

## A STUDY OF TEACHER MOTIVATION IN RELATION TO ORGANIZATIONAL CLIMATE

**Rachhpal Singh**

### **Abstract**

*The purpose of present paper was to study teacher motivation in relation to organizational climate of teachers. The sample consists of 200 teachers (100 male and 100 female) teaching in various schools of Ludhiana district. For collecting data, Employee Motivation scale by Srivastava (1999) and Organizational Climate scale by Sharma (1978) were used. Result reveals that there exists a significant relationship between motivation in relation to organizational climate of teachers. Senior secondary school teachers of Ludhiana district show equal level of motivation with regard to gender and locality.*

**Keywords:** Teacher motivation, Organizational climate, Teachers.

Teachers are important pillars of the educational system of any nation. They are considered to be the Nation Builders. To perform a heavy task teachers have to be physically, mentally, economically and socially well-adjusted as well as balanced, only then can they provide an effective teaching and learning process in schools. The importance of human capitals in organizational management is increasing day by day. In addition, the changes exist in organizational and educational environments. Their resultant creativity, innovation, and flexibility must be emphasized. These are necessary transfers of voluntary behavior from staff of an organization or higher Institute. Consequently, the higher Institutes should be capable of shifting its personnel vision, viewpoints, and behaviors, which act for organizational improvement. Organizational climate is the formal system of task and reporting relationships that controls, coordinates and motives employees so that they cooperate to achieve an organization's goals. The importance of the organizational climate to teacher effectiveness and motivation is relevant to a high degree; since it is indicative of how well the teacher manages to realize his/her full potential. It will affect their motivation and dedication at work, job satisfaction and efficacy. The organizational climate affects the people's processes and decisions, behavior and

motivation, teamwork and cooperation, social relationships and rewards of good performances.

Teacher motivation naturally has to do with teachers' attitude to work. 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 school. The teacher commands and emits 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

Organizational climate is the process of quantifying the "culture" of an organization, it precedes the notion of organizational culture. It is a set of properties of the work environment, perceived directly or indirectly by the employees, that is assumed to be a major force in influencing employee behavior. Organizational climate can be constructed as organizational personality of school

(Sharma, M L., 1973), Organizational climate refers to the characteristics that influence behavior of people in organization (Gupta, B.L.). Neal, Griffin & Hart (2000) investigated links between general organizational climate and teacher motivation and found that general organizational climate could influence motivation of teachers in schools. Schneider, B. (1973) conducted a study of organizational climate of secondary schools of West Bengal and its co-relation with other relevant variables and found that there was a significant and positive co-relation between the school organizational climate and leadership behavior of the principal and motivation of the teachers.

**OBJECTIVES**

- To study and compare the motivation of school teachers with regard to their gender and locality.
- To study and compare the organizational climate of teachers with regard to their gender and locality.
- To find out the relationship of motivation and organizational climate of senior secondary school teachers.
- To find the significant differences in mean scores of motivation and organizational climate of school teachers with regard to their gender and locality.

**SAMPLE**

The study was conducted on 200 senior secondary school teachers randomly selected from schools of Ludhiana district. Out of the selected teachers 100 were male and 100 were female urban further divided into 50 male and 50 female students.

**MEASURES**

- Employee Motivation—Srivastava (1999)
- Organizational Climate—Sharma (1978)

**PROCEDURE**

In this study, descriptive survey method was employed. Above mentioned measures were employed to collect data from selected sample of 200 school teachers. Data was analyzed with descriptive and inferential statistics.

**DISCUSSION OF RESULTS**

*Table 1 : Table showing scores of motivation and organizational climate among teachers*

Teacher motivation scores				
Locality	Sample	Mean	SD	t-ratio
Rural	100	58.81	15.20	0.47
Urban	100	57.01	14.90	
Male	100	57.95	14.13	0.34
Female	100	56.07	13.36	
Organizational climate scores				
Rural	100	54.24	8.99	0.71
Urban	100	56.16	9.94	
Male	100	60	16.24	0.38
Female	100	62	15.93	
Coefficient of correlation				
Total	200	Teacher Motivation		r = 0.46
Sample	200	Organizational climate		

Table 1 shows the scores of teacher motivation and organizational climate among teachers with regard to gender and locality, t-ratio of teacher motivation between rural and urban teachers is 0.47, between male and female is 0.34 i.e. non-significant at both the levels of significance. Again, t-ratio of organizational climate between rural and urban teachers is 0.71, between male and female is 0.38 i.e. non-significant at both the levels of significance. Value of co-efficient of co-relation between teacher motivation and organizational climate is 0.46 which is significant. Hence, there exists no significant differences in the mean scores of teacher motivation with regard to gender and locality; also there exists no significant differences in the mean scores of organizational climate with regard to gender and locality. There exists positive significant relationship between teacher motivation and organizational climate

**Findings**

The following conclusions have been derived from the present investigation.

- Senior secondary school teachers of Punjab have equal level of motivation with regard to gender and locality.
- Senior secondary school teachers of Ludhiana district feels same climate with regard to gender

and locality.

- There exists significant relationship between teacher motivation and organizational climate among teachers of senior secondary school teachers with regard to gender and locality.

#### IMPLICATIONS

- School climate plays vital role in creating strong bond between teachers and pupils.
- School teachers show equal level of motivation if provided with same school climate.
- It can be of immense value for organizations to improve their climate.

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