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Work-Task Motivation and Role Based-Performance of Teachers

KEYWORDS: Teachers, Task, Job, Team, Organization.

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ABSTRACT *Teachers' motivation appears crucial because it predicts not only teachers' engagement and well being but also students' outcomes such as motivation and learning. In view of this the present study is conducted to investigate the work task motivation and role-based performance between teachers. Work task motivation scale (Fernet et al, 2008) and Role-Based performance scale by (Welbourne, Johnson and Erez, 1998) are administered on a sample of college teachers. There is significant difference between male and female teachers in terms of their work motivation and role-based performance as well as significant difference between teachers from arts section and science section.*

INTRODUCTION

A teacher is a person who provides education to students. The role of teacher is often formal and ongoing, carried out at any place of formal education. A teacher's professional duties may also extend beyond formal teaching. Around the world teachers are often required to obtain specialized education, knowledge, codes of ethics and internal monitoring. However, it is widely acknowledged that "teachers' work is complex and located in contexts that are both demanding and emotionally and intellectually challenging (Day, 2005). Teaching is stressful (Borg and Riding, 1991, Travers and Cooper, 1996). There are many sources of teacher stress. Pressure on professional skills (e.g. introduction of new teaching methods, changes in curriculum and courses); Students coming from various backgrounds with different ideologies; poor planning and programming; social and personal pressures; stressful workplace and organizational culture and Economic pressures (inadequate salary, job insecurity). In comparison with other professionals, teachers show high levels of exhaustion and cynicism, the core dimensions of burnout (Maslach, Jackson and Leiter, 1996).

Motivation is a basic psychological process. A recent data-based comprehensive analysis concluded that competitiveness problems appear to be largely motivational in nature (Miner, Ebrahimi, and Wachtel, 1995). Motivating is the management process of influencing behaviour based on the knowledge of what make people tick (Luthans, 1998).

Role-Based Performance concept relates to how successfully one plays their prescribed role and is measured in terms of their relative success or failure in that role. Job Performance can be viewed as an activity in which an individual is able to accomplish the task assigned to him/her successfully (Laiba Dar et al. 2011).

Recent studies show that teachers suffer from lack of motivation more than any other professionals (Jesus and Lens, 2005). Guest (1991) concludes that high organizational commitment is associated with lower turnover and absence, but there is no clear link to performance. Studies on commitment have provided strong evidence that affective and normative commitments are positively related and continuance commitment is negatively connected with organizational outcomes such as performance and citizenship behaviour (Hackett, Bycio, and Handsdoff, 1994).

In view of the above, the present study is conducted to investigate work-task motivation and role based-performance of teachers

Objectives:

I. To find out significant difference between male and female teachers in their work task motivation and role based-performance (Dimension Wise and Overall)
II. To study significant difference between teachers from Arts and Science Sections in their work-task motivation and role based-performance (Dimension Wise and Overall)

Hypothesis:

Thus, it is hypothesized that, male and female teachers; teachers from Arts and science Section differ significantly amongst themselves in their work-task motivation and role based-performance.

METHOD:

Participants and Procedure

In the present study, purposive sampling method was used. Data was collected from 200 teachers. Out of them, 100 teachers were from the Arts section and 100 teachers were from the Science section. In the Arts section, 39 male teachers and 61 female teachers and in the Science section, 56 male teachers and 44 female teachers were included in the study. Therefore, in all, there were 95 male teachers and 105 female teachers in the whole study.

The sample for the present study is taken from teachers of arts and science sections from Arts and Science colleges of south Goa.

Tools used:

Work-Task Motivation Scale for Teachers (by Fernet et al, 2008) was used to measure work-task motivation of the teachers. It consists of 15 statements with seven alternatives ranging from 1= not at all true to 7= very true. The alpha ranges from 0.86 to 0.96.

Role-based performance scale developed by Welbourne,

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Johnson and Erez (1998) has been used to measure the role-based performance of the teachers. For the entire scale alpha values ranged from .86 to .96. As far as validity is concerned RBPS explains the greater variance on the real performance (R^2=.014, P>0.05) RBPS is the better predictor of real performance than traditional appraisal methods.

Results and Discussion:

Table 1: Means and SDs for the Scores of Work-Task Motivation and Role Based-Performance of Male and Female Teachers (N= Male: 95; Female: 105)

VARIABLES	GROUPS				
	MALE		FEMALE		t-value
	MEAN	SD	MEAN	SD	
WORK-TASK MOTIVATION	51.22	10.32	50.48	9.34	0.13
RBPS: JOB	49.28	10.32	50.48	9.34	1.10
RBPS: CAREER	60.25	07.26	59.24	8.74	0.89
RBPS: INNOVATOR	55.08	10.09	53.06	7.08	1.66
RBPS: TEAM	52.50	11.6	47.50	09.8	1.98
RBPS: ORGANIZATION	52.50	11.6	47.75	09.8	1.98
ROLE BASED-PERFORMANCE	47.87	08.23	49.07	07.10	1.43

A close inspection of the Table 1, reveals that the two groups namely male and female do not differ significantly from each other in the variable work-task motivation as well in all the dimensions of role-based performance as well as overall role-based performance (P>0.05). This may be due to the fact that teaching as a profession has improved in its standards and its positive effects are benefiting both, males as well as females. According to Ramachandran and Pal (2005) all the teachers today are satisfied and happy with their professions due to various factors. The present study is in line with a study conducted on Job Satisfaction and Work Motivation of Secondary School Teachers by Gupta and Gehlawa (2013) where their results showed no significant differences in the job satisfaction and work motivation of male and female teachers.

Table 2: Means and SDs For The Scores of Work-Task Motivation and Role Based-Performance of Arts And Science Teachers (N= Male : 95; Female: 105)

VARIABLES	GROUPS				
	Arts Teachers		Science Teacher		t-value
	MEAN	SD	MEAN	SD	
WORK-TASK MOTIVATION	51.92	09.24	59.34	10.34	2.36*
RBPS: JOB	50.10	09.08	49.82	11.04	.20
RBPS: CAREER	52.42	10.35	51.34	09.04	.597
RBPS: INNOVATOR	52.20	06.88	50.94	07.01	.96
RBPS: TEAM	51.55	11.33	48.41	09.22	1.64
RBPS: ORGANIZATION	51.01	90.09	48.44	09.29	1.47
ROLE BASED PERFORMANCE	46.17	10.11	47.18	10.45	1.67

*P<0.05; significant

An observation of the Table 2 reveals that the two groups namely arts and science section teachers differ significantly from each other in the variable work-task motivation. In other words science teachers have shown significantly high work-task motivation (t=2.36; P<0.05) compared to arts teachers. Further it's interesting to note that in terms of performance arts and science teachers do not differ between (P>0.05).

Science teachers showing significantly high work-task motivation compared to arts teachers may be due to the facts that Science still continues to be the most sought after stream for Pre-University aspirants, followed by Arts and other streams. The number of enrollments in Science is comparatively higher. And a large interest shown towards Science by students is one of the motivating factors for the Science teachers. A study by Bosompem, Joseph Kwarteng, and Obeng-Mensah (2012) shows that recognition and work conditions were the best predictors of motivation of science teachers. Ali and Ahmed (2009) found that 60% of the variation in motivation of workers can be attributed to recognition and opined that if recognition offered to employees is altered, then there would be a corresponding change in work motivation.

Arts and science teachers showing no difference in their performance may be due to various reasons like necessity to work, commitment towards the organization, continuous need to prove oneself in the competing world etc. Work is of special concern to the study of motivation.

Conclusion

1. There is no significant difference between male and female teachers in their work-task motivation and role based performance
2. Science teachers have significantly high work task motivation compared to arts section teachers
3. Arts and science section teachers do not differ in their work motivation task and role-based performance

Social Implications

The obtained results of the research suggest understanding the training needs of these teachers. As in the present study findings, teachers from arts section showed significantly lower level of motivation, it necessities to search the loopholes in the working system which prevents the workers, to work at their level best. It is necessary that even the professionals in our society also need proper vocational guidance and counseling for the fullest use of their human resource to ensure these teachers will be benefited for their personal and professional success, to enhance their contribution to the progress of the world.

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