

Work Motivation of Secondary School Teachers in Relation to Organizational Climate

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Abstract: Motivation is a force leading to choices among alternatives. Such a definition does minimum violence to any particular theoretical position, and still has the flavor of practical utility in real organizations. Organizational climate should be evaluated in terms of the accuracy of the perceptions. The main objectives of the study were to study the difference between different age groups of teachers of secondary schools with respect to their Work Motivation. The sample of the study consisted of 200 secondary school teachers those who are working in Dharwad City. In this research to study of relationship between work motivation of teachers and organizational climate of secondary schools, the random sampling technique was used for selection of population from different schools. For the present study, a total number of 200 secondary school teachers were selected by using random sampling technique. The researcher has used Work Motivation scale by K.G. Agarwal (1988) and Organizational Climate Inventory by S. N. Chattopadhyaya and K. G. Agarwal (1988). Differential Analysis was used by taking help of SPSS package. The findings of the study showed that the variables such as age group the work motivation of teachers of secondary schools. The work motivation should be in conformance with not only the motivation of teachers but also the better performance of school teaches and also good quality in education. The finding from this study shows that the school that cannot give efficient and committed and teachers need to be given special care and necessary remedial measures such as work training for the teachers.

Key Words: Teachers Work motivation, Good Organizational Climate, Teachers Satisfaction, Perception of secondary schools climate, Good Quality Education

I. INTRODUCTION

For any educational plan to succeed, the teacher is required to be there to see to the full implementation of the programme. This is so because no educational system can rise above its teachers (Ukeje, 1986). Motivation is a force leading to choices 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. The purpose of work motivation is 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. Organizational climate should be evaluated in terms of the accuracy of the perceptions. If it refers to the individual, then perceived organizational climate may simply be a different name for job satisfaction or employee attitudes. Organizational climate includes management or leadership styles, participation in decision making, provision of challenging jobs to employees, reduction of boredom and frustration, provision of benefits, personnel policies, provision of good working conditions and creation of suitable career ladder for academics (Nicholson and Miljus, 1992). According to Bilir (2010) the research of organization climate can be used as a means of diagnosis and fixing.

II. OBJECTIVES OF THE STUDY

1. To study the difference between different age groups (25-35yrs, 36-45 yrs, 46-58 yrs) of teachers of secondary schools with respect to their Work Motivation and its dimensions (i.e. Dependence, Organizational orientation, Work group

relations, Psychological work incentives, Material incentives).

2. To study the relationship between Work motivation and its dimension and Organizational Climate and its dimensions of secondary schools teachers.

3. To study the between organizational climate and its dimensions (Performance standards, Communication flow, Reward system, Responsibility, Conflict resolution, Organizational structure, Motivational level, Decision making process, Support system, Warmth, Identity problems) and dimensions of Work Motivation (i.e. Dependence, Organizational orientation, Work group relations, Psychological work incentives and Material incentives)

VARIABLES:

Dependent Variable:

1. **Work Motivation** has eight dimensions.

2. **Organizational climate** and its dimensions

Moderator Variable: Age groups (25-35yrs, 36-45 yrs, 46-58 yrs)

METHOD OF THE STUDY:

Descriptive Survey method was used. In this research to study of relationship between work motivation of teachers and organizational climate of secondary schools, the random sampling technique was used for selection of population from different schools. For the present study, a total number of 200 secondary school teachers were selected by using random sampling technique.

TOOLS USED:

- Work Motivation scale by K.G. Agarwal (1988).

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- Organizational Climate Inventory by S. N. Chattopadhyaya and K. G. Agarwal (1988).

PROCEDURE OF ANALYSES OF DATA: Differential Analysis and co-relational analysis was used by taking help of SPSS package

STATISTICAL ANALYSIS

Hypothesis: There is no significant difference between Age Groups (25-35years, 36-45years, and 46+ years) of teachers of secondary schools with respect to Work Motivation and its dimensions

To test this hypothesis, the one way ANOVA-test was applied and the results are presented in the following table.

Table 1: Results of ANOVA-test Between Age Groups (25-35years, 36-45years, 46+years) of Teachers of Secondary Schools with Respect to Work Motivation and Its Dimensions

| Variable | SV | DF | Sum of squares | Mean sum of squares | F-value | p-value | Signi. |
|-------------------------------|--------------------|-----|----------------|---------------------|---------|---------|--------|
| Work motivation | Between age groups | 2 | 3416.86 | 1708.43 | 15.4785 | <0.05 | S |
| | Within age groups | 197 | 21743.76 | 110.37 | | | |
| | Total | 199 | 25160.61 | | | | |
| Dependence | Between age groups | 2 | 375.11 | 187.56 | 11.7881 | <0.05 | S |
| | Within age groups | 197 | 3134.39 | 15.91 | | | |
| | Total | 199 | 3509.50 | | | | |
| Organizational Orientation | Between age groups | 2 | 44.05 | 22.03 | 3.1211 | <0.05 | S |
| | Within age groups | 197 | 1390.27 | 7.06 | | | |
| | Total | 199 | 1434.32 | | | | |
| Work Group Relations | Between age groups | 2 | 46.73 | 23.37 | 4.7806 | <0.05 | S |
| | Within age groups | 197 | 962.92 | 4.89 | | | |
| | Total | 199 | 1009.65 | | | | |
| Psychological Work Incentives | Between age groups | 2 | 137.95 | 68.98 | 8.7984 | <0.05 | S |
| | Within age groups | 197 | 1544.43 | 7.84 | | | |
| | Total | 199 | 1682.38 | | | | |
| Material incentives | Between age groups | 2 | 88.86 | 44.43 | 6.3477 | <0.05 | S |
| | Within age groups | 197 | 1378.93 | 7.00 | | | |
| | Total | 199 | 1467.80 | | | | |
| Job Situation | Between age groups | 2 | 47.20 | 23.60 | 8.4420 | <0.05 | S |
| | Within age groups | 197 | 550.78 | 2.80 | | | |
| | Total | 199 | 597.98 | | | | |

From the above table, it is observed that,

- The teachers of secondary schools belonging to different Age Groups (25-35years, 36-45years, and 46+ years) differ significantly with respect to Work Motivation ($F=15.4785$, $p<0.05$) at 0.05% level of significance.

Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teachers of secondary schools belonging to different Age Groups (25-35years, 36-45years, and 46+ years) have different Work Motivation.

- The teachers of secondary schools belonging to different Age Groups (25-35years, 36-45years, and 46+ years) differ significantly with respect to dimension of Work Motivation that is Dependence ($F=11.7881$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teachers of secondary schools belonging to different Age Groups (25-35years, 36-45years, and 46+ years) have different Dependence.
- The teachers of secondary schools belonging to different Age Groups (25-35years, 36-45years, and 46+ years) differ significantly with respect to dimension of Work Motivation that is Organizational Orientation ($F=3.1211$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teachers of secondary schools belonging to different Age Groups (25-35years, 36-45years, and 46+ years) have different Organizational Orientation.
- The teachers of secondary schools belonging to different Age Groups (25-35years, 36-45years, and 46+ years) differ significantly with respect to dimension of Work Motivation that is Work Group Relations ($F=4.7806$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teachers of secondary schools belonging to different Age Groups (25-35years, 36-45years, and 46+ years) have different Work Group Relations.
- The teachers of secondary schools belonging to different Age Groups (25-35years, 36-45years, and 46+ years) differ significantly with respect to dimension of Work Motivation that is Psychological Work Incentives ($F=8.7984$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teachers of secondary schools belonging to different Age Groups (25-35years, 36-45years, and 46+ years) have different Psychological Work Incentives.
- The teachers of secondary schools belonging to different Age Groups (25-35years, 36-45years, and 46+ years) differ significantly with respect to dimension of Work Motivation that is Material Incentives ($F=6.3477$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teachers of secondary schools belonging to different Age Groups (25-35years, 36-45years, and 46+ years) have different Material Incentives.
- The teachers of secondary schools belonging to different Age Groups (25-35years, 36-45years, and 46+ years) differ significantly with respect to dimension of Work Motivation that is Job Situation ($F=8.4420$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted.

It means that, the teachers of secondary schools belonging to different Age Groups (25-35years, 36-45years, and 46+ years) have different Job Situation.

If F is significant to know the pair wise comparison of Age Groups (25-35years, 36-45years, and 46+ years) with respect to Work Motivation and its dimensions of by applying the Tukeys multiple post hoc procedures and the results are presented in the following table.

Table 2: Pair Wise Comparison of Age Groups (25-35years, 36-45years, 46+ years) of Teachers With Respect to Work Motivation And Its Dimensions by Tukeys Multiple Post Hoc Procedures

| Variables | Age groups | 25-35years | 36-45years | 46+years |
|-------------------------------|------------|------------|------------|----------|
| | | Mean | 96.4340 | 96.3160 |
| Work motivation | 25-35years | - | | |
| | 36-45years | 0.9974 | - | |
| | 46+years | 0.0000* | 0.0000* | - |
| | Mean | 22.0000 | 22.9290 | 25.5110 |
| Dependence | 25-35years | - | | |
| | 36-45years | 0.3231 | - | |
| | 46+years | 0.0000* | 0.0017* | - |
| | Mean | 19.0840 | 18.8290 | 20.0430 |
| Organizational Orientation | 25-35years | - | | |
| | 36-45years | 0.8237 | - | |
| | 46+years | 0.1182 | 0.0408* | - |
| | Mean | 11.5540 | 11.0730 | 12.3620 |
| Work Group Relations | 25-35years | - | | |
| | 36-45years | 0.3729 | - | |
| | 46+years | 0.1120 | 0.0057* | - |
| | Mean | 16.0720 | 16.2000 | 18.0850 |
| Psychological Work Incentives | 25-35years | - | | |
| | 36-45years | 0.9574 | - | |
| | 46+years | 0.0003* | 0.0011* | - |
| | Mean | 16.5540 | 16.0000 | 17.7660 |
| Material incentives | 25-35years | - | | |
| | 36-45years | 0.4003 | - | |
| | 46+years | 0.0325* | 0.0012* | - |
| | Mean | 11.1690 | 11.2860 | 12.3620 |
| Job Situation | 25-35years | - | | |
| | 36-45years | 0.9025 | - | |
| | 46+years | 0.0003* | 0.0019* | - |

From the above table, it is observed that,

- The teachers of secondary schools belonging to 25-35years and 46+years of age group differ significantly with respect to Work Motivation at 0.05% level of significance. It means that, the teachers of secondary schools belonging to 46+years age group are higher on Work Motivation when compared to teachers of 25-35years of age group.
- The teachers of secondary schools belonging to 36-45years and 46+years of age group differ significantly with respect to Work Motivation at 0.05% level of significance. It means that, the teachers of secondary schools belonging to 46+years age group are higher on Work Motivation when compared to teachers of 36-45years of age group.
- The teachers of secondary schools belonging to 25-35years and 46+years of age group differ significantly with respect to Dependence at 0.05% level of significance. It means that, the teachers of secondary

schools belonging to 46+years age group are higher on Work Motivation and its dimension that is Dependence when compared to teachers of 25-35years of age group.

- The teachers of secondary schools belonging to 36-45years and 46+years of age group differ significantly with respect to Dependence at 0.05% level of significance. It means that, the teachers of secondary schools belonging to 46+years age group are higher on Work Motivation and its dimension that is Dependence when compared to teachers of 36-45years of age group.
- The teachers of secondary schools belonging to 36-45years and 46+years of age group differ significantly with respect to Organizational Orientation at 0.05% level of significance. It means that, the teachers of secondary schools belonging to 46+years age group are higher on Work Motivation and its dimension that is Organizational Orientation when compared to teachers of 36-45years of age group.
- The teachers of secondary schools belonging to 36-45years and 46+years of age group differ significantly with respect to Work Group Relations at 0.05% level of significance. It means that, the teachers of secondary schools belonging to 46+years age group are higher on Work Motivation and its dimension that is Work Group Relations when compared to teachers of 36-45years of age group.
- The teachers of secondary schools belonging to 25-35years and 46+years of age group differ significantly with respect to Psychological Work Incentives at 0.05% level of significance. It means that, the teachers of secondary schools belonging to 46+years age group are higher on Work Motivation and its dimension that is Psychological Work Incentives when compared to teachers of 25-35years of age group.
- The teachers of secondary schools belonging to 36-45years and 46+years of age group differ significantly with respect to Psychological Work Incentives at 0.05% level of significance. It means that, the teachers of secondary schools belonging to 46+years age group are higher on Work Motivation and its dimension that is Psychological Work Incentives when compared to teachers of 36-45years of age group.
- The teachers of secondary schools belonging to 25-35years and 46+years of age group differ significantly with respect to Material Incentives at 0.05% level of significance. It means that, the teachers of secondary schools belonging to 46+years age group are higher on Work Motivation and its dimension that is Material Incentives when compared to teachers of 25-35years of age group.
- The teachers of secondary schools belonging to 36-45years and 46+years of age group differ significantly with respect to Material Incentives at 0.05% level of significance. It means that, the teachers of secondary schools belonging to 46+years age group are higher on Work Motivation and its dimension that is Material Incentives when compared to teachers of 36-45years of age group.

- The teachers of secondary schools belonging to 25-35years and 46+years of age group differ significantly with respect to Job Situation at 0.05% level of significance. It means that, the teachers of secondary schools belonging to 46+years age group are higher on Work Motivation and its dimension that is Job Situation when compared to teachers of 25-35years of age group.
- The teachers of secondary schools belonging to 36-45years and 46+years of age group differ significantly with respect to Job Situation at 0.05% level of significance. It means that, the teachers of secondary schools belonging to 46+years age group are higher on Work Motivation and its dimension that is Job Situation when compared to teachers of 36-45years of age group.

Hypothesis: There is no significant difference between Age Groups (25-35years, 36-45years, and 46+ years) of teachers with respect to Organizational Climate of secondary schools and its dimensions

To test this hypothesis, the one way ANOVA-test was applied and the results are presented in the following table.

Table 3: Results of ANOVA-test Between Age Groups (25-35years, 36-45years, and 46+ years) of Teachers with Respect to Organizational Climate of secondary schools and Its Dimensions

| Variable | SV | DF | Sum of squares | Mean sum of squares | F-value | p-value | Signi. |
|--------------------------|--------------------|-----|----------------|---------------------|---------|---------|--------|
| Organizational Climate | Between age groups | 2 | 2389.19 | 1194.60 | 2.9492 | >0.05 | NS |
| | Within age groups | 197 | 79797.56 | 405.06 | | | |
| | Total | 199 | 82186.76 | | | | |
| Performance Standards | Between age groups | 2 | 1.10 | 0.55 | 0.0486 | >0.05 | NS |
| | Within age groups | 197 | 2221.92 | 11.28 | | | |
| | Total | 199 | 2223.02 | | | | |
| Communication Flow | Between age groups | 2 | 68.42 | 34.21 | 2.2282 | >0.05 | NS |
| | Within age groups | 197 | 3024.76 | 15.35 | | | |
| | Total | 199 | 3093.18 | | | | |
| Reward System | Between age groups | 2 | 71.22 | 35.61 | 3.5346 | <0.05 | S |
| | Within age groups | 197 | 1984.58 | 10.07 | | | |
| | Total | 199 | 2055.80 | | | | |
| Responsibility | Between age groups | 2 | 5.04 | 2.52 | 0.4466 | >0.05 | NS |
| | Within age groups | 197 | 1110.96 | 5.64 | | | |
| | Total | 199 | 1116.00 | | | | |
| Conflict Resolution | Between age groups | 2 | 107.65 | 53.83 | 6.2161 | <0.05 | S |
| | Within age groups | 197 | 1705.87 | 8.66 | | | |
| | Total | 199 | 1813.52 | | | | |
| Organizational Structure | Between age groups | 2 | 9.85 | 4.92 | 0.6795 | >0.05 | NS |
| | Within age groups | 197 | 1427.31 | 7.25 | | | |
| | Total | 199 | 1437.16 | | | | |
| Motivational Level | Between age groups | 2 | 16.82 | 8.41 | 0.7730 | >0.05 | NS |
| | Within age groups | 197 | 2143.16 | 10.88 | | | |
| | Total | 199 | 2159.98 | | | | |

| | | | | | | | |
|-------------------------|--------------------|-----|---------|-------|--------|-------|----|
| Decision making process | Between age groups | 2 | 35.93 | 17.97 | 1.4309 | >0.05 | NS |
| | Within age groups | 197 | 2473.65 | 12.56 | | | |
| | Total | 199 | 2509.58 | | | | |
| Support system | Between age groups | 2 | 114.13 | 57.06 | 3.7376 | <0.05 | S |
| | Within age groups | 197 | 3007.63 | 15.27 | | | |
| | Total | 199 | 3121.76 | | | | |
| Warmth | Between age groups | 2 | 18.34 | 9.17 | 1.0676 | >0.05 | NS |
| | Within age groups | 197 | 1692.14 | 8.59 | | | |
| | Total | 199 | 1710.48 | | | | |
| Identity Problems | Between age groups | 2 | 28.25 | 14.12 | 4.0348 | <0.05 | S |
| | Within age groups | 197 | 689.57 | 3.50 | | | |
| | Total | 199 | 717.82 | | | | |

From the above table, it is observed that,

1. The teachers of secondary schools belonging to different Age Groups (25-35years, 36-45years, and 46+ years) differ significantly with respect to Organizational Climate (F=16.1237, p<0.05) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teachers of secondary schools belonging to different Age Groups (25-35years, 36-45years, and 46+ years) have different Organizational Climates.
2. The teachers of secondary schools belonging to different Age Groups (25-35years, 36-45years, and 46+ years) differ significantly with respect to dimension of Organizational Climate that is Communication Flow (F=3.6639, p<0.05) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teachers of secondary schools belonging to different Age Groups (25-35years, 36-45years, and 46+ years) have different Communication Flow.
3. The teachers of secondary schools belonging to different Age Groups (25-35years, 36-45years, and 46+ years) differ significantly with respect to dimension of Organizational Climate that is Reward System (F=4.2191, p<0.05) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teachers of secondary schools belonging to different Age Groups (25-35years, 36-45years, and 46+ years) have different Reward System.
4. The teachers of secondary schools belonging to different Age Groups (25-35years, 36-45years, and 46+ years) differ significantly with respect to dimension of Organizational Climate that is Responsibility (F=5.4103, p>0.05) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teachers of secondary schools belonging to different Age Groups (25-35years, 36-45years, and 46+ years) have different Responsibility.
5. The teachers of secondary schools belonging to different Age Groups (25-35years, 36-45years, and 46+ years)

differ significantly with respect to dimension of Organizational Climate that is Conflict Resolution ($F=4.1627$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teachers of secondary schools belonging to different Age Groups (25-35years, 36-45years, and 46+ years) have different Conflict Resolution.

6. The teachers of secondary schools belonging to different Age Groups (25-35years, 36-45years, and 46+ years) differ significantly with respect to dimension of Organizational Climate that is Organizational Structure ($F=3.5191$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teachers of secondary schools belonging to different Age Groups (25-35years, 36-45years, and 46+ years) have different Organizational Structure.
7. The teachers of secondary schools belonging to different Age Groups (25-35years, 36-45years, and 46+ years) differ significantly with respect to dimension of Organizational Climate that is Motivational Level ($F=6.2831$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teachers of secondary schools belonging to different Age Groups (25-35years, 36-45years, and 46+ years) have different Motivational Level.

If F is significant to know the pair wise comparison of Age Groups (25-35years, 36-45years, and 46+ years) with respect to dimensions of Organizational Climate by applying the Tukeys multiple post hoc procedures and the results are presented in the following table.

Table 4: Pair Wise Comparison of Age Groups (25-35years, 36-45years, 46+ years) of Teachers With Respect to Dimensions of Organizational Climate by Tukeys Multiple Post Hoc Procedures

| Variables | Age groups | 25-35years | 36-45years | 46+years |
|---------------------|------------|------------|------------|----------|
| | Mean | 13.7110 | 14.7140 | 15.1280 |
| Reward System | 25-35years | - | | |
| | 36-45years | 0.1254 | - | |
| | 46+years | 0.0385* | 0.7690 | - |
| | Mean | 23.1080 | 23.8710 | 25.0000 |
| Conflict Resolution | 25-35years | - | | |
| | 36-45years | 0.2466 | - | |
| | 46+years | 0.0013* | 0.1042 | - |
| | Mean | 29.1810 | 29.0430 | 30.8940 |
| Support system | 25-35years | - | | |
| | 36-45years | 0.9743 | - | |
| | 46+years | 0.0431* | 0.0322* | - |
| | Mean | 13.6140 | 14.4710 | 14.1060 |
| Identity Problems | 25-35years | - | | |
| | 36-45years | 0.0132* | - | |
| | 46+years | 0.3202 | 0.5549 | - |

* $p<0.05$

From the above table, it is observed that,

- The teachers of secondary schools belonging to 25-35years and 46+years of age group differ significantly with respect to Reward System at 0.05% level of significance. It means that, the teachers of secondary schools belonging to 46+years age group are higher on Organizational Climate and its dimension that is Reward System when compared to teachers of 25-35years of age group.
- The teachers of secondary schools belonging to 25-35years and 46+years of age group differ significantly with respect to Conflict Resolution at 0.05% level of significance. It means that, the teachers of secondary schools belonging to 46+years age group are higher on Organizational Climate and its dimension that is Conflict Resolution when compared to teachers of 25-35years of age group.
- The teachers of secondary schools belonging to 25-35years and 46+years of age group differ significantly with respect to support system at 0.05% level of significance. It means that, the teachers of secondary schools belonging to 46+years age group are higher on Organizational Climate and its dimension that is support system when compared to teachers of 25-35years of age group.
- The teachers of secondary schools belonging to 36-45years and 46+years of age group differ significantly with respect to support system at 0.05% level of significance. It means that, the teachers of secondary schools belonging to 46+years age group are higher on Organizational Climate and its dimension that is support system when compared to teachers of 36-45years of age group.
- The teachers of secondary schools belonging to 25-35years and 36-45years of age group differ significantly with respect to Identity Problems at 0.05% level of significance. It means that, the teachers of secondary schools belonging to 36-45years age group are higher on Organizational Climate and its dimension that is Identity Problems when compared to teachers of 25-35years of age group.

Hypothesis: There is no significant relationship between Work Motivation and its dimensions (Dependence, Organizational Orientation, Work Group Relations, Psychological Work Incentives, Material Incentives and Job Situation) of teachers with Organizational Climate and its dimensions (Performance Standards, Communication Flow, Reward System, Responsibility, Conflict Resolution, Organizational Structure, Motivational Level, Decision Making Process Support System, Warmth and Identity Problems) secondary schools.

To test this hypothesis, the Karl Pearson's correlation coefficient technique has been applied and the results are presented in the following table.

Table 4.5: Results of correlation coefficient Between Work Motivation And Its Dimensions with Organizational Climate And Its Dimensions

| Variables | Work motivation | Dependence | Organizational Orientation | Work Group Relations | Psychological Work Incentives | Material incentives | Job Situation |
|--------------------------|-----------------|------------|----------------------------|----------------------|-------------------------------|---------------------|---------------|
| Organizational Climate | 0.3897* | 0.1362 | 0.5261* | 0.3072* | 0.3820* | 0.1306* | 0.1387* |
| Performance Standards | 0.0767 | -0.0240 | 0.2207* | 0.0640 | 0.0767 | -0.0003 | 0.0025 |
| Communication Flow | 0.3040* | 0.1526* | 0.4200* | 0.1646* | 0.2399* | 0.1708* | 0.0680 |
| Reward System | 0.3828* | 0.2406* | 0.4167* | 0.2741* | 0.4546* | 0.0104 | 0.1202 |
| Responsibility | 0.1359 | -0.0581 | 0.2393* | 0.2424* | 0.0946 | 0.1600* | -0.0727 |
| Conflict Resolution | 0.2978* | 0.1833* | 0.3689* | 0.1670* | 0.3064* | 0.0191 | 0.1552* |
| Organizational Structure | 0.1204 | -0.0817 | 0.3642* | 0.1769* | 0.1995* | -0.1359 | 0.0635 |
| Motivational Level | 0.2811* | 0.0438 | 0.3867* | 0.2326* | 0.2029* | 0.2526* | 0.0801 |
| Decision making process | 0.2805* | 0.1650* | 0.2710* | 0.1406* | 0.1957* | 0.2169* | 0.1496* |
| Support system | 0.2869* | 0.1628* | 0.2620* | 0.2629* | 0.2172* | 0.1187 | 0.1688* |
| Warmth | 0.0463 | -0.1166 | 0.1555* | 0.0482 | 0.2089* | -0.0196 | -0.0400 |
| Identity Problems | 0.2610* | 0.1280 | 0.3003* | 0.2617* | 0.3053* | -0.0729 | 0.1802* |

*p<0.05

The results of the above table shows the following pairs of relationships were found to significant at 0.05% level of significance

1. Dimension of Organizational Climate that is Communication Flow, Reward System, Conflict Resolution, Motivational Level, decision making process, support system of teachers of secondary schools
2. Dimension of Organizational Climate that is communication, Reward System, Conflict Resolution, decision making process, support system and dimension of Work Motivation that is Dependence of teachers of secondary schools
3. Dimension of Organizational Climate that is performance standard, Communication Flow, Reward System, Responsibility, Conflict Resolution, Organizational Structure, Motivational Level, decision making process, support system, Warmth, Identity Problems and dimension of Work Motivation that is Organizational Orientation of teachers of secondary schools
4. Dimension of Organizational Climate that is Communication Flow, Work Group Relations, Responsibility, Conflict Resolution, Organizational Structure, Motivational Level, decision making process, support system, Identity Problems and dimension of Work Motivation that is Work Group Relations of teachers of secondary schools
5. Dimension of Organizational Climate that is Communication Flow, Reward System, Conflict Resolution, Organizational Structure, Motivational Level, decision making process, support system, Warmth, Identity Problems and dimension of Work Motivation that is Psychological Work Incentives of teachers of secondary schools
6. Dimension of Organizational Climate that is Communication Flow, Responsibility, Motivational

Level, decision making process and dimension of Work Motivation that is Material Incentives, of teachers of secondary schools

7. Dimension of Organizational Climate that is Conflict Resolution, decision making, Identity Problems and dimension of Work Motivation that is Job Situation of teachers of secondary schools.

III. DISCUSSION AND CONCLUSION

This study shows that the variable such as age group influences the work motivation of teachers of secondary schools. The work motivation should be in conformance with not only the motivation of teachers but also the better performance of school teaches and also good quality in education. The school that cannot give efficient and committed and teachers need to be given special care and necessary remedial measures such as work training for the teachers. The study implies that the teachers must maintain good relationship evincing interest in the Welfare of the teachers, students sharing their joys grievances and helping them in their job and study of the pupils as a source of fulfillment. Whatever, be the teachers work, it should be effective.

IV. REFERENCES

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