IMPACT OF 'SCOPE FOR ADVANCEMENT' ON TECAHER'S MOTIVATION IN MADHYA PRADESH

Dr. Bhawana Nagendra,

Assistant Professor, Government Arts and Commerce College Majhauli, Sidhi (M. P.), Dept. of Higher Education

Abstract: *This study helps to identify the impact of 'Scope for advancement' on teacher's motivation. Correlation and regression were run on the respondents to show the impact of 'Scope for advancement' on teacher's Motivation in Madhya Pradesh. Teachers of Madhya Pradesh have taken participation in this study. The study discussed the role of Advancement on Motivation of the teachers. It was found that the scope for advancement has positive impact on teacher's motivation.*

Key words: Teachers, Motivation, Scope for advancement, Madhya Pradesh

1. Introduction: Work motivation is the most crucial factor among managers to enhance productivity of the employees, in their organization. Education sector is also facing many hindrances to survive and grow. Teachers motivation play significant role into quality education and growth of any institute, their students and the whole society. Scope for advancement can improve the motivation of teachers. Hence, it is necessary to analyse the impact of scope for advancement on teacher's Motivation in Madhya Pradesh.

Teachers can create value of their institutes, if they are properly motivated. So that the managers, administrators need to facilitate scope them for advancement. The growth and development should be provided through proper scope for advancement to the teachers. The Motivation can be studied under two factors of it, Intrinsic motivation and Extrinsic motivation.

2. Review of Literature: Many studies have been carried out on work motivation of the employees in the organizations. But only little was reported into education sector for teacher's motivation, especially at institute level.

Bhardwaj, Sharma & Sharma (1990) investigated scope for advancement as the main contributor of management relationship with employees. McKinney (2000) discussed the teachers' Motivation in different context. He identified the role of motivation in teacher working manner. They improved on teaching effectiveness. Atkinson (2000) identified the relationship between teachers' Motivation and students' motivation. It was found that the motivated teachers actively support their students and students will also be motivated. Davidson (2000) suggested in his study the teacher's motivation is an important paradigm to discuss and maintain. Also discussed the main factors of motivation as Intrinsic motivation and Extrinsic motivation.

Objectives of the study:

- **To study the impact of Scope for advancement on Teachers Motivation.**
- **To study the impact of Scope for advancement on Teachers Intrinsic motivation.**
- **To study the impact of Scope for advancement on Teachers Extrinsic motivation.**

3. Research Methodology: Research methodology explains that where and how this study was conducted. It also gives detail of applied tests and methodology to carry out the study. Present study is casual type in nature. A survey method has used to collect the data from 354 teachers of various Institutes of Madhya Pradesh for primary data collection. A standard scale was run into the respondents which ranges from strongly agree=5 to strongly disagree=1.

The data analysis was carried out with the help of correlation and regression test. The Scope for advancement was considered as independent variable and Motivation was considered as dependent variable here. Correlation and regression tests are performed to show the impact of Scope for advancement on Motivation and percentage change of one variable on another.

4. Results and Interpretations:

H₀₀₁: There is no significant impact of Scope for Advancement on Motivation of Teachers of M.P.

Result of Hypothesis 001
Summary of Regression analysis for Scope for advancement on Motivation
Table 1.1(a) Correlation on Scope for advancement and Motivation

	Motivation	Scope for advancement
Pearson Correlation **Sig. (1-tailed)** **N**	1 354	.464 (**) .000 354
Pearson Correlation **Sig. (1-tailed)** **N**	.464 (**) .000 354	1 354

** Correlation is significant at the 0.01 level (1-tailed)

Table 1.2(b) Model Summary on Scope for advancement and Motivation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.464ᵃ	.215	.213	13.044

a. Predictors: (Constant), Scope for advancement

Table 1.3(c) ANOVA on Scope for advancement and Motivation

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	16412.317	1	16412.317	96.460	.000ᵇ
	Residual	59891.663	352	170.147		
	Total	76303.980	353			

a. Dependent Variable: Motivation

b. Predictors: (Constant), Scope For Advancement

Table 1.4(d) Coefficientsᵃ on Scope for advancement and Motivation

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	84.530	3.041		27.794	.000
	Scope For Advancement	2.784	.283	.464	9.821	.000

a. Dependent Variable: Motivation

On the basis of the results of the statistical analysis, the **null Hypothesis H_{001} stands rejected**. It means that there is a significant impact of Scope for Advancement on Motivation of Teachers of Madhya Pradesh.

The coefficients table shown the regression equation as:
Motivation=84.530+2.784*Scope for Advancement
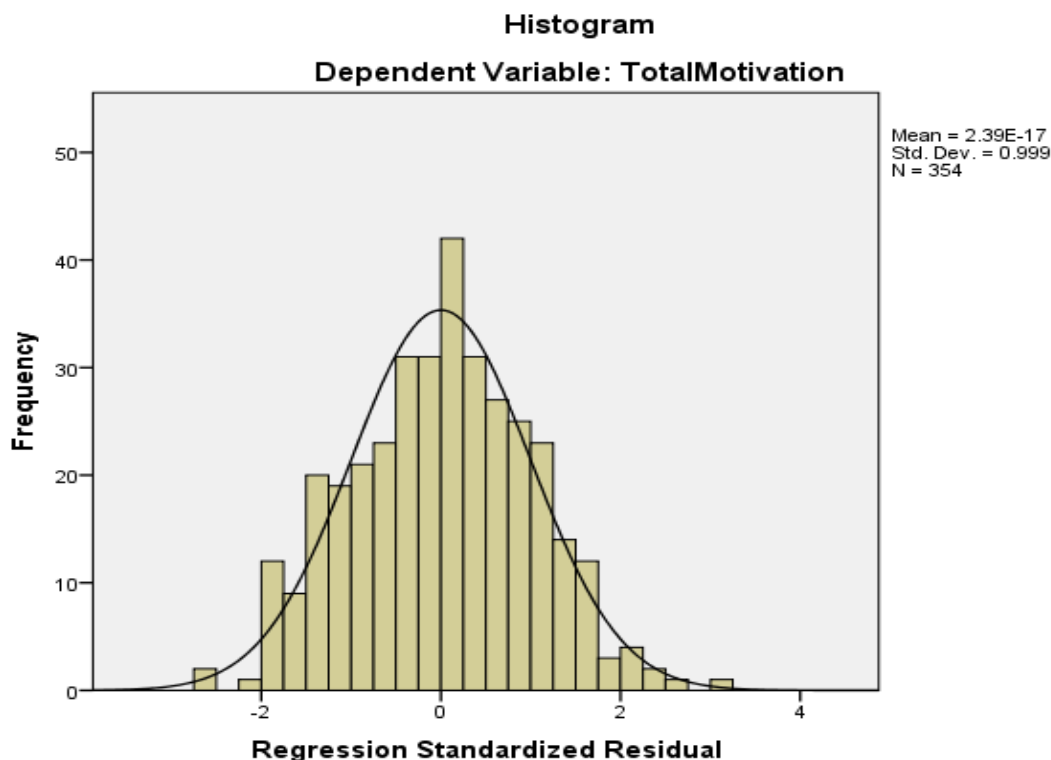
Fig. 1.1 Histogram on Scope for Advancement and Motivation

The normality plot is obtained to test the assumption about the normality of residual and it appears that the residual are approximately normally distributed. Thus the assumptions for regression analysis appear to be met.

H_{002}: There is no significant impact of Scope for Advancement on Intrinsic Motivation of Management Teachers of M.P.

Result of Hypothesis 002
Summary of Regression test for Scope for advancement on Intrinsic Motivation

Table 2.1 (a) Correlation on Scope for advancement and Intrinsic Motivation

	Intrinsic Motivation	Scope for advancement
Pearson Correlation	1	. 340 (**)
Sig. (1-tailed)		.000
N	354	354
Pearson Correlation	. 340 (**)	1
Sig. (1-tailed)	.000	
N	354	354

** Correlation is significant at the 0.01 level (1-tailed)

Table 2.2 (b) Model Summary on Scope for advancement and Intrinsic Motivation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.340ᵃ	.116	.113	5.779

   a. Predictors: (Constant), Scope for advancement

Table 2.3 (c) ANOVA on Scope for advancement and Intrinsic Motivation

| Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	1537.362	1	1537.362	40.039	.000ᵇ
Residual	11754155	352	33.392		
Total	13291.517	353			
a. Dependent Variable: Intrinsic Motivation					
b. Predictors: (Constant), Scope for advancement					

Table 2.4 (d) Coefficientsᵃ on Scope for advancement and Intrinsic Motivation

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	52.718	1.347		39.128	.000
1 Scope for Advancement	.852	.126	.340	6.785	.000

  a. Dependent Variable: Intrinsic Motivation

On the basis of the results of the statistical analysis, the **null Hypothesis H$_{002}$ stands rejected.** It means that there is a significant impact of Scope for Advancement on Intrinsic Motivation of Teachers of M.P.

The coefficients table shown the regression equation as
Intrinsic Motivation=52.718+.852* Scope for Advancement
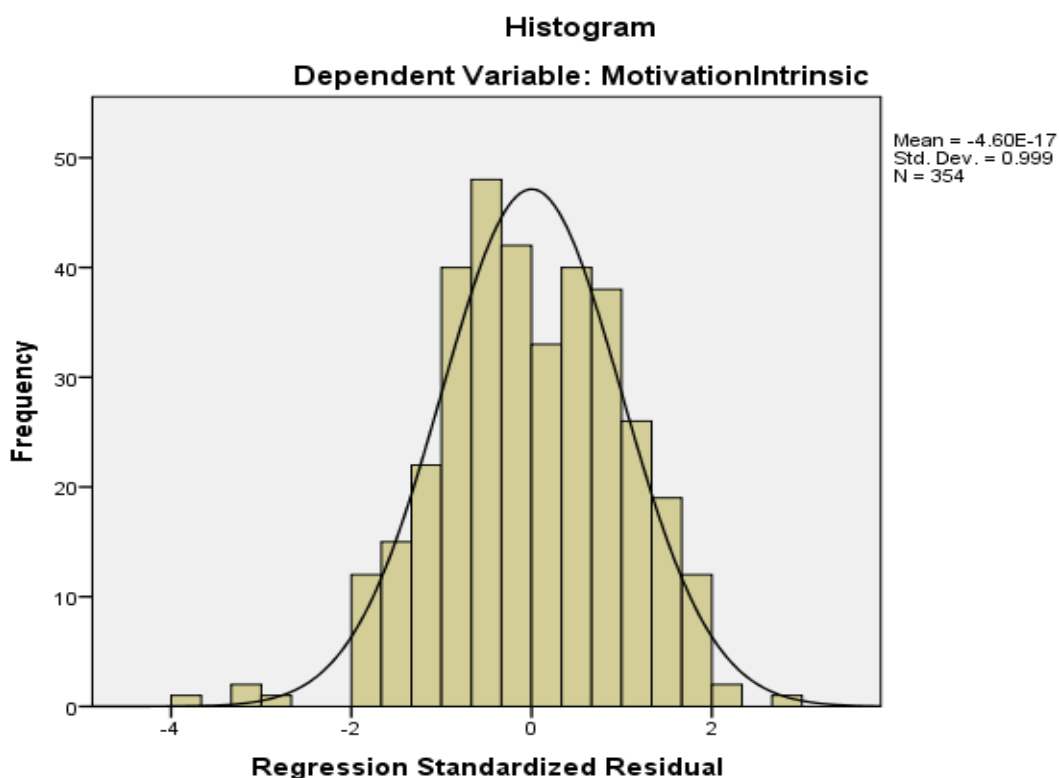
Fig. 1.2 Histogram on Scope for Advancement and Intrinsic Motivation

The normality plot is obtained to test the assumption about the normality of residual and it appears that the residual are approximately normally distributed. Thus the assumptions for regression analysis appear to be met.

H003: There is no significant impact of Scope for Advancement on Extrinsic Motivation of Teachers of M.P.

Result of Hypothesis 003
Summary of Regression test for Scope for advancement on Extrinsic Motivation

Table 3.1 (a) Correlation on Scope for advancement and Extrinsic Motivation

	Extrinsic Motivation	Scope for advancement
Pearson Correlation **Sig. (1-tailed)** **N**	1 354	.462 (**) .000 354
Pearson Correlation **Sig. (1-tailed)** **N**	.462 (**) .000 354	1 354

** Correlation is significant at the 0.01 level (1-tailed)

Table 3.2 (b) Model Summary on Scope for advancement and Extrinsic Motivation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.462[a]	.213	.211	9.096

   a.   Predictors: (Constant), Scope for advancement

Table 3.3 (c) ANOVA on Scope for advancement and Extrinsic Motivation

Model	Sum of Squares	df	Mean Square	F	Sig.
1 **Regression** **Residual**	7903.452 29122.537	1 352	7903.452 82.734	95.528	.000[b]
Total	37025.989	353			

a. Dependent Variable: Extrinsic Motivation

b. Predictors: (Constant), Scope for Advancement

**Table 3.4 (d) Coefficients[a] on Scope for advancement and Extrinsic Motivation**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	**Std. Error**	**Beta**		
(Constant)	31.812	2.121		15.001	.000
1 **Scope for Advancement**	1.932	.198	.462	9.774	.000

a. Dependent Variable: Extrinsic Motivation

On the basis of the results of the statistical analysis, the **null Hypothesis H003 stands rejected.** It means that there is a significant impact of Scope for Advancement on Extrinsic Motivation of Teachers of M.P.

The coefficients table showed the regression equation as:

Extrinsic Motivation=31.812+1.932* Scope for Advancement
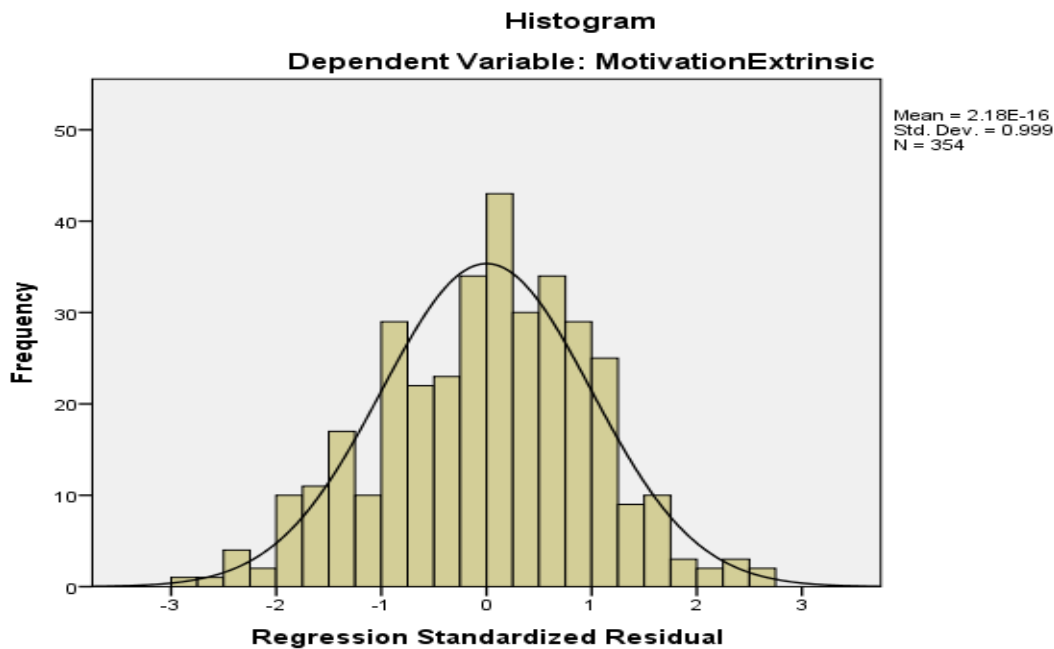
Figure 1.3 Histogram on Scope for Advancement and Extrinsic Motivation

The normality plot is obtained to test the assumption about the normality of residual and it appears that the residual are approximately normally distributed. Thus the assumptions for regression analysis appear to be met.

5. Conclusion: The impact of Scope for advancement on Motivation, Intrinsic motivation and Extrinsic motivation was shown with the help of correlation and regression analysis. It was found that the Scope for advancement has strong, positive and significant impact on Motivation, Intrinsic motivation and Extrinsic motivation of the teachers of Madhya Pradesh.

The tables related to the correlation test showed strong and positive relation between independent and dependent variable at significant level. Since, the values of significant were observed as less than 0.05 level of significant in all hypotheses testing.

So here it can be interpreted that the Scope for advancement is associated with Teachers motivation. Administrators and managers of institutes of Madhya Pradesh must provide facilities of Scope for advancement to their teachers for their growth and development. That leads to higher motivation of teachers for betterment of the institutes and society as a whole.

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