Canadian Social Science

Work Motivation of Teachers:

Relationship with Organizational Commitment

LA MOTIVATION AU TRAVAIL DES ENSEIGNANTS:

LA RELATION AVEC L'ENGAGEMENT ORGANISATIONNEL

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Abstract: 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. Implications of the findings and limitations of the study are given.
Key words: Work motivation; Organizational commitment

Résumé: Dans le monde moderne de l'enseignement supérieur compétitif le rôle des enseignants motivés est indéniable. Cette étude vise à trouver l'importance de l'engagement organisationnel dans la motivation des enseignants. Les données ont été recueillies à partir de 450 enseignants universitaires de la ville de Bangalore. L'analyse des données et la discussion sont inclus. Les résultats ont montré une relation positive entre la motivation au travail et l'engagement organisationnel des enseignants universitaires. Les enseignants qui engagent le plus ont été trouvés à être plus motivés. Implications des conclusions et des limites de l'étude sont donnés.
Mots clés: Motivation au travail; Engagement organisationnel

1. INTRODUCTION

The strength of an educational system largely depends upon the quality of its teachers. It is a teacher who is instrumental in transforming an individual into a person of imagination, wisdom, human love and enlightenment, and institutions into lampposts of posterity, and the country into a learning society. The National Policy on Education (1986) has rightly remarked "The status of the teacher reflects the

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socio-cultural ethos of a society; It is in this context that today a teacher occupies a unique and significant place in any society.

It is observed that, with the expansion of higher education over the years in terms of number of universities and colleges and the student strength, its quality and standards have fallen. This issue has engaged the attention of educationists for several years and various committees and commissions have suggested measures for improving the quality of higher education. The Radhakrishnan Commission in 1948, the Kothari Commission in 1964-66, the National Commission on Teachers in higher education, the Government of India documents like Challenges of Education, Policy on Education (1986) and the Review Committee of the NPE (1986), known as the Acharya Ramamurthy Committee, expressed their concern over the deterioration of the standards of higher education and recommended several steps for bringing about improvement in the quality of education at this stage. Among all the factors responsible, for the deteriorating standards in higher education, the "teacher" has been identified as the key factor. His characteristics, qualifications, his attitude towards the profession, his competency, his professional skills, his capacity for leadership and motivation to work affect the quality of education. The modern society very badly needs teachers who are not only knowledgeable but also highly motivated and committed to their profession and sincere in their efforts for doing good to the society.

People can motivate themselves by seeking, finding and carrying out work, which satisfies their needs. There are two types of motivation namely intrinsic motivation and extrinsic motivation.

Intrinsic motivation stems from a direct relationship between the doer and the task and it is usually self-applied. These are the self- generated factors, which influence people to behave in a particular way or to move in a particular direction. These include, responsibility, freedom to act, scope to use and develop skills and abilities, interesting and challenging work and opportunities for advancement. Feelings of achievement, accomplishment and competence-derived from performing one's job are examples of intrinsic motivators. It is related to 'psychological' rewards which are those that can be usually determined by the actions and behaviors of individual managers. Second, people can be motivated by the management through such methods as pay, promotion, praise etc, This can be termed as "**Extrinsic motivation**" and stems form the work environment external to the task and is usually applied by others or someone other than the person being motivated. This is what is done to or for people to motivate them. Extrinsic motivators can have an immediate and powerful effect but this will not necessarily last for long. Extrinsic motivation is related to 'tangible' rewards and is often determined at the organizational level and is usually outside the control of the individual managers. The intrinsic motivators, which are concerned with the quality of working life, are likely to have a deeper and long-term effect, because they are inherent in individuals and not imposed from outside.

Work is of special concern to the study of motivation. From a psychological point of view, work is an important source of identity, self-esteem and self-actualization. It provides a sense of fulfillment for an employee by clarifying one's value to the society. However paradoxically it can also be a source of frustration, boredom and feelings of meaninglessness that determine the characteristics of the individual and the nature of work. Individuals evaluate themselves according to what they are able to accomplish. If they see their job as hindering their potential and achievement of the same, it often becomes difficult for them to remain motivated and maintain a sense of purpose at work.

Campbell and Pritchard, (1976) defined work motivation in terms of a set of independent/dependant variable's relationships that explains direction, aptitude, and persistence of an individual's behavior holding constant effects of aptitude, skill and understanding of the task, and the constraints operating in the environment. Steers R,Porter L. (1991) defined work motivation as that which drives and sustains human behavior in working life. Pinder (1998) described work motivation as a set of internal and external forces that initiates work related behavior and determines its form, direction, intensity and duration. The noteworthy feature of this description is that motivation is defined as an energizing force-it is what induces actions in employees and second, this force has an implication for the form that is, what the employee is motivated to accomplish, direction that is how they will attempt to accomplish it, intensity, that is, how hard they will attempt to accomplish it and duration, that is, when they will stop that behavior. Work motivation is an action that stimulates an individual to take a course of action, which will result in attainment of some goal or satisfaction of certain psychological needs of the individual himself. In the present study work motivation is conceptualized in terms of 6 factors namely dependence, organizational orientation, work group relations, psychological work incentives, material incentives and job situation (Agarwal K.G 1988).

Organizational commitment refers to an individual's loyalty or bond to his or her employing organization .Previous research has shown that organizational commitment is an antecedent ,correlate and consequence of a number of important organizational constructs, such as motivation, job satisfaction, job involvement and turnover intentions (Mathieu J E and Zajac D M,1990).

Over the years organizational commitment has been conceptualized and defined in a number of ways by different authors. Porter et. al, defined organizational commitment as the strength of an individual's identification with and involvement in a particular organization. This conceptualization of organizational commitment consists of three dimensions; (a) a strong belief in and acceptance of the organization's goals and values; (b) a willingness or motivation to exert considerable effort on behalf of the organization and (c) a strong desire to maintain membership in the organization (Mowday et al;1982).

Grusky (1966) expresses organizational commitment as the nature of relationship of the member to the system as a whole. Hall et al., (1970) stated that organizational commitment is the process by which the goals of the organization and those of the individual become increasingly integrated or congruent. According to Sheldon (1971) organizational commitment is an attitude or an orientation towards the organization which links or attaches the identity of a person to the organization. Salanick (1977) refers to organizational commitment as a state of being in which the individual becomes bound by his actions and through these actions to beliefs that sustain the activities and his involvement.

According to Mowday et al., (1982), organizational commitment is the relative strength of an individual's identification with and involvement in a particular organization. Conceptually it can be characterized by three factors. (1) a strong belief in and acceptance of the organization's goals and values; (2) a willingness to exert considerable effort on behalf of the organization and (3) a strong desire to maintain membership in the organization.

Allen and Meyer (1991) developed a model of commitment, to integrate numerous definitions of commitment that had proliferated in the research literature. According to Meyer and Allen's (1991) three-component model of commitment, research indicated that there are three "mind sets" which can characterize an employee's commitment to the organization:

Affective Commitment: Affective commitment is defined as the employee's emotional attachment to the organization. As a result, he or she strongly identifies with the goals of the organization and desires to remain a part of the organization. This employee commits to the organization because he/she "wants to". In developing this concept, Meyer and Allen drew largely on Mowday, Porter, and Steers's (1982) concept of commitment. *Continuance Commitment*: The individual commits to the organization because he/she perceives high costs of losing organizational membership (cf. Becker's 1960 "side bet theory"), including economic losses (such as pension accruals) and social costs (friendship ties with co-workers) that would have to be given up. The employee remains a member of the organization because he/she "has to". Kanter (1968) defines this as profit associated with continued participation and a 'cost' associated with leaving .

Normative Commitment: The individual commits to and remains with an organization because of feelings of obligation. For instance, the organization may have invested resources in training an employee who then feels an obligation to put forth effort on the job and stay with the organization to 'repay the debt.' It may also reflect an internalized norm, developed before the person joins the organization through family or other socialization processes, that one should be loyal to one's organization. The employee stays with the organization because he/she "ought to".

According to Meyer and Allen, these components of commitment are not mutually exclusive: an employee can simultaneously be committed to the organization in an affective, normative, and continuance sense, at varying levels of intensity. This idea led Meyer and Herscovitch (2001) to argue that at any point in time, an employee has a "commitment profile" that reflects high or low levels of all three of these mind-sets, and that different profiles have different effects on workplace behavior such as job performance, absenteeism, and the chance that they will quit.

The main reason for the extensive and long lasting research interest in organizational commitment is that it is known to influence work motivation which is manifested as performance, attendance and staying with the organization. Organizational scientists and practitioners have long been interested in employee motivation and commitment. This interest derives from the belief and evidence that there are benefits to having motivated and committed work force (Locke and Latham, 1990; Meyer and Allen, 1997;

Pinder,1998). The assumption that employees who feel attached to and identify with their organization work harder provides the rationale for many organizations to foster employee's organizational commitment. Organizational commitment and work motivation are interlinked and are energizing forces and have implications that are felt immediately or are developed into long term attachments. Meyer and Allen (1991) noted that focusing exclusively on turnover as a consequence of commitment is shortsighted; what employees do on the job is arguably as important as whether they stay or leave (Meyer, Paunonen, Gellatly and Jackson, 1989).

Organizational commitment is regarded as a prime requirement for any educational organization. The effectiveness of a teacher is determined largely by the way he feels about job and other teachers with whom he works and by his attitude towards the organization that employs him, and these are the things considered for the whole working force which determines the commitment of an individual. Teachers strong in commitment find it easy to be interested in whatever they do and involve themselves in it, wholeheartedly. They are rarely at a loss for things to do. They always seem to make maximum effort cheerfully and zestfully. Committed teachers have strong psychological ties to their institutions, their students and their subject areas. A committed teacher believes strongly in the object's goals and values, complies with orders and expectations voluntarily, exerts considerable effort beyond minimal expectations for the good of the object and strongly desires to remain affiliated with the object (Kanter, 1968, Mowday et all 1982). The voluntary nature of commitment links it to concepts like intrinsic motivation where rewards come from the activity itself and successful results rather than from conditions controlled by others (Deci and Ryan, 1985). Another related concept is Hackman and Oldham's (1980) internal work motivation where, good performance is an occasion for self reward which serves as an incentive for continuing to do well. Poor performance prompts unhappy feelings; a person may elect to try hard in the future so as to avoid those unpleasant outcomes. Committed individuals should be internally motivated. Objectives of commitment vary considerably. One well developed tradition examines commitment to one's organization (Mowday et al., 1982). However organizational and occupational commitments can conflict (Gouladner, 1957), so some researchers have examined commitment to teaching separately (Bredeson, Fruth and Kasten, 1983). More recently, there have been attempts to trace the multiple commitments of teachers. Firestone and Rosenblum (1988) suggested that teachers may be committed to teaching, their school or their students and that their patterns of behavior vary depending upon which commitments are assessed. According to Sundas Warsi, Noor Fatima and Shamim A. Sahibzada (2009) who studied the relationship between organizational commitment and its determinants among private sector employees of Pakistan showed that positive and significant relationship exists between work motivation and organizational commitment.

Cai-feng Wang(2010) found that organizational commitment of college teachers is related to their work motivation and have an impact on their job performance.

In view of the importance of organizational commitment for work motivation of teachers, it was included as the independent variable in the present study.

2. OBJECTIVES

The present study was undertaken with the following major objectives:

(1) To investigate the relationship between work motivation of degree college teachers and their organizational commitment.

(2) To investigate whether differences in organizational commitment would account for significant differences in work motivation of degree college teachers.

(3) To study the main effect of organizational commitment on work motivation of degree college teachers.

3. METHOD

3.1 Hypotheses

(1) There is no significant relationship between work motivation of degree college teachers and their organizational commitment.

(2) There is no significant relationship between work motivation of degree college teachers and their affective commitment.

(3) There is no significant relationship between work motivation of degree college teachers and their continuance commitment.

(4)There is no significant relationship between work motivation of degree college teachers and their normative commitment.

(5) There is no significant difference in work motivation of degree college teachers having high and low organizational commitment.

(6)There is no significant difference in work motivation of degree college teachers having high and low affective commitment.

(7)There is no significant difference in work motivation of degree college teachers having high and low continuance commitment.

(8)There is no significant difference in work motivation of degree college teachers having high and low normative commitment

(9) Levels of organizational commitment do not account for significant difference in work motivation of degree college teachers.

3.2 Tools

For the purpose of the present study, we have used two tools, as shown in Table 1, namely Work Motivation Questionnaire by K G Agarwal, adapted and standardized by Tara Sabhapathy and Organizational Commitment Scale by Allen and Meyer, adapted and standardized by Dr.Thomas C Mathew.

Table 1: Showing Variables, Tools and Authors

Sl. No	Variables	Tools of the study
1	Work Motivation	Work Motivation Questionnaire by K.G.Agarwal, adapted and standardized by Dr.Tara Sabapathy.
2	Organizational Commitment	Organizational Commitment Scale by Allen and Meyers adapted and standardized by Dr.Thomas C Mathew.

3.3 Sample

The population for the study consists of all the degree college teachers in various colleges of Bangalore city, namely1) Government, 2) Private aided and3) Private unaided respectively.

A sample of 450 teachers, 150 from each of the three categories of colleges were selected by stratified random sampling technique. The sample gave representation to male and female teachers as indicated in Table 2.

Table 2: Showing the distribution of sample according to type of Management and Gender

Gender	Type of Management			Total
	Government	Aided	Unaided	
Male	71	85	75	231
Female	79	65	75	219
Total	150	150	150	450

3.4 Data analysis

From table 3 it can be seen that, the obtained r values of affective 0.604, normative 0.330 and total organizational commitment 0.498 of degree college teachers are above the table value 0.115 at 0.01 level of

significance. Therefore the null hypotheses are rejected and alternative hypotheses are formulated that there is a significant relationship between work motivation of degree college teachers and their affective, normative and total organizational commitment. However, the r value for continuance commitment 0.052 is below the table value 0.088 at 0.05 level of significance, therefore it is not significant and hence the null hypothesis is accepted.

Table 3: Table showing the variables, size (N), df, and coefficient of correlation 'r' and its significance at 0.05 and 0.01 levels between Work Motivation scores of degree college teachers and Organizational Commitment Viz; Affective, Continuance and Normative.

Variables	N	df	r-value	Level of Significance
Work Motivation and Organizational Commitment				
Affective Commitment	450	448	0.604	**
Continuance Commitment	450	448	0.052	NS
Normative Commitment	450	448	0.330	**
Organizational Commitment	450	448	0.498	**

**Significant at 0.01 level; NS- Not significant

From table 4 it is observed that the obtained 't' values 10.388, 13.226 and 6.440 are higher than the table value 2.59 at 0.01 level of significance. So the null hypotheses are rejected and alternative hypotheses are formulated that there is a significant difference in work motivation of degree college teachers having high and low organizational commitment (total ,affective and normative). The table further revealed that teachers with high total organizational commitment (M=102.843) affective commitment (M=104.683) and high normative commitment (M=101.808) had higher levels of work motivation than teachers having low total organizational commitment (M=89.903) affective commitment (M= 89.168) and low normative commitment (M=93.198) respectively.

Table 4: Table showing the 'N', Mean, SD and t values of the Work Motivation scores of Degree College teachers as per differences in their Affective, Continuance and Normative Commitment

Sl. No	Variables	N	Mean	SD	't' value	Level of significance
1	Work Motivation High organizational commitment	243	102.843	12.626	10.388	**
	Low organizational commitment	207	89.903	13.781		
2	Work Motivation High affective commitment	224	104.683	11.804	13.226	**
	Low affective commitment	226	89.168	13.042		
3	Work Motivation High continuance commitment	225	96.697	14.145	0.279	NS
	Low continuance commitment	225	97.084	15.175		
4	Work Motivation High normative commitment	193	101.808	13.509	6.440	**
	Low normative commitment	257	93.198	14.417		

**Significant at 0.01 level; NS- Non significant

From the above table it is also observed that the obtained 't' value (0.279) for continuance commitment is below the table value 1.97 at 0.05 level of significance. So, the null hypothesis is accepted in this regard.

3.5 Results

From the study we arrived at the following findings.

(1) There was a significant positive relationship between work motivation of degree college teachers and their organizational commitment. (r=0.50)

(2) There was a significant positive relationship between work motivation of degree college teachers and their affective commitment. (r=0.61)

(3) There was no significant positive relationship between work motivation of degree college teachers and their continuance commitment.

(4) There was a significant positive relationship between work motivation of degree college teachers and their normative commitment. (r=0.33)

(5) There was a significant difference in the work motivation and its dimensions of degree college teachers having high and low organizational commitment. Teachers with high organizational commitment (M=102.84) are more motivated than the teachers with low organizational commitment (M=89.90).

(6) There was a significant difference in the work motivation and its dimensions of degree college teachers having high and low affective commitment. Teachers with high affective commitment (M=104.68) are more motivated than the teachers with low affective commitment (M=89.17).

(7) There was no significant difference in the work motivation and its dimensions of degree college teachers having high and low continuance commitment.

(8) There was a significant difference in the work motivation and its dimensions of degree college teachers having high and low normative commitment. Teachers with high normative commitment (M=101.81) are more motivated than the teachers with low normative commitment (M=93.20).

(9) There was a significant main effect of organizational commitment on work motivation of degree college teachers.

4. DISCUSSION

The study revealed that there is a significant positive correlation between work motivation of degree college teachers and organizational commitment viz; affective and normative commitment but not so with continuance commitment. It is appropriate to consider affective, continuance and normative commitment to be components rather than types of commitment because an employee's relationship with the organization might reflect varying degrees of all three. Principals stand to gain a clearer understanding of the teachers relationship with the organization by considering the strength of all three forms of commitment together than by trying to classify it as being of a particular type. It is an accepted fact that teachers with strong affective commitment feel an emotional attachment to the institution and therefore will have a greater motivation or desire to contribute meaningfully to the organization than a teacher with weak affective commitment. Thus it is expected that teachers with strong affective commitment will choose to be absent less often and will be motivated to perform better on the job.

Teachers whose primary link to the organization is based on strong continuance commitment stay with the organization, not for reasons of emotional attachment, but because of a recognition that the costs associated with doing otherwise are simply too high .This study found no significant relationship for this with work motivation of teachers , possibly because of the variety of opportunities available for the teachers today.

Teachers with strong normative commitment are tied to the organization by feelings of obligation and duty. Generally such feelings will motivate individuals to behave appropriately and do what is right for the organization (Allen and Meyer 1991). Thus it is expected that normative commitment to the organization will be positively related to such work behaviors as job performance, work attendance and organizational citizenship. Because feelings of obligation are unlikely to involve the same enthusiasm and involvement associated with affective commitment, these relations might be quite modest. Commitment is an important energizing force in the motivation process that has yet to be fully acknowledged. Recognizing it as such

helps broaden our understanding of the bases for motivated work behavior. Therefore it is clear that principals should have a deep understanding of the three components of organizational commitment of teachers.

4.1 Limitations

The study was limited to a sample of 450 degree college teachers. The total population of male and female degree college teachers at the time of data collection was 7459 working in 267 colleges of Bangalore city. As the city of Bangalore is growing fast the demand for more degree colleges and recruitment of teachers is also on the rise. Therefore the selection of a limited sample of teachers is a limitation in the present study. The sample was limited due to practical constraints such as time, effort and cost. The independent variables selected for the study have been limited to one in order to study that in depth and examine the effect of this on Work motivation of degree college teachers. Degree college teachers in rural colleges were not considered in this study.

4,2 Implications

There was a significant positive relationship between work motivation of degree college teachers and their organizational commitment. Teachers with high organizational commitment were found to be highly motivated at work when compared with teachers with low commitment. The main effect of organizational commitment on work motivation of degree college teachers was also found to be significant. Commitment is an additive function of organizational identification, job involvement and organizational loyalty. Therefore strategies to increase job involvement can also be used to enhance organizational commitment of teachers. These are increased teacher participation in decision making and delegation of authority.

Teacher commitment can also be increased by supportiveness and fairness. Evidence that organizational support might play an important role in the development of affective commitment is substantiated by the study of Allen and Meyer (1990) and Jones (1986), who concluded that employees who thought the organization treated them in a supporting way expressed strong affective commitment to the organization. The role of supportiveness is also illustrated in research that focused on the characteristics of the leader. Affective commitment has been linked to leader consideration (Decottis and Summers,1987 ; Mathieu and Zajac,1990), leader supportiveness (Mottez,1988, Withy,1988) and transformational and transactional leadership (Bycio, et. al, 1995). College principals should therefore exhibit appropriate leadership behaviors.

Organizational commitment of teachers can also be increased through organizational fairness which is communicated through the development and enactment of specific policies and procedures that are seen to be fair. Teacher's affective commitment is strongly influenced by how fairly decisions are made than by whether they always get what they want.

Commitment of teachers can also be enhanced by the principal's trust. Trust means putting faith in the other person or group. It is also a reciprocal activity. Trust is important for organizational commitment of teachers because it touches the heart of the employment relationship. Teachers identify and feel obligated to work for an organization only when they trust their leaders.

Organizational commitment of teachers can be increased by arranging periodical in-service programs. Teachers who receive training, particularly training intended to provide them the opportunity for advancement might perceive that organization values them as individuals, which bolsters their sense of self-worth and therefore develops a stronger affective commitment. This same training opportunity could lead to the development of continuance commitment, however if it is perceived as providing organization-specific skills that contribute to status or economic advantage within the organization. Finally, teachers who are aware of the expense of training or appreciate the skills they have acquired might develop a sense of obligation that is normative commitment which will hold them in the organization at least long enough to allow them to reciprocate. Similar scenarios can be envisioned for other management practices, like compensation, promotion and change in responsibilities. Gaertner and Norton found that perception of the organization's adherence to career oriented employment practice, including training and development and employment security can also be related to commitment among employees

Once the teachers are in an institution, the policies and practices concerning upward movement will have an impact on commitment. Commitment levels will increase when the teachers are promoted because it conveys a commitment on behalf of the organization to the development of the teachers career, which leads them to reciprocate.

Institutions that offer good salaries and financial benefits are perceived by teachers as showing greater care and concern and as being fair in their dealings with the teachers, thereby increasing their organizational commitment and consequently their work motivation.

Strategies such as praise and reward can be effectively used to enhance teachers' commitment. Etzioni says that principals' praise and support for teacher compliance is important. Blasé (1993) described rewards as a particularly powerful strategy to recognize individuals as well as whole faculties for their accomplishments especially in the class room. The reward system consists of all organizational components-including people, processes, rules, procedures and decision making activities- involved in allocating benefits to employees in exchange for their contributions for the organization. The purpose of the reward system in most organizations is to attract ,retain and motivate qualified employees. It is also important for the organization to recognize that organizational rewards have many meanings for employees. Most organizations use different types of rewards. The most common are salary, incentive system, benefits and awards. The most important reward for work, for most people is the pay which symbolizes the worth of an employee. Pay is very important to an organization because an effectively planned and managed pay system can improve motivation and performance of teachers.

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