



ISSN Print: 2394-7500  
ISSN Online: 2394-5869  
Impact Factor: 5.2  
IJAR 2017; 3(2): 90-93  
www.allresearchjournal.com  
Received: 17-12-2016  
Accepted: 18-01-2017

**Suman Lata**  
Ph.D. Research Scholar,  
H. P. University, Shimla,  
Himachal Pradesh, India

**Dr. Surender Kumar Sharma**  
Assistant Professor  
(Education), H.P. University,  
Shimla, Himachal Pradesh,  
India

## Teacher effectiveness of elementary school teachers in relation to work motivation and job satisfaction

**Suman Lata and Dr. Surender Kumar Sharma**

### Abstract

The present study investigated the teacher effectiveness of elementary school teachers in relation to work motivation and job satisfaction. Descriptive research design was used to accomplish the objective of the study. A sample of 400 elementary school teachers working in government schools was taken from four districts of Himachal Pradesh by random sampling technique. Mean, S.D., partial correlation and multiple correlations was used for analyzing the collected data. The findings of the study revealed that teacher effectiveness and work motivation of elementary school teachers correlate positively and significantly to each other irrespective of their level of job satisfaction. Work motivation and job satisfaction do not contribute significantly to the teacher effectiveness of elementary school teachers. The study also found no significant correlation between teacher effectiveness and job satisfaction of elementary school teachers irrespective of their level of work motivation.

**Keywords:** Teacher effectiveness, work motivation, job satisfaction, elementary school teachers

### Introduction

Each and every individual acquires some sort of education, even if he has never spent a day in school, because all his acquired characteristics are the products of experiences and activities which are educational in nature. Education, thus, includes all influences in life. In its broadest signification, education is not related to school or teaching which aims at making an individual this or that kind of specialist or teaching him how to read and write, to add and subtract or to get himself familiarized with the history and geography of his own country. Education in the wider sense is used for the purpose of teaching people all characteristics which will enable them to live and act like a normal and civilized human being in the society. Rusk therefore says "every system of education must have an aim and the aims of education are relative to the aims of life. Philosophy formulates what should be the end of life while education offers suggestions how this end is to be achieved."

Education is the fundamental right and indispensable part of human life. It brings progress, prosperity and optimistic change in the human behavior and broadens the horizons of society. The opulence of the nation depends upon its educational system. Proficient Education System helps to acquire vast knowledge and helps us to accomplish our goals. The development of a nation totally depends upon its education system. Therefore, education system must be designed in such a way that overall development of every human being takes place.

Work motivation is one of the core factors leading to effectiveness of teaching. The relevance of motivation is very crucial to the long-term growth of any educational system around the world. Although performance may be contingent on a multitude of other factors, one of the important factors affecting performance arguably is the motivation to perform well on the job. It probably ranks alongside professional knowledge and skills, centre competencies, educational resources and strategies as the veritable determinants of educational success and performance. The notion of effectiveness is closely related to motivation. Effectiveness can result from the fulfillment of motivation. Motivation to work is a human state where competence to work and will to work fuse together. It involves willingness to improve a service as well as maintain it. In the absence of one, the other does not produce results.

**Correspondence**  
**Suman Lata**  
Ph.D. Research Scholar,  
H. P. University, Shimla,  
Himachal Pradesh, India

Satisfaction is a psychological phenomenon and its concept is highly intricate and subjective. Job satisfaction describes how content an individual with his or her job. While working in an organization, people develop a set of attitudes about the work, supervision, co-workers and working conditions. This set of attitudes is referred to as job satisfaction. Job satisfaction among school teachers has been considered as a vital factor for the improvement of the education system and thus has got an unshakeable place in educational researches. Amandeep and Gurpreet (2005) [2] in his study conclude that female teachers were more effective in their teaching than male teachers. The difference between the mean scores of male and female teachers on the variable of teaching competency was not significant. Islahi (2010) [8] in his study on teaching effectiveness of secondary school teacher in relation to their attitude towards information technology and work motivation found no significant difference in the teaching effectiveness of male and female teacher in secondary schools. A positive and statistically significant relationship was found between teaching effectiveness and work motivation. Further analysis between teaching effectiveness and each of the components of work motivation viz. intrinsic motivation and extrinsic motivation showed that a very strong relationship existed between teaching effectiveness and intrinsic motivation whereas extrinsic exhibited a very weak relationship with teaching effectiveness. Gupta, S. P. (1995) [6] conducted a correlational study and found that the coefficient of correlation between overall dimensions of job satisfaction of teachers were significantly related with the teacher effectiveness while on some dimensions viz. salary and other benefits, community aspects, supervision, family life, policies and practices and growth and practices were found to be non-significant. Kothawale, P. L. (2014) [9] undertook a correlative study of teaching effectiveness and job satisfaction of higher secondary school teachers. Strong positive relationship was found in the teaching effectiveness and job satisfaction of higher secondary teachers. No significant difference was found in the teaching effectiveness of teachers of arts and science faculty.

### Objectives

1. To study the correlation between Work Motivation and Teacher Effectiveness of Elementary School Teachers irrespective of their level of Job Satisfaction.
2. To study the correlation between Job Satisfaction and Teacher Effectiveness of Elementary School Teachers irrespective of their level of Work Motivation.
3. To study the conjoint effect of Work Motivation and Job Satisfaction on Teacher Effectiveness of Elementary School Teachers.

### Hypotheses

1. There will be no significant correlation between Work Motivation and Teacher Effectiveness of Elementary School Teachers irrespective of their level of Job Satisfaction.
2. There will be no significant correlation between Job Satisfaction and Teacher Effectiveness of Elementary School Teachers irrespective of their level of Work Motivation.
3. Work Motivation and Job Satisfaction will not contribute significantly to Teacher Effectiveness of Elementary School Teachers.

### Method

For conducting the present investigation, 'Survey technique under Descriptive Method of Research' was used.

### Sample

Out of twelve districts of Himachal Pradesh, four districts namely Bilaspur, Kangra, Solan and Una were selected randomly. Further 110 schools from the selected Districts were selected and 480 teachers out of these schools were selected by random sampling technique.

### Tools employed

1. Teacher effectiveness scale by Dr. Umme Kulsum (2000) was used.
2. Work Motivation Scale by Dr.K.G. Aggarwal (2012) was used.
3. Teacher Job Satisfaction Scale by T.R. Sharma and Amar Singh (1994) was used.

### Statistical techniques used

The statistical techniques employed to concise picture of the whole data, so that it can be easily comprehended. Mean, standard deviation, Partial correlation and multiple correlation are calculated in the present study.

### Result Analysis and Findings

#### Correlation between teacher effectiveness and work motivation of elementary school teachers irrespective of their level of job satisfaction

In order to study relationship between teacher effectiveness and work motivation of elementary school teachers irrespective of their level of job satisfaction the statistical technique, partial correlation was employed.

Table 1 shows the value of correlation between teacher effectiveness and work motivation of elementary school teachers when the job satisfaction of elementary teachers was controlled or partial out.

**Table 1:** correlation of teacher effectiveness and work motivation of elementary school teachers irrespective of their level of job satisfaction

controlled variable	variables	df	r (r <sub>tx,y</sub> )
Job Satisfaction (y)	Teacher Effectiveness (t)	437	0.13*
	Work Motivation (x)		

\*Significant at 0.01 level of significance

It is evident from Table 1, that the calculated value of partial r (r<sub>tx,y</sub>) for df 437 has come out to be 0.13, which is higher than table value 0.128 at 0.01 level of significance. It indicates that teacher effectiveness and work motivation of school teachers are correlated positively and significantly. Hence, hypothesis-1 stated as "There will be no significant correlation between teacher effectiveness and work motivation of elementary school teachers irrespective of their level of job satisfaction" was not retained. So it can be inferred that teacher effectiveness and work motivation among elementary school teachers correlate significantly while rendering job satisfaction as constant.

**Correlation between teacher effectiveness and job satisfaction of elementary school teachers irrespective of their level of work motivation**

Table 2 shows the value of correlation between teacher effectiveness and job satisfaction of elementary school teachers irrespective their level of work motivation.

**Table 2:** correlation of teacher effectiveness and job satisfaction of elementary school teachers irrespective of their level of work motivation

controlled variable	variables	df	r ( r <sub>ty.x</sub> )
Work Motivation (x)	Teacher Effectiveness (t)	437	0.01
	Job Satisfaction (y)		

Table 2 is indicative of the fact that the computed value of partial r (r<sub>ty.x</sub>) has come out to be 0.01 which is insignificant at 0.05 level of significance for 437 df. From above table, it is clear that teacher effectiveness and job satisfaction of elementary schools teachers are not correlated significantly irrespective to their level of work motivation.

In the light of above analysis, hypothesis-2 stated as “There will be no significant correlation between teacher effectiveness and job satisfaction of elementary school teachers irrespective of their level of work motivation” was retained.

From above observation, it can be said that there is no relationship have been found in teacher effectiveness and job satisfaction among elementary school teachers when their level of work motivation was controlled.

**Conjoint effect of work motivation and job satisfaction on teacher effectiveness of elementary school teachers**

In order to study the conjoint effect of work motivation and job satisfaction on teacher effectiveness of elementary school teachers, the statistical technique of multiple correlation was applied. Table 3 shows the value of conjoint effect (R) of work motivation and job satisfaction of teachers on teacher effectiveness of elementary school teachers.

**Table 3:** Conjoint effect of work motivation and job satisfaction on teacher effectiveness of elementary school teachers

Variables		R <sub>t,xy</sub>
Dependent	Contributory	0.095
Teacher Effectiveness (t)	Work Motivation (x)	
	Job Satisfaction (y)	

Table 3 indicates that the calculated value of R has come out to be 0.095 which is insignificant at 0.05 level of significance for 437 df. It reveals that work motivation and job satisfaction do not contribute significantly to the teacher effectiveness of elementary teachers.

In the light of above analysis, hypothesis-3 stated as, “Work motivation and job satisfaction will not contribute significantly to teacher effectiveness of elementary school teachers” was accepted.

From the above analysis, it may be inferred that work motivation and job satisfaction of elementary teachers do not have any conjoint effect on their teacher effectiveness.

**Conclusions**

1. Teacher effectiveness and work motivation of elementary school teachers correlated significantly

irrespective of their level of job satisfaction. It may also be said that teacher effectiveness and work motivation of elementary school teachers correlate significantly while rendering job satisfaction as constant.

- An insignificant correlation was found between teacher effectiveness and job satisfaction of elementary school teachers irrespective of their level of work motivation. It may also be said that teacher effectiveness and job satisfaction of elementary school teachers did not correlate significantly while rendering work motivation as constant.
- Work motivation and job satisfaction did not contribute significantly to the teacher effectiveness of elementary school teachers.

**Educational Implications**

Any research work can be considered effective only when the account of knowledge generated through it can be applied to improve the existing practices of education. The findings of the present study reveal some important educational implications for teachers, administrators, policy makers, principals, and head of institutions which are given as under:

- The present study has revealed that work motivation is significantly correlated with teacher effectiveness of elementary school teachers. A few human activities occurs without motivation, nearly all conscious behavior is motivated and caused. Therefore, it is necessary to identify teacher’s drives and needs to motivate them towards their work. Lack of motivation may lead to stress which eventually translate to ineffective teaching and adversely affect pupil’s learning. Everybody needs encouragement and everybody needs their work to be recognized. The schools should introduce formal programs that encourage peer recognition for a job well done. Though monetary benefits play a crucial role in motivating the teachers but it has also been discovered that one of the best ways to motivate the teachers is good old-fashioned praise and recognition. Motivation requires discovering and understanding employee drives and needs since it originates within an individual. The principals and head of schools should keep the morale of the teachers high by involving them in decision making and should provide the opportunities for teachers to interact with one another. The school authorities should identify the ways and means through which teachers can be provided with facilitating work situations, which will influence their motivation to work and also improve their teacher effectiveness.
- The results have reported that job satisfaction of elementary teachers is also correlated with their teacher effectiveness. Unless the teacher is satisfied with his job, he cannot deliver his best and he will be a loss not to himself only but also to the whole education system. For improving the level of job satisfaction in teachers; principals, school management and head of institutions should provided them with creative and meaningful task because repetitive routine work often leads to dissatisfaction to the job. Highly qualified teachers at low grade posts feel job dissatisfaction, so promotion avenues should be opened for the teachers. There should be regular exchange of teachers working in rural and urban schools. The teacher should be provided

opportunity to self-pace themselves and the supervision should be done inconspicuously. The frequent and non-critical feedback of teacher can improve their level of job satisfaction. Social experiences, fringe benefits and special allowances should be provided. Social events help to build a sense of belonging and boost the overall morale of the teachers. Activities such as celebration of teacher's day, cultural events, and teacher's wellness program and so on can enhance their level of job satisfaction and work motivation which ultimately affect their teacher effectiveness significantly.

## References

1. Aggrwal YP. Statistical methods: Concept application and computation. New Delhi: Sterling Publishers, 1990.
2. Amandeep Gurpreet. A Study of Teacher Effectiveness in relation to Teaching Competency, Recent Researches in Education and Psychology. 2005; 10(I-II):54-57.
3. Arokiodass SA. Teacher Effectiveness of College Teachers. Perspectives in Education. 2005; 21(2):33-34.
4. Connell JP, Ryan RM. A Developmental Theory of Motivation in the classroom. Teacher Education Quality. 1984; 11:64-77.
5. Cresswell John W. Educational research- Planning, conducting and evaluating quantitative and qualitative research (4th edition). Published by Pearson Education, 2014.
6. Gupta SP. A Correlational Study of Teacher's Job Satisfaction and their Teaching Effectiveness. Indian Educational Abstract. 1995; (4):53-54.
7. Hoppock R. Job Satisfaction, Harper and Brothers, New York, 1935, 47
8. Ishali Fatima. A study of Teaching Effectiveness of Secondary School Teachers in relation to their Attitude towards Information Technology and Work Motivation (Unpublished Ph.D Thesis). Department of Education, Aligarh Muslim University, Aligarh, Retrieved from <http://shodhganga.inflibnet.ac.in/bistream/10603/13521> on 2nd June, 2014, 2010.
9. Kothawale PL. Correlative Study of Teaching Effectiveness and Job satisfaction of Higher Secondary School Teachers. Indian Journal of Applied Research. 2014; 4(7):116-118.
10. Luthans F. Organizational Behavior, 8 Edition, McGraw-Hill/Irwin, Boston, 1998, 147.
11. Patel MS, Rao S. Determinants of Teachers' Motivation and Performance towards School Improvement. Edutracks. 2005; 4(9):32-39.
12. Sheela M. Teacher Education Trends and Strategies, New Delhi: Radha Publications, 2001.
13. Wong HK. Characteristics of an Effective Teacher, 2000. Retrieved from- [http://www.thebusyeducator.com/harry\\_wong.htm](http://www.thebusyeducator.com/harry_wong.htm).