

COMPARATION OF TEACHERS' WORK MOTIVATION BASED ON GENDER, AGE, EDUCATION LEVEL, WORK DURATION, RANK, AND SCHOOL LEVEL

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ABSTRACT

Teachers' work motivation is the main factor affecting the quality of education. If teachers have high motivation, they will do profession tasks optimally, and it will have impact on improving the quality of education. The study aimed to find differences of teachers' work motivation in terms of the gender, age, education level, work duration, rank, and school level. The study was conducted in Pasuruan, East Java, Indonesia. Samples were 88 teachers that taken by random sampling technique. The data was collected by using questionnaires, and the instrument contained 17-structured items that were measured on a five point scale with a numerical score: strongly disagree (1), disagree (2), undecided (3), agree (4), and and strongly agree (5) for favourable items, and otherwise for unfavourable items. In order to test whether the instrument measured what it was meant to measure, a pilot survey was conducted before the final data collection, and the instrument indicated good reliability and validity coefficient. The data was analyzed by using descriptive statistics, t test, and analysis of variance. Based on the analysis, it can be concluded that there was no differences in work motivation of teachers by gender, age, education level, work duration, rank, and school level. Based on the findings, it needs to be studied more deeply about the dynamic aspects of teachers' work motivation.

Key words: work motivation, teacher characteristic, school level

Introduction

The quality of education is the main factor that influences the success of national development programs. Based on the history of economic developments in many industrialized countries indicates the truth of human investment thesis which states that the quality of human resources has an important role in the development process. Based on this thesis, a new development strategy was invented based on the development of human resources through education, which is known as human resources based economic development model. To provide successful development programs for countries, a major step that should be done is to improve the quality of education at all school levels.

One of the main factors that influences the quality of education is the one that relates to teacher competency. To Improve quality of education must be done through improving quality of process and learning outcomes of students. Improvement of process and learning outcomes quality can only be achieved if it's supported by good teacher job performance, and work motivation is the main factor that has a strong influence on it.

Motivation is taken from a word *movere* in Latin or *motive* in English. Motive can be interpreted as a power in an individu to do something. Many experts provide some definition of motivation. Motivation can be defined as an internal process that gives the strength, direction and resilience of individuals to act in certain ways. Kanfer said that motivation is something that gives the direction, intensity and persistence of the behavior of individuals (Hughes et al, 1999). Motivation can not be seen, but can be inferred from the behavior displayed. An individual who has a high motivation will carry out the task hard. Conversely, someone who has a low motivation, will do task lazily.

Work motivation is job-related motivation. Simply, work motivation is motivation to do tasks related to the job, so teacher work motivation means motives to perform the duties of teacher profession. There are many theories of motivation. The first motivation theory is presented by Maslow, that is known as the theory of needs. According to Maslow, motivation is the driving force in an individu which causes humans strive to meet their needs. There are five basic human needs, namely, the physical needs, safety needs, social needs, the esteem needs, and self actualization needs.

By using the same approach, Herzberg presents work motivation known as the theory of two factors. According to Herzberg, there are a number of factors that drive a person's morale. These factors can be classified into two, namely the motivators factors, which include achievement, recognition, growth, responsibility, advancement, and the work itself, and hygiene factors, which includes working conditions, salary, technical supervision, policy and administration, technical supervision, interpersonal relationships with peers, interpersonal relationships with supervisors, interpersonal relationships with subordinates, personal life, status, and job security.

On the other hand, by using a different approach, Vroom, Posters, and Hailler (Hughes et al, 1999) presents the expectancy theory. According to the expectations theory, there are three factors that influence the level of employee morale, namely expectancy, instrumentality, and valence. Expectancy is the belief that increased effort will lead to increased performance.

Instrumentality is the belief that if an individual performs well that a valued outcome will be received. The degree to which a first level outcome will lead to the second level outcome. Valence is the level of involvement or attachment someone has for a job. Valence is the importance that the individual places upon the expected outcome. For the valence to be positive, the person must prefer attaining the outcome to not attaining it. Motivation of the one's work depends on three factors. The higher level of expectation, valence, and the instrumentality, the higher work motivation.

In line with the development of management science, many other theories of motivation developed by experts, that can be classified into two, namely, content theory, and process theory (Kowalsky, 2003). Content theory emphasizes the intrinsic motivation, and all humans have same motives and needs, ranging from the low to high category. Process theory of motivation emphasizes combination of human needs and conditions to meet the needs. The motivation is the result of a fusion of the personal human and environmental conditions.

On the other hand, Hughes et al (1999) classified into four approaches, namely, the approach which refers to the theory of needs, individual differences theory, cognitive theory, and situational theory. The needs theory emphasizes need factors causes the individual do something. Several theories are theory of Maslow's needs, Alderfer existence relatedness growth theory, and Herzberg's two factors theory. Individually difference theory emphasizes the differences drive strength within the individual. Several theories are Alkin achievement orientation theory, McClelland, achievement motivation theory, and the intrinsic motivation theory. Cognitive theory emphasizes the awareness of individual thought process in deciding action to achieve the goal. Several theories are the goal setting theory and situational theory. Expectancy theory emphasis on the situations that affect motivation. Several theories are job characteristic model theory and operant approach.

Of the various theories that exist, it can be concluded that there are some factors that affect a person's work motivation. These factors, can be derived from the individual or from outside of the individual. Several internal factors are considered to influence the work motivation is the age and gender, while the external factors affect individuals are level of education, tenure, work duration, rank, and working conditions. High and low work motivation of person can be seen from the high and low their motives to do the duties of organization, so level of teachers work motivation, it can be seen from the high and low teachers motives in conducting his duties as a teacher. In order to increase the teachers' work motivation, it is necessary to find the factors that influence their work motivation, both internal and external factors.

Based on the rationale, the research was conducted. This study aims to describe the teachers' work motivation, and effects of the teachers characteristics, namely age, gender, education level, years of work duration, rank, or school level on their work motivation. Through this study, it's expected to be known factors that have a strong influence on teachers' work motivation. Thus, it can be considered to improve the teachers' work performance, in order to achieve good quality of education at schools.

Research Design

This study aims to know differences of teachers' work motivation based on gender, age, education level, work duration, rank, and level. In accordance with the objectives, design study is a causal comparative research. The data collection, data analysis until the conclusion refers to the procedure of causal comparative research.

The population of this study are teachers in Pasuruan, East Java, Indonesia. Based on the population characteristics, the samples are taken by 88 teachers, with stratified random sampling technique, include teachers of kindergartens, elementary schools, junior high schools, and senior high schools.

The data are collected by using two techniques of data collection, namely, the questionnaire and documentation. A questionnaire is used to collect data of the characteristics and motivation of teachers. Documentation is used to supplement the data obtained through the questionnaire, especially of documentative data such as gender, age, education level, work duration, rank of teachers and school level.

The main instrument of this study is a questionnaire with summated rating form (Likert Scale), and five answer options, which strongly agree, agree, undecided, disagree, and strongly disagree. The teachers' work motivation include five dimensions, namely (1) motivation to do the instruction tasks, (2) motivation to do tasks of learning supporting, (3) motivation to do tasks of professional development, (4) motivation to implement tasks of academic development, and (5) motivation in conducting administrative tasks. Item questionnaire scores for favorable statements are strongly agree = 1, disagree = 2, undecided = 3, agree = 4, and strongly agree = 5. For unfavorable items are given otherwise.

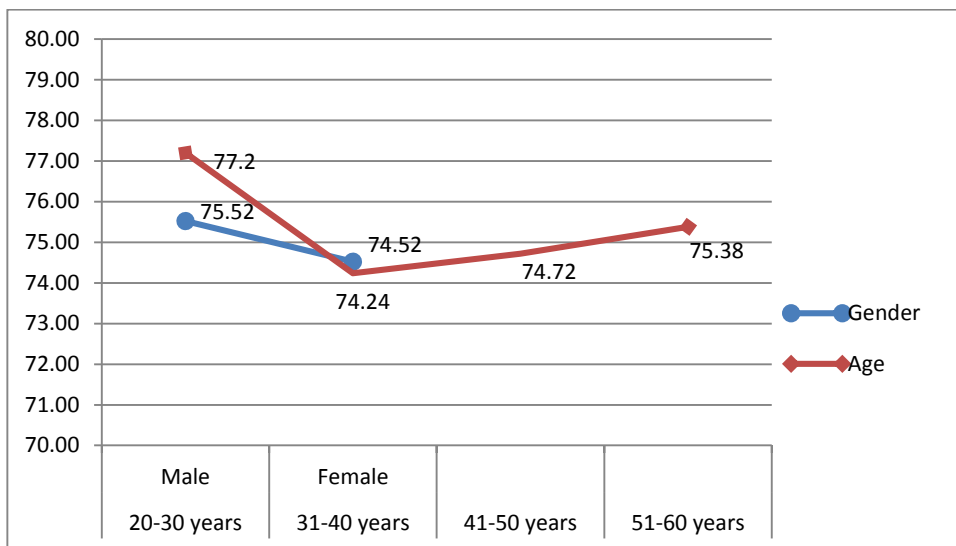
Before using the instruments, it is conducted try out to see the validity and reliability of the instruments. The instrument validity is tested by item analysis, while the instrument reliability is tested by Cronbach Alpha reliability analysis. Based on the analysis, it can be concluded that instrument items indicate good validity, as shown by the significant positive correlation between items and the total score. Results of the reliability analysis is obtained with its coefficient 0.8 (> 0.7). It shows that the instruments have good validity and reliability.

In accordance with the research objectives, and data characteristic, the study used three data analysis techniques, namely descriptive statistic, t test, and analysis of variance. Descriptive statistics is used to describe the characteristics of teachers and teachers' work motivation. T test was used to test differences teachers' work motivation by sex. Analysis of variance is used to test differences teachers' work motivation based on age, education level, work duration, rank, and school level.

Result and Discussion

Based on the results of analysis showed that the scores mean of work motivation of male teachers obtained at 75.52 and motivation of female teachers obtained at 74.52. For teachers' age is grouped into four class, namely, teachers aged < 30 years, 31-40 years-old, 41-50 years old, and > 50 years. Based on the analysis, it can be known that work motivation scores mean of teachers aged < 30 years is 77.20, and 74.24 for teachers with 31-40 years old, teachers with 41-50 years old is 74.72, and teachers with age > 50 years is 75.38. The scores mean of teachers' work motivation by sex and age can be presented in Figure 1.

Figure 1: Scores Mean of Teachers' Work Motivation by Sex and Age

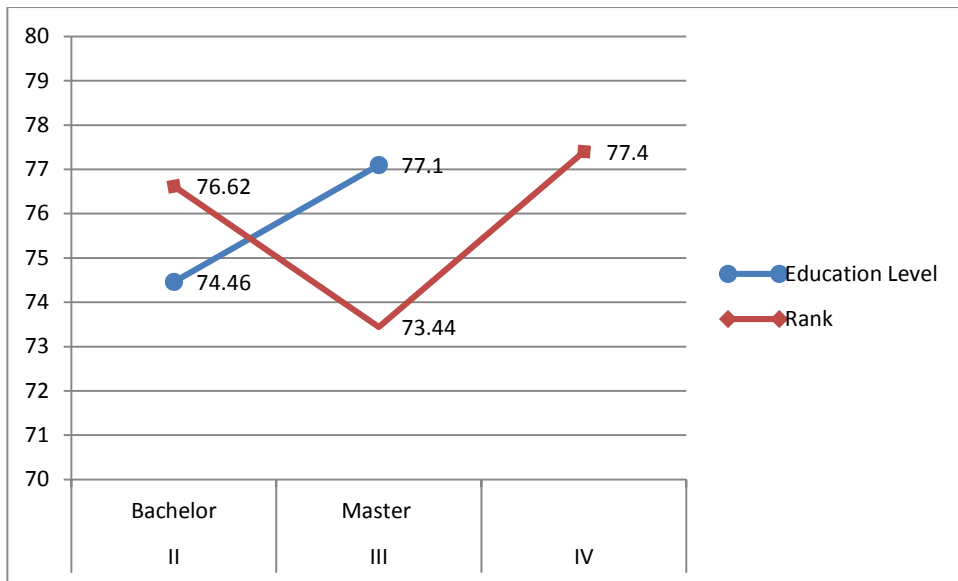


From these results it can be known that the work motivation score of male teachers is higher than female teachers, but from the results of the difference analysis, the t value is 0.002 with $p > 0.05$. Thus, it can be concluded that there was no significant difference in work motivation of male teachers and female teachers. Likewise, in terms of the age, there are score differences among teacher groups, but the results of variance analysis show F value is 0.212 with $p > 0.05$. Thus, it can be concluded that there is no significant difference in work motivation of teachers based on the age.

Related to the class ranks of teachers, the analysis results show that the scores mean of teachers work motivation obtained at 74.11 for III class, and 72,19 for class IV class. Results of the variance analysis show F value is 0.344 with $p > 0.05$. Thus, it can be concluded that there was no significant difference in work motivation of teachers based on rank.

Relates to the level of education, teachers' work motivation score mean are for Bachelor (S1) obtained at 74.46, while for Masters (S2) obtained at 77.10. Related to the teacher rank, obtained work motivation scores mean of 76.62 for teachers of class II, class III is at 73.44, and class IV is at 77.40. Generally, scores mean of teachers' work motivation in terms of the education level and the teacher's class rank is presented in Figure 2.

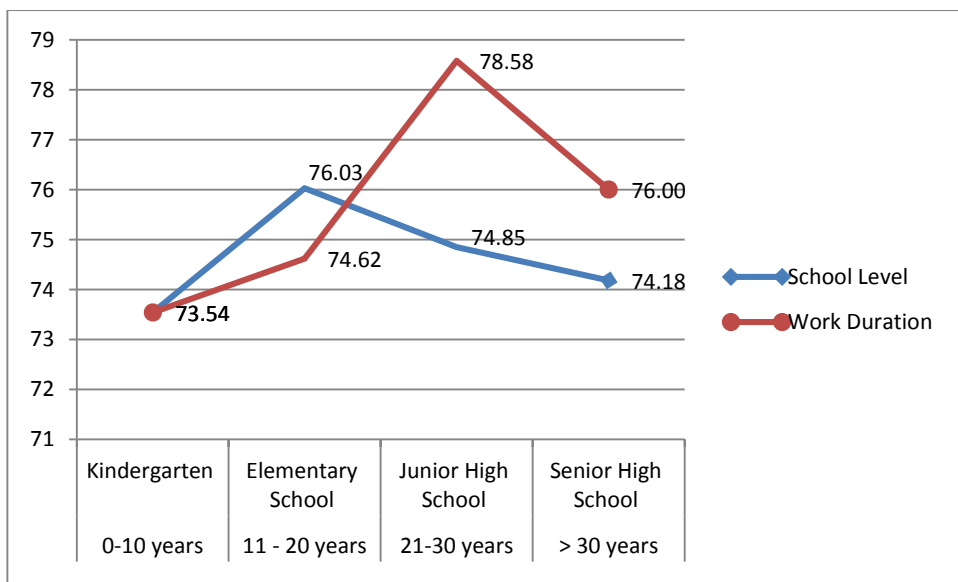
Figure 2: Scores Mean of Teachers' Work Motivation based on Education Level and Rank



Based on the analysis result, it shows work motivation scores of teachers with master education higher than teachers with scholar education, but the results of the analysis of the differences obtained F value is 0.991 with $p > 0.05$. Thus, it can be concluded that there was no significant difference in teachers' work motivation by education level. The results of variance analysis indicate score differences in teacher work motivation based on teacher class rank, obtained F value is 2.027, with $p > 0.05$. Thus, it can be concluded that there was no difference of teachers' work motivation based on class rank.

Related to teacher tenure, work motivation scores mean of young teachers, who has work duration of 0-10 years obtained at 73.54, teachers with tenure of 11-20 years is at 74.62, working period of 21-30 years is 78.58, and the work duration > 30 years at 76.00. Related to a teacher teaching, obtained a score mean of work motivation of kindergarten is at 73.54, work motivation score mean is 76.03 for elementary school teachers, 74.85 for junior high school teachers, 74.18 for senior high school teachers. Generally, teachers work motivation scores mean in terms of the work duration, and the school level, is presented in Figure 3.

Figure 3: Scores Mean of Teachers' Work Motivation based on Work Duration and School Level



Based on Figure 3, there are differences between the scores mean of teachers work motivation based on work duration, but the results of the variance analysis show F value is 1.248 with $p > 0.05$. Thus, it can be concluded that there was no significant difference in work motivation of teachers based on work duration. Then, results of the variance analysis of teachers' work motivation based on the school level obtained F value is 0.507 with $p > 0.05$. Thus, it can be concluded that there was no significant difference of teachers' work motivation based by education level.

Based on these results, it needs to be studied more deeply. Related to sex, It show no difference in work motivation between male and female teachers. The study's findings are consistent with the theory. Neither theory of Maslow's hierarchy of needs,

Alderfer ERG theory, or the Herzberg two factors theory suggests that gender is not a factor that influence individual work motivation (Kowalsky, 2003). The result is consistent with the results of the Yemisi study (2013) that there was no difference in motivation of teachers based on gender.

Based on the study results also is found that there is no difference in work motivation of teachers based on age, education level, rank, tenure, and school level. Results of this study corroborate the results of Wiyono et al (2009) concluded that there is no relationship between education level, rank, age, and work experience with work motivation. In terms of theory, there is appropriate and there is not appropriate. For example, in two-factor theory of Herzberg there are five motivator factors, namely achievement, recognition, work itself, responsibility, and opportunity for growth (Hughes et al, 1999). Age, education level, rank, tenure, and level of school is not a motivating factor. In addition, there are several other factors that include into hygiene factors, ie supervision, working conditions, colleagues, salaries, rules / policies, and job security (Hughes et al, 1999; Lunenburg & Orstein, 2000). Rank and tenure linked with salary, so it can be a factor related to teacher hygiene factors, but the results showed that there is no significant difference in work motivation of teachers based on the rank and tenure. The results are consistent with research Catania and Randall (2013) which shows that there was no significant relation between working life and work motivation. There is no relationship between age and intrinsic motivation of employees. The study results of Kooij et al (2013) also confirms that the majority of the results show age had a negative impact on individuals in continuing to work. Thus, it can be concluded that age, experience, rank and work duration do not have a direct effect on work motivation.

Based on the study results, it also show that there was no significant difference in work motivation of teachers based on level of education. The results is consistent with the results of Yemisi study (2013) which show that there is no difference in work motivation of experienced and inexperienced personnels. Teachers who are more educated are not automatically also have high work motivation to do tasks. Results of this study, when analyzed from the theories and the reality can be understood. There is no direct impact that can be felt by teachers as motivating factors in conducting their tasks. Among teachers who educated undergraduate and masters have almost the same award. To that end, the education level tend to have an indirect impact on work motivation of teachers.

Related to the school level, it shows no significant difference between teachers of kindergarten, elementary school, junior high, and high schools. It shows that the working conditions in kindergartens, elementary schools, junior high schools and senior high schools are relatively different. Allowances received by teachers between the school level is also relatively not much different. Therefore, motivation of teachers in performing tasks also did not differ significantly.

When it examined more deeply, the factors that affect the work motivation of teachers tends to be a dynamic factor, perceived teachers today. Conley research results, or Bacharach and Bauer shows that the factors that motivate the work of teachers in implementing the tasks are school climate. Feitler and Tokar research results also show that factors influence the work motivation of teachers in implementing the tasks is the state of the student, workload, and the condition of the school. Sylvia and Hutkinson research results also shows that the factors that influence the work motivation of teachers is a state peers, relations with the leaders, appreciation received, and working conditions. Mc Laughlin research results also shows that the main factor that affect the work motivation of teachers is leadership, an opportunity to grow, and relationships with colleagues (Gordon, 1991).

Wiyono research results (2010) indicate that there is a relationship between principal transformational leadership and teacher work motivation. The higher principals apply transformational leadership, the higher teachers motivation to do tasks. Research results Bhattacharya and Mukherjee (2013) show that there is a significant positive relationship between organizational climate and personnel motivation. Catania research results and Randall (2013) also shows that there is a significant positive relationship between the opportunity to grow with personnel motivation. Thus, it can be concluded that the dominant factors that affect on teachers' work motivation are factors that are dynamic, perceived teacher while working. school leadership, school iklimi, or an opportunity to grow and develop are all factors that are dynamic.

Conclusion

Based on the analysis results can be presented some conclusions. First, there is no difference in work motivation of teachers based on gender and age. Although there are differences between the mean scores of work motivation, but do not show a significant difference. Secondly, there is no difference in work motivation of teachers by education level and rank. The mean scores of teachers with a master's relatively higher than undergraduate education teacher, but the result of variance analysis show no a significant difference. Third, there is no difference in work motivation of teachers based on work duration and school level. There are differences between mean scores of work motivation based on work duration and school level, but do not show a significant difference.

Based on the results, in general it can be concluded that gender, age, education level, rank, work duration, and school levels do not influence on work motivation of teachers directly. Teachers' work motivation is more dependent on dynamic factors perceived teacher at work in organization. Based on the theory and previous studies, school leadership, organizational climate, organizational culture, school conditions, the chance to grow, and awards received are dynamic factors that have a strong enough influence on teachers work motivation.

This study is not a final research. The further study should be conducted to obtain a more comprehensive conclusion. The next researchers need to examine the indirect relationship between factors of gender, age, education, promotion, tenure, and school level with dynamic factors of school organization, such as organizational climate, culture, leadership, collegial relationships, or

other organizational factors. It's better to use the mixed method of research. Thus, through the study, it will get more information in order to develop a theory or establish appropriate policies.

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