

Work Motivation as Determinant of Change Proneness in Male and Female School Teachers

Mrs. Shraddha Verma

Asst. Prof.

Institute of Teacher Education

Pt. Ravishankar Shukla University

Raipur

Abstract

Change-proneness means inclination or readiness one has to change or alter his behaviour, attitudes, feelings and thoughts by being flexible rather restraining oneself to be rigid (Mukhopadhyaya, 1981). Motivation is thought to be responsible for "why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it" (Dörnyei,2001a:8). Motivation refers in a general sense to a process involved in the initiation, direction and energization of individual behaviour. Teacher's motivation and opportunities for professional development have been linked closely to certain fundamental conditions of teaching. Independent of the cognitive abilities & personal dispositions of individuals. The present study is intended to study the effect of work motivation on change proneness of school teachers in context to gender. The sample taken for the study is 600 out of which 300 male and 300 female school teachers. The result on ANOVA calculation is not significant at 0.05 level of significance.

Change-proneness means inclination or readiness one has to change or alter his behaviour, attitudes, feelings and thoughts by being flexible rather restraining oneself to be rigid (Mukhopadhyaya, 1981). The tendency to accept anything, which is new, novel, to be imbibed in their style of work is change proneness. Change-proneness means inclination or readiness one has to change or alter his behaviour, attitudes, feelings and thoughts by being flexible rather restraining oneself to be rigid (Mukhopadhyaya, 1981).

Miller (1967) first coined the concept of change-proneness is the congregations effect of curiosity, open mindedness and mental flexibility. Those who take risk in introducing new strategies imbibe new ideas and with a high change prone attitude may originate new ideas. It is a sense of satisfaction, commitment and success in the quest for new techniques, ideals and methods. Change-Proneness is defined as a state of flux and dilemma brought about by devotion to a cause or a way of life which may promote to result at expected rewards or fails to produce unexpected revolts. Teacher at his best should be active not reactive, must strive rather than submit, he must be author of his behaviour rather than have it dictated by authority. The teacher should perform his duties in his own style. The pattern of functioning of teachers reveals the existence of two categories of teachers – being very flexible in approach, those adopt new strategies and innovative, those who may not accept new strategies and implement novel techniques. A teacher who is committed, competent, and creative and work with excelsior spirit can drive out the darkness from the minds of pupils and make them educated cultured civilians. With all sterling qualities the teachers will make educative process effective

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Certain realities of teaching affect teacher's competence, commitment and career decisions (Huberman, 1986; Rosenholtz, 1989; Sikes, 1984)._Conditions that motivate teachers or discourage them may do so both for the moment affecting the ebb & flow of energy and engagement teachers bring to their daily work and for the long term bolstering or eroding their overall investment in teaching.

In affecting the orientation that individual teacher hold towards their work such pervasive realities also enhance or sap the collective capacity of a school to educate its students. The argument here rests in part on the proposition that ‘motivation to learn’ and ‘motivation to work’ are closely linked and that both reflect teachers response.

Where a motivation is matched by opportunity we might reasonably expect a steady increase in teachers’ capacity to teach, their commitment to teaching as a career and their worth as members of an organization & occupation. In the absence of opportunity to add to their professional competence and stature, teachers who are otherwise well motivated to develop may experience frustration, alienation an eventual decline in performance and for some departure from the occupation. (Berry, 1985; Beynon, 1985). Teachers’ actual opportunities for professional development consist both in their participation in university course work of other formal professional development activities and in the more informants “opportunity to learn inheres in the structure of time, task & relationship in the salaried work day.

Motivation is a human psychological characteristic that contributes to a person’s degree of commitment (Stroke, 1999). It includes the factors that cause, channel and sustain human behavior in a particular committed direction. Stoke in_Adeyemo (1999) goes or to say that there are basic assumption of motivation practices, first that motivation is commonly assumed to be a good thing. One cannot feel good if he is not motivated. Second motivation is one of several factors that go into a person’s performance. Factors such as ability, resources and conditions under which works are performed are also important. Their motivation is in short supply & in need of periodic replenishment. Fourth, motivation is a tool used in organization. To Olajide (2000), “it is goal directed, and therefore cannot be outside the goals of any organization whether public, private or nonprofit”.

Salary, wages and condition of service, Money: Staff Training; Information availability & communication are strategies of motivating teachers .At the most basic level an employee is motivated to work in order to satisfy basic physiological needs for survival such as having enough money to purchase food. The next level of need in the hierarchy is safety, which could be interpreted to mean adequate housing or living in a safe neighborhood. The next 3 levels in Maslow’s theory relate to intellectual & psycho emotional needs; love and belonging, esteem (which refers to competence and mastery) and finally the highest order need self actualization.

Lack of motivation may cause teachers to be less successful in teaching. It should not be forgotten that every teacher is not motivated entirely by the same demands and needs. Job satisfaction of each employee is different from the other. Without having intrinsic motivation, lack of success is inevitable. It is obvious that intrinsic rewards outweigh extrinsic ones in educator motivation & job satisfaction.

Objectives

1. To study the effect of work motivation on change proneness of male school teachers.
2. To study the effect of work motivation on change proneness of female school teachers.

Hypotheses

Ho1. There would be no significant effect of Work motivation on change proneness of male School teachers.

Ho2. There would be no significant effect of Work motivation on change proneness of female School teachers.

Sample

Raipur district is taken as the unit, consisting of higher secondary school teachers of Raipur district as population for the study. The district consists of 373 higher secondary schools and 30813 higher secondary school teachers. 600 teachers were selected for the study on stratified random sampling technique out of which 300 male and 300 female teachers were selected.

Analysis

To study the hypothesis 2×2 ANOVA factorial design is computed. The following table shows the result of ANOVA on mean scores.

‘F’ Calculation

From the above ANOVA table the F ratio is not significant .The result is due to the fact that there is no difference in the mean scores of male and female teachers which is 212.19 and 212.72 respectively . Thus, the results shows that there is no effect of gender with concern to work motivation on change proneness of school teachers.

Conclusion

Thus, the results show that there is no effect of gender with concern to work motivation on change proneness of school teachers. It can be interpreted that male and female teachers have no difference in the effect of their gender on their change proneness.

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Source of variance	SS	df	MS	F	Significance
ss between columns	-148.61	1	148.61	0.001	NS
ss between rows	0	1	0	0	
Interaction	406343.5	3	135447.8		