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CONSTRUCTION AND STANDARDISATION OF WORK MOTIVATION SCALE (WMS) FOR TEACHERS AT SECONDARY LEVEL

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ABSTRACT

An attempt has been made to construct and standardize the work motivation scale among the teachers at secondary level. A well structured scale was administered among them. The sample consists of 100 teachers at secondary level randomly selected from the schools situated in Pondicherry state. Initially the scale was constructed with 60 statements which are related to Work motivation. In order to standardize and validate the scale the investigator used the 't' test, based on the value 't' finally 46 statements were retained for the final study. This paper discussed about the development of the scale to measure the level of work motivation of teachers at secondary level.

KEY WORDS- Work motivation, Secondary level teachers, Standardization.

INTRODUCTION

Motivation to work is a human state where competence to work and will to work fuse together. In absence of one other does not produce results. It is the ultimate test of effectiveness of almost every organization because it is directly related to the results achieved. According to Pinder (2008), "Work motivation is a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behavior and to determine its behavior, and to determine its form, direction, intensity, and duration". Work motivation is an essential incentive to increase work performance; in teaching, work motivation is associated to well-being in the classroom, good learning, and high motivation of the students.

Motivation of teachers is strictly related to perceived self-efficacy in teaching, students' good performances, self-determination, and control of teaching-learning relationship. Work motivation is the process that arouses, energizes, directs, and sustains behavior and performance among employees, (Slocum, & Hellriegel, 2009). Work motivation is a process or path which energizes and develops inner urge in an individual to put effort on successful performance. It helps person employed to exchange his cognitive, affective and conative domains for achievement of organizational goal for salary etc, as contracted by the organization. And in the work motivation work goal is well defined, achievable and measurable and also specific path roles and job responsibilities are measurable and related to goal achievement.

METHODOLOGY:

In order to finalize the items the investigator has followed the item analysis procedure. For the

construction of work motivation scale, the Likert's method has been followed. The scale consists of statements pertaining to the different dimensions of work motivation such as work place relationship, appreciation and recognition, work place incentives, working conditions, feeling involved in the work process, intrinsic development.

After a careful scrutiny of the statements by experts, 60 statements were selected. The scale consists of 46 items for the final study. Each statements is followed by five alternatives namely strongly agree, agree, undecided, disagree, strongly disagree. Scored are given in the order of 5,4,3,2 and 1. The maximum score for an item is 5 and the minimum score is 1. Therefore one can get a maximum score of 300 and minimum score of 60. Work motivation scale was given to as many as 100 teachers at secondary level from Pondicherry state. After scoring the scale for the pilot study, for all the 100 subjects were arranged in order from high scores to low scores, top 25% constitute the high achievers and the bottom 25% constitute the low achievers in the group (Allen L. Edwards- 1957). The 't' values are computed for each item of the scale and given in table-1.

TABLE-1
t- Values for the statements of the work motivation scale

Item Number	't' value	Selected/ Not Selected
1	4.12	Selected
2	2.04	Selected
3	3.62	Selected
4	2.10	Selected
5	7.86	Selected
6	7.62	Selected
7	8.78	Selected
8	1.01	Not Selected
9	2.24	Selected
10	5.85	Selected
11	5.40	Selected
12	2.02	Selected
13	1.36	Not Selected
14	4.87	Selected
15	1.07	Not Selected
16	5.20	Selected
17	1.10	Not Selected
18	0.23	Not Selected
19	5.60	Selected
20	5.51	Selected
21	6.63	Selected
22	6.83	Selected
23	5.57	Selected
24	9.93	Selected
25	5.81	Selected
26	5.68	Selected
27	1.27	Not Selected
28	3.96	Selected
29	0.43	Not Selected
30	5.32	Selected
31	3.75	Selected
32	4.69	Selected
33	3.12	Selected
34	0.35	Not Selected
35	1.63	Not Selected
36	0.45	Selected
37	1.41	Not Selected
38	7.59	Selected
39	3.11	Selected
40	7.52	Selected
41	0.63	Not Selected

42	2.80	Selected
43	7.08	Selected
44	6.72	Selected
45	5.20	Selected
46	1.90	Selected
47	2.90	Selected
48	2.48	Selected
49	4.89	Selected
50	2.33	Selected
51	6.54	Selected
52	3.92	Selected
53	8.10	Selected
54	4.52	Selected
55	1.29	Not Selected
56	0.66	Not Selected
57	4.92	Selected
58	4.52	Not Selected
59	7.63	Selected
60	4.90	Selected

Based on the above 't' values a measure of the extent to which a given statement differ between the high and the low group, only those items having the 't' value of 1.75 and above were selected. In this process of selection 11 items were not selected from the table and finally 46 items retained.

Reliability and validity

The reliability of the work motivation scale was established through spilt-half technique followed by use of Spear-Brown prophecy formula. The coefficient of internal consistency has been found to be 0.97.

The validity value for this scale was found to be 0.98 by taking square root of reliability coefficient. The face validity of the work motivation scale was established, that the items are selected through discussion and opinion of the teachers at secondary level. The content validity is taken care of by including the items covering six dimensions of work motivation.

Norms

To obtain the norms, the percentiles have been computed for the raw scores of work motivation scale for teachers at secondary level and are given in the Table-2.

Table-2
Norms for work motivation scores

Percentiles	Score Range	Interpretation
Below P ₂₅	183 & Below	Low
P ₂₅ - P ₇₅	184 - 245	Average
Above P ₇₅	246 & Above	High

CONCLUSION

Motivation is a complex concept and can help or harm an organization depending on how it is used within an organization. Even when people have clear work objectives, the right skills and a supportive work environment, they must have sufficient motivation to achieve work objectives. If a superior takes time to understand the needs of teachers, then the recognition can be extremely useful. This will help the productivity and improvement of their employees. So this scale will be very useful to measure the level of work motivation of teachers at secondary level.

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