



THE INFLUENCE OF DEMOGRAPHIC FACTORS ON MOTIVATION OF MANAGEMENT TEACHERS IN MADHYA PRADESH

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ABSTRACT:

This study helps to identify the impact of demographic factors on teacher's motivation. Age, gender, marital status, educational qualification, designation, teaching experience and income are studied with reference to Motivation of Teachers. Age, educational qualification, designation, years of teaching experience and income factors have significant effect on Motivation of Teachers. Whereas, gender and marital status did not show significant effect on Motivation level of Teachers.

Key words: *Motivation, teachers, age, gender, marital status, educational qualification, designation, years of teaching experience and income.*

- 1. Introduction:** Teachers are playing crucial role in National integrity and sovereignty. Motivated Teachers can modify and improve the structure of whole Nation. For growth and development, any organization depends on its capability to retain motivated and qualified teachers (Collins, 2005). Thus, retention of motivated teachers is a crucial issue for higher education institutions (Ambrose *et al.*, 2005). Teachers inculcate their learning's, attitude, behaviour and skills to their students. Teachers are main source of knowledge and learning. In this sense, Teachers and students contributes a lot to their country. Students learn from

teachers and behave in the same manner. Students' behaviour can be good or bad depends on their learning from teachers. Thus, to in pour good behaviour into the students, teachers should be motivated. Teachers give direction to the youth of any state or country. They are playing important role in the life of students. Teachers Motivation enhances their performance, effectiveness and learning. This study attempts to identify variables affecting Motivation of teachers in B-schools of Madhya Pradesh.

B-schools can make use of the results of this study to increase motivation of their teachers. This would result in better levels of teaching on the part of teachers, organizations and would lead to better students in future. This would help to improve the state of education in particularly state and in general the nation.

2. Review of Literature: Many studies have been conducted on teachers' motivation abroad and in India itself at school level. But only a few studies are available on Teachers motivation at higher education level, therefore this research focuses on teacher's motivation at higher education level. Ngu (1998) says motivation and ability are two main variables of teachers performance. He pointed out the importance of motivation in performance. Pintrich (2004) opines that higher motivation of teachers results in higher academic performance and outcomes. Kayuni & Tambulasi (2007) explain that the lack of motivation can have a negative impact on the student's activities and most importantly it put affects the career and future of them. Teacher's sense for developing the human capital mainly depends on their motivation and willingness for taking initiatives.

Vaghela (2012) took up secondary education female teachers as a sample for the study. The work motivation and commitment of female teachers have been analysed on different demographic factors of them. There were significant relationships among various factors that have been identified in the study. A positive and statistically significant relationship was found between teaching effectiveness and work motivation. Alniacik et al (2012) have made significant advancement on literature of career motivation, affective commitment and job satisfaction. Association between individual characteristics and career motivation is also analysed in their research. It was found that, Gender is differing with career motivation score. Whereas, age, income level, tenure did not exert any significant associations with motivation.

Objective:

- To study the influence of demographic variables (age, gender, marital status, educational qualification, designation, Annual Income, teaching experience) on Motivation of Management Teachers of selected Business Schools of Madhya Pradesh.

3. Research Methodology: The Independent Variables are Age, Marital status, Gender, Qualification, Years of experience and Annual Income. The Motivation Level of Management Teacher is taken as dependent variable.

The study is completed with the help of primary and secondary data. It is exploratory in nature. A standard questionnaire O. Mc Neil (1987), after some required modification has been used for study purpose. Motivation related 30 items were there in the questionnaire. High reliability and validity is established for the questionnaire. Questionnaires have been distributed and collected after taking response from teachers of Madhya Pradesh. Questionnaire response rate was around 76%. A total 354 teachers of Madhya Pradesh have taken participation in this study. For the data analysis, SPSS version 20 has been used in this study. ANOVA and T-test are applied to test hypothesis related to demography and Motivation of Management Teacher.

Reliability of Motivation Questionnaire

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.930	.933	30

Hypotheses to test:

H₀₁: There is no significant influence of age on Motivation of selected B-schools of Madhya Pradesh.

H₀₂: There is no significant influence of gender on Motivation of selected B-schools of Madhya Pradesh.

H₀₃: There is no significant influence of Marital status on Motivation of selected B-schools of Madhya Pradesh.

H₀₄: There is no significant influence of Teaching Experience on Motivation of selected B-schools of Madhya Pradesh.

H₀₅: There is no significant influence of Qualification on Motivation of selected B-schools of Madhya Pradesh.

H₀₆: There is no significant influence of Designation on Motivation of selected B-schools of Madhya Pradesh.

H₀₇: There is no significant influence of Annual Income on Motivation of selected B-schools of Madhya Pradesh.

4. Results and Interpretations:

H₀₁: There is no significant influence of age on Motivation of selected B-schools of Madhya Pradesh.

One-way ANOVA:

Table 4.1 Descriptive

Motivation								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Less than 30	127	107.90	18.745	1.663	104.61	111.19	30	139
31-40	148	114.04	15.016	1.234	111.60	116.48	75	150
41-50	62	117.18	12.522	1.590	114.00	120.36	82	142
Above 50	17	122.65	13.633	3.307	115.64	129.66	99	145
Total	354	112.80	16.497	.877	111.07	114.52	30	150

Table 4.2 ANOVA

Motivation					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6116.403	3	2038.801	7.933	.000
Within Groups	89956.357	350	257.018		
Total	96072.760	353			

This Hypothesis is rejected as $p = .000$. The mean value of data is showing that the motivation of teachers is increasing with the age. It can be said that elder teachers are more motivated

then younger teachers in business Schools. Motivation is influenced with the age of the teachers.

H₀₂: There is no significant influence of gender on Motivation of selected B-schools of Madhya Pradesh.

T-test

Table 4.3 Group Statistics

Group Statistics					
Gender		N	Mean	Std. Deviation	Std. Error Mean
Motivation	female	144	114.68	14.913	1.243
	Male	210	111.51	17.418	1.202

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Motivation	Equal variances assumed	1.239	.266	1.782	352	.076	3.171	1.779	-.329	6.671
	Equal variances not assumed			1.834	335.062	.068	3.171	1.729	-.230	6.572

This hypothesis could not be rejected. There is no significant influence of gender on Motivation. As values of $p = .076$ which is more than $.05$. This suggests gender does not affect motivation of teachers in B-schools of Madhya Pradesh. It means Male and Female teachers are equality motivated.

H₀₃: There is no significant influence of Marital status on Motivation of selected B-schools of Madhya Pradesh.

Group Statistics					
Marrital Status		N	Mean	Std. Deviation	Std. Error Mean
Motivation	Single	91	110.88	15.058	1.579
	Married	263	113.46	16.943	1.045

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Motivation	Equal variances assumed	.089	.765	-1.289	352	.198	-2.585	2.005	-6.527	1.358
	Equal variances not assumed			-1.365	174.610	.174	-2.585	1.893	-6.321	1.151

There is no significant influence of marital status on Motivation of selected Business schools of Madhya Pradesh. Hypothesis could not be rejected as $p = 0.198$. Marital status does not influence motivation of teachers. Teachers are equally motivated whether they are married or single.

H₀₄: There is no significant influence of Teaching Experience on Motivation of selected B-schools of Madhya Pradesh.

Descriptives								
Motivation								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
0-5	153	110.68	16.746	1.354	108.00	113.35	57	150
6-10	108	110.79	18.190	1.750	107.32	114.26	30	148
11-15	43	116.56	12.068	1.840	112.84	120.27	88	140
above 15	50	120.40	12.211	1.727	116.93	123.87	94	145
Total	354	112.80	16.497	.877	111.07	114.52	30	150

ANOVA						
Motivation						
	Sum of Squares	df	Mean Square	F	Sig.	
Between Groups	4620.746	3	1540.249	5.895	.001	
Within Groups	91452.014	350	261.291			
Total	96072.760	353				

This hypothesis is rejected as $p=0.001$. It indicates that the teaching experience also influence motivation level of teachers of Business Schools. The year of experience in teaching is an important variable, it can be seen that with increasing years of experience teachers motivation is also increased because they may improve upon knowledge, skill and confidence by the years. Salary can also be increased with experience.

H₀₅: There is no significant influence of Qualification on Motivation of selected B-schools of Madhya Pradesh.

Descriptives								
Motivation								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
PG	167	108.74	18.169	1.406	105.97	111.52	30	148
PG+ NET	26	118.50	11.984	2.350	113.66	123.34	91	142
PG+Mphil	11	109.82	19.281	5.813	96.86	122.77	77	150
PG+PhD	130	116.33	14.380	1.261	113.84	118.83	75	145
PG+NET+Mphil	2	114.50	2.121	1.500	95.44	133.56	113	116
PG+NET+PhD	13	117.23	7.316	2.029	112.81	121.65	110	131
PG+Mphil+PhD	4	116.75	10.308	5.154	100.35	133.15	110	132
PG+Mphil+NET+ PhD	1	139.00					139	139
Total	354	112.80	16.497	.877	111.07	114.52	30	150

ANOVA

Motivation

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6299.764	7	899.966	3.462	.001
Within Groups	89162.133	343	259.948		
Total	95461.897	350			

This hypothesis stands rejected as $p=.001$. Qualification shows strong influence on teacher's motivation. It can also observe that more qualified teacher has reported better motivation. However, big difference is not identified among mean values of different qualified teachers. Because, only few opportunities are available in education sector in Madhya Pradesh especially in management field.

H₀₆: There is no significant influence of Designation on Motivation of selected B-schools of Madhya Pradesh.

Descriptives								
Motivation								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Assistant Professor	290	111.50	16.610	.975	109.58	113.42	30	150
Associate Professor	46	117.30	15.814	2.332	112.61	122.00	85	147
Professor	18	122.17	11.084	2.613	116.65	127.68	104	145
Total	354	112.80	16.497	.877	111.07	114.52	30	150

ANOVA					
Motivation					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3000.024	2	1500.012	5.657	.004
Within Groups	93072.736	351	265.164		
Total	96072.760	353			

Present hypothesis is rejected. It means designation also influence teacher's motivation in Business school of Madhya Pradesh. Professors are more motivated than Associate Professor and Assistant Professor. Associate Professors are more motivated than Assistant Professors in Business Schools of Madhya Pradesh.

H₀₇: There is no significant influence of Annual Income on Motivation of selected B-schools of Madhya Pradesh.

Descriptives

Motivation

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Less than 2 lakhs	81	104.32	14.686	1.632	101.07	107.57	78	150
2-5 lakhs	179	112.87	17.089	1.277	110.35	115.39	30	148
5-8 lakhs	55	118.71	13.105	1.767	115.17	122.25	85	142
8-11 lakhs	11	114.00	10.325	3.113	107.06	120.94	101	139
Greater than 11 lakhs	28	124.82	13.177	2.490	119.71	129.93	93	145
Total	354	112.80	16.497	.877	111.07	114.52	30	150

ANOVA

Motivation

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11806.871	4	2951.718	12.225	.000
Within Groups	84265.889	349	241.450		
Total	96072.760	353			

This hypothesis is rejected as $p= 0.000$. There is a strong influence of teacher's annual income on their Motivation. As income is again very crucial factor to generate motivation into people. Teachers are also affected by their income level in business Schools of Madhya Pradesh. Motivation is enhanced with increasing income level among teachers.

Previous studies show same results with some demographic and organizational variable, however some variable are showing adverse results from traditional viewpoints. Alniacik et al (2012) found that, Gender is differing with career motivation score. Whereas, age, income level, tenure did not exert any significant associations with motivation which shows adverse results. Gender influence motivation of employees in the organization but in present result it is not influencing motivation of teachers, as this study is done in different geography and people that leads to a different result possibly.

5. Conclusion: This study identified that the Teachers Motivation is influenced by age, educational qualification, designation, years of teaching experience and income factors in B-Schools of Madhya Pradesh. Whereas, gender and marital status did not influence teachers motivation in B-Schools of Madhya Pradesh.

No any research is carry out without its limitations, so this study also has some limitations, Since the present study is based on survey method, conducted with the help of questionnaire, the nature of study itself is inherited with the basic limitation f the chances of gap between the real picture and what is documented, due to basic barriers of communication, perceptions and interpretations. The sample elements of the study are teachers in selected B-schools. Thus the data collected can be generalized to B-schools only but cannot be generalized to Engineering institutes, Medical Institutes, Science, Arts and any other Institutes.

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