

A study of work motivation of B.Ed. Students of Kurukshetra district

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Abstract

Motivation is the desire or drive within a person to achieve some goal. Within is the operative word here, for motivation is an internal condition based on a person's perceptions and needs their profession. The main objectives of the investigation To compare the Work Motivation of B.Ed. students with respect to type of college (Govt. and Self Financing Colleges), Gender (Male & Female), Locality (Urban & Rural) and Educational qualification (UG and PG passed). Work Motivation Questionnaire constructed by K.G. Agarwal was used for data collection from 400 selected samples with various variables. Mean, S.D. and T-test were calculated for analysis of data. Major findings indicated that there is no significance difference of Work Motivation of B.Ed. students in respect to their gender, locality and educational qualification.

Keywords: work motivation, urban & rural

Introduction

Teaching is not simply an occupation aimed at making money for livelihood but it is a social service for national development. A teacher should be permanently committed to his work. There are many factors that determine people's behaviour to motivate them. These are psychological needs, physiological drives, survival, urges, emotions, hurts, impulses, fears, threats, rewards (money, friendship, status), possessions, wishes, intentions, values, mastery, freedom, intrinsic satisfaction, self-satisfaction, interests, pleasure, dislikes, established habits, goals, ambitions and so on.

According to Cole (2000) motivation is a term used to describe those processes, both initiative and rational by which people seek to satisfy the basic drives, perceived needs and personal goals, which trigger off human behaviour. Motivate is a transitive verb, which means to give somebody an incentive, to give somebody a reason or incentive to do something. The exceptional leader realizes it is his/her responsibility to provide a highly motivating environment for employees.

Teacher motivation naturally has to do with teachers' attitude to work. It has to do with teachers' desire to participate in the pedagogical processes within the college environment. It has to do with teachers' interest in student discipline and control particularly in the classroom. Therefore, it could underlie their involvement or noninvolvement in academic and non-academic activities, which operate in college. The teacher is the one that translates educational philosophy and objective into knowledge and skill and transfers them to students in the classroom. Classroom climate is important in teacher motivation. If a teacher experiences the classroom as a safe, healthy, happy place with supportive resources and facilities for teaching for optimal learning, he/she tends to participate more than expected in the process of management, administration and the overall improvement of the college. The teacher commands and transmits the image of one who improves knowledge and the physical conditions of the classroom through orderliness, discipline and control. He makes diagnosis of student's feelings and attitudes inferred by

their behaviour and response in the classroom environment. The significance of this research is that it may help to identify the importance of work motivation that has strong impact on the productivity and performance of teachers in both public and private schools. This study may help to improve the teacher's performance by motivational factors in order to enhance the educational system.

Work Motivation

Motivation defined by scientists, as described by Greenberg (2005) ^[1], is a series of processes involving arousing, directing, and maintaining one's behavior towards a specific goal. The study of motivation at work is in fact closely related to the discipline of psychology. In short, the given definition implies that every individual be motivated starting with energy or the drive behind their action.

Objectives of the Study

1. To compare the work motivation of B.Ed. students with respect to type of college (Govt. and Self Financing Colleges)
2. To compare the work motivation of B.Ed. students with respect to gender (Male & Female).
3. To compare the work motivation of B.Ed. students with respect to locality (Urban & Rural).
4. To compare the work motivation of B.Ed. students with respect to educational qualifications (only graduate and post graduate).

Hypothesis of the Study

Ho1 There is no significant difference of the work motivation of B.Ed. students with respect to type of college (Govt. and Self Financing Colleges)

Ho2 There is no significant difference of the work motivation of B.Ed. students with respect to gender (Male & Female).

Ho3 There is no significant difference of the work motivation

¹ Greenberg, Jerald. (2005). Managing behavior in organizations. New Jersey: Pearson Education Incorporated.

of B.Ed. students with respect to locality (Urban & Rural).

Ho4 There is no significant difference of the work motivation of B.Ed. students with respect to educational qualifications (only graduate and post graduate).

Limitation of the study

1. The present study is delimited with respect to variables, sample, tools and techniques. The present study is geographically delimited with respect Kurukshetra District only.
2. It is further delimited to students studying in B.Ed. courses only. The sample is delimited to 400 students B.Ed course.

3. The sample is delimited demographic variables as gender, types of institutions, locality and qualification.

Research Method

The survey method of research was used to define problem and definite objective and data collection. This is a scientific & reliable method.

Sample

A sample of 400 B.Ed. students were selected studying in B.Ed. colleges affiliated to Kurukshetra University located in Kurukshetra district was drawn using stratified random sampling technique.

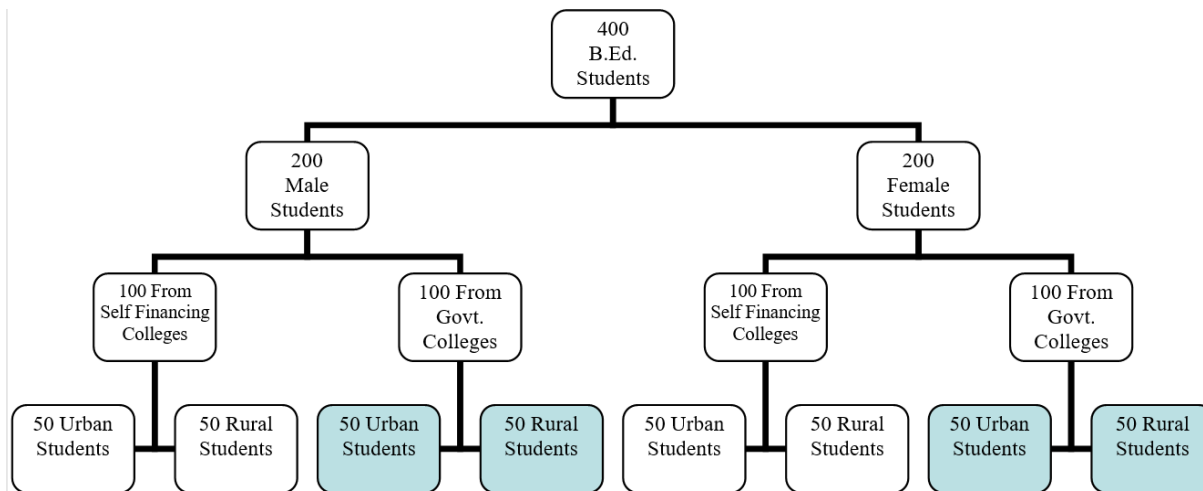


Fig 1

Tools were to be used

1. Work Motivation Questionnaire, K.G.Agarwal

Statistics Techniques

Following statistics were used to analysis of data

1. Mean
2. Standard Deviation

3. C.R. value

Interpretation and Analysis of data

Ho9 There is no significant difference of the work motivation of B.Ed. students with respect to type of college (Govt. and Self Financing Colleges).

Table 1: Related data of Work motivation of B.Ed. students with respect to type of college (Govt. and Self Financing Colleges).

Type of Groups	¼N½	¼Mean½	¼S.D.½	¼CR-Value½	Level of significance
Govt. Colleges’ Students	202	101.79	9.46	2.022	p>0.05
Self Financing Colleges’ Students	198	99.80	10.18		p<0.01

(df=202+198-2=398)

Ho10 There is no significant difference of the work motivation of B.Ed. students with respect to gender (Female & Male).

Table 2: Related data of Work motivation of B.Ed. students with respect to gender (Female & Male).

Type of Groups	¼N½	¼Mean½	¼S.D.½	¼CR-Value½	Level of significance
Female Students	194	100.81	10.23	0.003	p<0.05
Male Students	206	100.82	9.54		

(df=194+206-2=398)

Ho3 There is no significant difference of the occupational commitment of B.Ed. students with respect to locality (Rural & Urban).

Table 3: Related data of Work motivation of B.Ed. students with respect to locality (Rural & Urban).

Type of Groups	$\frac{1}{4}N^{\frac{1}{2}}$	$\frac{1}{4}Mean^{\frac{1}{2}}$	$\frac{1}{4}S.D.^{\frac{1}{2}}$	$\frac{1}{4}CR-Value^{\frac{1}{2}}$	Level of significance
Rural areas' Students	211	101.53	9.67	1.549	p<0.05
Urban areas' Students	189	100.00	10.04		

(df=211+189-2=398)

Ho12 There is no significant difference of the work motivation of B.Ed. students with respect to educational qualifications (only graduate and post graduate).

Table 4: Related data of Work motivation of B.Ed. students with respect to educational qualifications (only graduate and post graduate).

Type of Groups	$\frac{1}{4}N^{\frac{1}{2}}$	$\frac{1}{4}Mean^{\frac{1}{2}}$	$\frac{1}{4}S.D.^{\frac{1}{2}}$	$\frac{1}{4}CR-Value^{\frac{1}{2}}$	Level of significance
Graduate passed Students	217	101.94	10.65	2.561	p>0.05
Post Graduate passed Students	183	99.464	8.68		p<0.01

(df=217+183-2=398)

Conclusion

1. There is significant difference of the work motivation sum of total of B.Ed. students with respect to type of college (Govt. and Self Financing Colleges) at 0.05 the level of significance.
2. There is no significant difference of the work motivation sum of total of B.Ed. students with respect to gender (Female & Male).
3. There is no significant difference of the work motivation sum of total of B.Ed. students with respect to locality (Rural & Urban).
4. There is a significant difference of the work motivation sum of total of B.Ed. students with respect to educational qualifications (only graduate and post graduate) at 0.05 the level of significance, yet not rejected at 0.01 the level of significance.

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