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Work Motivation among Teachers in Relation to Role Conflict

Manpreet Kaur

Assistant Professor, Guru Gobind Singh College of Education (For Women)
Gidderbaha, Muktsar Punjab India

Abstract:

Teachers are the central actors in education, facilitators of learning & knowledge. Teacher's love and affection, character, competence and their moral commitment deeply affect the students. For this the teacher's dedication towards work is most important, so he needs to be motivated for his work. Moreover, teachers being members of modern society have to play diverse role to meet their various needs, obligations and expectations. In doing so, they often suffer from stress and conflicts particularly when they have to perform certain roles to meet their incompatible expectations. So, Work motivation is primary requirement for any successful teaching learning process.

Thus, it is an established fact that the teachers performance mainly depends upon their psychological state of mind so role conflict plays a pivotal role in manipulating teachers work. This study reveals that there is a significant relationship between work motivation and role conflict among teachers of schools.

Keywords: work motivation, role conflict

1. Introduction

Teachers inhabit a distinctive place in the process of education. He tries to transform the personality of the pupil in the dainty of the needs of the society to which he fits. Teachers love and affection, charisma and competency deeply affect the students. Moreover, teachers being members of the modern society have to play diverse role to meet their various needs, obligations and expectations. In doing so, they often suffer from stress particularly when they have to perform certain roles to meet their incompatible expectations. Thus the teacher forms inevitable element in the process of education as he directs the activities and experiences of children through which they learn. He forms a part of pupil's environment and also controller of that environment. Teacher has not to produce blind followers out of the pupils under his charge, but he has to make them intelligent and well developed persons. His task is more magical, difficult and delicate. He cannot impose the patterns of his will on the child. The teacher is a creative agent who transforms a part of himself into the child. He mirrors himself into a child by being cooperative, sympathetic, kind, creative and source of motivation.

The work motivation plays a very important role in the process of education. Undoubtedly the teacher has contributed towards shaping the destinies of societies as well as nation in all the phases of progress. It is only possible if teacher is motivated towards his work and is free from stress, frustrations, anxiety. He should play his role with great satisfaction in order to modify the behavior of pupil.

1.1. Work

Work in general is a situation where recurring or one time task is performed. It is physical or mental effort or activity directed towards the accomplishment of something. Work also refers to profession or other means of livelihood. Work is also defined as the duty under taken with effort to manipulate the things. It is an organized labor undertaken for the welfare. It also refers to a specific task, duty, function or assignment often being a part of some activity.

The definition of work is highly elastic. It refers to an educational plan in which students alternate between paid employment and formal study. Classroom contact time is only one of a number of activities that occupy teachers in their daily work. Work is something that results from a particular manner or method of working, operating or devising. When something is produced or accomplished by effort, exertion or exercise of skill is referred to as work. In other words it is entire scope of a project encompassing all people, equipment, material, and other goods and services required to fulfill the contractor's obligations under a contract.

1.2. Motivation

Motivation is derived from the word 'movere' which means 'to move'. It refers to an internal force which compels to some specific work so as to achieve a goal. It is a process of arousing action, sustaining activity in process, regulating and directing pattern of activity through energy transformations. It is an art of inculcating and stimulating interests in studies.

Atkinson, (1966) "The term motivation refers to the arousal of tendency to act, to produce one or more effects."

Dr.R.PBhatnagar, (1998) "Motivation is the biggest success mantra."

Lowell, (1985) "Motivation may be defined more formally as a psychological or internal process initiated by some need, which leads to the activity which will satisfy that need."

Mc Donald, (1908) "Motivation is an energy change within person characterized by effective arousal and anticipatory goal relations."

Wikipedia, (2009) "Motivation is the activation or energisation."

There are various types of motivations that can influence a person. These include the following:

- **Primary or Basic Motivation:** This mainly pertains to motives involved with our need for self-preservation. This includes needs such as hunger and thirst, warmth, sex, avoidance of pain and other primary motives which influence a person's behavior at a very basic level.
- **Secondary Motivation:** More known psychology as "learned" motivation, this type of "drives" differs from one person to another. In many ways they involve a person's own sense of values and priorities in life. Many of the behavior derived from secondary motivation are conscious ones. That is, a person consciously desires a particular goal or result, and behaves in a way that brings them closer to that particular goal. What drives them to do something or to act in a particular way is the longing for something which they currently do not have or possess.

This kind of motivation generally falls into two basic types: intrinsic and extrinsic motivation.

- **Intrinsic or Internal Motivation:** It is dependent on some of the innate tendencies and impulses of the individual.
- **Extrinsic or External Motivation:** It is not present in the individual but they are part of environment or society.

1.2.1. Types of Motivators

Alhusseni (2007) observes: "There is no one thing that motivates people to perform certain actions. People are different, so it follows that their motivations have to be different."

However, the following are the commonest types of motivators:

- **Achievement:** The inherent longing to achieve a particular goal.
- **Socialization:** The idea of being accepted among a group of people on achievement of something.
- **Incentive motivation:** Rewards or benefits of some type.
- **Fear motivation:** The fear of punishment.
- **Change motivation:** Things done just to bring about changes within the immediate environment. Change motivation is often the cause of true progress.

Thus motivation may be defined as an energetic force or tendency working within the individual to compel, persuade or inspire him to act for the satisfaction of his basic needs or attainment of some specific purposes.

1.3. Work Motivation

The concept of motivation occupies central place in the discipline of work in any organization. Work motivation is not the only explanation of human behavior. It interacts and acts in conjunction with environment. It is a process that starts with psychological & physiological deficiency. Work motivation is the primarily requisite for any successful teaching learning process. Motivation helps in realization of goals only if work is persistent.

Keeping an employee highly motivated is the ultimate goal of all employers and managers because:

- Motivated workers always look for better ways to do a job.
- Motivated workers are more quality oriented.
- Motivated workers take initiatives and are more persistent in activities.
- Motivated workers are more productive.
- Motivated workers are more committed.

Together all these lead to:

- Increased productivity
- Smoother running processes
- Resource integration
- Management development

Aggarwal (2006) notes that, "Work Motivation has been variously defined and understood."

Taylor's Management Theory: Frederick Winslow Taylor (1856-1917) put forward are motivated mainly by pay. His Theory of Scientific Management argued that the workers do not naturally enjoy work and so need close supervision and control.

Mayo: Elton Mayo (1880-1949) believed that workers are not just concerned with money but could be better motivated by having their social needs met whilst at work. He introduced the Human Relation School of thought, which focused on managers taking more of an interest in the workers, treating them as people who have worthwhile opinions and realizing that workers enjoy interacting together.

Mc Clelland's Theory of Needs: David Mc Clelland has developed a theory on three types of motivating needs: Need for power; Need for affiliation and Need for achievement.

Equity Theory: As per this theory of J.Adams, people are motivated by their beliefs about the reward structure as being fair or unfair, relative to the inputs. People have a tendency to use subjective judgments to balance the outcomes and inputs in the relationship for comparisons between different individuals. Accordingly, if people feel that they are not equally rewarded they

either reduces the quantity or quality of work or migrate to some other organization. However, if people perceive that they are rewarded higher, they may be motivated to work harder.

Reinforcement Theory: B.F. Skinner, who propounded the reinforcement theory, holds that by designing the environment properly, individuals can be motivated. Instead of considering internal factors like impressions, feelings, attitudes and other cognitive behavior, individuals are directed by what happens in the environment external to them. He states that work environment should be made suitable to the individuals. Hence, the only way to motivate is to keep on making positive changes in the external environment of the organization.

On the basis of the above discourse, it can be assumed that the following factors may enhance work motivation:

- Positive reinforcement
- Effective discipline and punishment
- Treating people fairly
- Satisfying employees needs
- Setting work related goals
- Restructuring jobs
- Basing rewards on job performance

Bertrand Russell, (1970) a noble prize winner remarks, 'The teacher, like the artists, the philosopher, and the man of letters, can only perform his work adequately if he feels himself to be an individual directed by an inner creative impulse, not dominated and fettered by an outside authority.'

1.4. Conflict

Conflict is a state of disharmony. Conflict is unpleasant and painful mental state of indecision of an individual.

Douglas and Holland (1953), "Conflict means a painful emotional state which results from a tension between opposed and contradictory wishes."

Kurt Lewin (1988), "Conflict is usually a clash of motives."

L.F Shaffer's view (1968), "Conflict may be defined as "state of affairs in which two or more incompatible behavior trends are evoked that cannot be satisfied fully at the same time."

Miller (1994), "A negative emotional state caused by an inability to choose between two or more incompatible goals or impulses."

1.4.1. Types of Conflicts

Conflicts are often described in terms of goals a person tries to achieve and those that a person tries to avoid. Thus, there are two goals in any conflict situation. The goals that a person tries achieve as known as plus goals and that the person tries to avoid are known as minus goals or avoidance goals. Various types of conflict depend on whether the two goals are equally attractive, repelling or attractive and repelling simultaneously.

- **Approach-Approach Conflict:** It involves a choice between two equally attractive goals. Both are desirable and perhaps within the individual's reach. They are usually easy to handle.
- **Avoidance-Avoidance Conflict:** This type of conflict occurs when individual is caught between equally undesirable goals. Here two types of behavior are likely to occur. One is vacillation of action and thought and second is to escape from the situation or leave it.
- **Approach-Avoidance Conflict:** It arises when there are both pleasant and unpleasant feelings associated with single goal. A person is repelled and attracted by same goal. This type of conflict is often difficult to resolve.
- **Multiple Approach-Avoidance Conflict:** This conflict involves a situation with two or more goals both positive and negative elements i.e. both attractive and repulsive elements. Conflicts of this type produce tensions and anxiety.

Thus conflict is a state of unresolved differences within an individual or between individuals. It involves emotional tension which is the result of two or more contradictory desires. This state of mind inhibits activity on the part of individual & puts him in a fix. It is born out of frustration demanding new adjustment.

1.5. Role Conflict

Role conflict is a form of conflict that takes place when one is forced to take on different and incompatible roles at same time. This collision represents role conflict where two roles in an individual's role set cannot cooperate in a specific social situation. It is related to psychological stress. Role conflict arises as a result of a person performing many contrary jobs at same time leading to frustration. It has harmful effect on mental health of teachers.

Role conflict occurs when individuals are faced with incompatible or contradictory expectations by their superiors or co-workers, or even when these expectations contradict, employees, values, beliefs or goals. Thus it is a hurdle in the way of process of education and development of children.

Thus there is dire need to study work motivation among teachers in their relation to role conflict.

2. Review of Related Literature

2.1. Studies Related To Work Motivation

- **Sankaran and Bui [2001]** investigated how motivation and learning strategies influence performance in lecture settings of a business information systems course. Among others, the major hypotheses verified: the higher the motivation, the better the performance in lecture settings. The results of the study supported that motivation is significantly correlated to performance irrespective of the methodology.
- **Hwang, Echols and Vrongistinos [2002]** examined the motivational modes of high achieving college students and the pathways related to reasons for students selection of their college major, their perceptions of education, and their reasons for studying. Its analysis yielded that there were various types of motivation and multiple goals related to their choice of major, their educational values and reasons for studying.
- **Ben-Ari and Eliassy [2003]** assessed the differential effects of classroom goal structures and students personal goal orientations on students' motivational patterns by teachers. The study was conducted in the classroom as part of the regular curriculum and the studies showed a positive correlation between the students' personal goals orientation and motivation of teachers.
- **Frank and Lewis [2004]** studied on government and private sectors. They concluded that there is no difference between government and private sectors in relation to their work motivation.
- **Ackerman, Phillip L., Kanfer, Ruth [2004]** Aging, adult development, and work motivation. A framework for understanding how age-related changes in adult development affect work motivation is described. It was concluded that adult development is greatly effected by work motivation.
- **Pernaki, Maes and Ter [2005]** of The Department of Psychology, Leiden University, Netherlands studied the role of employee motivation through a study of correlation between employee psychological distress and well-being. The results of the investigation suggested that better work goal process can lower psychological distress and enhance well being among employees.
- **Tella, et al [2007]** studied the relationship between work motivation, job satisfaction. Using a descriptive survey design, data was collected and the findings of the study confirmed correlation between perceived motivation and job satisfaction among teachers.
- **Yun, Takeuchi and Liu [2007]** examined the effects of employees' self-enhancement motives on job performance behaviors and value of these behaviors to them and the results surprisingly did not showed a positive relationship.
- **NattavedPimpa[2008]** found that terrorism contracts to problems in motivating teachers to remain effective in teaching and teachers morale. This study investigates factors pertaining from schools & teaching motivation of school members and to find ways to improve work motivation.

2.2. Studies Related To Role Conflict

- **Baril, G.L, Koreabik, k., and Watson, c. [1993]** In their study conflict management style and leadership effectiveness they concluded that more and more women have moved into decision making positions in organizations, the issue of whether there are gender differences in the ability to manage effectively has become an important concern. Conflict management skills are an integral part of leadership effectiveness.
- **Gobi, A., and Moore, D. [1995]** In their study concluded that family conflicts stress teachers. They experience role conflict as a result of performing diverse social roles that demand incompatible behaviors. The source of women's role conflict is insufficient time to perform all the tasks expected of them.
- **Mortazavi, Shahrenaz, Peterson, Mark F. [1995]** Role conflict, ambiguity, and overload. The extent of role conflict, role ambiguity, and role overload reported by middle managers from 21 nations was related to national scores on power distance, individualism, uncertainty avoidance, and masculinity. Role stresses varied more by country than by personal and organizational characteristics. Power distance and collectivism were negatively related to role ambiguity and positively related to role overload.
- **Vitell, Scott J., Barnes, James H., Foo Nin Ho, Desborde, Rene[1997]** This study looks at selected correlates of role conflict and role ambiguity in mediating role of teachers. Of the correlates examined, the results seem to support the existence of statistically significant relationships between role conflict and ambiguity.
- **Lodger and Spillane [2005]** studied that role conflict, is a variable that affects success in teaching.
- **SnaveyAndTrevedi[2006]** Role conflict in Indian teachers. It describe a specific dysfunction among helping professional, believed to be the result of excessive demands made upon their energy, strength and resources. It also suggests that a burn out teacher tends to withdraw emotionally from the demands of the work and a specific dysfunction of teaching learning process.
- **Henaglen Janet a, SenguptaNauslik [2007]** The results of studies supported the proposed conceptual , model as well as the enrichment and depletion arguments of teachers engaged in multiple roles and their well-being.

3. Need And Importance Of The Study

In today's era of modernization the rapid organization and industrialization has made man's life busy and fast. The modernization causes stress, depression anxiety and frustration. Thus work motivation is related to role conflict of teachers. Many situations create conflict in the minds of teachers thus creating frustration and depriving them from being motivated towards work.

If teachers attain adequate work motivation they will be in a position to fulfill the educational objections and national goals. The teacher plays his role as an agent of social change and nation builders because teacher's work and values necessarily reflect on nation's values, aspirations, culture and development. But all this depends on teacher's involvement in his work, his dedication towards work and on his motivational behavior.

Thus there is dire need to study work motivation among teachers in their relation to role conflict. Hence it is investigator's keen desire to probe the relationship between motivation and role conflict of teachers.

4. Objectives

- To find out the relationship between work motivation and role conflict among teachers of schools of Muktsar district.
- To find out the relationship between work motivation and role conflict among teachers of schools of Muktsar district with respect to gender.
- To find out the relationship between work motivation and role conflict among teachers of schools of Muktsar district with respect to type of institution.

5. Hypotheses

- There exists significant relationship between work motivation and role conflict among teachers of schools of Muktsar district.
- There exists significant relationship between work motivation and role conflict among male teachers of schools of Muktsar district.
- There exists significant relationship between work motivation and role conflict among female teachers of schools of Muktsar district.
- There exists significant relationship between work motivation and role conflict among government teachers of schools of Muktsar district.
- There exists significant relationship between work motivation and role conflict among private teachers of schools of Muktsar district.

6. Delimitations Of The Study

The following were the delimitations of the study:-

- The study was delimited to 200 teachers of schools of Muktsar district.
- It was further delimited to 100 male and 100 female teachers of Muktsar district.
- Out of 100 male and 100 female teachers the sample was further delimited to 50 government and 50 private teachers of schools of Muktsar district respectively.

7. Method & Procedure

7.1. Design Of The Experiment

The present study was a descriptive survey which was conducted on teachers of schools of Muktsar district. The study was conducted in different phases.

- The investigator classified data on the basis of gender
- The investigator further classified the sample with respect to the type of institution (Government & Private).
- Further the investigator studied the relationship between work motivation & role conflict among teachers of schools of Muktsar district

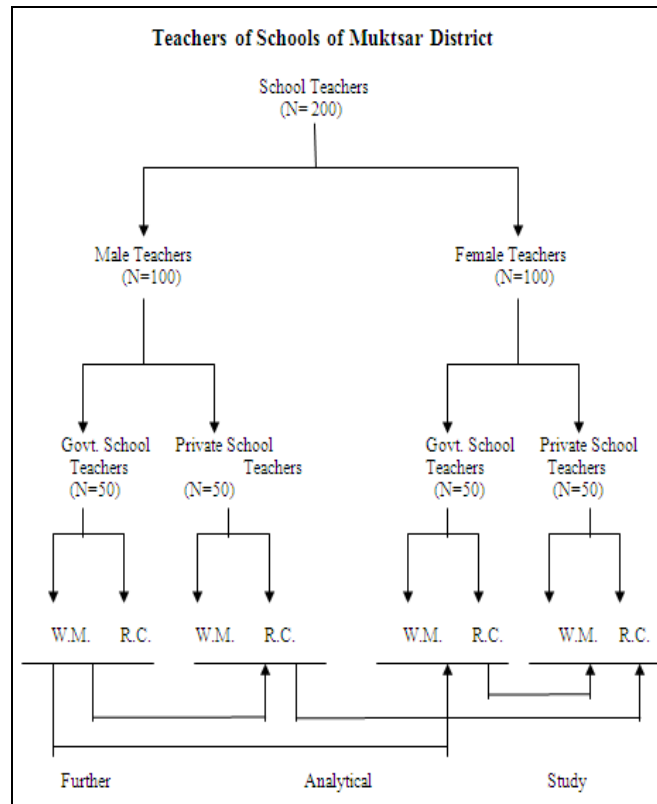


Figure 1

N = Total sample
 W.M. = Work Motivation
 R.C. = Role conflict

7.2. Tools Used

In the present study the investigator used the following tools to collect the required data

- Work Motivation Questionnaire by Dr. K.G. Aggarwal.
- Teachers Role Conflict Inventory by Dr. Pramila Prasad and Dr. L.I. Bhusan.

8. Analysis And Interpretation Of Data

According to C.V.Good (1973), “The process of interpretation is essential one stating what the result show? What do they mean? What is their significant? What are the answers to original problem?”

Total 200 teachers were selected from different schools and the sample was taken randomly. The scores of role commitment and occupational stress were taken.

- Hypothesis I: Coefficient of correlation between Work Motivation and Role Conflict among teachers of schools of Muktsar district.

N	r
200	0.618

Table 1

Table 1 represents coefficient of correlation of Work Motivation and Role Conflict among teachers of schools of Muktsar district. The coefficient of correlation is 0.618 which is significant at both the levels of significance i.e. 0.05 and 0.01. This indicates that there exists significant relationship between Work Motivation and Role Conflict among teachers of schools of Muktsar district. The positive value of coefficient of correlation depicts that more is work motivation among teachers more is ability to overcome role conflicts.

Hence hypothesis I stating, “There exists significant relationship between Work Motivation and Role Conflict among teachers of schools of Muktsar district” stands accepted.

- Hypothesis II: Coefficient of correlation between Work Motivation and Role Conflict among male teachers of Muktsar district.

N	r
100	0.527

Table 2

Table II represents coefficient of correlation of Work Motivation and Role Conflict among male teachers of schools of Muktsar district. The coefficient of correlation is 0.527 which is significant at both the levels of confidence i.e. 0.05 and 0.01. This indicates that there exists significant relationship between Work Motivation and Role Conflict among male teachers of schools of Muktsar district. The value of correlation indicates that more is work motivation more easy is to handle the role conflicts. Hence, hypothesis II stating, "There exists significant relationship between work motivation and role conflict among male teachers of schools of Muktsar district", stands accepted.

- Hypothesis III: Coefficient of correlation between Work Motivation and Role Conflict among female teachers of schools of Muktsar district.

N	r
100	0.410

Table 3

Table III represents coefficient of correlation of Work Motivation and Role Conflict among female teachers of schools of Muktsar district. The coefficient of correlation is 0.410 which is significant at both the levels of confidence i.e. 0.05 and 0.01. This indicates that there exists significant relationship between Work Motivation and Role Conflict among female teachers of schools of Muktsar district. The positive value of correlation depicts that only a work motivated female teacher can maintain good balance between various roles and avoid role conflicting situations. Hence hypothesis III stating, "There exists significant relationship between Work Motivation and Role Conflict among female teachers of schools of Muktsar district" stands accepted.

- Hypothesis IV: Coefficient of correlation between Work Motivation and Role Conflict among Govt. teachers of schools of Muktsar district.

N	r
100	0.450

Table 4

Table IV represents coefficient of correlation between Work Motivation and Role Conflict among Govt. teachers of schools of Muktsar district. The coefficient of correlation is 0.450 which is significant at both the levels of confidence i.e. 0.05 and 0.01. This indicates that there exists significant relationship between Work Motivation and Role Conflict among Govt. teachers of schools of Muktsar district. The positive value of correlation depicts that role conflicts can only be handled with ease by work motivated teachers.

Hence, hypothesis IV stating, "There exists significant relationship between Work Motivation and Role Conflict among Govt. teachers of schools of Muktsar district" stands accepted.

- Hypothesis V: Coefficient of correlation between Work Motivation and Role Conflict among private teachers of schools of Muktsar district.

N	r
100	0.321

Table 5

Table V represents coefficient of correlation between Work Motivation and Role Conflict among private teachers of schools of Muktsar district. The coefficient of correlation is 0.321 which is significant at both the levels of confidence i.e. 0.05 and 0.01. This indicates that there exists significant relationship between Work Motivation and Role Conflict among private teachers of schools of Muktsar district. The positive value of correlation indicates the importance of work motivation in resolving role conflicting situations.

Hence hypothesis V stating, "There exists significant relationship between Work Motivation and Role Conflict among private teachers of schools of Muktsar district" stands accepted.

9. Result and Conclusion

- There exists significant relationship between Work Motivation and Role Conflict among teachers of schools of Muktsar district.
- There exists significant relationship between Work Motivation and Role Conflict among male teachers of schools of Muktsar district.
- There exists significant relationship between Work Motivation and Role Conflict among female teachers of schools of Muktsar district.
- There exists significant relationship between Work Motivation and Role Conflict among Govt. teachers of schools of Muktsar district.
- There exists significant relationship between Work Motivation and Role Conflict among private teachers of schools of Muktsar district.

In the view of possible consequences of teachers' role conflict certain measures must be undertaken.

The govt. should provide appropriate environment, adequate facilities, no extra work, proper teacher-taught ratio etc. The salary of the teachers should be revised at regular intervals to meet their needs and demands effectively. Teachers should develop healthy relationship with their colleagues, students and principals and adequate work environment.

To get rid of disturbing features some rewards should be given to the teachers as a substitute so that teachers feel work motivated and not suffer from role conflicts. Special increments and mementoes should be given to the teachers for their appreciable performances. The government should plan special programmes to raise their work motivation and help them overcome their conflicting situations.

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