Influence of Socio Personal Variables on Level of Work Motivation Among School Teachers of Haryana State

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In schools, motivation among teachers is essential for the purpose of effective teaching-learning process. Efficient teaching, to some extent, is the result of motivation. Thus, to achieve the learning objective and reach a reasonable standard, educational institutions should be a close tab for the motivational level of the teachers. They should pay more attention to the kind of motivation which plays a crucial role for the change in the attitude of their teachers and students. The scope of motivational research today has grown and expanded vastly. It has almost become synonymous with research on personality. Though more recently, the trend of research has been towards personality, clinical psychology, work behavior and economic development, the root and foundation of motivation research are essentially tied up with research on learning. With this background an attempt has been made to study the work motivation level of Senior Secondary school teachers of Haryana.

1. Objectives of the Study

1. To study the level of work motivation of senior secondary school teacher of Haryana.
2. To compare the level of work motivation of male and female senior secondary school teachers.
3. To compare the level of work motivation of senior secondary school teachers of the age 45 years or more with those of age less than 45 years.
4. To compare the level of work motivation of trained and untrained sr. sec. school teachers.
5. To compare the level of work motivation of senior secondary school teachers having teaching experience of 10 years or more with those having teaching experience less than 10 years.
6. To compare the level of work motivation of senior secondary school teachers belonging to rural and urban areas.

1.1 Null Hypotheses

1. There is no significant difference between the level of work motivation of male and female Sr. Sec. school teachers.
2. There is no significant difference between the level of work motivation of sr. sec. school teachers having age 45 years or more with those of the age less than 45 years.
3. There is no significant difference between the work motivation level of trained and untrained sr. sec. school teachers.
4. There is no significant difference between the level of work motivation of sr. sec. school teachers having teaching experience of 10 years or more with those having teaching experience less than 10 years.
5. There is no significant difference between the level of work motivation of sr. sec. school teachers belonging to rural and urban areas.

2. Methodology

2.1 Sample

The sample included 400 Senior Secondary School teachers from four districts of Haryana namely Hissar, Rohtak, Ambala and Gurgaon. Multistage random sampling technique was employed. Out of these 210 were male and 190 were female; 205 teachers were having teaching experience 10 or more years and 195 teachers having teaching experience less than 10 years; 220 were belonging to urban area and 180 were belonging to Rural area.
2.2 Tool
Work Motivation Questionnaire by K.G. Aggarwal (1988) has been employed to collect the data. The scoring of the data was done as per the direction given in the manual of the Questionnaire.

2.3 Statistical Techniques used
The data was analyzed by employing Mean, S.D. and t-value.

3. Result and Analysis
In pursuance of the objective 1, i.e., “To study the level of work motivation of Sr. Sec. School Teachers of Haryana”, the scores on Work Motivation Questionnaire (WMQ) expressing the work motivation of teachers are presented in Table 1. The Questionnaire based on five- point, likert-type Scale’, in it six factors/ dimensions, the total items in the questionnaire is twenty six. The items were scored according to the instructions given in the test manual.

However, since four items come under more than one category, i.e., they are measured in more than one dimension, in this way, the 30 items were considered in the test and thus, the minimum score is 30x1=30 and maximum score is 30x5=150, as shown in Table 1.

<table>
<thead>
<tr>
<th>Category</th>
<th>Items X score</th>
<th>Total</th>
<th>Scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>30 X 5</td>
<td>150</td>
<td>Measure work motivation fully</td>
</tr>
<tr>
<td>B</td>
<td>30 X 4</td>
<td>120</td>
<td>Measure work motivation to a great extent</td>
</tr>
<tr>
<td>C</td>
<td>30 X 3</td>
<td>90</td>
<td>Measure work motivation to some extent</td>
</tr>
<tr>
<td>D</td>
<td>30 X 2</td>
<td>60</td>
<td>Measure work motivation to little extent</td>
</tr>
<tr>
<td>E</td>
<td>30 X 1</td>
<td>30</td>
<td>Does not measure work motivation</td>
</tr>
</tbody>
</table>

Thus, subjects having a score ‘90’ represents work motivation to some extent’ while a score falling beyond ‘120’ indicates work motivation ‘to a great extent’. In this way as per questionnaire, score below ‘30’ represents work motivation as extremely low.

The analysis of total sample on work motivation questionnaire was done to have holistic picture of the existing level of work motivation among the Government Sr. Sec. School teachers of Haryana. The total scores obtained by the teachers and their mean and S.D are shown in Table 1.

- Overall level of Work Motivation

<table>
<thead>
<tr>
<th>N</th>
<th>Variable</th>
<th>No. of items</th>
<th>Mean</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>400</td>
<td>Work-Motivation</td>
<td>26</td>
<td>95.26</td>
<td>11.64</td>
</tr>
</tbody>
</table>

In pursuance of the objective 1, i.e., ‘To study the level of Work Motivation of Senior Secondary School teachers of Haryana, analysis of Table 4.9 shows that the mean Work Motivation score and standard deviation of Work Motivation are 95.26 and 11.64 respectively, as shown graphically through Bar Diagram presentation.
As the obtained mean score falls in the category B (Table 1), it can be safely interpreted that Sr. Sec. School teachers of Haryana are found to be a great extent motivated.

- Work Motivation by Gender

Comparison of level of Work Motivation of Male and Female Sr. Sec. School Teachers.

To test the hypothesis 1 i.e. ‘there is no significant difference between the level of work motivation of male and female Sr. Sec. School teachers’, the mean, S.D. and t- value of two groups of the present sample have been calculated as given in the Table 3

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>t- value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>210</td>
<td>93.69</td>
<td>12.46</td>
<td>2.46</td>
</tr>
<tr>
<td>Female</td>
<td>190</td>
<td>97.81</td>
<td>9.71</td>
<td>(S)*</td>
</tr>
</tbody>
</table>

* Significant at 0.05 level of significance.

The mean scores of male and female teachers on composite questionnaire were found to be 93.69 and 97.81 and standard deviation 12.46 and 9.71 respectively. The calculated t- value 2.46 being greater than 1.96, the Table value of ‘t’ at 0.05 level of significance, it shows that there is a significant difference between the two. Thus, the null hypothesis 1, i.e., ‘there is no significant difference between the level of work motivation of male and female Sr. Sec. School teacher’s is REJECTED. It reveals that the male senior secondary school teachers of Haryana are motivated to a great extent by their work as shown by the category B of mean (Table 1). The marginal difference of + 4.12 in the mean in favour of female only may be due to the sampling error.

- Work Motivation by Age

Comparison of the level of Work Motivation of Senior Secondary School teachers of the age 45 years or more with those of age less than 45 years.

In order to test the level of Work Motivation of Sr. Sec. School teachers of the age 45 years or more with those of the age less than 45 years, the mean, S.D. and t- value of two groups of the present sample have been calculated and are as given in Table 4.
Table 4
Mean, S.D and t- value of level of Work-Motivation of Sr. Sec. School Teachers of the age 45 years or more with those of the age less than 45 years

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>t- value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers having age 45 years or more</td>
<td>220</td>
<td>96.81</td>
<td>13.47</td>
<td>1.06 (N.S)*</td>
</tr>
<tr>
<td>Teachers having age less than 45 years</td>
<td>180</td>
<td>94.76</td>
<td>11.01</td>
<td></td>
</tr>
</tbody>
</table>

*Not Significant at 0.05 level of significance.

The Table 4 reveals that t- value 1.06 for difference in the mean scores of teachers having age 45 years or more with those of the age less than 45 years is not equal to the ‘t’ Table value 1.96 at 0.05 level of significance which means that the difference is statistically not significant at 0.05 level of significance. When results are compared in the context of mean scores, it is found that the mean scores (96.81) of teachers having age 45 years or more are higher than the mean scores (94.76) of teachers having age less than 45 years, which are marginally different (by+2.04) in favour of upper age group which may be due to sampling error. But it does not matter much as both the groups belong to category B (Table 1) and are motivated to a great extent. Since the difference is statistically not significant at 0.05 level significance, the null hypothesis 2, i.e. ‘there is no significant difference between the level or work motivation of Senior Secondary School teachers having age 45 years or more with those of the age less than 45 years” is retained.

• Work Motivation by Training.

Comparison of Work Motivation level of Trained and Untrained Sr. Sec. School Teachers

To test the hypothesis 3, i.e., “There is no significant different between the work motivation level of trained and untrained Sr. Sec. School Teachers”, Mean, SD and t-value of two groups of the present sample have been calculated as given in Table 5.

Table 5
Mean, S.D and t- value of Work Motivation of Trained and Untrained Sr. Sec. School Teachers

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>t- value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Untrained</td>
<td>220</td>
<td>93.52</td>
<td>11.97</td>
<td>1.43 (N.S)*</td>
</tr>
<tr>
<td>Trained</td>
<td>180</td>
<td>96.05</td>
<td>11.44</td>
<td></td>
</tr>
</tbody>
</table>

* Not Significant at 0.05 level of significance.

Table 5 shows that t- value (1.43) for comparison of work motivation of trained and untrained teachers is not significant at 0.05 level of significance. Further, it reveals that mean score of trained teachers (96.05) is higher than the mean score of untrained teachers (93.52) by +2.53, which means that trained teachers are more motivated than untrained teachers. Both the mean scores lie in Category B. Thus, the null hypothesis 3, i.e., “There is no significant difference between the work motivation level of trained and untrained Sr. Sec. School Teachers” stands RETAINED, even though the trained teachers seems to be better work motivated to some extent.

• Work Motivation by Experience

Comparison of the level of Work Motivation of Senior Secondary School Teachers having teaching experience of 10 years or more with those having teaching experience less than 10 years.

Mean, S.D and t-test was applied to test the hypothesis 4, i.e., “There is no significant difference between the level of Work Motivation of Senior Secondary School teachers having teaching experience of 10 years or more with those having teaching experience less than 10 years”. The statistics for the same are as given in Table 6.
Table 6

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>t- value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers having experience</td>
<td>205</td>
<td>99.91</td>
<td>10.89</td>
<td>5.04</td>
</tr>
<tr>
<td>of 10 or more years</td>
<td></td>
<td></td>
<td></td>
<td>(S)*</td>
</tr>
<tr>
<td>Teachers having experience</td>
<td>195</td>
<td>91.95</td>
<td>11.05</td>
<td></td>
</tr>
<tr>
<td>of less than 10 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant of 0.05 and 0.01 level of significance.

Table 6 shows that t-value (5.04) among teachers having teaching experience of 10 or more years and teachers having teaching experience of less than 10 years is significant at 0.05 and 0.01 level of significance. Thus, the null hypothesis 4, i.e., “There is no significant difference between the level of Work Motivation of Senior Secondary School Teachers having teaching experience of 10 years or more with those having teaching experience of less than 10 years” is REJECTED. Comparing them on their Means, there is difference of + 7.95, in favour of teachers having experience of 10 or more years, which may be due to the sampling error. Thus, the length of experience as teachers does seem to count much in motivation of teachers, even though both the groups belong to the category B (Table 1) motivated to a great extent in their work.

- Work Motivation by Location

Comparison of the level of work Motivation of Senior Secondary School teachers belonging to rural and urban areas.

To test the hypothesis 5, i.e., “There is no significant difference between the level of Work Motivation of Senior Secondary School teachers belonging to rural and urban areas”, the mean, S.D and t-value of two groups of the sample as calculated are given in Table 7.

Table 7

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>t- value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>180</td>
<td>94.30</td>
<td>12.52</td>
<td>1.52</td>
</tr>
<tr>
<td>Urban</td>
<td>220</td>
<td>96.89</td>
<td>9.84</td>
<td>(N.S)*</td>
</tr>
</tbody>
</table>

*Not Significant at 0.05 level of significance.

Table 7 shows that t-value (1.52) among teachers belonging to rural and urban areas is less than the ‘t’ table value of 1.96 which shows that there is no significant difference in the work motivation of these teachers at 0.05 level of significance. Thus, the null hypothesis 5, i.e., “There is no significant difference between the level of work motivation of Senior Secondary School Teachers belonging to rural and urban areas”, is retained.

3.1 Overview of Work Motivation Level

On the basis of the results available on various variables of work motivation, it may be concluded that there is no significant difference between the level of work motivation of Sr. Sec. School teachers by Age, that is in case of by Age 45 or more with those of the age less than 45 years, urban rural area teachers, trained and untrained teachers. Only significant difference is seen to be found between Gender that is male and female, teachers having teaching experience of 10 years or more with those having Teaching experience less than 10 years.

3.2 Main Findings

The statistical data of the study reveals the following main findings.

- Overall Work Motivation

The level of work-motivation of sr. sec. school teachers of Haryana are found to be motivated to a great
extent, as per their self-evaluation reported as part of this study. They found themselves to be motivated
to a great extent along most of the dimensions of work-motivation, their mean belonging to category
along most dimensions of work motivation, that is, by gender, by age, by training, by experience, as
well as by location.

• Work –Motivation by Gender
  There exists significant difference between the level of work – motivation of male and female sr. sec.
school teachers of Haryana (Rejection of Ho₁).
    • Work-Motivation by Age
      There exists no significant difference between the level of work motivation of sr. sec. school teachers
      of age 45 years or more with those of the age less than 45 years (Retention of Ho₂).
    • Work-Motivation by Training
      There exists no significant difference between the level of work motivation of trained and untrained sr.
      sec. school teachers of Haryana (Retention of Ho₃) indicating clearly that trained teachers are
      motivated to a great extent towards their work.
    • Work- Motivation by Experience
      There exists significant difference between the level of work motivation of sr. sec. school teachers
      having teaching experience of 10 years or more with those having teaching experience of less than 10
      years (Rejection of Ho₄).
    • Work- Motivation by Location
      There exists no significant difference between the level of work motivation of sr. sec. school teachers
      belonging to rural and urban areas (Retention of Ho₅).

3.3 Discussion of Results

In the present study, majority of the teachers possess work motivation ‘to a great extent’. However, the factor
that contributes mostly to their positive response regarding work motivation is the ‘psychological work
incentive’.

While making a comparative study of male and female teachers with respect to their overall work motivation in
the context of the six dimensions applied, there is a significant difference between the two groups of teachers
categorized on the basis of Gender. In other words, both the groups of teachers do not show any homogeneous
tendency in terms of their work motivation.

It is also concluded that teachers have been found to be, at times, disinterested in school work because of the
lack of promotional avenues, insufficient pay, indifferent attitude of the community and the bureaucrats, dearth
of basic infrastructure in schools and general pattern of working etc. It is found so when they are viewed through
the three dimensions, i.e., organizational orientation, psychological work incentives and job situation or else
these factors do not usually hamper their work motivation.

On the basis of results and conclusions, it can be said that like gender –experience also affect the motivational
level. The experienced teacher is motivated to a great extent towards work when compared to teachers having
less experience.

4. Conclusions

So far as work-motivation level of the teachers is concerned, they have tended to significantly differ among
themselves by virtue of their Gender. Male teachers are found to be motivated to great extent towards their
work, in comparison to female teachers.

However, in so far as work motivation level of these teachers is concerned, they have tended to significantly
differ among themselves by virtue of their experience as teachers. Teachers having experience of less than 10
years seem to be more motivated, to a great extent, towards their work in comparison to those who have
teaching experience 10 and more than 10 years experience. All these issues are still open for further indepth
research at case studies levels.
References

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