

Motivation to Work of Teacher Educators at Elementary Level of Teacher Education Institution

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ABSTRACT

Motivation to work denotes the directs aptitude and persistence of an individual's behaviour in understanding the task. The objective of the study was to compare teachers' motivation to work in the elementary level teacher education institutions due to the categorical variables like gender (male and female), teaching experience (more than 5 years teaching experience & less than 5 years teaching experience), type of management (Government and Self-financed) and locale (urban & rural). Descriptive survey method has been adopted in the present study. A sample of 100 teacher educators were randomly selected of which 50 teachers were from Government and 50 teachers were from self-financed institutions. The major variable is motivation to work and categorical variables are gender, teaching experience, types of management and locale. The finding revealed that there is no significant difference in motivation to work of teacher educators in relation to gender variation but significant difference in relation to teaching experience, type of management and locale variations.

Keywords:

Motivation to Work; Teacher Educators; Teaching Experience.

ABSTRAK

Motivasi kerja menunjukkan bakat langsung dan ketekunan perilaku individu dalam memahami tugas. Tujuan dari penelitian ini adalah untuk membandingkan motivasi guru bekerja di lembaga pendidikan guru tingkat dasar karena variabel kategori seperti jenis kelamin (laki-laki dan perempuan), pengalaman mengajar (pengalaman mengajar lebih dari 5 tahun & pengalaman mengajar kurang dari 5 tahun), jenis pengelolaan

(Pemerintah dan Swadaya) dan lokasi (perkotaan & pedesaan). Metode survei deskriptif telah diadopsi dalam penelitian ini. Sampel sebanyak 100 guru pendidik dipilih secara acak, 50 guru berasal dari Pemerintah dan 50 guru dari lembaga swadaya. Variabel utama adalah motivasi kerja dan variabel kategori adalah gender, pengalaman mengajar, jenis manajemen dan lokasi. Temuan mengungkapkan bahwa tidak ada perbedaan yang signifikan dalam motivasi kerja pendidik guru sehubungan dengan variasi gender tetapi perbedaan yang signifikan dalam kaitannya dengan pengalaman mengajar, jenis manajemen dan variasi lokal.

Keywords:

Motivasi Bekerja; Guru Pendidik; Pengalaman mengajar.

1. Introduction

Teachers play a very important role in the learning process. So the teaching motivation of the teacher directly affects the students. If the teacher is not motivated towards the teaching he/she cannot be able to motivate the student towards learning. Motivation helps the teachers to teach the students as per their needs. Teachers are power tools for improving quality of education through effective classroom practices in the secondary school (Davidson, 2007). Work has become a highly complex phenomenon in the present state of technological development. Work may be a task, a duty or an accomplishment. It may be mental, physical or both. It's end product is often evaluated differently by different people. In other words, work takes on different shades of meaning and most important is the intrinsic meaning that it has for the individual performer and for the group with whom he identifies himself. Men works for various reasons. To produce, to create, to earn money are some of the reasons that make the individuals to work. Regardless of its meaning work cannot be considered apart from the individual's motivation that performs it. Motivation is a human state where competence to work and will to work fuse together. According to Hellriegel, Slocum and Woodman (2000) motivation represents the forces acting or within a person that cause the persons to behave in a specific goal directed manner. Because the work motives of employees affect their productivity.

Motivation to work has emerged as one of the important organizational behaviour that affects performance at work. During past two decades' extensive empirical research has been done to understand the implication of motivation at work place. The interest in work motivation among the psychologists and other behavioural scientists who study organizations has escalated dramatically as well (Katella and Thompson,1990). There are obvious reasons for it; firstly, the dwindling productivity of organizations, secondly demographic changes seem to have accentuated the need for innovative approaches to developing and detaining valuable human resources. As a matter of fact, work motivation may be viewed as a broad construct pertaining to the condition and processes that account for the arousal, direction, magnitude, and maintenance of effort in a person's job. The Psycho-socio-economic incentives drive man to work; while socio-economic stratification is the main determining force. Teacher's motivation to work may be thought of as both motives driving the

teachers to involve in their expected roles in the colleges. For the purpose of present investigation teachers' motivation to work would be ascertained through the scores on teacher's motivation to work.

There should be some motivating factors for teachers to be creative, innovative and original in their teaching. According to Bhardwaj (2010) the level of motivation of the teachers is having a direct effect on the competencies of the teachers related to the respective domains: Cognitive domain (the competencies related to this domain are planning, instructing, communicating, managing, evaluating, and subject matter competencies); Affective domain (the competencies related to this domain are teacher efficacy, teacher expectancy, locus of control, teacher enthusiasm, warmth and acceptance); Psychomotor domain (the competencies related to this domain are demonstration, improving teaching-learning aids, technology usage) and Perceptual domain (the competencies related to this domain are organized demeanour, dynamism, flexibility and creativity). Griffin (2010) studied on Bahamian and Jamaican Teachers' Level of motivation and Job Satisfaction. The results indicated that teachers in the Bahamas reported higher levels of job satisfaction as compared to teachers in Jamaica. Canrinus, et.al. (2011) conducted a study on self-efficacy, job satisfaction, motivation and commitment: exploring the relationships between indicators of teacher's professional identity. This study investigated how relevant indicators of teacher's sense of their professional identity (job satisfaction, occupational commitment, self-efficacy and change in level of motivation) are related. Babatunde, et. al. (2014) investigated on the relation of working motivation and emotional intelligence to the teacher's productivity in school. The result indicated that there was a significant impact of work motivation and emotional intelligence on the teacher's productivity in the school.

1.1. Rationale of the study

In the field of teacher education, a large number of self-financed institutions have been established since last ten years in North Bengal and most of these are established by businessman and politician. Actually their intention to establish an educational institution is in question and societal hearsay is that these institutions are money earning institutions meant for business rather than the development of suitable and congenial organizational culture. The teacher educators feel frustrated, loose mental balance and low motivation to work due to the unhealthy atmosphere inside the institutions and the paltry amount of salary paid to them as daily. In the content, there is an urgent need to investigate the same in the teacher education institutions of North Bengal and suggest remedial measures. Therefore, the problem is stated as "Motivation to work of Teacher Educators at Elementary Level of Teacher Education Institutions".

1.2. Objectives of the study

- To study teacher educators level of motivation to work in the elementary level teacher education institutions.
- To compare teachers' motivation to work in the elementary level teacher education institutions due to the categorical variables like gender (male and female), teaching experience

(more than 5 years teaching experience & less than 5 years teaching experience), type of management (Government and Self-financed) and locale (urban & rural).

1.3. Hypotheses of the study

Ho₁. There will be no significant difference in motivation to work of teacher educators in relation to gender (male and female) variation.

Ho₂. There will be no significant difference in motivation to work of teacher educators in relation to teaching experience (more than 5 years teaching experience & less than 5 years teaching experience) variation.

Ho₃. There will be no significant difference in motivation to work of teacher educators in relation to type of management (Government and Self-financed) variation.

Ho₄. There will be no significant difference in motivation to work of teacher educators in relation to locale (urban and rural) variation.

2. Methods

2.1. Design of Study

Descriptive survey method has been adopted in the present study to find the current status of. It is based on what exists at present; hence, it is an ex-post facto type study

2.2 Population and Sample of the Study

In the present study total teacher educators teaching at elementary level teacher education institutions of North Bengal were population of the study. A sample of 100 teacher educators were randomly selected of which 50 teachers were from Government and 50 teachers were from self-financed institutions. The major variable is motivation to work and categorical variables are gender, teaching experience, types of management and locale.

2.3 Tool for the Study

Teacher Educators Motivation to Work Scale (TEMWS) developed by Ghosh and Guha (2015) was used for the study. The scale consists of 23 statements having alternative responses, like Always (A), Frequently (F), Sometimes (S), Rarely (R), Never (N), having values 5,4,3,2 and 1 respectively. Scale reliability was 0.852.

3. Results and Discussion

In this section results were analysed in terms of the objectives stated and hypotheses formulated.

3.1. Study of score distribution of total sample on motivation to work of D.El.Ed. College teacher educators

For studying the score distribution of the total sample, a frequency table is prepared from the data sheet and the descriptive measures like Mean, Median, Mode, P90, P10, Q3, Q1, Q and Standard Deviation were calculated. The results are shown in the following table.

Table 1. Descriptive measures on the scores of total sample on Motivation to work of elementary teacher educators

Sample	Mean	Median	Mode	SD	P90	P10	Q3	Q1	Q	Skewness	Kurtosis
100	98.75	99.28	100.34	7.1	36.71	26.54	60.71	48.25	6.23	-0.22	0.61

The distribution of scores in the present study deviate from the normal that is the values of mean, median and mode are different and there is no symmetry between the right and the left half of the curve. Hence this distribution has been found to be little skewed being inclined more towards the right to the centres of the curve. This shows that the distribution has come to be negatively as the value obtained was -0.22. The value of kurtosis in the present distribution has been found to be 0.61. In case of a normal curve, this value should be equal to 0.263. If the obtained value is lesser than 0.263, then the curve become platykurtic. In case of present study, the distribution has found to be leptokurtic, as the obtained value is more than 0.263. This signifies that the average score of the group clusters around the mean. The curve representing this distribution has thus become peaked in the middle.

3.2. Descriptive Measures of sub-sample scores on Motivation to work

In order to find difference in the Motivation to work of Teachers in different sub samples, the descriptive measures were adopted. The results are presented in the following table and figure:

Table 2. Mean Difference in Sub-Sample Scores on Motivation to Work

No	Variation	Groups	Sample	Mean	Median	Mode
1.	Gender	female teachers	33	98.67	99.19	100.23
		male teachers	67	99.16	99.5	100.18
2.	Teaching Experience	below 5 years	35	100.53	101.17	102.45
		above 5 years	65	102.15	98.42	90.96
3	Management	government	38	96.37	96.92	98.02
		self-financed	62	100.19	101.83	105.11
4.	Locale	urban teachers	45	100	112.25	136.75
		Rural Teachers	55	97.08	99.83	105.33
Total Sample			100	98.75	99.28	100.34

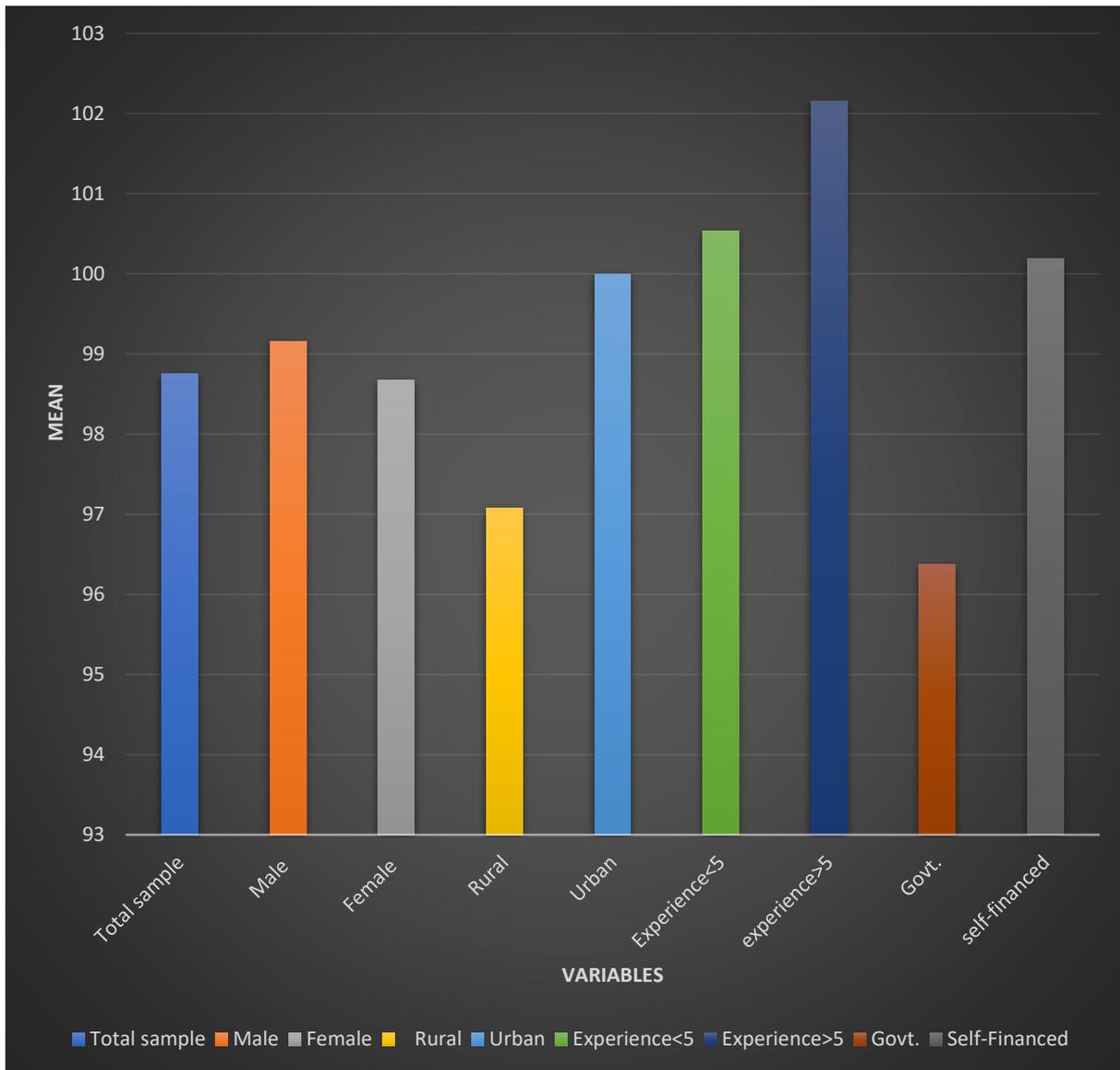


Figure 1. Bar Diagram Showing Difference in Relation to Variables

3.3. Sub-sample wise differential analysis on motivation to work

The present sub-sample analysis has been attempted to meet the objective of testing the null hypothesis (H_0). In case of each sub-sample, first the null hypotheses have been set up according to the requirement of the problem. The level of significance for the test has been selected and the data are subjected to the test of significance on the basis of 't' value for corresponding degrees of freedom. When the calculated value of 't' value has been found to be larger than the table value of the 't' the null hypothesis was rejected and the hypothesis was accepted. If the calculated value of 't' is less than

the table value of 't' the null hypothesis was accepted and interpretation of result was made accordingly.

3.3.1. Gender-wise differential analysis on motivation to work of Elementary Teacher Educators

Their scores on motivation to work was calculated for determining the significance between the means. That was adopted and the value of 't' ratio was calculated and presented in the table below:

Table 3. Summary of Test of Significance of Difference Between The Mean Scores in Relation to Gender Variation

Critical value of 't' with df (98) at 0.01= 2.63 and 0.05= 1.98

Gender	N	Mean	S.D	SE _D	't'	Remarks
Female	33	98.67	6.92	0.53	0.92	Not-Significant
Male	67	99.16	5.7			

It is evident from the above table that that 't' ratio was Not-significant at both 0.05 and 0.01 level of confidence. The 't' ratio being 0.92 is less than the tabular value of 't' which is 1.98 at 0.05 and 2.63 levels of significance at 98 degrees of freedom. Therefore, the null hypothesis Ho₁ that 'There will be no significance difference in the motivation to work of elementary teacher educators in relation to gender variation' was accepted.

3.3.2. Teaching Experience-wise (>5 years & <5 years) differential analysis on motivation to work of Elementary Teacher Educators

In the present sample, 35% of the teachers were from teaching experience (<5 years) and the rest 65% were from teaching experience (>5 years). Their score on motivation to work was calculated for determining the significance between the means. The value of 't' ratio was calculated and presented in the table below;

Table 4. Summary of Test of Significance of Difference Between The Mean Scores in Relation to Teaching Experience Variation

Critical value of 't' with df (98) at 0.01=2.63 and 0.05=1.98

Teaching Experience	N	Mean	S. D	SE _D	't'	Remarks
<5 years	35	100.53	6.25	0.54	3.00	Significant
>5 years	65	102.15	6.84			

It was observed from the above table that the 't' ratio was significant at both 0.05 and 0.01 level of confidence. The 't' ratio being 3.00 is more than the tabular value of 't' which is 1.98 at 0.05 and

2.63 at 0.01 level of significance at 98 degrees of freedom. Therefore, the null hypothesis H_{02} that ‘There will be no significance difference in the motivation to work of elementary teacher educators in relation to experience variation was rejected.

3.3.3. Management-wise (Government and Self-financed) differential analysis on motivation to work of Elementary Teacher Educators

Table 5. Summary of Test of Significance of difference between the mean scores in relation to Management variation

Critical value of ‘t’ with df (98) at 0.01=2.63 and 0.05=1.98

Management	N	Mean	S. D	SE D	‘t’	Remarks
Government	38	96.37	6.95	0.54	3. 82	Significant
Self-financed	62	100.19	6.67			

It was observed from the above table that the ‘t’ ratio was ‘significant’ at both 0.05 and 0.01 level of confidence. The ‘t’ ratio being 3.82 is more than the tabular value of ‘t’ which is 1.98 at 0.05 and 2.63 at 0.01 level of significance at 98 degrees of freedom. Therefore, the null hypothesis H_{03} that ‘There will be no significance difference in the motivation to work of elementary teacher educators in relation to management variation’ was rejected.

3.3.4. Locale-wise (urban & rural) differential analysis on motivation to work of Elementary Teacher Educators

Table 6. Summary of Test of Significance of Difference Between The Mean Scores in Relation to Locale Variation

Critical value of ‘t’ with d f (98) at 0.01=2.63 and 0.05=1.98

Locale	N	Mean	S.D	SE D	‘t’	Remarks
Urban	48	100	6.65	0.54	5.41	Significant
Rural	52	97.08	7.39			

It was observed from the above table that the ‘t’ ratio was significant at both 0.05 and 0.01 level of confidence. The ‘t’ ratio being 5.41 is more than the tabular value of ‘t’ which is 1.98 at 0.05 and 2.63 at 0.01 level of significance at 98 degrees of freedom. Therefore, the null hypothesis H_{04} that ‘There will be no significance difference in the motivation to work of elementary teacher educators in relation to locale variation was rejected’.

Discussion

The finding of the study revealed that there exists no significant difference in relation to gender variation towards motivation to work. This finding is corroborated with earlier studied conducted by Al-Salameh (2012) on the teacher’s motivation of primary teachers. The result of the study indicated

that there was significant difference in the work motivation of male and female teachers. Specifically, the results were suggested that female teachers were found to be more motivated to their work than male teachers; another study conducted by Yemisi (2013) on the influence of gender, age, training and experience on teachers' motivation in Nigeria taking the sample of 500 teachers. The result of the study revealed that there was no significant difference in the motivation of male and female, untrained and trained, experienced and inexperienced teachers; Recepoglu (2013) investigated the teacher's job motivation in the high school. The finding of the study revealed that teacher did not show any difference in relation to gender and stream. The result was in the conformity with the earlier studies done by Bhattacharya and Neoga (2006), Saeed and Manner (2012), Al- Salameh (2012), and Remisi (2013) which found that there was no significant difference between male and female on motivation to work score.

The second finding revealed that there is significant difference in the motivation to work in D.Ed. college teacher educators due to teaching experience. This finding is corroborated with earlier studied conducted by Mehta (2016) on the relationship among attitudes, job satisfaction, Work motivation and occupational role stress of teacher educators in national capital region in relation to their teaching experience. Their finding revealed that teaching experience affected the occupational stress, job satisfaction and work motivation of teaching fraternity. The result was in the conformity of the research conducted by Ghosh and Guha (2015). He also found that there is a difference between <5 years' experience and >5 years' experience teachers in motivation to work. Kumar (2013), Vagbela (2013), Chong, Wong and Lau (2011), Griffin (2010) also found a high correlation this experience variation.

The third findings were that there exists significant difference in the motivation to work of Elementary teacher educators in relation to type of management. This finding is corroborated with earlier studied conducted by Ghosh and Guha (2015) on Teacher Education motivation to work in B.Ed. Colleges. They found that there is no significant difference in the motivation to work of Teacher Education due to Gender, type of management and locale variations. The result was in the conformity with the earlier studies done by Ramachandran (2005), Udayasuriyan and Vimala (2008) which found that there was significant difference between government and self-financed college teachers on motivation to work score.

As for urban and rural teacher educators, significant difference in the motivation to work is found in relation to locale variation. Hence, the investigator desires to conclude that there exists significant difference in the teaching competency of teachers due to local variation of motivation to work and teachers belonging to urban are more competent than the teachers belonging to the rural area because the mean score of teachers belonging to urban are more compared to the mean score of teachers belonging to rural area. The result was in the conformity with the earlier studies done by Ramachandran (2005), Udayasuriyan and Vimala (2008).

4. Conclusion

It can be concluded from this study that Motivation to work has emerged as one of the important organizational behaviour that affects performance at work. During past two decades' extensive empirical research has been done to understand the implication of motivation at work place. The interest in work motivation among the psychologists and other behavioural scientists who study organizations has escalated dramatically as well (Katella and Thompson,1990). There are obvious reasons for it; firstly, the dwindling productivity of organizations, secondly demographic changes seem to have accentuated the need for innovative approaches to developing and detaining valuable human resources. As a matter of fact, work motivation may be vied as a broad construct pertaining to the condition and processes that account for the arousal, direction, magnitude, and maintenance of effort in a person's job. The Psycho-socio-economic incentives drive man to work; while socio-economic stratification is the main determining force. Teacher's motivation to work may be thought of as both motives driving the teachers to involve in their expected roles in the colleges. For the purpose of present investigation teachers' motivation to work would be ascertained through the scores on teacher's motivation to work.

Motivation to work also helps the employer in understanding the behaviour of a teacher educator. It interacts with and acts in conjunction with other mediating processes and the environment but it cannot be seen.it is hypothetical construct which helps in explaining the behaviour thought it cannot be equated with behaviour. Certainly individual differ in their basic motivational drive. It has also been established that teacher's motivation changes from one occasion to another. In an organization, when a teacher doing a good job or production is increased by him, he must be regarded with respect to his needs. The individual may be motivated by more than one need at a time, and unless we recognize the part played by each one we cannot properly understand his behaviour. So, in a workplace the manager or supervisor has to know the needs or drives of individual and motivate him according to it. Educational organizations like school, colleges, universities, and teacher training institutions need highly motivated teacher so as to attain their goals and produce good citizens.it is one of the several factors that go into a teacher's performance .it includes the factors that cause, channelize and sustain the behaviour of teachers in a particular committed direction.

The present study will help the teachers and administrators to have knowledge of motivation to work of their students and help them in building a well-balanced personality. Not only his growth of motivation and develop is linked with his /her inspiration guidance but also their goal setting. The study will benefit the teachers and research scholars to have a kind attention towards their motivation to work and will make them about the important of motivation to work of teaching in the present fast changing global world.

Recommendations

- 1) Provision of rewards for competent teachers: As teaching competency depend upon teaching experience, there should be provision of giving awards or recognition to the competent teachers. This will help motivation to work of teachers.
- 2) Interchange of teachers from Rural to Urban: Provision should be made for interchange of teachers from urban area to rural area so that equal quantum of encouragement can be given to teachers.
- 3) Extra financial benefit for motivated and competent teachers: The study revealed significant influence of teacher motivation on teaching competency of the teachers. Therefore, recommendation is made for motivating the teachers in different ways and kinds for developing teacher competency in them.
- 4) Suitable atmosphere of college and good management: There must be suitable atmosphere in the college and teachers must be cooperative with each other's and the management should be ready to support financially and they always be helpful for the teachers.

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