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## STUDY THE DIFFERENCE BETWEEN MALE AND FEMALE TEACHERS OF SECONDARY SCHOOLS WITH RESPECT TO THEIR WORK MOTIVATION AND ITS DIMENSIONS

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### ABSTRACT

*The present study was attempted to find out the "Study the Difference between Male and Female Teachers of Secondary Schools with respect to their Work Motivation and its Dimensions" Descriptive survey method with .Samples of 100 teachers both male and female from 10 secondary schools for present study and Differential Statistics analysis was used for the study. For this purpose 2 objectives were framed according to the objectives, hypotheses were tested. The finding of study reveals that i) The male and female teachers of secondary schools have same Work motivation ii) The male and female teachers of secondary schools have same Dependence, Organizational Orientation, Work group relations, Psychological work Incentives, Material incentives, Job situation.*



**KEYWORDS:** *Work motivation, Importance of Work motivation.*

### INTRODUCTION

Motivation is a force leading to choice among alternatives. Such a definition does minimum violence to any particular theoretical position and still has the flavor of practical utility in real organizations. The choices are important, such as whether to join A or B organization to share organizational goals or to confront them, to maintain and grow in skill or to become absolute; to stay or to quit Motivation is defined as an urge from within which sets the organism into action in a definite direction so that there will be drive reduction.

Work motivation is defined by Ghosh (1974) and Ghorpade (1970) as "an emerging component directing function and maintaining or sustaining behavior once it has occurred Maslow (1987) links work motivation with human need system, a need hierarchy; self-actualization being the most important. Basic deficiency in Maslow's theory is that he almost visualize basic elemental unit among various needs.

### Factors Influencing Individual's Motivation

Individual motivation is a complex, multifaceted phenomenon driven by a combination of internal desires (intrinsic) and external incentives (extrinsic). It is a psychological "driving force" that guides behavior toward specific goals and is rarely static, often shifting based on environment, personal needs, and experience Motivation is driven by a combination of internal needs (personal goals, self-efficacy) and external factors (rewards, work environment, leadership). Key drivers include salary, recognition, professional development, and a positive, flexible work culture, which all influence an

individual's commitment to achieving goals. Both intrinsic (internal drive) and extrinsic (external incentives) factors play a significant role in fostering engagement.

### **FACTORS AFFECTING MOTIVATION:**

#### **Factors Influencing Individual's Motivation**

A Person's motivation is a key determinant of his/her behavior on the job motivation refers to all the forces operating within a person to cause him/her to want to engage in certain kinds of behavior. A person's is influenced by his/her attitudes, belief, values, needs and goals.

An attitude refers to the way a person feels about and is disposed towards some object. The object of a person's attitude could be a physical object or a set of objects, a specific person, a group of a more abstract entity. Each of us has obviously different attitude.

Attitudes are relevant to our understanding of individual motivation and behavior, because of the links that exists between attitudes and behaviors. A person with a positive attitude towards his/her company will be more likely to come to work regularly and to remain with the company.

A person's beliefs have a critical impact upon his/her motivation in two folders: First of all, people most believe that they are capable of performing the behavior that the organization expects of them. If people do not believe that engaging in the behavior desired by the organization will have positive consequence for them personally. Unless people believe that some personal benefits will follow from performing effectively, they are unlikely to be highly motivated.

A person's beliefs regarding his/her ability to perform effectively and the rewards likely to follow from effective performance are influenced by a wide variety factors.

People's motivation is influenced by their beliefs, and these beliefs may not be based upon accurate perceptions of the world. For example, a person may mistily believe that he/she is incapable of performing a certain job effectively and as a result lack of motivation. Even if the belief is incorrect, the person's motivation will still be very low because of the belief that serves as the basis for the person's actions. Similarly, if a person believes that performing well is more likely to lead to unpleasant results than to pleasant ones, the person will not be motivated to perform well, even if the beliefs are incorrect or inaccurate we may end up being motivated to engage in inappropriate or ineffective patterns of behavior. An important implication is that organization and their beliefs about their capacities to perform effectively and the consequences of such effective performance.

### **MODIFYING TEACHERS' WORK TO SUSTAIN MOTIVATION**

Educational administrators must concern themselves with how a high level of teacher motivation can be aroused, directed and sustained. Modifying teachers' work through career ladders may make more meaningful incentives available to them throughout their years of service.

Career ladders for teachers' reviews literature on the background of theory and practice on the topic. It considers the potential that career ladders have to motivate teachers and to encourage teachers to facilitate organizational goals.

Career ladders may create a more mutually beneficial relationship between teachers and their schools. Teachers may experience new opportunities to experience professional growth and other work related incentives, while schools benefits from more capable teachers making school wide-contributions through programs such as mentioning and instructional development.

Educational administrators need to concern themselves with how a high level of teacher motivation can be aroused, directed and sustained. Administrators must design and use practices which encourage teachers to try new things, to take on new challenges and which inspire teachers to achieve excellence. It is of primary importance that administrators foster the individual and collective best efforts and contributions of teachers in order to accomplish school goals and improve student leaning.

### **REDESIGNING TEACHERS' WORK**

Career ladders are aimed at improving teacher performance by increasing the opportunities for teacher incentives (Teachers Development in Schools, 1983). Through job enrichment, they seek to make the work of teachers more interesting and challenging. Career ladders are designed to generate

rewards such as recognition, challenge and opportunity for growth. Over time, more and different responsibilities are added.

In a career ladder, teachers may apply for assignment to one of a few levels such as apprentice, professional and master. Usually, an assignment does not depend on a teacher performing any particular assigned task well. Instead, it depends upon turning personal strengths into contributions that help strengthen the school –wide program. Part of the salary is linked to assessments of competence and performance and roles are varied (Bacharach, Lipsky and SWhedd, 1984). Such plans try to give schools a measure of control over teacher behavior by encouraging improved professional development and performance.

### SIGNIFICANCE OF THE STUDY

The quality and quantity of performance by any individual in any task is mainly determined by fact whether the individual is satisfied or dissatisfied by the particular task.

Work occupies an important place in the life of man. It is a major source for the motivation of biological; psychological and social needs of the individual as well as best single determinant of social class of work therefore is very important for work motivation and the mental health of the individual. Work motivation is an employee’s affective response to her/his work and its environment. It is a state of mind inferred directly from an employee’s response to question relating to her/his of work.

Understanding the Work Motivation is undoubtedly a vital phenomenon for secondary schools as it is for any organization.

Hence, there is a great need for the study of teachers Work motivation working in secondary schools.

### OBJECTIVES OF THE STUDY:

The following objectives were framed for the present study.

1. To study the difference between Male and Female Teachers of Secondary Schools with respect to their Work motivation.
2. To study the difference between male and female heads of the secondary schools with respect to dimensions of Work Motivation (that is Dependence, Organizational Orientation, Work Group Relations, Psychological Work Incentives, Material incentives and job Situation).

### HYPOTHESES OF THE STUDY:

**Major hypothesis:** There is no significant difference between male and female teachers of secondary schools with respect to their Work motivation.

**Sub Hypothesis:** There is no significant difference between male and female heads of the secondary schools with respect to dimensions of Work Motivation (that is Dependence, Organizational Orientation, Work Group Relations, Psychological Work Incentives, Material incentives and job Situation).

### DESIGN OF THE STUDY:

#### Secondary Schools

The present study is only confined to teachers working in secondary schools of Dharwad City.

#### Method

The investigator in consultation with his guide felt that Descriptive Survey method could be the most appropriate to find the difference between **“Male and Female Teachers of Secondary Schools with respect to their Work Motivation and its Dimensions”**

The sample of the study consisted of 100 secondary school teachers those who are working in Dharwad City.

#### Tools used:

The following tools were used for the present study.

**Collection of data:**

To collect the required data for present study, Work Motivation scale was used, which was constructed and standardized by Agarwal (1988). First the investigator got multiple copies of the Work motivation scale and circulated to the 10 secondary school teachers personally and requested for their responses. The investigator was able to get 100 responses. The responses received were subjected to further analysis.

**Analysis of Data:**

**Major hypothesis:** There is no significant difference between male and female teachers of secondary schools with respect to their Work motivation.

To achieve this test, the student's unpaired t-test was applied and the results are presented in the following table.

**Table :1 : The Results of t-test Between Male and Female Teachers of Secondary Schools with Respect to Work motivation.**

Variable	Sex	n	Mean	SD	t-value	p-value	Signi.
Work Motivation	Male	43	115.162	10.553	-0.0097	>0.05	NS
	Female	59	115.168	13.199			

From the above table we observe that, the male and female teachers of secondary schools do not differ significantly with respect to their work motivation( $t=0.0097, >0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the male and female teachers of secondary schools have same Work motivation.

**Sub hypothesis:** There is no significant difference between male and female heads of the secondary schools with respect to dimensions of Work Motivation (that is Dependence, Organizational Orientation, Work Group Relations, Psychological Work Incentives, Material incentives and job Situation).

**Table 2: The Results of t-test Between Different Undergraduate and Post graduate Teachers with Respect to Dimensions of Work Motivation**

Variable	Sex	n	Mean	SD	t-value	p-value	Signi.
Dependence	Male	43	28.372	3.9522	-0.5761	>0.05	NS
	Female	59	28.898	4.9469			
Organizational Orientation	Male	43	23.162	3.1467	-0.6050	>0.05	NS
	Female	59	23.559	3.3542			
Work Group Relations	Male	43	15.023	2.4656	-0.9784	>0.05	NS
	Female	59	15.023	2.5351			
Psychological Work Incentives	Male	43	21.627	2.6906	0.9291	>0.05	NS
	Female	59	21.000	3.7875			
Material Incentives	Male	43	15.069	1.9073	1.2730	>0.05	NS
	Female	59	14.508	2.3880			
Job situation	Male	43	11.907	1.9125	0.3914	>0.05	NS
	Female	59	11.728	2.4971			

From the above table we observe that;

1. The male and female teacher of secondary schools do not differ significantly with respect to dimension Work Motivation that is Dependence ( $t=-0.5761 > 0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the male and female teachers of secondary schools have same Dependence.

2. The male and female teachers of secondary schools do not differ significantly with respect to dimensions work motivation that is Organizational Orientation ( $r=0.6050, >0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the male and female teaches of secondary schools have same organizational Orientation.
3. The male and female teachers of secondary schools do not differ significantly with respect to dimension Work motivation that is Work group Relations ( $t=-0.9784, >0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the male and female teachers of secondary schools have same work group relations.
4. The male and female teachers of secondary schools do not differ significantly with respect to dimension Work motivation that is psychological work Incentives ( $t=0.9291, >0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the male and female teachers of secondary schools have same psychological work Incentives.
5. The male and female teachers of secondary schools do not differ significantly with respect to dimension. Work Motivation that is Material incentives ( $t=1.2730, > 0.05\%$  level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the male and female teachers of secondary schools have same Material incentives.
6. The Male and female teachers of secondary schools do not differ significantly with respect to dimension. Work motivation that is Job Situation ( $t=0.3914, >0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the male and female teachers of secondary schools have same Job situation.

### FINDINGS

1. The male and female teachers of secondary schools have same Dependence.
2. The male and female teaches of secondary schools have same organizational Orientation.
3. The male and female teachers of secondary schools have same work group relations.
4. The male and female teachers of secondary schools have same psychological work Incentives.
5. The male and female teachers of secondary schools have same Material incentives.
6. The male and female teachers of secondary schools have same Job situation.

### CONCLUSIONS:

On the basis of the results obtained in the study the following conclusions were drawn,

The Purpose of the "Study the Difference between Male and Female Teachers of Secondary Schools with respect to their Work Motivation and its Dimensions." And it is concluded that, the male and female teachers of secondary schools have same Work motivation. Dependence, Organizational Orientation, Work group Relation, Psychological work Incentives, Material incentives and Job situation.

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