

Impact on Teacher's Work Motivation on the Level of Aspiration of Students

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ABSTRACT

Work motivation is done by owners, managers and other employees of a company, complimenting and encouraging employees. Work motivation gives employees the initiative to want to perform well. It also keeps employees interested in their jobs. The main objective of the study is to know the effect of teachers work motivation on level of aspiration of the students. This paper helps to boost employee morale by encouraging and influencing them in a positive way. When employees' morale is high, they perform their job duties more efficiently which lead to high productivity and job satisfaction.

1. INTRODUCTION

Work motivation "is a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behavior, and to determine its form, direction, intensity, and duration" Understanding what motivates an organization's employees is central to the study of I-O psychology. Motivation is a person's internal disposition to be concerned with and approach positive incentives and avoid negative incentives. To further this, an incentive is the anticipated reward or aversive event available in the environment. While motivation can often be used as a tool to help predict behavior, it varies greatly among individuals and must often be combined with ability and environmental factors to actually influence behavior and performance. Because of motivation's role in influencing workplace behavior and performance, it is key for organizations to understand and to structure the work environment to encourage productive behaviors and discourage those that are unproductive.

2. PROBLEM OF THE STUDY

Aim of this study is to measure "The effect of Teachers work motivation on Level of aspiration of the students".

3. OBJECTIVES OF THE STUDY

1. To study the work motivation level of teachers
2. To study the level of aspiration of students
3. To study the relationship between work motivation of teachers and level of aspiration of students.

4. HYPOTHESES OF THE STUDY

1. The dependence dimension of the teachers on work motivation has no effect on achievement level of students.

2. The organizational orientation dimension of the teachers on work motivation has no effect on achievement level of students.
3. The work group relations dimension of the teachers on work motivation has no effect on achievement level of students.

5. LIMITATIONS OF THE STUDY

1. The study was limited to only Private school.
2. The study was limited to only 10th and 11th standard students.
3. The study was limited to only English medium students.
4. There was no proper response from the school as they were indulged more in their work.
5. Time was the major constrain as the period was limited.

6. REVIEW OF THE STUDY

1. **Louis George, And Thara Sabapathy (2011)** “Work Motivation of Teachers: Relationship with Organizational Commitment” In the modern world of competitive higher education the role of motivated teachers is undeniable. This study aims to find the importance of organizational commitment in motivating the teachers. Data was collected from 450 degree college teachers of Bangalore city. Analysis of data and the discussion is included. The results showed a positive relationship between work motivation and organizational commitment of degree college teachers. More committed teachers were found to be more motivated.
2. **Anthony Afful-Broni (2012)** “Relationship between Motivation and Job Performance at the University of Mines and Technology” This study examined the relationship between motivation and job performance of staff at the University of Mines and Technology, Tarkwa and the leadership lessons to be derived. A sample of 200 respondents comprising 40 senior members, 60 senior staff and 100 junior staff was employed using the purposive and simple random sampling methods. The study was guided by four research questions, and a self-developed four-point Likert structured questionnaire was the main instrument used in collecting data. The questionnaire had reliability co-efficient of 0.785, 0.765, 0.626 and 0.855 respectively. Data collected was analysed with descriptive and inferential statistics. Low monthly salaries and the general lack of motivation were the major factors that reduce morale for high performance at the University. Recommendations included the need to encourage the University Council and other stakeholders to support management in developing income generating programs internally to help provide adequate incentives and allowances for the staff of the University.
3. **Quratul-Ain Manzoor (2012)** “Impact of employees Motivation on Organizational Effectiveness” The purpose of this paper is to identify the factors that effects employee motivation and examining the relationship between organizational effectiveness and employee motivation. A model was designed based on the literature, linking factors of employee motivation with employee motivation and organizational effectiveness. The more the employees are motive to tasks accomplishment higher will the organizational performance and success. The study focuses on the practice and observance of the two central factors, empowerment and employee recognition for enhancing employee motivation which leads to organizational effectiveness. The organizations should design their rules, policies and organizational structures that give space to the employee to work well and appreciate them on their tasks fulfillment and achievements. This will surely lead to organizational growth.

7. RESULTS AND DISCUSSION

Shows the correlation between dependence dimension of the teachers on work motivation and achievement level of students

VARIABLES	N	R- VALUE	SIG
Dependence	30	0.491	No sig
Achievement	75		

TABLE NO .1

From table it is clear that there is no significance relationship between dependence dimension of the teachers on work motivation and achievement level of student. From table 1, it is found that there is no significant relationship between dependence dimension of the teachers work motivation and the achievement level of students. The 'r' value for these two dimensions is 0.491. Hence the variables were not correlated. This may due to the dependence level of teachers will always relate with their superior. So this may do not have any effect on achievement level of students. Here null hypothesis is accepted further studies can be made in future.

Shows the correlation between organization orientation dimension of the teachers on work motivation and achievement level of students

VARIABLES	N	R	SIG
Organization Orientation	30	0.618	No Sig
Achievement	75		

TABLE NO.2

From table it is clear that there is no significance relationship between organization orientation dimension of the teachers on work motivation and achievement level of student. From table 2, it is found that there is no significant relationship between Organizational orientation dimension of the teachers work motivation and the achievement level of students. The 'r' value for these two dimensions is 0.618. Hence the variables were not correlated. This may be due to the organizational orientation will depends up on planning sector. So this may do not have any effect on achievement level of students. Now the null hypothesis is accepted. Further studies can be made in future.

Shows the correlation between work group relations dimension of the teachers on work motivation and achievement level of students

VARIABLES	N	R	SIG
Work group relations	30	0.362	No Sig
Achievement	75		

TABLE NO. 3

From table it is clear that there is no significance relationship between work group relations dimension of the teachers on work motivation and achievement level of student. From table 3, It is found that there is no significant relationship between work group relations dimension of the teachers work motivation and the achievement level of students. The 'r' value for these two dimensions is 0.362. Hence the variables were not correlated. This may due to work group relations always depends up on the relation between the same group people not with the students and it has no impact on it. So this may do not have any effect on achievement level of students. Now the null hypothesis is accepted. Further studies can be made in future.

Shows the correlation between psychological work incentives dimension of the teachers on work motivation and achievement level of students

VARIABLES	N	R	SIG
Psychological work incentives	30	0.123	No Sig
Achievement	75		

TABLE NO.4

From table it is clear that there is no significance relationship between psychological work incentives dimension of the teachers on work motivation and achievement level of student. From table 4, It is found that there is no significant relationship between psychological work incentives dimension of the teachers work motivation and the achievement level of students. The 'r' value for these two dimensions is 0.123. Hence the variables were not correlated. This may due to psychological work incentives is always depends up on to what extent a teacher is responsible for their work, To what extent a teacher feel free to plan their work. So this may do not have any effect on students achievement level of students. Now the null hypothesis is accepted. Further studies can be made in future.

Shows the correlation between material incentives dimension of the teachers on work motivation and achievement level of students

VARIABLES	N	R	SIG
Material incentives	30	0.350	No Sig
Achievement	75		

TABLE NO. 5

From table it is clear that there is no significance relationship between material incentives dimension of the teachers on work motivation and achievement level of student. From table 5, it is found that there is no significant relationship between material incentives dimension of the teachers work motivation and the achievement level of students. The 'r' value for these two dimensions is 0.350. Hence the variables were not correlated. This may due to material incentives is always depends up on the pay, benefits and promotion chances. . So this may do not have any effect on students achievement level of students. Now the null hypothesis is accepted. Further studies can be made in future.

Shows the correlation between job situation dimension of the teachers on work motivation and achievement level of students

VARIABLES	N	R	SIG
Job situation	30	0.366	No sig
Achievement	75		

TABLE NO. 6

From table it is clear that there is no significance relationship between job situation dimension of the teachers on work motivation and achievement level of student. From table 6, it is found that there is no significant relationship between job situation dimension of the teachers work motivation and the achievement level of students. The 'r' value for these two dimensions is 0.366. Hence the variables were not correlated. This may due to job situation always depends up on chances to learn, chances to use abilities and general pattern of working. So this may do not have any effect on students achievement level of students. Now the null hypothesis is accepted. Further studies can be made in future.

Shows the correlation between dependence dimension of the teachers on work motivation and aspiration level of students

VARIABLES	N	R	SIG
Dependence	30	0.816	No sig
Aspiration	75		

TABLE NO. 7

From table it is clear that there is no significance relationship between dependence dimension of the teachers on work motivation and aspiration level of student. From table 7, it is found that there is no significant relationship between dependence dimension of the teachers work motivation and the aspiration level of students. The 'r' value for these two dimensions is 0.816. Hence the variables were not correlated. This may due to the dependence level of teachers will always relate with their superior. So this may do not have any effect on aspiration level of students. Here null hypothesis is accepted further studies can be made in future.

Shows the correlation between organization orientation dimension of the teachers on work motivation and aspiration level of students

VARIABLES	N	R	SIG
Organization orientation	30	0.540	No sig
Aspiration	75		

TABLE NO.8

From table it is clear that there is no significance relationship between organization orientation dimension of the teachers on work motivation and aspiration level of student. From table 8, it is found that there is no significant relationship between Organizational orientation dimension of the teachers work motivation and the aspiration level of students. The 'r' value for these two dimensions is 0.540. Hence the variables were not correlated. This may be due to the organizational orientation will depends up on planning sector. So this may do not have any effect on aspiration level of students. Now the null hypothesis is accepted. Further studies can be made in future.

Shows the correlation between working group relationship dimension of the teachers on work motivation and aspiration level of students

VARIABLES	N	R	SIG
Working group relationship	30	0.659	No sig
Aspiration	75		

TABLE NO. 9

From table it is clear that there is no significance relationship between working group relationship dimension of the teachers on work motivation and aspiration level of student. From table 9, it is found that there is no significant relationship between work group relations dimension of the teachers work motivation and the aspiration level of students. The 'r' value for these two dimensions is 0.659. Hence the variables were not correlated. This may due to work group relations always depends up on the relation between the same group people not with the students and it has no impact on it. So this may do not have any effect on aspiration level of students. Now the null hypothesis is accepted. Further studies can be made in future

Shows the correlation between psychological work incentive dimension of the teachers on work motivation and aspiration level of students

VARIABLES	N	R	SIG
Psychological work incentive	30	0.041	There is significant relationship
Aspiration	75		

TABLE NO.10

From table it is clear that there is significance relationship between psychological work incentives dimension of the teachers on work motivation and aspiration level of student at 0.05 level of significance. From table 10, it is found that there is a significant relationship between psychological work incentives dimension of the teachers work motivation and the aspiration level of students. The 'r' value for these two dimensions is 0.041. Hence the variables are correlated each other and the level of significance is 0.05 level. This may be due to psychological work incentives are defined as that praising the work done by teacher. And this kind of incentives will always motivate the workers to do the job neatly and legibly. Mechanical theories or Process theories says that the theories attempt to provide a generalized explanation of the processes involved which leads to choices among alternative courses of action, varying degrees of efforts and persistence over time. The process theories first try to define the major variables appearing in various models which are explaining choice, effort and persistence. For example incentive, drive reinforcement and expectancy are major variables. Such theories then attempt to specify how major variables interact to influence particular dependent variables. Process theories include drive theory, reinforcement theory, expectancy theory and equity theory. So definitely this must have certain impact on student's aspiration level. Here the null hypothesis is rejected.

8. SUMMARY OF THE STUDY

This study deals with “A Study on the Effect of Teacher’s Work Motivation on the Level of Aspiration of Students”. Hypothesis for this study is found that there is no significant relationship between the work motivation of teachers and level of aspiration of students. The samples took for this study from state government aided with management school. The school is located on an urban area. The sample consists of 30 teachers where as 10 male teachers and 20 female teachers and 77 students which consists of 55 day and 20 girls. The samples was collected from 10th standard and 11th standard 35 boys from High school, 20 boys and 20 girls from higher secondary level. So both were comes under adolescents area. Both the teachers and students were taken from the same school. The sampling technique used for this study is purposive sampling. The respondents personally answered the questionnaire which was given to them directly by the researcher. After getting prior permission from the authorities the survey was conducted in the school. In the span of one day the student’s level of aspiration and teachers work motivation has been measured. The Statistical method was used to analyses the data is correlation.

9. CONCLUSION

The dependence dimension of the teachers on work motivation has no effect on achievement level of students. The organizational orientation dimension of the teachers on work motivation has no effect on achievement level of students. The work group relations dimension of the teachers on work motivation has no effect on achievement level of students. The psychological work incentives dimension of the teachers on work motivation has no effect on achievement level of students. The material incentives dimension of the teachers on work motivation has no effect on achievement level of students. The job situation dimension of the teachers on work motivation has no effect on achievement level of students. The dependence dimension of the teachers on work motivation has no effect on aspiration level of students. The organizational orientation dimension of the teachers on work motivation has no effect on aspiration level of students. The work group relations dimension of the teachers on work motivation has no effect on aspiration level of students. The psychological work incentives dimension of the teachers on work motivation has effect on aspiration level of students .The material incentives dimension of the teachers on work motivation has no effect on aspiration level of students. The job situation dimension of the teachers on work motivation has no effect on aspiration level of students.

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