

Impact of Motivation on Anxiety in Special Education Teachers

T.P Devasiachan¹, Dr. Charu Sharma²

¹Ph D Scholar (Education)

²Dr. Charu Sharma HOD & Assistant Professor School of Education, Social Work & Humanities Himgiri Zee University, Dehradun, Uttarakhand

Abstract

The present investigation aims to examine the impact of motivation on anxiety amongst special educators. Special Education refers to the education of learners with special needs. A sample of 122 special educators was selected using random sampling. The investigation was carried out using correlation and comparative research design, comparative anxiety tool and teacher's motivation scale were used to collect the data. The results indicated that motivation tends to impact the level of anxiety amongst special educators, whereas when the experience was investigated, it was found that neither anxiety nor motivations seem to show any significant variations in the results.

Keywords: Special Educators, Motivation and Anxiety

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I. Introduction

Special Education refers to the education imparted to children with various physical, cognitive, sensory, language, learning, emotional abilities that deviate from the general population. Special education is also called special needs education, the education of children who differ substantially in social, mental, or physical from the average to such an extent that they require modifications of usual school practices. Children with special needs require teachers trained in special education to address their learning needs adequately; otherwise, they will lag in progress and overcoming limitations of disability.

No response and behaviour of an organism are possible without motivation. Motivation ignites and sustains interest in the activity and makes people strive hard at the task at hand. For maximum teaching-learning outcomes, a teacher should be highly motivated. Teaching activities and motivation are complementary. Extrinsic motivators sometimes play a role in providing incentives to teachers, but studies have shown that intrinsic motivators accompany a more powerful desire to seek goals. Intrinsic rewards surrounding a job are more satisfying and motivating (Herzberg, 1968). The opportunities to fulfil basic psychological and physiological needs are potent indicators of motivation. Motivation is an internal force that accelerates a response or behaviour. Motivation factors give positive satisfaction (Bentea, C. & Anghelache, V. 2012). Atkinson (1964) defined motivation as "the term motivation refers to the arousal of a tendency to act to produce one or more effects."

The demands of everyday life coupled with occupational tasks make our life anxiety-ridden. The education system is undergoing rapid expansion, privatization, marketization, globalization, pedagogical innovations and content and curricular diversifications, and special education is no exception. Psychological factors have a positive effect on teachers' anxiety and burnout (Demir, S. 2018). Special educators face the same issues and concerns as general teachers, along with a whole host of special education-related issues, but lack of motivation and anxiety can intensify these concerns. Research has shown that many special educators leave the profession within their first five years of teaching. Retention of special educators is posing a challenge to governments and policymakers lately as special educators are increasingly leaving the field.

The Significance of the Study

There has been an increase in research in Special Education in recent times, but research on the Impact of Motivation on the anxiety of Special Educators is rare and far between, even though the study is of vital significance in the overall effectiveness of societal wellbeing. It is well demonstrated and documented that occupational anxiety among teachers, if not adequately and appropriately checked and diagnosed, could result in physical ailments, psychological and social problems such as depression and anxiety, and hostility toward colleagues, students and family members.

The Rationale of the study

Special educators are a high-risk group, prone to low job satisfaction, low self-efficacy, and increased anxiety and burnout. This study is in the context of understanding the anxiety factors of special educators and finding practical and evidence-based findings to establish the relationship between motivation and anxiety of the special educators to manage special education teacher stress better.

Objective & Hypothesis

After reviewing the literature and other research, the investigator formulated the below-mentioned objectives and hypothesis.

Objectives

1. To find out the impact of motivation on the anxiety of special educators
2. To study the relationship among motivation, anxiety and years of teaching experience.
3. To understand the anxiety factors of special educators.

Hypothesis

- H01 There will be no significant impact of motivation on the anxiety level of special educators.
- H02 There will be no significant relationship among motivation, anxiety, and years of teaching experience.

Methodology

Sample & Sampling technique:

A sample for the present study comprises 122 participants from 26 special schools of Western Uttarakhand.

Design of Research

Correlational and comparative research designs were used for the study.

Tools used

Teacher Motivation Scale, developed by Dr. Prashant B. Parihar was used to measure teachers' motivation. It's a standardised self-rating Teacher Motivation Scale and consists of six subscales: (i)Competence; (ii) Responsibility; (iii) Autonomy; (iv) Recognition (v) Collegiality and (vi) Relatedness. The test-retest reliability of the scale was .905; split-half reliability was .964 while the unequal-length Spearman-Brown Prophecy formula estimated the reliability to be .982; and the Cronbach alpha coefficient was calculated to be .967. The content validity, as well as convergent validity and discriminant validity (construct validity), were calculated.

Comprehensive Anxiety Scale developed by R. L. Bharadwaj and H. Sharma was used to measure the anxiety level of the teachers. It is a self-administering scale suitable for individual testing. It has 90 items relating to the symptoms of anxiety and possesses the capacity to evoke the responses correctly. Before administering the scale, it was advisable to emphasize orally that each reply should be checked as quickly as possible. No time limit was set for the test. However, it was seen that most of the groups or individuals finished it in 10-15 minutes. The scoring procedure is given in the manual. This scale has a high Validity coefficient of 0.82 and a reliability coefficient of 0.94.

Procedure

Individual teachers were contacted for the purpose of the data collection. All technical aspects and biases were controlled in order to make data collection possible in a perfect way.

II. Results and discussion.

Table 1: Gives descriptive statistics for both anxiety and Motivation.

VARIABLE	MEAN	SD	MINIMUM	MAXIMUM
ANXIETY	19.84	15.23	.00	82
MOTIVATION	83.43	19.41	14	129

The above table gives descriptive statistics for anxiety and motivation; for anxiety, it is (M=19.84, SD=15.23) while for motivation same is (M=83.43, SD=19.41). The above table gives one significant insight: it shows that motivation level is higher compared to anxiety.

Table 2a: Linear regression impacts the impact of motivation on the anxiety of special educators.

Model	R	R square	Adjusted R Square	Change Statistics R Square Change
1	.206	.042	.034	.042

The above table indicates motivation that appeared as a significant predictor of anxiety (criterion variable). Motivation (predictor) was upheld as a significant predictor.

The summary shows one predictor of the model. Multiple correlations are found to be $R=.206$, further R square, which represents the contribution of predictor variable to the criterion variable, is also seen here. Here we have considered R square change, that is, the actual contribution of the predictor variable to the criterion variable. Hence the real covariance, the magnitude of independent variable motivation (predictor), which contributed to the dependent variable anxiety(criterion) came out as 4.2% only.

Table 2b: Shows details of Coefficients.

Model	Unstandardized coefficient		Standardized coefficient	t	sig	Correlation Partial
	B	Std. Error	Beta			
(Constant)	6.38	6.04		1.058	.292	
Motivation	.162	.071	.206	2.286	.024	.206

The above table indicates that motivation (Predictor) influences anxiety (criterion). As the statistical value given in the table indicates that $t=2.86$, by looking at t value, we may conclude that t value is significant for the predictor as mentioned above that indicates a relationship between predictor that is neuroticism and criterion variable Anxiety.

The partial correlation is $r=.206$, indicating that the predictor significantly influences the degree of anxiety; thus above results suggest that motivation(predictor) somehow impacts anxiety null-hypothesis H01 is rejected.

Table 3: Gives a comparison of both motivation and anxiety in terms of experience.

Motivation	Between Groups	12153.209	28	434.043	1.184	.271
	Within Groups	32620.901	89	366.527		
	Total	44774.110	117			
anxiety	Between Groups	6383.626	28	227.987	.955	.538
	Within Groups	21240.984	89	238.663		
	Total	27624.610	117			

The above table compares teachers on the aspect of anxiety and motivation in terms of the experience findings suggest that differences in terms of experience on both anxiety and motivation are not significant; hence hypothesis H02 is accepted.

III. Conclusion

From the finding of the study, a partial correlation of $r=.206$ points to that motivation affects the anxiety level of the special educators. Better motivated teachers tend to perform better and have less tendency towards neuroticism and teacher attrition. In addition, teachers with better motivation tend to be less anxiety-ridden, less fatigued, and more personally accomplished. The study has implications for special education providers and psychologists as it points out the importance of motivation in teacher retention. The mental and psychological wellbeing of special educators is the prerequisites for job satisfaction, which increases their effectiveness as teachers.

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