

The Type of Motivation on Work Task among Special Education Teachers

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ABSTRACT : The type of motivation in work task among special education teachers will affect performance and quality of their work. To identify the type of motivation on work task among special education teachers. A cross-sectional study, 96 participants in integrated primary schools. Questionnaire consists of socio-demographics items and The Work Tasks Motivation Scale for Teachers (WTMST). 60 participants (62.5%) showed majority of the special education teachers are in Identified Regulation on work task. There are no significant differences in the type of motivation on work task with all socio-demographic data except for level of education. All of the demographic data have no role in the type of motivation on work task among special education teachers.

Keywords- Motivation, Special education teachers, Work task.

I. INTRODUCTION

Motivation is really important in our life because motivation is the method that initiates, guides, and keeps goal-oriented behaviours^[1] According to the concept of motivation, clinicians have to focused on two investigations which are motivational psychology which is the action to motives stemming from a human mental operation and social psychology which is people thought or action in the social setting.^[2]

Teachers always play as a role model towards the student in many aspect especially special education teachers. The main role as special education teachers is they need to act as a school-based teachers educator who reasonably guides the student in learning and evaluation them.^[3] Based on Self-Determination Theory (SDT), some teacher may see themselves as competent, but a few may perform their work task due to external pressure or advantages that linked with their work.^[4] In order to become an excellent teacher, motivation is very important in order to achieve the goal in their work as a teacher, especially in teaching task. The students that being taught by an excellent teacher perform much better than those who are instructed by unsatisfactory teachers.^[5]

Some studies showed that teachers are the higher stressful occupation compared to others.^{[5][6]} The stress experienced by the teachers involves their physical and psychological levels, also resulting in their lowest level of job satisfaction.^[6] The major cause stress among special education teachers is students' miss behaviour. In addition, time, workload and relationship with others also are the source of stress among special education teacher.^[7]

Both non-teaching-related workload (such as office work and responsibility demands) and teaching-related workload associated with emotional exhaustion.^[8] The most important stressors and may lead to teacher dissatisfaction is lots of paperwork and high-stakes accountability requests.^[8] All those problems will affect their capability and decrease their professional self- confidence.

II. METHODOLOGY

This study is a cross-sectional study with convenience sampling which is used to identify the type of motivation in work task among special education teachers. The population of this were calculated using the

Roasoft sample size calculation software. The commonly accepted value is 127 respondents. The questionnaires have been distributed to 10 integrated primary schools in Klang, Selangor but only 96 respondents completely answered the questionnaire. The questionnaire has been distributed in paper pencil method.

The questionnaire consists of two-part which are demographic questions and Work Task Motivation Scale for Teachers (WTMST). Part I of the questionnaire consists of demographic information about participants. Demographic data contains the question about gender, age, number of years of working experience, education level, marital status, and monthly salary. For Part II, the questionnaire survey will be used is The Work Tasks Motivation Scale for Teachers (WTMST) is the questionnaire that assesses five motivational constructs (intrinsic motivation, identified regulation, introjected regulation, external regulation, and amotivation) toward six work tasks (class preparation, teaching, evaluation students, classroom management, administrative tasks, and complementary tasks).

This WTMST contains 90 items which are rated by a Likert scale range. The construct validity is moderate the value for introjected regulation (.51 to .75; mean $r = .63$), external regulation (.27 to .71; mean $r = .55$), and amotivation (.33 to .64; mean $r = .44$)^[3] The overall convergent correlations (mean $r = .46$) were higher than divergent correlations (mean $r = .14$). The internal consistency is excellent the (Cronbach's values ranged from .83 to .96). Internal consistency values met the criterion of 0.70.^[3]

III. RESULT AND DISCUSSION

3.1 Descriptive analysis of respondent's demographic data.

A total of 127 questionnaires were distributed, however only 96 questionnaires that completely answered by the respondents received within 2 weeks. Majority of the respondents are female teachers, 85.4% (82). Only 14.6% (14) of the respondents are male teachers.

Majority of the respondents are 36-50 years of age. 65.6 % (63) of the respondents are 36-50 years of age, 28.1% (27) of respondents are 20-35 years, while the minority of the respondents are 51-65 years 6.3% (6). Based on marital status of the respondents, majority of the respondents are married which is 84% (81). Only 16% (15) of the respondents are single.

Majority of the respondents have Bachelor's Degree, which is comprised of 84.4% (81) among the respondents. 6.3% (6) of the respondents have Diploma, and only 9.4% (9) of the respondents have Master's degree.

Majority of the respondents are 6-10 years. 35.4 % (34) of the respondents are 6-10 years, 29.2% (28) of respondents are >15 years, 18.8% (18) of the respondents are <1-5 years, while the minority of the respondents are 11-15 years 16.7% (16).

Majority of the respondents received monthly salary more than RM 4000, which is comprised of 62.5% (60) among the respondents. 28.1% (27) of the respondents received RM 3001-4000, and only 9.4% (9) of the respondents received RM 2000-3000.

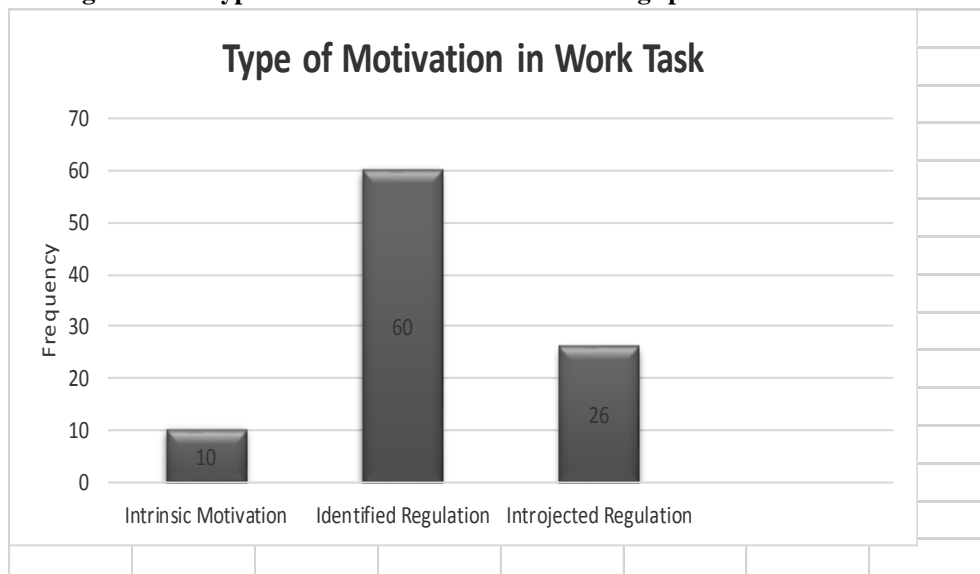
Table 1: Descriptive analysis of respondent's demographic data.

Variables	Frequency (N=96)	Percent %	Mean (SD)
Age			
20-35	27	28.1	419.93 (62.4)
36-50	63	65.6	408.60 (55.4)
51-65	6	6.3	453.33 (77.8)
Gender			
Male	14	14.6	408.79 (54.8)
Female	82	85.4	415.65 (60.3)
Years of Experience			
<1-5	16	16.7	433.81 (62.5)
6-10	34	35.4	409.50 (58.3)
11-15	18	18.8	401.12 (59.0)
>15	28	29.2	418.14 (59.0)
Marital Status			
Single	15	15.6	422.60 (66.5)
Married	81	84.4	413.15 (58.2)
Level of Education			
Diploma	6	6.3	364.50 (36.6)
Bachelor's degree	81	84.4	421.15 (60.2)
Master's degree	9	9.4	390.22 (40.9)
Monthly Salary			

RM 2000-3000	9	9.4	421.75 (71.1)
RM 3001-4000	27	28.1	425.26 (55.8)
> RM 4000	60	62.5	408.92 (59.5)

3.2 The type of motivation in work task among special education teachers. Majority of the respondents are Identified Regulation, 62.5% (60). 27.1% (26) of the respondents are Introjected Regulation, only 10.4% (10) of the respondents are Intrinsic Motivation as shown in Figure 1. The finding showed that the majority of the special education teachers are in the type of the Identified Regulation on on work task. Majority of the respondents are Identified Regulation. Identified regulation is one of the type regulation in extrinsic motivation. According to the other results, the employee had high extrinsic motivation especially male compared to female.^[9] Teacher with higher motivation in their work and profession will success and able to perform better than others^[10]

Figure 1 The type of motivation in work task among special education teachers.



3.3 The type of motivation in work task among special education teachers with socio-demographic data.

3.3.1 Gender

The result is $p = 0.35$ which means no significant. Therefore, there is a no significant difference between the type of motivation in work task and gender ($p = 0.71$, 95% CI = -40.59, 27.55). Table 2 shows the result of the type of motivation in work task based on gender.

Finding showed that there is a no significant difference between the Type of motivation in work task based on gender of the respondents. There are few previous study that emphasis on motivation based on gender-based. There are study revealed that the demographic variables which is gender-based, did not have statistically significant connection with gender.^[11] It is because, in Malaysia predominately female dominated in job as a teacher and usually female teacher has more challenging responsibilities compared to male teachers. Female workers more alert and aware with social security and they always care about working relationship. Male workers mostly motivated to perform their job based on their income, promotion and responsibility, while female workers likely to have friendly environment, job security and mutual cooperation.^[12]

Table 2: The result of the type of motivation in work task based on gender.

Variables	Male n=14	Female n=82	Mean diff (95% CI)	t-stats (df)	P value ^a
	Mean(SD)				
Intrinsic Motivation	1.93 (0.27)	1.89 (0.32)	0.38 (-0.14, 0.22)	0.43 (94)	0.67
Identified Regulation	1.29 (0.47)	1.39 (0.49)	-0.11 (-0.39, 0.18)	-0.74 (94)	0.46

Introjected Regulation	1.79 (0.43)	1.72 (0.45)	0.07 (-0.19, 0.32)	0.51 (94)	0.61
Total	408.79 (54.81)	415.30 (60.03)	-6.52 (-40.59, 27.55)	-0.38 (94)	0.71

Independent Sample T-test

3.3.2 Age

The result is $p = 0.17$ which means significant as the $p > 0.05$. Therefore, there is no significant difference in the type of motivation in work task based on age of the respondents. Table 3 revealed the result between the types of motivation in work task based on age of the respondents.

Finding showed that there is no significant difference in the type of motivation in work task based on age of the respondents. This is contradictory to the findings of many other studies, especially those carried out in the context of developed countries. The age will effect level of motivation when performing an activities.^[13] Young employee tends to had higher motivation compared to older due to value of their career.^[14] Previous study proved that younger and older age has different level of motivation.^[15]

Table 3: The result of the type of motivation in work task based on age.

Variables	20-35 Years n= 27	36-50 Years n= 63	51-65 Years n= 6)	F-stats (df)	P value ^a
	Mean(SD)				
Intrinsic Motivation	1.85 (0.36)	1.94 (0.25)	1.67 (0.52)	2.58 (2, 93)	0.08
Identified Regulation	1.48 (0.51)	1.32 (0.47)	1.50 (0.55)	1.29 (2, 93)	0.28
Introjected Regulation	1.67 (0.48)	1.75 (0.44)	1.83 (0.41)	0.47 (2,93)	0.63
Total	419.93 (62.40)	408.25 (55.02)	453.33 (77.77)	1.79 (2, 93)	0.17

ANOVA test

3.3.3 Marital Status

The result is $p = 0.35$ which means no significant. Therefore, there is a no significant difference between the type of motivation in work task and marital status ($p = 0.56$, 95% CI = -23.31, 42.85). Table 4 shows the result of the type of motivation in work task based on marital status.

Finding showed that there is a no significant difference between the type of motivation in work task based on marital status of the respondents. A study revealed that the demographic variables which is marital status, did not have statistically significant connection with gender.^[11] It is because whether they married or unmarried, they need to develop positive thought about their job and ignoring all the negative aspect in order to maintain their source of income.^[11]

Table 4: The result of the type of motivation in work task based on marital status.

Variables	Single n= 15	Married n=81	Mean diff (95% CI)	t-stats (df)	P value ^a
	Mean(SD)				
Intrinsic Motivation	1.80 (0.41)	1.91 (0.28)	-0.11 (-0.28, 0.06)	-1.32 (94)	0.19
Identified Regulation	1.53 (0.52)	1.35 (0.48)	-0.19 (-0.83, 0.46)	1.38 (94)	0.17
Introjected Regulation	1.67 (0.49)	1.74 (0.44)	0.07 (-0.32, 0.18)	0.59 (94)	0.56
Total	422.60 (66.5)	412.83 (57.92)	9.77 (-23.31, 42.85)	-0.59 (94)	0.56

Independent Sample T-Test

3.3.4 Level of Education

The result is $p = 0.26$ which means significant as the $p > 0.05$. Therefore, there is significant difference in the type of motivation in work task based on level of education received by respondents. Table 5 revealed the result between the types of motivation in work task based on level of education received by respondents.

Finding showed that there is a significant difference between the type of motivation in work task based on level of education received by respondents. There are few previous study that emphasis motivation in work task based on level of education received by respondents. A study focused on Dutch respondents, they revealed that all employee with high education were more motivated in workplace.^[12] The educated employee more motivated in order to improve their performance.^[16] In city of Surakarta in Indonesia, teachers with master's degree have higher motivation than bachelor's degree.^[17]

Table 5: The result of the type of motivation in work task based on level of education.

Variables	Diploma n= 6	Bachelor's degree n= 81	Master's degree n= 9	F-stats (df)	P value ^a
	Mean(SD)				
Intrinsic Motivation	2.00 (0.00)	1.88 (0.33)	2.00 (0.00)	1.02 (2, 93)	0.36
Identified Regulation	1.50 (0.55)	1.36 (0.48)	1.44 (0.53)	0.33 (2, 93)	0.72
Introjected Regulation	1.50 (0.55)	1.77 (0.43)	1.56 (0.53)	1.76 (2, 93)	0.18
Total	364.50(36. 57)	420.73 (59.99)	390.22 (40.93)	3.54 (2, 93)	0.03

ANOVA test

3.3.5 Years of Experience

The result is $p = 0.85$ which means significant as the $p > 0.05$. Therefore, there is no significant difference in the type of motivation in work task based on years of experiences. Table 6 revealed the result between the types of motivation in work task based on years of experience.

The Finding showed that there is no significant difference in the type of motivation in work task based on years of experiences. this is contradictory to the findings of many other studies, especially those carried out in the context of developed countries. A study revealed that there is significant difference between motivation and years of work in teaching profession.^[17] Junior teachers has higher motivated compared to senior teachers because of junior teachers still has eager more knowledge than senior teachers.^[17] A study showed that there is significant difference in the motivation based on years of experiences. It show that teacher with experience 4-9 years of working experience tends to had higher motivation compared to other.^[18]

Table 6: The result of the type of motivation in work task based on years of experience.

Variables	<1-5 years n= 16	6-10 years n= 34	11-15 years n= 18	>15 years n= 28	F-stats (df)	P value ^a
	Mean(SD)					
Intrinsic Motivation	1.81 (0.40)	1.91 (0.29)	1.94 (0.24)	1.89 (0.32)	0.57 (3, 92)	0.64
Identified Regulation	1.38 (0.50)	1.44 (0.50)	1.28 (0.46)	1.36 (0.49)	0.45 (3, 92)	0.72
Introjected Regulation	1.81 (0.40)	1.65 (0.49)	1.78 (0.43)	1.75 (0.44)	0.65 (3, 92)	0.58
Total	433.81 (62.51)	409.50 (58.28)	400.33 (57.33)	418.14 (59.04)	1.03 (3, 92)	0.38

ANOVA test

3.3.6 Monthly Salary

The result is $p = 0.63$ which means significant as the $p > 0.05$. Therefore, there is no significant difference in the type of motivation in work task based on their monthly salary. Table 7 revealed the result between the types of motivation in work task based on monthly salary received by respondents.

Finding showed that there is no significant difference in the type of motivation in work task based on their monthly salary. Previous study showed that the result is significant difference in motivation and wages is contradictory to the finding.^[19] Workers will motivated to perform well in their work performance. There is significant motivation on work performance because workers will encourage themselves to perform better quality of working performance.^[20] There are study reported that there is significant differences between motivation and salary and it will give workers positive impact in their commitment of work task.^[21]

Table 7: Level of knowledge on learning disabilities among special education teachers based on monthly salary.

Variables	RM 2000-3000 n= 9	RM 3001-4000 n= 27	>RM 4000 n= 60	F-stats (df)	P value ^a
	Mean(SD)				
Intrinsic Motivation	1.78 (0.44)	1.93 (0.27)	1.90 (0.30)	0.80 (2, 93)	0.45
Identified Regulation	1.56 (0.53)	1.30 (0.47)	1.38 (0.49)	0.98 (2, 93)	0.38
Introjected Regulation	1.67 (0.50)	1.78 (0.42)	1.72 (0.45)	0.27 (2, 93)	0.77
Total	417.89 (67.52)	425.26 (55.85)	408.92 (59.49)	0.73 (2, 93)	0.49

ANOVA test

IV. CONCLUSION

Majority of the special education teachers are in the type of the Identified Regulation on work task. All of the demographic data have no role in the type of motivation on work task among special education teachers except for level of education.

The limitation of this study is it did not include the grade of teacher in the demographic data in order to identify the specific task that being done by teacher with different grade. This study only focus on the overall total WTMST score which indicates the type of motivation for overall work task and does not explain each of the task, such as classroom management, administrative task and student evaluation.

There are some recommendation for further research which can be done. The teacher's grade as a teacher can be used as one of the variables to indicate specific teacher's work task. The other recommendation is to focus on identify the type of motivation in each work task as a teachers.

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