrative model”, Journal of Applied Psychology, vol/issue. 2004; 89(6):991-1007.
3. Colquitt JA, LePine JA, Wesson MJ. Organization behavior: Improving performance and commitment in the workplace, New York, The McGraw-Hill Com. Inc, 2009.
4. Schultz, D., Schultz, SE., “Psychology and work today”, New Jersey, Pearson Education Inc, 2006.
5. Sharma S. Effect of Work Motivation on Job Satisfaction of Special Teachers. Journal of Education and Psychology. 2005; 63(3):1.
6. Sindhu. An integrated model for the study of teacher motivation. Applied Psychology: An International Review. 2005; 54(1):119-134.