Work Motivation of B.Ed. students in Relation to their Occupational Commitment

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Abstract

Teachers are expected to fulfill all the basic requirements of the teaching learning situations, to make the learning situations pupil friendly and pronounce all possible efforts to make learning possible in a healthy way. For fulfillment of this objective it is required that training of prospective teachers must be committed and fully work motivated during the training. Major objective of the study found out the relation among occupational commitment and work motivation prospective teachers. 200 B.Ed. students were considered in sample of the study. Work Motivation Questionnaire prepared by K.G. Agarwal & Teacher Commitment Inventory constructed by Noorjehan N. Ganihar were used for the data collection. CR Value calculation was used for hypothesis testing. Major finding were indicated that there is no impact of Occupational Commitment of B.Ed. male students on their work motivation and there is no impact of Occupational Commitment of B.Ed. female students on their work motivation. So, the null hypothesis was accepted.

Keywords: Occupational Commitment, Work motivation and Prospective Teachers

Introduction

Teaching is classified as profession. Teaching is no 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. Those who have chosen teaching as profession, acquire necessary knowledge and skills with no personal likes and dislikes. Professional commitment means, ―The feeling of dedication among the individuals of a group towards their profession.‖ This commitment area involves tow essential components namely-pride

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in one's being in the teaching profession and a strong desire for professional development. In fact after joining the profession they should fully understand as long as they are there they have to develop pride knowing that this is a Nobel profession charged with great responsibilities as the society hands over its children to this system for their wholesome education. Teachers 'total involvement and devotion is must for empowering the students. During and even after school hours, a committed teacher's mind remains always occupied with thoughts of children, their growth, individually as well as collectively and improvement of their performance. Committed teachers not only seek all round development of children put to their charge but also work hard for their own professional growth to contribute their best to the profession as teachers. They observe professional ethics befitting the nobility of the profession. Teachers'tolerance, humility and modesty could endear them to their pupils, to the community and the parents alike, thus enhancing their confidence in the total process of education. These qualities when considered along with the professional competencies of teachers would ensure their commitment and dedication to the profession at their very best. It would provide equality of opportunity and equality of success for all the learners. Rogers(1969), described commitment as total organism direction involving not only the conscious mind but the whole direction which is gradually achieved by the individual through a close relationship in which even unconscious tendencies are as much respected as conscious choices.' Commitment is a state of attachment that defines the relationship between an actor (an individual, a group or organization) and an entity (commitment target). Commitment can result from decisions. Commitment is a process. In this process, one decides among the alternatives of which he or she is aware, or has alternatives selected by others. After the decisions or selection is made, the commitment is pursued with some degree of commitment strength, through pertinent situations, and until that commitment is dropped.

Areas of Commitment

Commitment to the learner- children need teacher who understand them and their needs with sensitivity. They need to be looked after by teachers who understand their instincts, learning needs and tendencies along with their capacities and abilities. By taking up the profession of teaching, the teacher is pledged to progress and development of learners

Commitments to the society- The school and community have symbolic relation between them. Teachers need is to orient community towards the importance of education as a life long process and also motivate them to take it in that perspective. Teachers need to have deep concern and commitment towards the community

Commitment to the profession- Teachers are entrusted by the community to shoulder the responsibility of shaping the present generation for the future through the process of teaching and learning. Committed professionals should adopt various innovative method of teaching taking into consideration how best to learn and bring about the effective learning. This can happen only when teachers themselves show commitment to the profession to improve both guided as well as self-directed learning

Commitment to the attaining excellence for professional actions- teachers who continue their search for becoming better human beings and better teachers are followed in their footsteps by the learners. They get all the respect from them and at the same time acquire higher levels of excellence and proficiency

Commitment to basic values- every community expects the teachers to follow a value based approach in their personal life so as to become role models for the future generation

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 (Ricks et. al; 1995)[*]. The term motivation derives from the Latin word movers, "to move". It is virtually impossible to determine a person's motivation until that person behaviour or action an individual performs at each moment in time, the initiation and persistence of an intentional, goal-directed activity (Mifflin, 1995)[†]. Motivation is getting others to do something because they want to do it. To motivate others is one of the most important management tasks. It comprises the abilities to understand what drives people, to communicate, to involve, challenging, to encourage, setting an example, to develop and coach, to obtain feedback and to provide a just reward. Motivation is about cultivating your human capital. The challenge lies not in the work itself, but in you, the person who creates and manages the work environment (Cook, 1991)[‡].

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.

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[*]Ricks, B.R., M.L.Glinn and A.S.Daughtrey. 1995. Contemporary supervision, Managing People and technology, McGraw- Hill, Inc. New York, USA. P.169,182
[†] Mifflin, 1995. Management and Organization. South-Western Publishing Co, New York, USA. P.122, 167.
[‡] Cook, M. 1991. 10-Minute Guide to Motivating People. Alpha Book Publishers, New York, USA. P.122.

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.

Statement of the Problem

"Work Motivation of B.Ed. students in Relation to their Occupational Commitment"

Definitions of Terms

Occupational Commitment

Rogers(1969), described commitment as total organism direction involving not only the conscious mind but the whole direction which is gradually achieved by the individual through a close relationship in which even unconscious tendencies are as much respected as conscious choices.' Commitment is a state of attachment that defines the relationship between an actor (an individual, a group or organization) and an entity (commitment target). Commitment can result from decisions.

Work Motivation

Motivation defined by Greenberg (2005), is a series of processes involving arousing, directing, and maintaining one's behavior towards a specific goal. 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.

Objectives of the Study

1. To compare the work motivation of Male B.Ed. students with respect to Occupational Commitment (Highly Committed & Low Committed)

2. To compare the work motivation of Female B.Ed. students with respect to Occupational Commitment (Highly Committed & Low Committed)

Hypothesis of the Study

Ho1 There is no significant difference of the work motivation of Male B.Ed. students with respect to Occupational Commitment (Highly Committed & Low Committed).

Ho2 There is no significant difference of the work motivation of Female B.Ed. students with respect to Occupational Commitment (Highly Committed & Low Committed)

Reviews of Related Studies

Hasan and Raheem (2007) conducted a study and revealed that the teacher stress was negatively correlated with organizational climate implying that if the teachers are expected to be committed to their organizations, then they must be free from stress. Job satisfaction was found to be positively correlated with organizational commitment. Teacher morale and socio-emotional school climate were also found to be positively correlated with organizational commitment implying that if the morale of the teacher is high and the school provides good socio-emotional climate then the teachers will be more committed to their institutions where they are employed. Chan, Lau and Hogan (2008) in their study tested a predictive and mediation model of teacher commitment. The teacher efficacy and sense of identification with school were hypothesized to mediate the relations of an individual antecedent (teaching experience) and two organizational antecedents (perceived organizational politics and reflective dialogue) to teacher commitment. Perceived organizational politics was found to be negatively related to teacher commitment, whereas reflective dialogue and teaching experience were positively related. De Cooman and Jegers (2007) made an effort to explore the graduate teachers' motivation to pursue a teaching job based on job motives and work values and concluded that teachers consider intrinsic, altruistic and interpersonal features as strong job-specific motivators. Furthermore, teachers preferred altruistic and interpersonal work values, while non-teachers were more attracted by individualistic work values such as career opportunities and executive power. Kumar, Udayasuriyan and Vimala (2008) conducted a study and results indicated that the motivational level was medium among majority of the employees. Significant difference

was found among the employees motivation level based on the demographic variables such as age, gender, experience in the present organization, marital status and monthly income. It was revealed that high motivation was more among the females than male and on the other hand low motivation was also found to be more among the female as compared to their counterparts. Roness and Smith (2010) examined the stability in motivation during the teacher education programmes of the prospective teachers. The results indicated stability in motivation among the prospective teachers. They were found to express satisfaction with the practical teaching experience but were more critical towards the lack of coherence in the course work. Kumari and Jafri (2011) conducted a study. The female teachers were reported to have higher commitment level as compared to the male teachers. No significant differences were found in the levels of affective, normative and continuance commitment of male and female teachers working in the secondary schools. Sharif and Sulaiman (2011) indicated that in general, secondary school teachers in rural secondary schools possessed high levels of empowerment and organizational commitment. A positive and significant correlation between teachers' empowerment and organizational commitment was also reported. Joselin J Russel, (2014) - The findings of the study showed that the school that cannot give efficient and committed and teachers need to be given special care and necessary remedial measures such as work training for the teachers. Kumar & Verma (2017) - depicted that there is significant positive relationship between job satisfaction and work motivation and also shows that there is significant negative association between job satisfaction and occupational stress and between work motivation and occupational stress as the value comes out to be 0.613, -0.552 and -0.613 respectively. It is also found that there are significant differences at the level of work motivation and occupational stress between those who are high and low on job satisfaction.

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 200 prospective teachers were selected studying in B.Ed. colleges affiliated to Kurukshetra University located in Kurukshetra district was drawn using stratified random sampling technique.

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 prospective teachers (studying in B.Ed. courses only). The sample is delimited to 200 students.

Tools were to be used

1.	Work Motivation Questionnaire	K.G.Agarwal
2.	Teacher Commitment Inventory	Noorjehan N. Ganihar

Statistics Techniques: - CR Value calculation was used for hypothesis testing.

Interpretation and Analysis of Data

Ho1 There is no significant difference of the work motivation of Male B.Ed. students with respect to Occupational Commitment (Highly Committed & Low Committed).

Table No.-1: Related data of Work motivation of B.Ed. Male students with respect to Occupational Commitment (Highly Committed & Low Committed)

Work motivation's Dimension	Type of Groups	¼N½	¼Mean½	¼S.D.½	¼CR-Value½	Level of significance
Dependence'	Highly Committed Students	52	21.72	2.42	0.018	p<0.05
	Low Committed Students	48	21.73	2.97		
Organisational Orientation	Highly Committed Students	52	24.72	3.27	1.386	p<0.05
	Low Committed Students	48	23.77	3.56		
Work group relation	Highly Committed Students	52	16.02	2.26	0.840	p<0.05
	Low Committed Students	48	15.63	2.37		
Psychological Work Incentive	Highly Committed Students	52	14.49	3.98	0.065	p<0.05
	Low Committed Students	48	14.54	3.68		
Material Incentives	Highly Committed Students	52	12.00	1.89	0.112	p<0.05

	Low Committed Students	48	11.96	1.67		
Job Situation	Highly Committed Students	52	12.85	2.18	1.478	p<0.05
	Low Committed Students	48	12.17	2.40		
Total	Highly Committed Students	52	99.93	9.49	0.573	p<0.05
	Low Committed Students	48	98.80	10.17		

$(df = N_1 + N_2 - 2 = 52 + 48 - 2 = 98)$

Ho2 There is no significant difference of the work motivation of Female B.Ed. students with respect to Occupational Commitment (Highly Committed & Low Committed).

Table No.-2: Related data of Work motivation of B.Ed. Female students with respect to Occupational Commitment (Highly Committed & Low Committed)

Work motivation's Dimension	Type of Groups	¼N½	¼Mean½	¼S.D.½	¼CR-Value½	Level of significance
Dependence'	Highly Committed Students	47	21.74	2.59	0.036	p<0.05
	Low Committed Students	53	21.72	2.84		
Organisational Orientation	Highly Committed Students	47	23.95	3.57	0.840	p<0.05
	Low Committed Students	53	24.53	3.30		
Work group relation	Highly Committed Students	47	15.86	2.27	0.129	p<0.05
	Low Committed Students	53	15.80	2.37		
Psychological Work Incentive	Highly Committed Students	47	14.62	3.40	0.713	p<0.05

	Low Committed Students	53	14.08	4.16		
Material Incentives	Highly Committed Students	47	12.12	1.71	0.788	p<0.05
	Low Committed Students	53	11.84	1.84		
Job Situation	Highly Committed Students	47	12.17	2.23	0.305	p<0.05
	Low Committed Students	53	12.03	2.35		
Total	Highly Committed Students	47	99.80	10.23	0.513	p<0.05
	Low Committed Students	53	100.82	9.54		

$(df = N_1 + N_2 - 2 = 47 + 53 - 2 = 98)$

Findings

1. There is no significant difference of all the dimensions of work motivation of B.Ed. male students with respect to Occupational Commitment (Highly Committed & Low Committed). Proposed null hypothesis was accepted at level of significance (0.050 & 0.01). It was concluded that there is no impact of Occupational Commitment of B.Ed. male students on their work motivation.

2. There is no significant difference of all the dimensions of work motivation of B.Ed. female students with respect to Occupational Commitment (Highly Committed & Low Committed). Proposed null hypothesis was accepted at level of significance (0.050 & 0.01). It was concluded that there is no impact of Occupational Commitment of B.Ed. female students on their work motivation.

Conclusions

1. There is no impact of Occupational Commitment of B.Ed. male students on their work motivation.

2. There is no impact of Occupational Commitment of B.Ed. female students on their work motivation.

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