

IMPACT OF LENGTH OF SERVICE AND SUBJECT SPECIALIZATION ON TEACHER MOTIVATION AT SENIOR SECONDARY STAGE IN JAMMU CITY

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The study was conducted to assess the impact of length of service and subject specialization on motivation of postgraduate teachers. By using incidental sampling technique, a sample of 153 male and female teachers, junior and senior teachers, Arts, Science and Commerce teachers from 16 senior secondary schools of Jammu city was selected. A standardized Employees Motivation Schedule by Srivastava (1998) was used to collect data. Results of the study revealed significant differences between male and female postgraduate teachers on the need for social affiliation and conformity component of motivation. Subject specialization was also found to have some impact on motivation of postgraduate teachers. However, no significant differences were found to exist between junior and senior postgraduate teachers on motivation and its components.

KEYWORDS: Teacher Motivation, Secondary Teachers, Length of Service

INTRODUCTION

Teacher motivation naturally has to do with teacher's attitude to work. It has to do with teachers' desire to participate in the pedagogical processes within the school environment and his interest in student discipline and control particularly in the classroom. Therefore it could underlie their involvement or non-involvement in academic and non-academic activities, which operates in schools (Ofoegbu, 2004). Tracy (2000) explains motivation as all those inner striving conditions, described as wishes, desires, urges to stimulate the interest of a person in an activity. It is therefore an inner state that stimulates and triggers behaviour. The relative incidence of specific behavior's, such as teaching and learning, discipline and control in schools could be undermined if teachers were not motivated.

According to Srivastava (1988), men work for various reasons. To produce, to create, to earn money etc. are some of the reasons that make the individual to work. It has been established that employees motivation changes from one occasion to another. Further it has also been found that an individual may be motivated by more than one need at a time.

The answer for the question "Why people work" can be best explained by

stratification theory as explained by Aggrawal (1998), who opines that all societies have some stratification, particularly in the non-socialistic societies. The entire societal system operates on the basis of stratification. In such a social set-up work motivation influences the system as much as it is influenced by it. In the capitalist and the traditional societies work is considered less prestigious than leisure. In the non-socialistic societies like ours the roles and status are assigned to the employees on the basis of stratification. The important aspect of this theory is that stratification determines status.

According to Waseem (2003), teacher's motivation to work may be thought of as an integrated force produced by some extrinsic and intrinsic or both motives driving the teachers to involve in their expected role of the school.

Teachers have both intrinsic and extrinsic needs. A teacher who is intrinsically motivated may be observed to undertake task for the satisfaction it provides or for the feeling of accomplishment and self-actualization. On the other hand, extrinsically motivated teacher may perform the activity in order to obtain reward such as salary, incentives etc.

REVIEW OF RELATED LITERATURE

Bastrick (2000), in his study revealed some gender differences on teacher motivation. Waseem (2003) revealed that there was no significant difference in the overall work motivation of male and female teachers. However, male teachers were found significantly better than their counterparts with respect to work group relations and psychological work incentives. Further in his study a significant difference in the overall work motivation of the five groups of teachers teaching different disciplines namely Hindi, English, Mathematics, Science and Social Studies was also revealed. Age of teachers was not the determinant of work motivation. In a study conducted by Claude (2005), F-tests revealed that women showed less intrinsic motivation towards evaluation than did men.

OBJECTIVES OF THE STUDY

The present study had the following objectives:

- To study the impact of length of service on teacher motivation.
- To study the impact of subject specialization on teacher motivation.
- To study gender differences in teacher motivation.

HYPOTHESES

1. Female postgraduate teachers are more motivated in their profession than male postgraduate teachers.
2. Significant differences exist between senior and junior postgraduate

teachers with respect to their motivation towards their profession.

3. Commerce postgraduate teachers are more motivated in their profession than Arts and Science postgraduate teachers.
4. Science postgraduate teachers are more motivated in their profession than Arts postgraduate teachers.

METHODOLOGY OF RESEARCH

The study is descriptive in nature. A questionnaire based survey was undertaken for the study.

SAMPLE

The sampling technique was incidental i.e. those schools were selected for the study which were readily available. Further, those teachers were included in the study who showed their willingness to participate in the study. Data were collected from 16 senior secondary schools (government and private) of Jammu city. 153 postgraduate teachers participated in the study. Out of 153, there were 52 men and 101 women teachers. There were 74 Arts, 54 Science and 25 Commerce postgraduate teachers having varied lengths of service. 76 postgraduate teachers had below 8 years of service (Juniors). 77 postgraduate teachers had above 8 years of service (Seniors).

TOOL USED

In the present study Srivastava's 'Employees Motivation Schedule' (1998), was used which purports to assess the magnitude of work motivation generated by:

- **Need for Personal Growth:** which means improvement of self and competence.
- **Need for Achievement:** which describes the goal achievement and also competition.
- **Need for Self Control:** which describes being alert and sincere to job responsibilities.
- **Need for Monetary Gains:** which deals with immediate monetary gains or rewards i.e. increments in salary or wages etc.
- **Need for Non-Financial Gains:** which deals with the status i.e., recognition of a person in the society.
- **Need for Social Affiliation and Confirmation:** which deals with the participation and cooperation in-group activities.
- **Need for Autonomy and Self Actualization:** which deals with self appraisal or to recognize one's weak and strong points.

RESULTS AND DISCUSSION

Results of the study are presented through the following tables:

Table 1**Comparison of Male and Female Teachers on the Dimensions of Motivation**

S. No.	Dimensions	Male PG Teachers (n=52)		Female PG Teachers (n=101)		t	Remarks
		Mean	SD	Mean	SD		
1	Need for Personal Growth	34.90	4.33	35.37	4.60	0.61	Not Sig.
2	Need for Achievement	36.60	4.26	35.27	4.80	1.75	Not Sig.
3	Need for Self Control	35.15	3.83	34.71	4.99	0.61	Not Sig.
4	Need for Monetary Gains	24.85	7.20	25.77	7.35	0.75	Not Sig.
5	Need for Non-Financial Gain	30.81	5.83	31.22	6.01	0.41	Not Sig.
6	Need for Social Affiliation & Conformity	28.65	6.30	31.33	5.69	2.57	Significant at 0.05
7	Need for Autonomy and Self Actualisation	30.13	5.04	31.75	5.63	1.81	Not Sig.
	Total Score	217.46	27.62	224.96	26.03	1.62	Not Sig.

Table 1 indicates that male and female postgraduate teachers differ significantly on one dimension of motivation i.e., need for social affiliation and conformity. Mean scores for male and female teachers were 28.65 and 31.33 respectively. The value of t-ratio for these scores was 2.57, which is significant at 0.05 level. Female teachers exhibit higher motivated behaviour to participate and cooperate in group activities than male teachers. Female teachers seem to give more emphasis on social affiliation and conformity than male teachers. Reason may be that female teachers possess a stronger desire for their recognition in the social group than male teachers. However, mean scores for female teachers on need for personal growth, need for monetary gains, need for non-financial gains, need for autonomy and self actualisation and total score were higher than those of male teachers.

Findings of the study are in agreement with the findings of Waseem (2003) and Bastrick (2000).

So the hypothesis i.e., female postgraduate teachers are more motivated in their profession than male postgraduate teachers got support only on a single dimension of motivation i.e., Need for Social Affiliation and Conformity.

Table 2
Comparison of Junior and Senior Teachers on the Dimensions of Motivation

S. No.	Dimensions	* Junior PG Teachers (n=76)		** Senior PG Teachers (n=77)		t	Remarks
		Mean	SD	Mean	SD		
1	Need for Personal Growth	35.22	4.83	35.19	4.17	0.04	Not Sig.
2	Need for Achievement	35.71	4.88	35.73	4.44	0.02	Not Sig.
3	Need for Self Control	35.81	4.70	34.91	4.52	0.12	Not Sig.
4	Need for Monetary Gains	24.88	7.24	26.03	7.34	0.97	Not Sig.
5	Need for Non-Financial Gain	30.39	5.59	31.75	6.21	1.42	Not Sig.
6	Need for Social Affiliation & Conformity	29.57	6.09	31.24	5.87	1.73	Not Sig.
7	Need for Autonomy and Self Actualisation	31.86	4.77	30.56	6.07	1.47	Not Sig.
	Total Score	219.88	27.89	224.90	25.46	1.16	Not Sig.

(*) less than 8 years of service, (**) greater than 8 years of service

Table 2 shows that all the t-ratios for different components of motivation were not significant. So in the present study length of service is not the predictor of teacher motivation. The hypothesis i.e. significant differences exist between junior and senior teachers with respect to their motivation towards teaching did not get any support.

Table 3
Comparison of Arts and Commerce Teachers on the Dimensions of Motivation

S. No.	Dimensions	Arts PG Teachers (n=74)		Commerce PG Teachers (n=25)		t	Remarks
		Mean	SD	Mean	SD		
1	Need for Personal Growth	35.04	4.91	35.63	5.48	0.47	Not Sig.
2	Need for Achievement	35.57	4.63	36.63	6.31	0.76	Not Sig.
3	Need for Self Control	34.30	4.80	36.33	3.77	2.14	Significant at .05 level
4	Need for Monetary Gains	26.73	7.92	22.17	5.55	3.13	Significant at .01 level
5	Need for Non-Financial Gain	30.82	6.55	31.54	3.71	0.67	Not Sig.
6	Need for Social Affiliation & Conformity	30.92	6.13	28.21	5.38	2.07	Significant at .05 level
7	Need for Autonomy and Self Actualisation	31.08	6.33	30.33	3.99	0.68	Not Sig.
	Total Score	224.64	28.21	214.50	28.10	1.53	Not Sig.

Table 3 shows that significant differences exist between Arts and Commerce post graduate teachers with respect to three dimensions of teachers motivation i.e., need for self control, need for monetary gains and need for social affiliation and conformity. Mean scores for Arts and Commerce postgraduate teachers on need for self-control were 34.30 and 36.33 respectively. The value of t-ratio for these scores was 2.14, which is significant at 0.05 level. Need for self control is a kind of intrinsic motivation i.e., being alert and sincere to job responsibilities. In the present study Commerce postgraduate teachers have been found to exhibit higher levels of intrinsic motivation in the class than Arts postgraduate teachers. Reason may be that Commerce teachers have to deal with accounts subjects so they become more alert and sincere to job responsibilities than Arts teachers.

The mean scores for Arts and Commerce postgraduate teachers on the dimension need for monetary gains were 26.73 and 22.17 respectively. The value of t-ratio for these scores was 3.13, which is significant at 0.01 level. Need for monetary gains is a kind of extrinsic motivation (Rewards/Increment in Salary) arts postgraduate teachers demand more for rewards or increments in the salary than Commerce postgraduate Teachers which may be responsible for their higher levels of extrinsic motivation to participate in the school activities (both academic and non-academic) than Commerce teachers. Mean scores for Arts and Commerce postgraduate teachers on the dimension need for social affiliation and conformity were 30.92 and 28.21 respectively. The t-ratio for these scores was 2.07, which is significant at 0.05 level. Arts teachers were found to exhibit more participation and also cooperation in group activities than commerce teachers. So arts teachers possess higher levels of need for social affiliation and conformity than commerce teachers.

Table 4
Comparison of Science and Commerce Teachers on the Dimensions of Motivation

S. No.	Dimensions	Science PG Teachers (n=54)		Commerce PG Teachers (n=25)		t	Remarks
		Mean	SD	Mean	SD		
1	Need for Personal Growth	35.25	3.37	35.63	5.48	0.37	Not Sig.
2	Need for Achievement	35.53	3.80	36.63	6.31	0.96	Not Sig.
3	Need for Self Control	34.98	4.56	36.33	3.77	1.27	Not Sig.
4	Need for Monetary Gains	25.18	6.67	22.17	5.55	2.09	Significant at .05 level
5	Need for Non-Financial Gain	31.21	5.92	31.54	3.71	0.25	Not Sig.
6	Need for Social Affiliation & Conformity	30.71	6.02	28.21	5.38	1.75	Not Sig.
7	Need for Autonomy and Self Actualisation	31.75	4.79	30.33	3.99	1.26	Not Sig.
	Total Score	222.87	23.74	214.50	28.10	1.36	Not Sig.

Table 4 shows that Science and Commerce postgraduate teachers differ significantly with respect to a single dimension of motivation i.e., need for monetary gains. The mean scores for Science and Commerce teachers were 25.18 and 22.17 respectively. The value of t-ratio for these scores was 2.09, which is significant at 0.05 level. Postgraduate teaching science seem to possess higher level of work motivation than postgraduate teachers teaching Commerce on the dimension need for monetary gains. Need for monetary gains are indicative of motivation, which creates a desire among the teachers to participate in the pedagogical processes within the school environment. So, in the present study postgraduate teachers teaching science exhibited higher levels of extrinsic motivation than post graduate teaching commerce. Reason may be that post graduate teachers teaching science get more opportunities for immediate monetary gains than post graduate teachers teaching commerce. The other reason may be that science students demand more for paid tuitions than commerce students.

Results given in Table 3 and 4 reveal that postgraduate teachers teaching Commerce exhibit higher levels of motivated behaviour in the classroom on the dimension need for self-control than postgraduate teachers teaching Arts. Arts postgraduate teachers exhibit higher extrinsic motivation on the dimension need for monetary gains to participate in school activities (both academic and non-academic) than postgraduate teachers teaching commerce. Postgraduate art teachers possess higher levels of need for social affiliation and conformity than postgraduate commerce teachers. Postgraduate science teachers exhibit higher level of need for monetary gains than postgraduate commerce teachers.

Waseem (2003) revealed significant differences in the overall work motivation of the five groups of teachers teaching different disciplines. Hence the hypothesis i.e., post graduate commerce teachers are more motivated in their profession than arts and science post graduate teachers got partial support on the single dimension of motivation i.e., need for self control.

Table 5
Comparison of Arts and Science Teachers on the Dimensions of Motivation

S. No.	Dimensions	Arts PG Teachers (n=74)		Science PG Teachers (n=54)		t	Remarks
		Mean	SD	Mean	SD		
1	Need for Personal Growth	35.04	4.91	35.25	3.37	0.29	Not Sig.
2	Need for Achievement	35.57	4.63	35.53	3.80	0.05	Not Sig.
3	Need for Self Control	34.30	4.80	34.98	4.56	0.82	Not Sig.
4	Need for Monetary Gains	26.73	7.92	25.18	6.67	1.20	Not Sig.

Table 5 (Contd....)

5	Need for Non-Financial Gain	30.82	6.55	31.22	5.91	0.36	Not Sig.
6	Need for Social Affiliation & Conformity	30.92	6.13	30.71	6.02	0.19	Not Sig.
7	Need for Autonomy and Self Actualisation	31.08	6.33	31.75	4.79	0.68	Not Sig.
	Total Score	224.64	28.21	222.87	23.74	0.39	Not Sig.

Table 5 shows that t-ratios for all the components of motivation were not significant. So, Arts and Science teachers do not differ significantly on the dimensions of motivation. However, mean scores for Science teachers on need for personal growth, need for non-financial gains, need for autonomy and self-actualisation were more than Arts teachers. So the Hypothesis i.e., postgraduate Science teachers are more motivated in their profession than postgraduate Arts teachers did not get any support in the presently study.

CONCLUSION

Female teachers were more motivated than male teachers on a single dimension of motivation i.e., need for social affiliation and conformity. Length of service was not the predicator of teacher motivation. Postgraduate Commerce teachers were found to exhibit higher levels of motivated behaviour in the classroom on the dimension need for self control than postgraduate Arts teachers. Postgraduate Arts teachers exhibited higher extrinsic motivation on the dimension need for monetary gains to participate in school activities (both academic and non-academic) than postgraduate Commerce teachers. They also exhibited higher levels of need for social affiliation and conformity than postgraduate Commerce teachers. Postgraduate science teachers were found to exhibit higher level of need for monetary gains than postgraduate commerce teachers. In order to develop and retain excellent teachers, we will need to continue to redesign the organisational structures of our schools in such a way that both extrinsic and intrinsic teacher motivation is maximized. The manager/employer need to show adequate recognition for the employees work to expect high motivation and excellence in the performance of teachers.

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