

## A study of teaching effectiveness in relation to work motivation of Higher secondary school teachers.

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### Abstract

In any field of life motivation plays an important role to achieve the goal. In educational set up motivation has significant role to achieve the objectives of the educational system. Motivation and teaching effectiveness are independent on each other. Teaching effectiveness will arise among the teachers when they are highly motivated. They will bring the change in the overall educational system. Present study is descriptive in nature in which researcher conducted the study on 500 higher secondary school teachers to find out the correlation between teaching effectiveness and the work motivation. In the study researcher used purposive sampling technique. Pearson coefficient correlation was used to determine the relationship between the variables. Null hypothesis was used in the study, and it was found that there exists a positive and significant correlation between teaching effectiveness and work motivation.

**Keynotes:** Teaching effectiveness, teachers, motivation, work motivation,

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### INTRODUCTION

Teachers are one of the key elements in any school and effective teaching is one of the key pillars for school improvement. Teaching effectiveness is generally referred to in terms of focus on student outcomes and the teacher behavior's and classroom processes that promote better student outcomes. Effective teachers make expert use of existing instructional materials in order to devote more time to practices that enrich and clarify the content. Teaching effectiveness is a process of engaging students in activities that enable them to acquire the knowledge, skills as well as worthwhile values and attitudes. Effective teachers use diverse resources to plan and structure engaging learning opportunities; monitor students progress formatively, adopting instructions as needed; and evaluate learning using multiple sources of evidence. Bary (2010) concluded in his research that teaching effectiveness includes an in-depth knowledge of subject, student abilities and difference planning, strategies and assessment of students understanding. Tayagi (2012) conducted his research on teaching effectiveness of secondary school teachers and their relation with demographic change i.e. gender, social status, teaching subjects, age qualification and their experience in school, in this research researcher investigated the demographic features which are mentioned above influenced a lot in the effectiveness of

teaching. Darling Hammond Kumari (2010) defined effective teacher as one who is intellectually challenging, motivating students, setting high standards and encourages self-interesting learning. Ward and Grant (2011) identified four dimensions that were used to characterize an effective teacher which are; instructional effectiveness, use of assessment for student learning, positive learning environment and personal qualities of the teacher. It means that we could measure an effective teacher by his or her instructional delivery the way he or she uses assessment to measure student learning, his or her interaction with the students, learning environment and the personal qualities of the teacher.

Work is identity of a person. Work motivation refers to the set of energetic forces that originate both within as well as beyond an individual being, to initiate work-related behavior, and to determine its form, direction, intensity and duration. Motivation is a state of mind, filled with energy and enthusiasm, which drives a person to work in a certain way to achieve desired goals. Work motivation is a process that directs and sustains the performance. Motivation encourages employees internally towards the action which helps them achieve the goal or specific task which is assigned to him. Alam (2010) conducted a study to investigate the factors that affect the motivational level of senior secondary school teachers in the Rawalpindi city. In the study, it was found that teachers were complaining that they were not paid according to their abilities and due to this their motivation towards the work had become low. It indicates that rewards or reinforcement encourage the work motivation. According to Antomoni (1999) the amount of effort people are willing to put in their work depends on the degree to which they feel their motivational needs will be satisfied. On the other hand, individuals become demotivated if they feel something in the organization prevents them from attaining good outcomes. Panday (2011) described that emotional attachment and employee loyalty is the most important factor in work motivation. It can bind the people to stay in the organization. Work motivation encourages to work for social welfare. It forces the employees to work seriously and more confidently which can result into successful completion of job.

## 1.1 Objectives of the study

To study the correlation between teaching effectiveness and work motivation of higher secondary school teachers

## 1.2 Hypothesis

There is no significant correlation between teaching effectiveness and work motivation of higher secondary school teachers.

## 2. Research design and methodology

### Research design

The study adopted the descriptive survey research design.

### 2.2 Sample and sampling technique.

A sample of 500 higher secondary school teachers was randomly selected from 15 higher secondary schools of district Baramulla and researcher used purposive sampling technique.

### 2.3 Tools used

Kulsum teaching effective scale (KTES) by Dr. (Mrs) umme kulsum (Banglore)(2005). this scale consists of 60 items which were categorized into 5 areas.

Work motivation questionnaire (WMQ) by Dr. k.g. Aggarwal (New dehli) (2005). This questionnaire consists of total 26 items which were categorized on the basis of 6 factors .

## 2.4 Data Analysis

The data was analyzed by using Pearson's coefficient of correlation.

## 3. Results and discussion

**Table 1**

Showing the correlation between teaching effectiveness and work motivation

Variables	Size of sample	Pearson's correlation coefficient (r )	Level of significance
Teaching effectiveness Vs work motivation	500	0.14	0.01 level of significance
	df = 439		

As indicated from the above mentioned table it is revealed that there exists positive and statistically significant ( $r=0.10$ ,  $p<0.01$ ) relationship between teaching effectiveness and work motivation . This means that teachers who with high level of work motivation shows high teaching effectiveness

## Discussion

Hypothesis for the study was there will be no significant correlation between teaching effectiveness of higher secondary school teachers and their work motivation. The analysis of data have rejected the hypothesis and revealed that there is a great and significant correlation between teaching effectiveness and work motivation of higher secondary school teachers. In this sense we can say that a work motivation is an important factor that stimulates the teaching effectiveness.

## 5. Conclusion and Recommendations

There is a great and direct relationship between work motivation and teaching effectiveness. Teachers who are highly motivated have higher level of teaching effectiveness in comparison to those who are less motivated. Hence effective teachers should be given desirable feedback regarding their profession. Rewards in the form of both cash and certificates should be given to the teachers in order to keep them motivated so that they can impart quality education to the students.

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