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Yangon University of Distance Education**

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## A STUDY ON THE WORK MOTIVATION OF THE TEACHING STAFF IN YANGON UNIVERSITY OF DISTANCE EDUCATION

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### Abstract

This paper was intended to study “the work motivation level of the teaching staff in Yangon University of Distance Education”. Work Motivation Questionnaire was administered individually to 140 participants. The questionnaire with (26) items concerning work motivation was used in this study. In this study the items were scored with scoring key, all the data were put into the computer. The data analysis was done by Descriptive method to present the data in the form of tables and figures to describe some of its characteristics. From this study we can know the work motivation of the teaching staff in Yangon University of Distance Education. Results from this research showed that teaching staff who are different in gender, age levels and occupational levels were not significantly different in their level of work motivation. According to the findings, most of the teaching staff working in Yangon University of Distance Education had moderate work motivation.

**Key words:** *work motivation*

### Introduction

Growth of any nation is based on its educational system and teachers are expected to be the nation builders. The role of a teacher cannot be disregarded in the bringing advancement, affluence and developmental course of a nation. Steadiness of a society is facilitated by the encouragement and hastening of expansion through discipline, academically sound and expert competent academicians. The organizational accomplishment depends on the efficacy of the performances of the persons who constitute the human capital (Saetang et al., 2010). Arif (2003) suggests that the most conventional role and objective of a culture is to protect the development of intellectualism. Knowledgeable and competent teachers/ academicians are considered an imperative power of any educational institution.

Teaching is a very noble profession and teachers have a great role in their students' intellectual, personal and social development, thereby influencing the whole nation's development. Teaching is the supreme art of the academicians for awaking the joy in creative expression and knowledge. Only the academicians push the nations in achieving commanding heights of development through promoting intellectualism. Teachers can have influence more

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profound than others and give the glorious position and dignified status to the nation. According to Kayuni & Tambulasi (2007), lack of motivation and commitment can have a negative impact on the student's learning and most importantly it puts the future of children on the stake. Teacher's contribution in the human capital development and technological advancement greatly depends on their motivation and willingness for taking initiatives.

The academic staff in any College and University are as important as the pillars of a building which bear the whole of it so, teachers are thought to be the nation builders and they are always given the great importance in educated and dignified societies but in recent years stakeholders are complaining about the academic performance of academic staff in universities and people think that academic staff are no longer dedicated and devoted. It is generally expected that the academicians who are trained and expected to produce societal virtues like honesty, integrity, discipline, devotion, dignity, are not committed and devoted to their job (Isaac et al., 2011). Kazeem (1999) found that academicians tend to be contented and satisfied when they get their pay in time and which is enough to meet their needs and enhance their motivation. The nation which is blessed with highly facilitated institutions, enriched with talented and knowledgeable academicians, definitely lead the nation in innovation and development.

The human elements of the organization are those that are capable of learning, changing, innovating and providing the creative thrust which if properly motivated can ensure the long-run survival of the organization. Education at universities must be improved from the quality aspect mainly in order to be able to transfer students truthful and "anticipation, in the future applicable" knowledge and competences.

Generally, the motivation, e.g. its orientation, intensity, pressure, and integration with the motivation of more complex wholes (groups, organizations) ranks among the most important and the most basic determinant of every human endeavor; it is important to devote attention just to the dynamical aspects of the motivation. The human potential motivation is really very complicated and dynamically changing, but at the same time, also extraordinary productive and potentially contributive.

Keller and Price (2011) describe motivation is the presence of enthusiasm that drives employees to put in extraordinary effort to deliver results. Getting the right people on board – and then all enthusiastically pulling in the right direction – is a basic domain motivation. According to Decenzo and Robbins (1999), the motivation can be defined in terms of some outward behaviour. It is an internal process which starts by deprivation, having unsatisfied needs, and results in tension. For motivation to occur, we must have functional tension giving the individual the energy to perform. Motivation is initiated by the feeling of shortage, internal conflict that the individual strives to eliminate by its behaviour and established balance.

Due to the fact that the motivation of university teachers is constantly confronted and weakened by several complicated situations, activities and perceived social and also individual responsibility, it is necessary to systematically reinforce it. In this sense motivation is activation of a certain internal state (e.g. wishes, efforts) through external stimuli (motivators).

This paper intends to study work motivation level of the teaching staff in Yangon University of Distance Education.

### **Objective**

The objective of the present study is to find out the work motivation of the teaching staff in Yangon University of Distance Education.

### **Hypotheses**

1. Work motivation of teaching staff in Yangon University of Distance Education will be different according to their gender.
2. Work motivation of teaching staff in Yangon University of Distance Education will be different according to their age level.

3. Work motivation of teaching staff in Yangon University of Distance Education will be different according to their occupational level.

#### Participants

A total of about 140 University teaching staff participants, 12 males and 128 females teaching staff, participated in this study.

#### Instruments

In this study, Motivation Questionnaire consisting of (26) items, with a four-point scale method for each item (*i.e. 1 for never, 2 for sometime, 3 for often, and 4 for ever*) was used. The participants were asked to read and answer all the items in the questionnaire carefully.

#### Procedure

Work Motivation Questionnaire was administered individually to 140 participants. All participants were explained that there was no right or wrong answer. So, they could choose the one which they agree most. They were also told that their responses were kept confidential. The time required to complete the scale was approximately 15 minutes. After the items were scored with scoring key, all the data were put into the computer. The data analysis was done by Descriptive method to present the data in the form of tables and figures to describe some of its characteristics.

### Data Analysis and Discussion

#### Results

Table (1) Gender distribution of the participants

Gender	Frequency	Percentage
Male	12	8.6 %
Female	128	91.4 %
Total	140	100 %

As shown in Table (1), a total of 140 participants consisting of 12 males and 128 female teaching staff participated in this study.

Table (2) Age of the participants

Age	Frequency	Percentage
25-34	44	31.4 %
35-44	34	24.3 %
45-54	43	30.7 %
55 and above	19	13.6 %
Total	140	100 %

Table (2) shows that the participants in this study are 44 teaching staff who are 25 - 34 years old, 34 teaching staff who are 35 - 44 years old, 43 teaching staff who are 45 – 54 years old, and 19 teaching staff who are 55 and above years old.

Table (3) Occupational Level of the participants

Occupational level	Frequency	Percentage
Tutor	50	35.7 %
Assistant Lecture	17	12.1 %
Lecture	32	22.9 %
Associate Professor	24	17.1 %
Professor / Professor and Head	17	12.2 %
Total	140	100 %

As shown in Table (3), a total of 140 participants consisting of 50 tutors, 17 assistant lecture, 32 lecture, 24 associated professor and 17 professors and professor and head participated in this study.

Table (4) Work Motivation level of the participants

Work Motivation	Frequency	Percentage
Low >53	2	1.4 %
Middle (53-78)	83	59.3 %
High <78	55	39.3 %
Total	140	100 %

As shown in Table (4), 2 participants have low work motivation, 83 participants have average work motivation, and there are 55 participants who have high work motivation.

Table (5) Differences of Work Motivation between Genders

Gender	Work Motivation			$\chi^2$	df	Significant Level
	Low	Middle	High			
	f	f	f			
Male	1	7	4	4.501	2	NS
Female	1	76	51			

Table (5) reveals that 1 male and 1 female teaching staff have low work motivation, 7 male and 76 female teaching staff have average work motivation, and 4 male and 51 female teaching staff have high work motivation. The Chi-square value for these two groups is 4.501, which is statistically not significant. Therefore, male and female teaching staffs are not significantly different in their level of work motivation.

Table (6) Differences of Work Motivation between Age Levels

Age levels	Work Motivation			$\chi^2$	df	Significant Level
	Low	Middle	High			
	f	f	f			
25-34	0	29	15	8.587	6	NS
35-44	2	21	11			
45-54	0	23	20			
55 and above	0	10	9			

Table (6) demonstrates that there is no teaching staff that is low in work motivation, 29 teaching staff who are average in work motivation and 15 teaching staff who are high in work motivation in the age group of 25 - 34 years. In 35 - 44 years old group, there are 2 teaching staff who are low in work motivation, 21 teaching staff who are average in work motivation and 11 teaching staff who are high in work motivation. In the age group of 45 -54 years, there are 23 teaching staff who are average in work motivation and 20 teaching staff who are high in work motivation. In the last group of age 55 and above year olds, there is no teaching staff who is low in work motivation, 10 teaching staff who are average in work motivation and 9 teaching staff who are high in work motivation. The Chi-square value for these four groups is 8.587, which is statistically not significant. Therefore, teaching staff who are different in age levels were not significantly different in their level of work motivation.

Table (7) Differences of Work Motivation between Occupational Levels

Occupational Level	Work Motivation			$\chi^2$	df	Significant Level
	Low	Middle	High			
	f	f	f			
Tutor	1	31	18	11.62 5	8	NS
Assistant Lecturer	0	11	6			
Lecturer	1	23	8			
Associate Professor	0	13	11			
Professor and Head/ Professor	0	5	12			



According to Table (7), there is 1 tutor who is low in work motivation, 31 tutors in teaching staff are average in work motivation and 18 tutors in teaching staff are high in work motivation. In assistant lecturer level, it was found that there is no teaching staff who is low in work motivation, 11 teaching staff who are average in work motivation and 6 teaching staff who are high in work motivation are seen. In the group of lecturer level, there are 1 teaching staff who is low in work motivation and 23 teaching staff who are average in work motivation and 8 teaching staff who are high in work motivation. In associate professor group, it was found that there is no teaching staff who is low in work motivation, 13 teaching staff who are average in work motivation and 11 teaching staff who are high in work motivation. In the group of Professor and Head and Professor Group, it was observed that there is no teaching staff who is low in work motivation, 5 teaching staff who are average in work motivation and 12 teaching staff who are high in work motivation. The Chi-square value for these five groups is 11.625, which is statistically not significant. Therefore, teaching staff who is different in occupational levels were not significantly different in their levels of work motivation.

### **Hypotheses Testing**

The first hypothesis of this study states that male teaching staff and female teaching staff will be significantly different in their levels of work motivation. The findings showed that male teaching staff and female teaching staff did not have significant differences in their levels of work motivation. The Chi-square value for these two groups is 4.501, which is statistically not significant. Thus, this hypothesis was rejected.

The second hypothesis of this study states that teaching staff who are different in age level will be significantly different in their levels of work motivation. The finding showed that teaching staff who are different in age are not significantly different in their levels of work motivation. The Chi-square value for these four groups is 8.587, which is statistically not significant. So, the second hypothesis was rejected.

The third hypothesis of this study states that teaching staff who are different in occupational level will be significantly different in their levels of work motivation. The finding showed that teaching staff who are different in occupational level do not have significant differences in their levels of work motivation. The Chi-square value of four groups is 11.625, which is statistically not significant. So, the third hypothesis was also rejected.

### **Discussion**

A motivated academician is recognized by high level of commitment, hard work, devotion, dedication and becomes a source of inspiration through his exemplary character because a teacher is always expected to be a role model for students. Siddique (2003) mentioned that competent academicians make efficient use of broad, deep and integrated sets of knowledge and skills and make their lecture more interesting by coding examples.

This study intends to discover the work motivation of teaching staff in Yangon University of Distance Education. According to the findings shown in table (5), male teaching staff and female teaching staff do not have significant differences in their levels of work motivation. Teaching staff who are different in age are not significantly different in their levels of work motivation as shown in Table (6). The findings presented in table (7) also show that teaching staff who are different in occupational level are not significantly different in their levels of work motivation. Therefore, the researchers conclude that gender, age and levels of occupation of the teaching staff are not the factors that determine the differences in work motivation in this study.

According to the study, 1.4 % of the teaching staff had low work motivation, 59.3% of the teaching staff had moderate work motivation and 39.8 % of the teaching staff had high work motivation. Therefore, we can also say that most of the teaching staff had moderate work motivation.

### Conclusion

The purpose of this study is to investigate the level work motivation of the teaching staff in Yangon University of Distance Education. A total of 140 university teaching staff participants, consisting of 12 male and 128 female teaching staff, participated in this study. Work Motivation Questionnaire was administered individually to 140 participants. All participants were explained that there was no right or wrong answer. So they could choose one which they agreed most. They were also told that their responses were kept confidential. The time required to complete the scale was approximately 15 minutes.

In this study it was found that male teaching staff and female teaching staff did not have significant differences in their work motivation. The results of this research showed that teaching staff who are different in age are not significantly different in their levels of work motivation. The findings also showed that teaching staff who are different in the level of occupation are not significantly different in their levels of work motivation. Therefore, the researchers conclude that gender, age and level of occupation of the participants are not the factors which determine the differences in work motivation of the participants.

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