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Teacher effectiveness of elementary school teachers in relation to gender and work motivation

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Abstract

The effectiveness of the teachers is par excellence attribute of the excellence in teaching. In the present scenario, the effectiveness of teachers becomes vital to face the emerging challenges of globalization and liberalization on the one side and mushrooming of the educational institutions on the other side. The major objective of the present investigation was to study the teacher effectiveness of elementary school teachers in relation to their gender and level of work motivation. A sample of 400 elementary school teachers working in government schools was taken from four districts of Himachal Pradesh. Mean, S.D., Analysis of variance and t- test was used for analyzing the data. The findings of the study revealed that male and female elementary school teachers differ significantly in their teacher effectiveness. There exists a significant difference in teacher effectiveness of elementary school teachers with respect to their level of work motivation. There is no significant interactional effect of gender and level of work motivation on teacher effectiveness of elementary school teachers.

Keywords: teacher effectiveness, work motivation, gender, elementary school teachers

Introduction

Teacher Effectiveness is an amalgamation of both cognitive and non-cognitive attributes like academic qualification and distinctions, clarity of thought and expression, fluency, teaching strategy, charisma, and experience and socio-personal interaction. Teacher motivation appears crucial because it predicts not only teachers' engagement and well-being but also students' outcomes such as motivation and learning. It appears to be vital for optimal human functioning in the workplace because teachers who are highly motivated are found to be more engaged in their work and more satisfied.

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. Amandeep and Gurpreet (2005)^[1] 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. Bansibihari and Surwade (2006) attempted to see the effect of emotional maturity on teacher effectiveness of different secondary school teachers of Nanduraba and Dhuli districts of Maharashtra. The result indicated that female teachers were found emotionally more mature than male teachers. Study also showed that emotionally mature teachers were more effective in their teaching than emotionally immature teachers. Islahi Fatima (2010) 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

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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.

Objectives

1. To study and compare Teacher Effectiveness of Elementary School Teachers with respect to
 - a) Gender
 - b) Work Motivation
2. To study the interaction effect of Gender and Work Motivation on Teacher Effectiveness of Elementary School Teachers.

Hypotheses

1. There will be no significant difference in Teacher Effectiveness of Elementary School Teachers with respect to
 - a) Gender
 - b) Work Motivation
2. There will be no significant interaction effect of Gender and Work Motivation on Teacher Effectiveness of Elementary School Teachers.

Table 1: Shows category wise means and standard deviations of teacher effectiveness of elementary school teachers

Levels of work motivation	Gender		total
	male	female	
highly work motivated	mean	482.53	494.13
	S.D.	79.80	52.90
Average work motivated	mean	480.51	488.71
	S.D.	57.11	48.48
low work motivated	mean	457.66	472.03
	S.D.	73.25	65.11
Total	Mean	473.57	496.35

Table 2: Shows Summary of Analysis of variance on teacher effectiveness scores of elementary school teachers w.r.t their gender and work motivation

Source of Variation	Sum of Squares	df	Mean Square (V)	'F'
Gender (A)	54514.82	1	54514.82	13.41 **
Work Motivation (B)	37171.43	2	18585.72	4.57 *
Gender× Work Motivation (A×B)	2675.70	2	1337.85	0.33
Error Variance	1682766.36	414	4064.65	
Total Sum of Squares	1777128.31	419		

* Significant at 0.05 level of confidence

** Significant at 0.01 level of confidence

Main Effects

(a) Gender (A)

Table 2 indicates that the computed value of 'F' ratio for the main effect of gender on teacher effectiveness scores of elementary school teachers has come out to be 13.41 which is significant at 0.01 level of confidence for 1/414 df. Hence, the hypothesis-1(a) stated as, "There will be no significant difference in teacher effectiveness of elementary school teachers with respect to gender" was rejected. This means that there exists a significant difference in the teacher effectiveness of male and female elementary school teachers. The fact that the A mean square (54514.82) is significant, leads to conclude that these two means differ significantly.

From Table 1, it can be seen that the mean score for female elementary school teachers on teacher effectiveness is

Method

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

Sample

In the present study the investigator selected total sample of 400 elementary school teachers from four districts of Himachal Pradesh i.e. Bilaspur, Kangra, Solan and Una.

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.

Statistical Techniques Used

The statistical techniques employed to concise picture of the whole data, so that it can be easily comprehended. It is employed to test the hypotheses in the study. Mean, standard deviation, analysis of variance and t-ratio are calculated in the present study.

Result Analysis and Findings

496.35 and that for male teachers is 473.57. The higher mean score for female teachers shows that female elementary school teachers have more teacher effectiveness as compared to male teachers.

Work Motivation (B)

Table 2 shows that the obtained value of 'F' for the main effect of work motivation on teacher effectiveness of elementary school teachers has come out to be 4.57 which is significant at 0.05 level of confidence for 1/414 df. Hence, the hypothesis-1(b) stated as "There will be no significant difference in teacher effectiveness of elementary school teachers with respect to work motivation." was not retained. This is indicative of the fact that high, average and low work motivated elementary school teachers show significant difference in their teacher effectiveness.

The fact that the B mean square (18585.72) is significant, leads to conclude that the three groups of teachers having high, average and low work motivation differ significantly from each other.

From Table 1, it can be seen that the mean values of teacher effectiveness scores obtained by the high, average, and low work motivated teachers have been found 494.13, 488.71 and 472.03 respectively. The mean values indicate the significant difference in teacher effectiveness of elementary teachers with high, average, and low work motivated teachers.

Table 3: Mean S, Standard DeviationS, Standard Error of Means and t- value oN teacher effectiveness of highly work motivated and average work motivated elementary school teachers

Comparative groups	n	Mean	s.d	s.ed	df	't'
Highly work motivated	140	494.13	68.46		7.34	278
Average work motivated	140	488.71	53.42			0.74

From Table 3, it can be seen that 't' value for the comparison of highly work motivated and average work motivated elementary school teachers on teacher effectiveness, has come out to be 0.74 which is insignificant at 0.05 level of confidence for 278 df. From this it can be said that there is no significant difference in teacher effectiveness of highly work motivated and average work motivated elementary school teachers.

From above analysis, it can be inferred that the highly work motivated and average work motivated elementary school

Further, to locate the significant difference among high, average and low work motivated elementary school teachers't' test was employed, the details of which are given below:

Comparison of teacher effectiveness of highly work motivated and average work motivated elementary school teachers

To compare the teacher effectiveness of highly work motivated and average work motivated elementary school teachers means, standard deviations, standard error of means and t-value were calculated and given in Table 3 as under:

Table 4: Means, Standard Deviations, Standard Error of Means and t- value of teacher effectiveness of highly work motivated and low work motivated elementary school teachers

Comparative groups	n	Mean	s.d	s.ed	df	't'
Highly work motivated	140	494.13	68.46		8.31	278
Low work motivated	140	472.03	70.55			2.67*

* Significant at 0.01 level of confidence

Table 4 indicates that the calculated 't' value for the comparison of highly work motivated and low work motivated elementary school teachers on teacher effectiveness, has come out to be 2.67 which is significant at 0.01 level of confidence for 278 df. From this, it can be said that there exists a significant difference in teacher effectiveness of highly work motivated and low work motivated elementary school teachers.

Further, Table 4 also reveals that the mean score for highly work motivated elementary school teachers is 494.13 and that for low work motivated elementary school teachers is 472.03. The higher mean score for highly work motivated

teachers do not differ from each other in their teacher effectiveness.

Comparison of teacher effectiveness of highly work motivated and low work motivated elementary school teachers

To compare the teacher effectiveness of highly work motivated and low work motivated elementary school teacher's means, standard deviations, standard error of means and t-value were calculated and given in Table 4 as under:

teachers shows that teachers with high work motivation level are more effective in their teaching than low work motivated elementary school teachers.

Comparison of teacher effectiveness of average work motivated and low work motivated elementary school teachers

To compare the teacher effectiveness of average work motivated and low work motivated elementary school teacher's means, standard deviations, standard error of means and t-value were calculated and given in Table 5 as under:

Table 5: Means, Standard Deviations, Standard Error of Means and t- value of teacher effectiveness of average work motivated and low work motivated elementary school teachers

Comparative groups	n	Mean	s.d	s.ed	df	't'
Average work motivated	140	488.71	53.42		7.48	278
Low work motivated	140	472.03	70.55			2.23*

* Significant at 0.05 level of confidence

Table 5 reveals that the computed't' value for the comparison of average work motivated and low work motivated elementary school teachers on teacher effectiveness, has come out to be 2.23 which is significant at 0.05 level of confidence for 278 df. From this it can be said that there exists a significant difference in teacher

effectiveness of average work motivated and low work motivated elementary school teachers. Further from Table 5, it can be seen that the mean score on teacher effectiveness of average work motivated elementary school teachers (488.71) is higher than the mean scores of low work motivated elementary teachers (472.03).

From above analysis, it can be inferred that average work motivated teachers are more effective than low work motivated elementary school teachers.

Interaction Effect of Gender and Work Motivation (AxB)

From Table 2, it is evident that the computed value of 'F' ratio for the interaction effect of gender and work motivation on teacher effectiveness of elementary school teachers has come out to be 0.33 which is lower than the 'F' Table value 3.86 at 0.05 level of significance for 1/414 df. In the light of this, hypothesis-2 stated as "There will be no significant interaction effect of gender and work motivation on teacher effectiveness of elementary school teachers" was retained.

From the above analysis, it can be said that gender and work motivation have no significant interactional effect on the teacher effectiveness of elementary school teachers.

Conclusions

- i. Male and female elementary school teachers differ significantly in their teacher effectiveness. Regardless the levels of work motivation, female elementary school teachers have significantly higher mean scores on teacher effectiveness than male teachers.
- ii. There exists a significant difference in teacher effectiveness of elementary school teachers with respect to their level of work motivation. In other words, it may be said that high, average and low work motivated elementary teachers differ significantly in their teacher effectiveness.
- iii. There exists no significant difference in teacher effectiveness of highly work motivated and average work motivated elementary school teachers. In other words, it may be said that high and average work motivation elementary school teacher do not differ significantly in their teacher effectiveness.
- iv. There exists a significant difference in teacher effectiveness of highly work motivated and low work motivated elementary school teachers. Highly work motivated elementary school teachers have significantly higher mean score than low work motivated elementary school teachers. In other words, it may be said that highly work motivated elementary school teachers are better in their teaching than low work motivated.
- v. There exists a significant difference in teacher effectiveness of average and low work motivated elementary school teachers. Average work motivated teachers have significantly higher mean scores on teacher effectiveness than low work motivated elementary school teachers. It may also implies that average work motivated elementary teachers are more effective in their teaching than low work motivated elementary school teachers.
- vi. There is no significant interactional effect of gender and level of work motivation on teacher effectiveness of elementary school teachers. This implies that difference between the mean scores of male and female elementary school teachers of high, average and low level of work motivation is not significant.

Educational Implications

The present study has revealed that work motivation is an important factor contributing to the 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.

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