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Work Motivation and Teacher's Effectiveness of Government and Private Secondary School Teachers

Abstract

Teaching effectiveness and work motivation are considered as one of the most important factors for any educational organization. This manuscript measures the work motivation and teaching effectiveness of government and private school teachers at secondary level. A sample of 50 government and 50 private secondary school teachers is selected by lottery method. Teachers effectiveness Scale developed by Dr. Pramod Kumar and Dr D.N. Mutha and Work motivation questionnaire developed by Dr. K.G. Agarwal is used to measure the teacher effectiveness and work motivation of secondary teachers. The Pearson Product-Moment correlation is used to measure the relationship between the variables. The results reveal that Government teachers have positive significant relationship between work motivation and teacher effectiveness, while, Private teachers have positive insignificant relationship between work motivation and teacher effectiveness.

KEY WORDS: Work Motivation, Motivation, Teacher Effectiveness.

INTRODUCTION

Effective teachers are those who achieve the goals which they set for themselves or which they have set for them by others such as ministries of education, legislators and other government officials and school. Effective teachers tend to be aware of and actively pursue goals. These goals work as motivational force for them. Motivation, specifically the work motivation, is one of the most important factors for any organization. Motivation is a person's

internal disposition to be concerned with and approach positive incentives and avoid negative incentives. 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 form, direction, intensity, and duration. According to Anderson, Durston and Poole (1975) it is one of the five factors that determine the existence of any organization, as they put motivation on an equal footing with men, money, machines, and morale. Dewan (2009) too, lays stress that increasing teaching efficacy is a gigantic task that can be accomplished with the support of competent teachers showing a feeling of empathy and compassion along with being knowledgeable and with good communication skills. Hameed and Manjustha (2010) tried to explain teacher efficacy as a correlate of teaching styles and organizational culture and it was reported that school culture ,being a prime motivational force, has a significant bearing on teacher efficiency.

Studies have shown that it is very difficult to discuss motivation and teacher's effectiveness and their relationship. Verma, P (2010) examined that age-related differences in work motivation, suggest a "shift in people's motives" . That is, it seemed that older employees were less motivated by extrinsically related features of a job, but more by intrinsically rewarding job features. Therefore the researcher has decided to study whether teacher's effectiveness and work motivation affect each other and to what extent work motivation is helpful in enhancing teaching effectiveness of teachers. Hence, the manuscript measures the work motivation and teaching effectiveness of government and private teachers at secondary level.

Handayani (1985) conducted a study to investigate the relationship between teacher motivation and teacher effectiveness on a sample of 100 teachers. The findings revealed that significant results were found only in case of the self-actualization level of motivation with regard to teacher effectiveness. It was, therefore, concluded that the teacher who possessed the highest level of motivation, self-actualization, tended to be more effective teachers. Rao (1995) studied relationship between teacher effectiveness, creativity and inter-personal relationship of teachers. The findings revealed that no significant relation was found between teacher effectiveness and the income or years of service of the teachers.

STATEMENT OF THE PROBLEM

Work Motivation and Teacher's Effectiveness of Government and Private Secondary School Teachers.

DEFINITION IN OPERATIONAL TERMS

Teacher's Effectiveness

The possession of knowledge and skills falls under the heading of 'teacher competence' and the use of knowledge and skills in the classroom is referred to as 'teacher performance', Teacher competence and teacher performance with the accomplishment of teacher goals, is the 'teacher effectiveness'

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Work Motivation

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 form, direction, intensity, and duration.

OBJECTIVES OF THE STUDY

Objective of this study are as follows:

- 1- To study the Work Motivation of government secondary school teachers.
- 2- To study the Work Motivation of private secondary school teachers.
- 3- To study the Teacher's Effectiveness of government secondary school teachers.
- 4- To study the Teacher's Effectiveness of private secondary school teachers.
- 5- To study the relationship between Work Motivation and Teacher's Effectiveness of government secondary school teachers.
- 6- To Study the relationship between Work Motivation and Teacher's Effectiveness of private secondary school teachers.

HYPOTHESES

Hypotheses of this study are as follows :

- 1- There is no significant relationship between Work Motivation and Teacher's Effectiveness of government secondary school teachers.
- 2- There is no significant relationship between Work Motivation and Teacher's Effectiveness of private secondary school teachers.

DELIMITATIONS

The present study is delimited to :

- (i) Teachers of government and private secondary school of Saharanpur district only.
- (ii) Teachers of government and private secondary schools were selected regardless of their gender and age differences.

METHODOLOGY

The normative survey method of research has been used in present study.

THE POPULATION

The population for the purpose of this study has been defined as all the government and private teachers (secondary schools) teaching in recognized schools in Saharanpur district run by state government.

THE SAMPLE

For the present study simple random sampling methods is used to collect the sample. Five government secondary school are selected randomly from the list of government secondary schools ,namely; Govt. Inter College Saharanpur, Govt. Girls Inter College Saharanpur, Gori Shankar Inter College Saharanpur, Kisan Sewek Inter College Nanauta Saharanpur and B.D. Bajjoria Inter College Saharanpur. Five private secondary school are selected namely; Sarvodaya Gyan Peeth Titron Saharanpur, Guru Nanak inter college Nanauta Saharanpur ,D.P.S. Inter college Titron Saharanpur, Maharana Pratap Inter College Nanauta Saharanpur and R.K Mehta inter college Gangoh Saharanpur.

From these schools, the sample of 50 government and 50 private teachers are selected by lottery method.

THE VARIABLES INVOLVED

In the present study Work Motivation is an independent variable and the dependent variable is Teacher Effectiveness.

Teachers effectiveness Scale developed by Dr. Pramod Kumar and Dr D.N. Mutha is used to measure teacher effectiveness. Work motivation questionnaire developed by Dr. K.G. Agarwal (New Delhi) is used to measure the work motivation of secondary teachers.

The statistical techniques used to analyse the whole data are, mean and product moment method of co-relation. The Pearson Product-Moment correlation is used to measure the relationship between the variables. Level of significance against the table value with degree of freedom (df) at 0.01 and 0.05 is measured.

RESULTS AND DISCUSSION

The first hypothesis of the study is ; There is no significant relationship between Work Motivation and Teacher's Effectiveness of government secondary school teachers. The Pearson Product-Moment correlation is used to measure the relationship between the variables. Level of significance against the table value with degree of freedom (df) at 0.01 and 0.05 is measured. The results revealed a significant relationship between Work Motivation and Teacher Effectiveness of government secondary school teachers.

The obtained 'r' value 0.406 ,is greater than the table value (0.358) at 0.01 level of significance. So the research hypothesis is rejected, indicating that a significant positive relationship exists between the two variables: Work Motivation and Teacher's Effectiveness. The government secondary school teachers are found to have a positive relationship between work motivation and teacher's effectiveness. It means work motivation is related to the teacher's effectiveness and affect the achievement level of the teachers.

The second hypothesis is that there is no significant relationship between Work Motivation and teacher effectiveness of private secondary school teachers. Here again Pearson Product-Moment correlation is used to measure the relationship between the variables. The results obtained for 'r' value ,0.249,is lower than the table value (0.358) at 0.01 level of significance and at 0.05 level of significance(0.257).

Thus the results indicate that although the relationship between the two variables is positive but the magnitude of relationship is low. The obtained 'r' value is lower than the table value. It indicates that although low positive relationship exists , null hypotheses is accepted as the relationship is very low . Wall & Jackson 1995,also found in their study that job autonomy can facilitate the time necessary for learning and development, which in turn improves job performance .In private schools such autonomy is lacking ,hence low work motivation leading to low relationship .

The present study has thrown some light on the impact of work motivation on teacher's effectiveness. The findings of the study suggest our policy makers and school administrators to make policies so as to provide better and autonomous environment to our teachers . Ben Orlin (2013) has found that private schools suffer higher teacher turnover specially among early-career teachers and two-third out of them, cite low salary as a reason for leaving. So private schools' stingy wages must be failing to draw and retain good teachers. But salary alone is not the only responsible factor for low work motivation. Different school environments make for radically different work. So attracting and retaining teachers, then, means more than just raising salaries. It means taking disciplinary obstacles and bureaucratic nonsense out of teachers' core. Many researchers believe that economic incentives are not strong enough to motivate workers, but other higher needs like social and esteem needs play an even more important role than the materialistic ones. Therefore, it is impossible to claim that economic incentives have enough power to efficiently motivate employees (Stoner and Freeman, 1989).

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