

# 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  $30 \times 1 = 30$  and maximum score is  $30 \times 5 = 150$ , as shown in Table 1.

Table 1  
 Category wise distribution on work Motivation Score

Category	Items X score = Total	Scheme
A	30 X 5 = 150	Measure work motivation fully
B	30 X 4 = 120	Measure work motivation to a great extent
C	30 X 3 = 90	Measure work motivation to some extent
D	30 X 2 = 60	Measure work motivation to little extent
E	30 X 1 = 30	Does not measure work motivation

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.

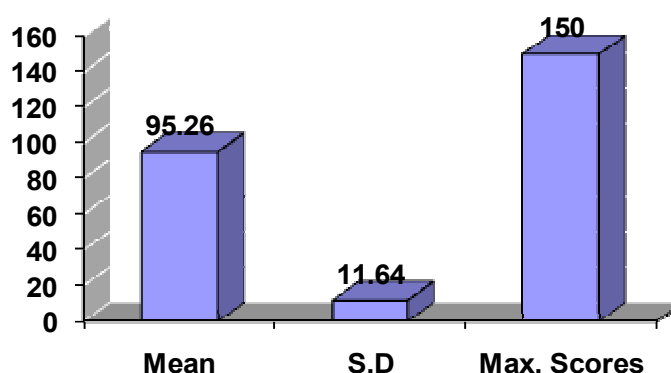
- Overall level of Work Motivation

Table 2  
 Level of Work Motivation of Sr. Sec. School Teachers

N	Variable	No. of items	Mean	S.D
400	Work-Motivation	26	95.26	11.64

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.

Bar Diagram showing work Motivation of Sr. Sec. School Teachers



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 sample have been calculated as given in the Table 3

Table 3

Mean, SD and t- value of level of Work- Motivation of Male and Female Sr. Sec. School Teachers

Groups	N	Mean	S.D.	t- value
Male	210	93.69	12.46	2.46 (S)*
Female	190	97.81	9.71	

\* 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

Groups	N	Mean	S.D.	t- value
Teachers having age 45 years or more	220	96.81	13.47	1.06 (N.S)*
Teachers having age less than 45 years	180	94.76	11.01	

\*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

Groups	N	Mean	S.D.	t- value
Untrained	220	93.52	11.97	1.43 (N.S)*
Trained	180	96.05	11.44	

\* 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

Mean, S.D and t- value of 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.

Groups	N	Mean	S.D.	t- value
Teachers having experience of 10 or more years	205	99.91	10.89	5.04 (S)*
Teachers having experience of less than 10 years	195	91.95	11.05	

\*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

Mean, SD and t-value of Level of Work Motivation of Rural and Urban areas Sr. Sec. School Teachers

Groups	N	Mean	S.D.	t- value
Rural	180	94.30	12.52	1.52 (N.S)*
Urban	220	96.89	9.84	

\*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  $H_{01}$ ).

- **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  $H_{02}$ ).

- **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  $H_{03}$ ) 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  $H_{04}$ ).

- **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  $H_{05}$ ).

### *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.

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