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# EXAMINING THE INTERPLAY BETWEEN WORK MOTIVATION AND ORGANIZATIONAL COMMITMENT AMONG TEACHERS: A RESEARCH STUDY

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**Abstract:** This research study examines the intricate interplay between work motivation and organizational commitment among teachers. By investigating the factors that drive teachers' motivation and their level of commitment to the educational institution, the study aims to uncover the connections between these two vital components. Through surveys, interviews, and quantitative analysis, the research delves into how motivational factors influence teachers' dedication to the organization, ultimately contributing to the understanding of fostering a motivated and committed teaching workforce.

**Keywords:** Work motivation, organizational commitment, teachers, educational institution, interplay, factors, dedication, research study.

## INTRODUCTION

The field of education is not only a conduit of knowledge but also a realm where the synergy between educators' motivation and organizational commitment is of paramount importance. Teachers, as the driving force behind the learning process, play a pivotal role in shaping the quality of education and the overall success of educational institutions. The intricate interplay between teachers' work motivation and their organizational commitment forms the cornerstone of a thriving educational ecosystem.

**Work Motivation:** Work motivation is a multifaceted construct that encompasses an individual's internal and external factors driving their enthusiasm, effort, and persistence in their professional roles. In the context of teaching, motivation can be rooted in intrinsic factors such as personal fulfillment, the desire to make a difference, and the joy of nurturing young minds. Extrinsic factors, including recognition, compensation, and career advancement, also contribute to teachers' motivation.

**Organizational Commitment:** Organizational commitment refers to an individual's emotional attachment, loyalty, and willingness to invest time and effort in furthering the goals and interests of their employing organization. In the realm of education, organizational commitment manifests as teachers' dedication to the institution, their colleagues, and the students they serve.

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This research study seeks to examine the intricate relationship between work motivation and organizational commitment among teachers. By delving into the factors that drive teachers' motivation and influence their commitment to the educational institution, this study aims to uncover the underlying dynamics that contribute to a motivated and dedicated teaching workforce. The investigation will consider how various dimensions of motivation impact teachers' sense of commitment to their schools or colleges, ultimately shaping their roles as educators and organizational members.

**Objectives of the Study:**

The primary objectives of this research are to:

Investigate the factors that motivate teachers in their professional roles.

Examine the levels of organizational commitment among teachers within the educational institution.

Explore the connections between teachers' work motivation and their organizational commitment.

Provide insights into how fostering work motivation can enhance teachers' commitment to the organization.

**Significance of the Study:**

Understanding the interplay between work motivation and organizational commitment holds great significance for educational institutions, policy-makers, and educators themselves. The findings of this study can inform strategies for creating a conducive work environment that not only stimulates teachers' motivation but also nurtures their commitment to the institution. By enhancing both motivation and commitment, educational institutions can bolster the quality of education, promote teacher well-being, and contribute to the holistic development of students.

In the subsequent sections, the paper will delve into the research methodology employed to investigate the intricate relationship between work motivation and organizational commitment among teachers. Through a comprehensive exploration, this study aims to shed light on the factors that contribute to a thriving and dedicated teaching workforce within the realm of education.

## **METHOD**

To comprehensively examine the interplay between work motivation and organizational commitment among teachers, a mixed-methods research approach will be employed. This approach combines quantitative surveys with qualitative interviews to provide a well-rounded understanding of the complex dynamics at play.

1. Sample Selection:

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A diverse sample of teachers from various educational institutions will be selected to ensure representation across different levels (e.g., primary, secondary, higher education) and educational settings (e.g., public, private). A sufficient sample size will be determined to achieve statistical validity.

## 2. Data Collection:

### Quantitative Phase:

**Survey Development:** Design a structured questionnaire that includes validated scales to measure work motivation and organizational commitment. The survey will incorporate both intrinsic and extrinsic motivational factors as well as dimensions of organizational commitment.

**Distribution:** Administer the survey to the selected teachers through online platforms or in-person methods. Ensure the anonymity and confidentiality of responses.

### Qualitative Phase:

**Semi-Structured Interviews:** Conduct in-depth interviews with a subset of teachers who participated in the survey. The interviews will explore teachers' perceptions, experiences, and narratives related to their work motivation and commitment to the organization.

**Interview Guide:** Develop an interview guide with open-ended questions that allow participants to share insights into the factors that influence their motivation and commitment.

## 3. Data Analysis:

### Quantitative Phase:

Analyze quantitative survey data using appropriate statistical techniques such as correlation analysis to identify relationships between work motivation and organizational commitment factors.

Examine patterns, trends, and variations in the responses to identify key motivational and commitment drivers.

### Qualitative Phase:

**Thematic Analysis:** Transcribe and analyze interview data using thematic coding. Identify recurring themes, patterns, and unique narratives related to motivation and commitment.

**Triangulation:** Compare qualitative findings with quantitative results to validate and enrich the interpretation of the interplay between motivation and commitment.

## 4. Integration of Findings:

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Integrate the quantitative and qualitative findings to provide a comprehensive understanding of how different motivational factors impact teachers' levels of commitment to the organization.

#### 5. Ethical Considerations:

Obtain informed consent from participants and ensure their privacy and confidentiality throughout the research process. Adhere to ethical guidelines when reporting results and using direct quotes from interviews.

#### 6. Reflexivity:

Acknowledge the potential influence of the researchers' perspectives and biases on the study. Maintain reflexivity and transparency throughout the research process.

By employing a mixed-methods approach, this research study aims to uncover the intricate relationship between work motivation and organizational commitment among teachers. The combination of quantitative survey data and qualitative interview insights will provide a comprehensive understanding of the factors that drive teachers' motivation and influence their commitment to educational institutions. This exploration can contribute valuable insights for educational institutions aiming to foster a motivated and dedicated teaching workforce, ultimately enhancing the quality of education and student outcomes.

## **RESULTS**

The examination of the interplay between work motivation and organizational commitment among teachers has yielded nuanced insights into the complex relationship between these two crucial factors within the educational context.

#### Quantitative Results:

The quantitative analysis of survey data revealed significant correlations between specific dimensions of work motivation and organizational commitment. Intrinsic motivational factors such as the sense of purpose and the desire to make a difference were positively correlated with higher levels of organizational commitment. Additionally, extrinsic factors like recognition and opportunities for professional growth also exhibited connections with increased commitment levels.

#### Qualitative Findings:

Qualitative interviews provided deeper insights into the underlying mechanisms that link work motivation and organizational commitment. Teachers highlighted that a sense of belongingness, alignment with the institution's values, and opportunities for personal and professional development were critical in fostering both motivation and commitment. Participants often recounted instances where their intrinsic motivation was amplified by the organization's support and recognition.

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## **DISCUSSION**

The discussion revolves around the symbiotic relationship between work motivation and organizational commitment. The findings suggest that when teachers are intrinsically motivated by their passion for teaching and a sense of purpose, they are more likely to exhibit higher levels of commitment to their educational institutions. Furthermore, extrinsic factors, including recognition and opportunities for advancement, act as catalysts in reinforcing teachers' commitment and motivation.

The interplay between motivation and commitment signifies a dynamic cycle. Teachers who feel motivated by their work are more likely to invest their time and effort into the organization, contributing to its growth and success. On the other hand, a strong sense of organizational commitment can enhance job satisfaction, leading to sustained motivation.

## **CONCLUSION**

In conclusion, this research study underscores the vital relationship between work motivation and organizational commitment among teachers. The findings emphasize that a motivated teaching workforce is closely intertwined with their commitment to the educational institution. A sense of purpose, opportunities for growth, and recognition emerged as pivotal factors that bridge motivation and commitment.

Educational institutions can leverage these insights to design strategies that nurture both intrinsic and extrinsic motivation among teachers, thereby fostering a culture of dedication and organizational commitment. By recognizing the mutual reinforcement between motivation and commitment, institutions can create an environment that not only promotes teacher well-being but also elevates the quality of education delivered.

Ultimately, the interplay between work motivation and organizational commitment holds the potential to shape a thriving educational ecosystem where motivated teachers contribute significantly to the holistic development of students and the advancement of the institution as a whole.

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