

that should help them to cop up with their disabilities. The teachers in special school should play a crucial role in instilling in the student the power and confidence to meet the challenge of their disability thus igniting their mind, triggering their vigor to bring them to forward. In short, teaching profession in special schools demands much enthusiasm, energy. Expertise, skill and motivation from the part of the teachers. Therefore, their motivation towards their job has a significant role in deciding the future of those differentially abled students.

Indian tradition had accorded a very high place of honor to the teacher; pupil were exhorted to treat the teacher as their god, along with mother and father and ones respect and reverence were due to his teacher. The main actor on educational stage is the teacher. Success or Failure of any educational scheme depends up on the quality and enthusiasm of the teaching profession.

Work motivation is the process that initiates and maintains goal-directed performance. It energizes our thinking, fuels our enthusiasm and colors our positive and negative emotional reactions to work and life. Motivation generates the mental effort that drives us to apply our knowledge and skills. Without motivation, even the most capable person will refuse to work hard. Motivation prevents or nudges us to convert intention into action and start doing something new or to restart something we have done before. It also controls our decisions to persist at a specific work goal in the face of distractions and the press of other priorities. Finally, motivation leads us to invest more or less cognitive effort to enhance both the quality and quantity of our work performance. Thus, motivational performance gaps exist whenever people avoid starting something new, resist doing something familiar, stop doing something important and switch their attention to a less valued task, or refuse to "work smart" on a new challenge and instead use old, familiar but inadequate solutions to solve a new problem (Clark, 1998).

It is crucial to note that motivation does not directly influence work performance. Instead, motivation leads us to use our knowledge and skills and apply them effectively to work tasks. The force initiates, starts, energizes and continues the application of our experience and expertise. Successful performance always involves the cooperation

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Work Motivation among School Teachers in Special Schools

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Teacher is the most vital factor of influence in the system of education. It is the teacher who matters most as far as the quality of education is concerned. Unlike other professionals, teachers have to play a very important role in the society, and normally we expect much more from them, as they are the torchbearers of the society. The well-equipped teacher is supreme in education. Teachers have a great responsibility at a time when our society is undergoing tremendous transformation. The role of teacher today is much different than it used to be. Teachers used to be told what to teach, and how to teach it, they were expected to use the same methods for all students. In today's world of education, a teacher's role is quite multifaceted. Their job is to counsel students, help them to learn how to use their knowledge, and integrate it into their lives so they will be valuable member of society. Teachers are encouraged to really tune into how each individual student learns, and try to really challenge and inspire them to learn.

Teachers in the special schools, being assigned the particular task of inculcating the special talents in the differentially abled students

of motivation and knowledge in supportive work environments. Without adequate knowledge, motivation alone does not increase useful performance. Thus, adequate motivation is necessary, but not sufficient for effective performance.

Objectives

The following objectives were formulated for the study

1. To study the work motivation of the special school teachers in Malappuram and Calicut districts of Kerala.
2. To check whether there exists any significant difference in work motivation among special school teachers at Malappuram and Calicut districts of Kerala based on gender.
3. To check whether there exists any significant difference in work motivation among school teachers in special schools at Malappuram and Calicut districts of Kerala based on professional experience.

Hypotheses

1. Special schools teachers possess satisfactory level of work motivation.
2. There exists significant difference in work motivation among school teachers in special schools at Malappuram and Calicut districts of Kerala based on gender.
3. There exists significant difference in work motivation among school teachers in special schools at Malappuram and Calicut district of Kerala based on professional experience.

Methodology

The method proposed for the present study is survey method, which comes under the preview of descriptive research.

Sample

The sample for the present study includes 75 teachers working in different special schools in Malappuram and Calicut districts of Kerala.

Tool Employed for Data Collection

The investigator constructed the following tool to collect relevant data from the samples. By employing Work Motivation Scale (NOWFAL C & GREESHMA 2013)

Statistical Techniques Used

The important statistical constants mean, median, mode, standard deviation skewness, kurtosis for total sample and relevant sub sample were calculated to check whether the score are normally distributed. The technique used for analyzing the data is the test of significance of difference between mean scores.

Analysis of Data

After preliminary analysis, the data was subjected to further statistical analysis the details are presented under the following headings.

1. Comparison of work motivation among special school teachers in Calicut and Malappuram districts of Kerala based on relevant sub samples

Data and Result of each of Above is Presented Below in Tables

Table 1

Data and result of test of significance of difference between mean scores of work motivation based on gender

Gender	No of sample	Mean	Standard Deviation	Critical Ratio	Level of significance
Male	34	33.51	7.66	0.12	Not Significant
Female	41	32.29	6.13		

Discussion of Results

Table 1 shows that the critical ratio calculated is 0.12 and it is below the table value at 0.05 level of significance. This indicates there exists no significant difference in the mean scores of work motivation among Special School teachers in Malappuram and Calicut districts of Kerala based on gender. Since higher mean is associated with

male teachers, it can be inferred that male teachers possess high level of work motivation in their profession when compared to female teachers.

Table 2

Data and result of test of significance of difference between mean scores of work motivation based on their professional experience

Gender	No of sample	Mean	Standard Deviation	Critical Ratio	Level of significance
Fresher	30	34.34	6.14	0.28	Not Significant
Experienced	45	31.73	6.79		

Discussion of Results

Table 2 shows that the critical ratio calculated is 0.28 and it is below the table value at 0.05 level of significance. This indicates there exists no significant difference in the mean scores of work motivation among Special School teachers in Malappuram and Calicut districts of Kerala based on professional experience. Since higher mean is associated with fresh teachers, it can be inferred that fresh teachers possess high level of work motivation in their profession when compared to experienced teachers.

Educational Implications of the Study

The mutual relation and respect among the teachers should contribute much to the development of students and to the progress of school. It creates an environment that supports high level of innovation, enthusiasm and energy among teachers and provides opportunity for teacher's professional growth and development. If cooperation and collaboration exist among staff members, the working climate can provide mental relaxation and cheerful atmosphere, which is a crucial factor in enhancing job satisfaction and thus working efficiency of teachers.

The teachers have much to do to maintain emotional balance of children with special needs. Their attitude, commitment to their work is important when dealing with children with special needs. When they are emotionally disturbed, the teacher should handle this situation

with extreme care to equip the students to understand the realities of their life, to sharpen their strength and to enable them to develop the necessary skill to face the hard realities of their life with their strength, otherwise it would adversely affect their future. So teachers working in those schools should be provided special training to equip them to meet the challenges of their job and to maintain their commitment to these student throughout their career.

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