



RELATIONSHIP BETWEEN EMPOWERMENT OF TEACHERS AND THEIR WORK MOTIVATION

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ABSTRACT

The main objective of present study was to find out the relationship between Empowerment and Work Motivation of School and College Teachers. To achieve this objective, Work Motivation Questionnaire and Teacher Empowerment Questionnaire developed by the investigator were used. The sample consisted of 60 teachers were taken randomly from the schools and colleges of Moga District. The results revealed that there exists significant relationship between teacher empowerment and work motivation among the teachers of schools as well as teachers of colleges of Moga District.

Introduction

The world today is looking forward to high performance educational institutions but school and colleges cannot achieve their objective fully and quickly only through the official duties of the teachers. The success of these institutions depends on teacher willingness to go beyond these duties. It is the sense of empowerment and motivation which plays an important role in making effective teachers and hence the success of educational institutions. Empowerment is a process that challenges our assumptions about the way things are and can be. It challenges our basic assumptions about power, helping, achieving, and succeeding. To begin to demystify the concept of empowerment, we need to understand the concept broadly in order to be clear about how and why we narrow our focus of empowerment for specific programs and projects (specific dimension or level, etc.) and to allow discussion of empowerment

across disciplinary and practice lines. Understanding empowerment became a critical issue for us as we grappled with the task of sharing the People Empowering People (PEP) program with Extension faculty across the country. Motivated employees are the most important factor in the long-term success of any business. Empowerment positively impacts motivation and motivation leads to better performance. These links are much more important for small businesses, where employees are fewer and interactions with customers are typically face to face. Empowerment and motivation are complex notions. Better understanding of them helps small-business manager better harness their impacts on performance. Due to previous researches, teacher empowerment is a field that teachers should have enough jurisdictions in the professional development process to have self-efficacy. Short (1992) stated that teacher empowerment is as a professional development process including professional knowledge base, higher teaching efficacy, and promote decision-making to meet the requirement of education. The three key issues accentuated in the study included: (a) empowerment is a learning process which grows the ability of teachers to achieve authority and let them to create a more effective learning environment, (b) teachers should obtain a higher self awareness to enhance the learning environment, and (c) empowering motivation is a factor which improve teacher's sense of power and consequently increase self-efficacy. Whitaker and Moses (1990) expressed that five factors which enhance empowerment can be included to: (a) make a sense of self-confidence in teachers, (b) liberate teachers, foster their collaboration, and decreases alienation, (c) change bureaucracy, (d) arouse growth and renewal, and (e) improve cooperation. Motivation may be defined as a planned managerial process, which stimulates people to work to the best of their capabilities, by providing them with motives, which are based on their unfulfilled needs. Motivation means a process of stimulating people to action to accomplish desired goods. Motivation is the process of attempting to influence others to do your will through the possibility of gain or reward. There are two types of motivation, Intrinsic and Extrinsic motivation. It's important to understand that we are not all the same; thus effectively motivating your employees requires that you gain an understanding of the different types of motivation. Such an understanding will enable you to better categorize your team members and apply the appropriate type of motivation.

Objectives of the study

1. To find out the relationship between teacher empowerment and work motivation among teachers of Moga District.

2. To find out the relationship between teacher empowerment and work motivation among female teachers of Moga District.
3. To find out the relationship between teacher empowerment and work motivation among male teachers of Moga District.
4. To find out the relationship between teacher empowerment and work motivation among teachers of schools of Moga District.
5. To find out the relationship between teacher empowerment and work motivation among teachers of colleges of Moga District.

Hypotheses of the study

1. There exists significant relationship between teacher empowerment and work motivation among teachers of Moga District.
2. There exists significant relationship between teacher empowerment and work motivation among female teachers of Moga District.
3. There exists significant relationship between teacher empowerment and work motivation among male teachers of Moga District.
4. There exists significant relationship between teacher empowerment and work motivation among teachers of schools of Moga District.
5. There exists significant relationship between teacher empowerment and work motivation among teachers of colleges of Moga District.

Delimitations of the study

1. The study was delimited to the 60 teachers of schools and colleges of Moga district.
2. The study was delimited to male and female teachers.

Method and Procedure

Keeping in view the nature of the study, the descriptive survey method was used in the present study.

Sample

60 teachers were taken randomly from the schools and colleges of Moga district. The sample included 15 males teacher and 15 female teacher from school and 12 males teacher and 18 female teachers from college.

Analysis and Interpretation of data

Table 1- Co-efficient of correlation between teacher empowerment and work motivation among teachers of schools and colleges of Moga District

N	Correlation (r)	Remarks
60	0.73	Significant at 0.01 level of confidence

The coefficient of correlation is 0.73, which is significant at 0.01 level of confidence. This indicates that there exists significant relationship between teacher empowerment and work motivation among teachers of schools and colleges of Moga District.

Hence hypothesis (1) stating, “There exists significant relationship between teacher empowerment and work motivation among teachers of schools and of colleges of Moga District,” is accepted.

Table 2- Co-efficient of correlation between teacher empowerment and work motivation among female teachers of schools and colleges of Moga District

N	Correlation (r)	Remarks
33	0.74	Significant at 0.01 level of confidence

The coefficient of correlation is 0.74, which is significant at 0.01 level of confidence. This indicates that there exists significant relationship between teacher empowerment and work motivation among female teachers of schools and colleges of Moga District.

Hence hypothesis 2 stating, “There exists significant relationship between teacher empowerment and work motivation among female teachers of schools and teachers of colleges of Moga District,” is accepted.

Table 3- Co-efficient of correlation between teacher empowerment and work motivation among male teachers of schools and colleges of Moga District

N	Correlation (r)	Remarks
27	0.67	Significant at 0.01 level of confidence

The coefficient of correlation is 0.67, which is significant at 0.01 level of confidence. This indicates that there exists significant relationship between teacher empowerment and work motivation among male teachers of schools and colleges of Moga District.

Hence hypothesis 3 stating, “There exists significant relationship between teacher empowerment and work motivation among male teachers of schools and colleges of Moga District,” is accepted.

Table 4- Co-efficient of correlation between teacher empowerment and work motivation among school teachers of Moga District

N	Correlation (r)	Remarks
30	0.54	Significant at 0.01 level of confidence

The coefficient of correlation is 0.54, which is significant at 0.01 level of confidence. This indicates that there exists significant relationship between teacher empowerment and work motivation among teachers of schools of Moga District. Hence hypothesis 4 stating, “There exists significant relationship between teacher empowerment and work motivation among teachers of schools of Moga District,” is accepted.

Table 5- Co-efficient of correlation between teacher empowerment and work motivation among college teachers of Moga District

N	Correlation (r)	Remarks
30	0.78	Significant at 0.01 level of confidence

The coefficient of correlation is 0.78, which is significant at 0.05 & 0.01 levels of confidence. This indicates that there exists significant relationship between teacher empowerment and work motivation among teachers of colleges of Moga District.

Hence hypothesis 5 stating, “There exists significant relationship between teacher empowerment and work motivation among teachers of colleges of Moga District,” is accepted.

Results and Conclusions

1. There exists significant relationship between teacher empowerment and work motivation among teachers of Moga District.
2. There exists significant relationship between teacher empowerment and work motivation among female teachers of Moga District.
3. There exists significant relationship between teacher empowerment and work motivation among male teachers of Moga District.
4. There exists significant relationship between teacher empowerment and work motivation among teachers of schools of Moga District.
5. There exists significant relationship between teacher empowerment and work motivation among teachers of colleges of Moga District.

Educational Implications

The present study will be helpful for the teachers to know their level of work motivation and empowerment. It helps the teachers to be aware about them and will be very helpful take independent decisions. Thus, the results of the study will be very helpful to enhancing their decision making ability as well as problem solving ability. Study helps the administration to facilitate empowerment of the teachers. Study may help the counsellors and guide workers to provide ways and means of work motivation and teacher empowerment by implementing the various national policies in an effective manner.

References

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