

## A study of teacher effectiveness in relation to work motivation of secondary school teachers

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### Abstract

The present study was conducted on 400 secondary school teachers in order to find out the correlation between teacher effectiveness and the work motivation. Purposive sampling technique was used. The findings revealed the positive and significant correlation between teacher effectiveness and work motivation which means teachers with high work motivation exhibited a higher level of teacher effectiveness as compared to those having lower work motivation.

**Keywords:** teacher effectiveness, teachers, motivation, work motivation

### 1. Introduction

Campbell, Kyriakides, Muijs, and Robinson (2004) defined teacher effectiveness as the impact that classroom factors, such as teaching methods, teacher expectations, classroom organisation, and use of classroom resources, have on students' performance. According to Papanastasiou (1999) [7] "that no single teacher attribute or characteristic is adequate to define an effective teacher". Wenglinisky (2000) [9] said about teacher effectiveness that, the classroom practices are important to learning. In his research, he found that what happens in the classroom is critical and that how a teacher teaches is important. Practices that promote higher order thinking and active participation are most successful. The problem is to translate this knowledge into an acceptable evaluation procedure. Relating this matter Paris and Paris (2001) [6], told that "Effective teachers do not rely only on teacher directed instruction. They provide a substantial amount of coaching in the form of support and feedback as their students are reading and writing. They refrain from doing too much talking, allowing their student time to engage in literacy activities. Effective teachers foster self-regulation in their students. They encourage students to work independently and take responsibility for their own learning." Effective teachers are have minimum these qualities or known about these, they should be dynamic and energetic, clarity of instruction and good modulation, good study habits and work patterns, clear cut objectives, motivating students by providing new learning experiences, thorough in subject matter content, being conversant with up to date knowledge, selection of suitable teaching methods to suit individual difference, adoption of child centred approach, arranging and colleagues, active participation in social and cultural activities participating willingly in health program, educating people about health and hygiene. Goe, Bell, & Little (2008) [3], in their study, elaborated various researches, policy documents, standards, and reports on teacher effectiveness and given a five-point definition of after scrutinizing the collected definitions. According to them, effective teachers consists of the following: i) effective teachers have high expectations for all students and help students learn, as measured by value-added or other test-based growth measures, or by

alternative measures; ii) effective teachers contribute to positive academic, attitudinal, and social outcomes for students such as regular attendance, on-time promotion to the next grade, on-time graduation, self-efficacy, and cooperative behaviour; iii) Effective teachers use diverse resources to plan and structure engaging learning opportunities; monitor student progress formatively, adapting instruction as needed; and evaluate learning using multiple sources of evidence; iv) Effective teachers contribute to the development of classrooms and schools that value diversity and civic-mindedness; and v) effective teachers collaborate with other teachers, administrators, parents, and education professionals to ensure student success, particularly the success of students with special needs and those at high risk for failure (Goe, Bell, & Little; 2008, p. 8) [3].

Work is important in the lives of individuals for several reasons. First, there is the notion of reciprocity, or exchange. Whether we are taking about a corporate executive, an assembly-line worker, or a red cross volunteer, each worker receives some form of reward in exchange for this or her services. These rewards may be primarily extrinsic, such as money, or they may be purely intrinsic, such as the personal satisfaction that comes from providing the service. In either case, a worker has certain personal expectations concerning the type and amount of reward he or she should receive for services rendered. The extent to which such expectations are met would presumably affect in large measure the inclination of the worker to continue at the current level of performance and, indeed, might even ultimately affect the decision of whether to remain with the organization.

Second, work generally serves several social functions. The workplace provides opportunities for meeting new people and developing friendships. In fact, many employees appear to spend more time interacting with their fellow employees than they do with their own families.

Third, a person's job is often a source of status, or rank, in society at large. For example, a carpenter who is trained in a specific craft is generally considered to be on a higher social plane than an unskilled ditch -digger. And a bank president would generally be accorded higher status than the carpenter. A point not to be overlooked here is the fact

that works, or more precisely what one does at work, often transcends the boundaries of the work organization. The bank president in our example can have status in the community because of his or her position within the organization. Thus, work can be simultaneously a source of social integration.

Fourth, and an aspect of work of special concern to the study of motivation, is the personal meaning that work has for the individual. From a psychological standpoint it can be an important source of identity, self-esteem, and self-actualization. It can provide a sense of fulfilment by giving an employee a sense of purpose and by clarifying his or her value from society, conversely, however, it can also be a source of frustration, boredom, and feelings of meaninglessness, depending on the characteristics of the individual and on the nature of the task people tend to evaluate themselves according to what they have been able to accomplish. If they see their job as hampering the achievement of their full potential, it often becomes difficult for them to maintain a sense of purpose at work, such feelings can then lead to reduced level of job involvement, decreased job satisfaction, and a lowered desire to perform. Hence, the nature of the job –and the meaning it has for the employee can have a profound impact on employee attitudes and work behaviour.

The content theories of work motivation attempt to determine what it is that motivates people at work. The content theorists are concerned with identifying the needs/drives that people have and how these needs/drives are prioritized. They are concerned with the types of incentives or goals that people strive to attain in order to be satisfied and perform well. The content theories are referred to as “static” because they incorporate only one or a few points in time and are either past or present time oriented. Therefore, they do not necessarily predict work motivation or behavior, but they are still important to understanding what motives people at work.

Work motivation is a set of energetic forces that originate both within as well as beyond an individual’s being, to initiate work related behaviour, and to determine its form, direction, intensity, and duration. (Pinder, 1984) [8].

Work motivation is a process that directs and sustains the performance. Motivation encourages employees internally towards the actions which help them to achieve the goals or specific task which is assigned to him. Effectiveness of employees’ work can inspire them to their work and can bring more work motivation and more commitment of their jobs. It can be defined as motivation to perform an activity for it, in order to experience the pleasure and satisfaction in the activity (Deci, 2005) [2]. We can create work motivation by monetary form by which they can feel that they are supported person and have their own place in organization. Panday (2011) [5] described that emotional attachment and employees’ loyalty is most important factor in work motivation. This can bind the people to stay in organization. There are many other benefits of organization that are associated with work motivation. Work motivation can be evaluated by the degree of attachment, obligations, and rewards in working in the organization. If the employees are competitive and want to do work with full efficiency then they will utilize all their capabilities for a challenging task. Many of the employees like to make relationships and need to contact more and more to the higher authorities. It will make them to feel that they are

observed and motivated. Effectiveness of work motivation both internally and externally forces the employees to work more excitedly which can result into job satisfaction.

**1.1 Objective of the Study**

1. To study the correlation between teacher effectiveness and work motivation of secondary school teachers.

**1.2 Hypothesis of the Study**

1. There is no significant correlation between teacher effectiveness and work motivation of secondary school teachers.

**2. Research Design and Methodology**

**2.1 Research Design**

The study adopted the descriptive survey research design.

**2.2 Sample and Sampling Technique**

A sample of 400 secondary school teachers was randomly selected from 10 secondary schools of District Ganderbal by using purposive sampling technique.

**2.3 Tools Used**

1. Kulsum Teacher Effectiveness scale (KTES) by Dr. (Mrs.) Umme Kulsum (Banglore) (2005)- This scale consists of total 60 items which were categorized in to 05 areas.
2. Work Motivation Questionnaire (WMQ) by Dr. K.G. Agarwal (New Delhi) (2005)- This questionnaire consists of total 26 items which were categorized on the basis of 06 factors.

**2.4 Data Analysis**

The data analysis through the questionnaires were analysed by using Pearson’s Coefficient of Correlation.

**3. Results and Discussion**

**Objective No. 1:** To study the correlation between teacher effectiveness and work motivation of secondary school teachers.

**Hypothesis Ho1:** There is no significant correlation between teacher effectiveness and work motivation of secondary school teachers.

Pearson Product Moment Correlation was used to describe the relationship between the respondent’s teacher effectiveness and the work motivation.

**Table 1:** Showing the correlation between teacher effectiveness and work motivation

| Variables                                | Size of Sample | Pearson’s Correlation Coefficient (r) | Level of Significance      |
|--|----------------|---------------------------------------|----------------------------|
| Teacher Effectiveness Vs Work Motivation | 400            | 0.13                                  | 0.01 level of significance |
| df = 437                                 |                |                                       |                            |

As indicated from the above table no.1, a positive and statistically significant (r=0.13, p <0.01) relationship was evident between teacher effectiveness and work motivation. This suggested that teachers with high levels of work motivation showed high teacher effectiveness.

**4. Discussion**

The general hypothesis of the study was that there will be

no significant correlation between teacher effectiveness of secondary school teachers and their work motivation. Analysis of data rejected the hypothesis and the findings revealed that teachers with high work motivation exhibited a higher level of teacher effectiveness as compared to those having lower work motivation. This finding draws support from the results obtained by Ofoegbu (2004), Jesus & Lens (2005) <sup>[4]</sup>. It, therefore, lends credence to the fact that motivated teachers will be happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work so that students, parents and the society will greatly benefit from their services as motivation leads to enhance both the quality and quantity of work performance. Work motivation can thus be said as an important personality trait that affects teaching effectiveness. A teacher with high work motivation will have a higher level of teacher effectiveness because a motivated teacher will participate in the pedagogical processes which will be involved in academic and non-academic activities which operate in the schools, will be more engaged in their work and more satisfied.

### 5. Conclusion and Recommendation

The level of work motivation showed a direct and proportional relationship with teacher effectiveness; highly motivated teachers tend to have higher levels of teacher effectiveness in comparison to those less motivated. Meaningful, accurate and regular feedback should be provided to the teachers regarding their profession. Feedback goes beyond encouragement to tell a person exactly what they are doing. Teachers should be motivated by giving them feedback that begins with a description of what they have accomplished, the goal they were attempting to reach and then discuss ways that the gap between the two can be closed. Use of negative feedback should be done sparingly as research studies have shown that they do not tend to solve the purpose.

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