



**RESEARCH PAPER**

**Motivational Level of Vocational Instructors in Special Schools**

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PAPER INFO	ABSTRACT
<p><b>Received:</b> February 07, 2022</p> <p><b>Accepted:</b> May 25, 2022</p> <p><b>Online:</b> May 27, 2022</p> <p><b>Keywords:</b> Hearing Impairment, Motivation, Special School Vocational Instructors,</p> <p><b>*Corresponding Author:</b>  cwcuaou@gmail.com</p>	<p>The main purpose of this study was to identify the factors which create differences in the motivational level of vocational instructors in Lahore city. An intensive review of literature, covered topics related to motivation such as study of organizational climate, job satisfaction and class room performance. As a result, satisfaction, recognition, personal growth, working condition, working environment and level of attraction to work were identified as motivational factors. A questionnaire was developed by using five-point Likert Scale and the estimated reliability of questionnaire was 0.86. A panel of experts evaluated the validity of questionnaire. Questionnaire was pilot tested. A sample of 28 vocational instructors was selected through purposive sampling. The data collected from vocational instructors was analyzed. On the basis of data analysis, it was found that overall working conditions in the schools for students with hearing impairment were relatively better in Lahore city. However, they expressed that refresher courses for vocational instructors may be arranged to handle vocational training of students with special needs. Researchers proposed improvements on the basis of recommendations.</p>

**Introduction**

Vocational training is the skill imparted to an individual for selecting his/her occupation and to become capable for earning the livelihood (Agrawal, Tushar; Agrawal, Ankush, 2017). Vocational training is very essential for students with special needs to live independently (Niemi, Anna-Maija; Kurki, Tuuli, 2014). They learn useful skills and apply them to their chosen vocations. However, students with special needs have very limited capacities to learn vocational skills (Jaya, Hendra; Haryoko, Supto; Saharuddin; Suhaeb, Sutarsi; Sabran; Mantasia, 2018). To make them independent in their living and self-care, it is very important to impart vocational training to them. Vocational training makes it possible for special needs students to develop their skills and capacities to the maximum possible extent and enable them to use these skills in a beneficial manner. Vocational training also helps them to materialize their ambitions and make them able to feel that they are the productive members of the society (Wheelahan, 2010).

An instructor is a key person in providing vocational training to the students with special needs. He/she can easily recognize the potential and interest of a child and help him/her apply those skills to enhance learning. Moreover, instructors' motivational level influences the capacity building of students with special needs. Motivation is a psychological process that stimulates individual behavior with particular to accomplish their goals at work place. It has external and internal factors that motivate desire and

energy in persons to be constantly intent and committed to a job, exert determined efforts in attaining goals.

Lathan (1988) defined motivation as a process that starts with a physiological deficiency or need that activates behavior or drive which is aimed at goal incentive. Stevens, & Lingo,

(2013) studied the records of students in 15 school districts, with 191 teachers as subjects to estimate the learned behavior in each teacher's class room and found that there was no direct relationship between teacher's motivation and student's achievement. The result of another study demonstrated that it is likely that high levels of teacher social interaction on the job is linked to high motivation level. Many studies conducted on motivation and job satisfaction showed that job both variables were significantly correlated with responsibility gender, age, subject etc, Results showed that gratification of higher order needs is most important for job satisfaction and motivation.

### **Literature Review**

Motivation is psychological perceptions which stimulates an individual to exert hard for achieving certain objectives and at the same time enjoy his/her endeavor. It is in fact a positive co-relation between the behavior of an individual and his/her desires, needs, requirements and in the end his/her accomplishments. Kanfer (1990) defined motivation as anything that provides direction, intensity, and persistence to behavior. It is not simply working hard or completing tasks. In fact, it comes from enjoyment of the work itself and from the desire to achieve certain aims like earning more money etc. It can also come from the sense of satisfaction gained after achieving a success. Individuals with higher levels of motivation tend to carry on their efforts when faced with challenges.

There is great variability in human behavior and motivation is one of the attributes which help to clarify inconsistency of behavior. Great variations in individual behavior had been observed and reported even under identical external circumstances. For example, in a school, some children perform well and equally talented ones fail? This problem indicates that there may be differences in motivation for achievement. Why do some children steal, when others of equal social status or income are scrupulously honest? Why do some people under similar living circumstances use drugs when others ignore them? How can we get people to work harder? Why do we have wars and killings? Why would anybody repeatedly eat until they vomit or starve themselves when food is easily available?

Performance is an action and a behavior that an individual or group exhibit to achieve the goals. Performance differs from motivation; it is a broader concept that comprise to numerous variables which can affect the follower's levels of achievement. These variables are skills, abilities and the availability of resources that may play an imperative role in determining performance levels. Motivational theories talk about level of performance of individuals, which can greatly attribute to behavior that result in accomplishment of goals.

Much had been said about the significance of motivation in relation to performance level. There is an old saying that you can take a horse to take the water but you cannot force it to drink; same is the case with human beings. They will perform well if they are motivated to do; internal and external factors of motivation play major role to achieve targets and goals.

According to views of some experts, the level of amount and intensity of motivation varies; motivation is a nonexistent attribute, its intensity ranges from low, moderate, high or very high in term of how much one has. Motivation is prime concern of practitioners such as teachers, managers, coaches; who view motivation as a unitary concept. They try to foster more motivation in their students, workers, or athletes. In contrast, several theorists indicated that motivation has different kinds. (Ames, 1987; Ames & Archer, 1988; Atkinson, 1964;1992; Deci, 1992). For example, extrinsic motivation has different features from intrinsic motivation (Ryan & Deci, 2000). The motivation to perform is different from motivation to learn (Ames & Archer, 1988) and the motivation to attain success from the motivation to avoid failure (Elliot, 1997). In other words, motivating human beings are a very complex phenomenon (Vallerand, 1997).

Intrinsic motivation refers to such behavior that engage one's interests and to exercise one's capacities and to master optimum challenges (Deci & Ryan, 1985). It develops spontaneously from psychological needs and innate strivings for growth. People are intrinsically motivated for their personal satisfaction or enjoyment instead of external factors like punish mentor reward. Extrinsic motivation result from environmental reasons and consequences, such as praise, tokens, bonus points, scholarships, awards, scholarships, public appraisal, food and extra credit points. Extrinsic motivation helps to gain attractive consequences and because we desire to avoid unappealing consequences.

The above-mentioned study refers to the results about normal students regarding academic achievements. No study had yet been carried out to find the effects of motivational level of vocational instructors on the vocational skills development of students with special needs and motivational level and job satisfaction of vocational instructor. Due to the importance of vocational rehabilitation of special needs students to make them self-sufficient members of society, it is desirable to identify factors that influence the motivational level of vocational instructor in positive and negative manners. This study was conducted to find out motivational level of vocational instructors in special education schools.

### **Material and Methods**

Descriptive research is one of the most common types of qualitative research in education. (Lodico, Spaulding & Voegtle, 2006, p.174). So, researcher used descriptive research to identify the motivational level of vocational instructors in special schools of students with hearing impairment in Lahore city.

### **Population of the Study**

The target population of this study was the vocational instructors working in schools of students with hearing impairment in Lahore city. The reason for selecting this population was that vocational instructors were authentic source for providing information on this topic.

### **Sample of the Study**

Twenty eight vocational instructors, both male and female, were selected as sample for this study. Purposive sampling technique was used for selection of the sample. In this technique sampling was done with the purpose in mind and specific pre-defined groups were sought. It was useful in situations where researchers want to reach a target population quickly.

### **Instrument of the Study**

A self-developed instrument was used for the collection of data. Researcher developed a questionnaire by using five point Likert Scale.

### **Developing Conceptual Model**

Questionnaire was developed on the basis of conceptual model of the work of Maslow's (1954) Alderfors (1969) Llies& judge (2003) on motivational theories which provide guideline to identify motivational factors. Studies conducted on motivation indicate that there are many factors which cause for motivating and de- motivating the persons working in a specific environment i.e satisfaction, recognition, personal growth, working condition, working environment and level of attraction to work. Researcher found operational definitions of these motivational factors.

Five special education teachers, having master degree in special education and more than five years' experience of working with specials needs students, were consulted to develop questions' pool for questionnaire. Teachers were requested to recommend possible questions in Urdu, according to the operational definitions of the identified factors of motivation. Initially a pool of 35 questions was developed. The criteria for selection of items were mutually exclusive with clear intended meanings. By using these criteria 29 questions were selected.

### **Instruments Validity**

The questionnaire was presented to a panel of six experts for evaluating its content as well as construct validity. The selection of experts was done by keeping in mind the topic of research. Two experts from the field of Special Education and four from Applied Psychology were selected for this purpose. All these experts were teaching at university level in their respective fields. Experts were approached with formal letter for the appraisal of questionnaire along with suggestion sheets. According to expert's, the questionnaire has a very good content validity and all the items of the questionnaire measured what they wanted to measure. Variables such like monthly income, age and experience of vocational instructors were added in the demographical information part of questionnaire on the recommendation of experts after content validity.

### **Estimating Reliability**

Researchers personally got filled up the questionnaire from the vocational instructors to assess the motivational level of vocational instructors. The researcher selected a sample of 10 vocational instructors to estimate the reliability of questionnaire. The sample for pilot testing was selected from five schools of students with hearing impairment in Lahore city. After piloting, the data was analyzed on SPSS to estimate reliability. The estimated reliability of questionnaire was found .86. The rating criteria of scale were five points i.e., never, very rare, unknown, mostly and always.

### **Data Collection and Data Analysis**

Researchers personally collected data from vocational instructors, instructors with impaired hearing were also the part of sample. So, each statement of questionnaire was interpreted through total communication due to limited reading skills of deaf vocational instructors. Collected data from the vocational instructors was tabulated and coded by using SPSS. Parametric statistics was applied to compare the responses of vocational instructors.

## Results and Discussion

**Table 1**  
**Means on the factor of motivations**

Factors	Means Score
Satisfaction	16.2500
Recognition	13.0357
Personal Growth	16.2143
Work Environment	23.1071
Working Conditions	27.3214

Table 1 indicates means scores of factors of motivations. The minimum mean value is 13.0357 and maximum 27.3214. According to the results working conditions (mean: 27.3214) work environment (Mean: 23.1071) and satisfaction (mean: 16.2500) play major role in enhancing motivational level of vocational instructor in special school for student with hearing impairment in Lahore city.

**Table 2**  
**Independent Sample t-tests on gender of vocational instructors on total score**

	Gender	N	Mean	t-value	Sig
Total Score	Male	8	60.5000	.462	.068
	Female	20	63.4500		

Table 2 showed that independent sample t-test was applied to compare the responses of vocational instructors on the basis of gender. The result of independent sample t test indicates that there is no significant difference between the means of two groups (t-.462: sig:.068) based on total responses. It indicates that overall opinion of male and female vocational instructors do not differ with reference to their level of motivation.

**Table 3**  
**Gender based difference on the Factors of Motivation on factors of motivation**

Factors	Gender	N	Mean	Std. Deviation	Std. Error Mean
Satisfaction	male	8	13.3750	4.62717	1.63595
	female	20	17.4000	2.45807	.54964
Recognition	male	8	15.5000	4.92805	1.74233
	female	20	12.0500	3.21959	.71992
Personal growth	male	8	16.2500	3.24037	1.14564
	female	20	16.2000	3.27028	.73126
Working Environment	male	8	23.2500	3.19598	1.12995
	female	20	23.0500	3.69174	.82550
Working condition	male	8	28.2500	6.04152	2.13600
	female	20	26.9500	5.13476	1.14817
Level of Attraction	male	8	14.8750	4.29077	1.51702
	female	20	14.4500	4.01936	.89876

Table 3 indicates descriptive statistics, mean and standard deviation of instructor's responses on factors of motivation which create gender based difference. The mean value of the factor of satisfaction indicates that mean 13.3750 score of male instructors is below than mean score of female instructors i.e. 17.4000. Female vocational instructors are more

satisfied than male vocational instructors in special schools of students with hearing impairment.

The value on the factor of recognition indicate that mean 15.5000 score of male instructors is higher than the mean score of female i.e. 12.0500. It means factor of recognition play an important role to motivate male vocational instructors in the special schools of students with hearing impairment in Lahore city as compare to female vocational instructors.

**Table 4**  
**Independent sample t-test comparing the difference of motivational level of instructors on the basis of institutions**

	Institute	N	Mean	t-value	Sig
Total Score	Private	10	110.1000	.102	.340
	Public	18	110.7222		

Table 4 indicates that there is no significant difference between the means of two groups (t: .102; sig: .340) based on total responses. It indicates that overall opinion of male and female vocational instructors do not differ on the basis of their institutions with reference to their motivation.

**Table 5**  
**Independent sample t-test comparing the difference of motivational level of hearing impaired vocational instructors with instructors having intact hearing**

	Disability	N	Mean	t-value	Sig
Total Score	Hearing impairment	10	108.7000	.461	.767
	no disability	18	111.5000		

Table 5 indicates that there is no significant difference between the means of two groups (t: .461, sig: .767) based on total responses. It indicates that overall motivational 40.

The results of the study indicate that factors like, working conditions, working environment and satisfaction play an important role in enhancing the motivational level of respondent.

## Conclusions

There is no significant difference in the mean score of the motivational level of male and female respondent on the basis of their gender. No significant difference was found in the mean score of respondent's motivations on the basis of institutions, public and private. Results of the study also indicate that there is no significant difference in the mean score of respondent's motivations on the basis of their physical condition (hearing impairment). Overall working conditions in the schools for students with hearing impairment were relatively better in Lahore city. Instructors have been provided well-equipped workshops, suitable environment and opportunities for internship and for imparting vocational training to students with special needs. These conditions were found as a major factor for enhancing motivation.

Overall opinions of vocational instructors, both male and female, were almost consistent that working environment in schools for students with hearing impairment was conducive. Management of these institutions provided them useful suggestion for improvement of their professional skills. Decisions for grant of promotions and privileges

to instructors were made 'on the basis of merit', which was another main factor of motivation for vocational instructors. Overall opinion of vocational instructors, both male and female about the factor of personal growth was also consistent. They were provided with the little opportunities to refine their professional skills by their department as a result of instructors training workshops.

Female vocational instructors were more satisfied with their occupation and thought they were enjoying a respectable life because of their profession. Overall mean score about the factor of recognition showed that factor of recognition was a main source of enhancing motivation in male vocational instructor as compared to female vocational instructors in special schools of Lahore city.

Overall mean score on factor "level of attraction to work showed that motivational level of male and female vocational instructor was also consistent and ranking as a fifth factor of motivation. These results indicate that the vocational instructors in special schools of students with hearing impairment were not sufficiently satisfied with the curriculum of vocational training, and number of instruments in proportion to the number of children and instructors student ratio.

No significant difference of motivation was found in vocational instructors on the basis of their gender (male or female), institute (public or private) and their physical condition (hearing impairment or intact hearing).

As fully motivated instructors give better results in terms of educational achievements and skill development of the students, the objective of the present study is to assess the motivational level of vocational instructors, working in schools for hearing impaired students in Lahore.

International Labour Conference, in its recommendations concerning the vocational rehabilitation of person with disabilities, defines the term vocational rehabilitation as a part of the continuous and coordinated process of rehabilitation.

It involves the provision of the services like vocational guidance, vocational training, selective placement and design to enable a person with special needs to ensure and retain suitable environment. Role of vocational instructors in special schools, with their full potential, is very important to achieve the objective of rehabilitation. Schools play many important roles in providing opportunities for children's physical growth, social, cognitive, language and educational domains (Bursztyn, 2007, P.161).

The result of the study on the factors of satisfaction (pay, status) indicated that mean score of male vocational instructors on factor of satisfaction was below than mean score of female vocational instructors in special school of Lahore city. Similar results were reported by Dr. Legates (2004) and Renata Vaskova (2006) studies which revealed that among the three value in workplace, most important to men are pay and benefit, achievement and success, as well as status and authority. Man does place a higher value than woman does on the so-called instrumental value (Basic salary and bonuses).

Results of this study showed that there was no significant difference in the overall mean scores of male and female instructors on the basis of gender difference. Many previous studies have reported that women tend to value intrinsic feature of work while men value extrinsic feature. However, Chung & Rukkoo (2008) propose that the gender difference in motivation which is referred to as paradox, is spurious when family responsibility variable is controlled. Its main argument is that those who feel responsibility

for the financial support of their family tend to more value extrinsic rewards. Similar results were reported by Chung, Rakkoo (2008) & Tamila Arnanla (2010) and didn't confirm the stereotypical notion of gender differences usually reported in the literature.

It is also found in the present research that there was no significant difference in the mean scores of the motivation of vocational instructors on the basis of institute, public or private. Controversial results were reported by Jadm (2000) & Frank, Sue (2002) that government employees reported slightly higher work effort than those in the private sector. Public and private sectors workers differ in the value they place on extrinsic and intrinsic motivators in the rewards their jobs offers and in some personal characteristic.

### **Recommendations**

Based on study, the following recommendations are made in order to improve the special school productivity and the performance of vocational instructors.

- 1 Focus should be given to improve the curriculum of vocational training as well as student instructor ratio, and provision of instruments according to the strength of students with hearing impairment in order to achieve the objective of rehabilitations.
- 2 Refreshers courses for vocational instructors, for imparting vocational training to the students with special needs must be arranged frequently as a policy matter.
- 3 Orientation and awareness program should be arranged for all sections of Department of Special Education to help plan for the favorable situations in which vocational instructors use their full potential for the achievement of the objectives of the vocational rehabilitation of person with special needs.
- 4 Criteria for the recruitments of vocational instructors should be enforced in special schools in which vocational training diploma from Board of Technical Education should be a prerequisite for appointment.
- 5 For affective management of special schools, it is suggested to conduct more studies for further classification on the basis of these findings. This study is restricted for generalization due to limited time and scope of the study; hence it was carried out in special schools of students with hearing impairment in Lahore city.



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