

TEACHER MOTIVATION AND CLASSROOM TEACHING

A STUDY WITH REFERENCE TO TEACHERS OF SELECTED PRIMARY SCHOOLS IN MANGALORE

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Abstract:

Primary education is the foundation on which the development of every citizen and the nation as a whole is built on. In recent past, India has made a huge stride in terms of increasing primary education enrolment, retention, regular attendance rate, and expanding literacy to approximately two-thirds of the population. India's improved education system is often cited as one of the main contributors to the economic development of the country. At the same time, the quality of elementary education in India has also been a major concern. The assessment of quality in education has both objective and subjective dimensions. In the perception of parents, private schools score over Government schools, and English medium schools are considered to offer better quality of education than their vernacular counterparts. Some of the important factors affecting the quality of education at all stages are the quality of the students at the entry level, curricular content, the quality of teacher, classroom transaction processes, quality and level of evaluation systems, quality of supervision prevalent in the system, pupil teacher ratio, children social and family background, etc. In this context, this study tries to evaluate impact of classroom teaching on the motivation of teachers. It also makes an attempt to study the difference in the motivation of teachers working in government, aided and unaided schools in relation to classroom teaching.

Keywords

Motivation

Education

Classroom

Teaching

1.0 Introduction

“When learning is purposeful, creativity blossoms. When creativity blossoms, thinking emanates. When thinking emanates, knowledge is fully lit. When

knowledge is lit, economy flourishes.”

Dr. Abdul Kalam

Every society gave importance to education and upbringing of young ones in a better way. So, education became the most important concern

of the society and it is the backbone of our progress. Education is the total process of developing human ability and behavior.

The International Dictionary of Education has defined it as, “A social process in which one achieves a social competence and individual growth, carried in a selected, controlled setting, which can be institutionalized as a school or college”. In the words of the eminent French Sociologist, Emile Durkheim, “Education is the influence exercised by adult generation on those that are not yet ready for social life.... Education is the socialization of the younger generation... It is the means by which society prepares within the children the essential conditions for its very existence... Education creates a new being”.

The essence of Human Resource Development is education, which plays a significant and remedial role in balancing the socio-economic fabric of the Country. Since citizens of India are its most valuable resource, our billion-strong nation needs the nurture and care in the form of basic education to achieve a better quality of life(Annual report MHRD 2015-16).

The mission of the Department of Primary and Secondary Education in Karnataka is to equip children of the State with specified knowledge, skills and values to enable them to become good human beings, productive, and socially responsible citizens and to achieve excellence in whatever they do (<http://www.schooleducation.kar.nic.in/index.html>). The education policy of the Government is that every child attends school, every child

attains the minimum levels of learning, every teacher is at school, and the community is actively involved in the betterment of the schools, thereby encouraging a mass campaign for primary education.

Role of teachers in education

In imparting education, the role of teachers assumes special significance. Teachers are instrumental in making illustrious persons (Sastry M.V., 2009). The quality of a nation depends upon the quality of its school, and the quality of schools depend considerably on the quality of the teachers as well as on the interaction of collective internal and external forces that intervene in the fulfilment of the purpose of the schools. Teachers are effective when they are able to form desirable behaviour among the students. The formation of desirable behaviour in the student is closely linked to the motivation levels of the teacher as well as the teacher's attitude and behaviour. Low motivation levels in the teacher who is in a critical position in the education and schooling process has a negative impact on the achievement of high standards in education (Ibrahim Kocabas, 2009).

Motivation

Motivation refers to all phenomena, which are involved in the stimulation of action towards particular objectives. Motivation is necessary for performance. If an individual does not feel inclined to engage himself in the work behaviour, he will not put in adequate efforts to

perform well. Unless the individual has the necessary abilities to do the work and perceive his role accurately and is provided with the required resources, mere motivation to do the job may not result in effective performance.

Motivation occupies a central position in the execution of any human task or endeavor , the teaching-learning process is no exemption. This view has been supported by many studies. If the classroom teachers are not well motivated, when other conditions have been satisfied, effective teaching and learning may not take place at this all important level of the education system.

Teacher Motivation

Teacher motivation is related to what makes the teachers happy, satisfied, dedicated, and committed so that they show their best performance in teaching their students. Teacher who inspire and motivate the students are included in the category of effective teachers. According to the Kothary Commission, “the destiny of nation is being shaped in the class rooms”. The teacher has the responsibility to shape that destiny. He is an educational leader and decision maker who directly affects and indirectly influences the students. An inspiring teacher knows to tailor his knowledge to fit into the restrictions of time, syllabus frame, and the students learning level. All the inspiring teachers are great communicators. An inspiring teacher is a marvelous confluence of creativity and greatly commendable communicator. An inspiring teacher always inculcates in his students positive thinking. For an inspiring teacher, teaching begins as a mission and then

it becomes a lifelong obsession. An inspiring teacher makes his students genuinely feel good about himself and guides him, which make a difference in and outside the classroom. It is not an exaggeration to say that an incompetent and dissatisfied teacher undermines the very foundation of society, that their incompetence and discontentment infect the future generation, resulting in revolution, disruption, and decay. Teachers are responsible to their schools. The principal and the school board are primarily responsible for the administration of a school. Lack of motivation may cause teachers to be less successful in teaching. Unreasonable demands of administration discourage team spirit, while neglecting rewards and financial problems are the factors related to demotivation. Every teacher is not motivated entirely by the same demands and needs. The job satisfaction of each employee is different from the other. If there are no factors motivating the teachers, the productivity will decrease dramatically. Unfortunately, teachers are unwilling to make major changes, unless they are adequately motivated.

Mangalore is located about 350 kilometers (220 miles) west of the state capital, Bangalore. It is the largest urban coastal center of Karnataka, and the fourth largest city in the state. The average literacy rate of Mangalore city is 94.03 percent of which male and female literacy is 96.49 and 91.63 percent, respectively. Mangalore city is one of the most important educational centers in India. This is due to the strong foundation of primary education laid by the forefathers of undivided

South Canara district (presently known as Dakshina Kannada district). Quality professional education offered by the district has attracted students from all over the country and abroad.

2. To investigate the difference in the impact of classroom teaching on the motivation of the teachers of primary schools.

Table No. 1.1: School-wise classification of teacher respondents

Type of schools	No. of respondents	Percentage
Government taluk	36	17
Government city	30	14
Aided taluk	15	7
Aided city	41	19
Un-aided taluk	40	19
Un-aided city	52	24
Total	214	100.0

Of the 214 teacher respondents 31% of the teacher respondents are from Government schools, 26% are from Aided schools and 43% are from Un-aided schools.

OBJECTIVES OF THE STUDY

1. To study the effect of classroom teaching on motivation of the teachers in primary schools.

such as mean, percentage, standard deviation, and percentage mean were used. The ANOVA

RESEARCH METHODOLOGY

The article is developed mainly on primary data collected through the questionnaire administered to the teachers of primary schools. Secondary sources such as books, journals, annual reports of Education Departments, and earlier research work in the related field were also referred. A semi-structured questionnaires was prepared for the teachers. Depending on the type of information to be collected, open ended, multiple choice type question, and Likert scale (1932) were included in the questionnaire. A five-point Likert scale was used in the questionnaire to ensure higher statistical variability among the survey responses. Government, Aided and Un-aided primary schools were selected at random. Stratified sampling technique was used to choose 214 teachers from the selected schools.

The data collected from the teacher respondents were evaluated and analysed with appropriate statistical tools to arrive at the conclusion. Data summarization and data association techniques

test, t-test, Regression analysis were used to draw inferences from the data.

Profile of the teachers

There are 1312 teachers teaching in various primary schools in the study area, of which 92 percent (1211) are female teachers and 8 percent (101) are male teachers. Of the total teachers, 29 percent are working in Government schools, 26 percent in Aided

schools, and 45 percent in Un-aided schools. Of the total male teachers, 28 percent are working in Government schools, 29 percent in Aided schools, and 43 percent in Un-aided schools. Of the total female teachers, 29 percent are working in Government schools, 26 percent in Aided schools, and 45 percent in Un-aided schools.

Table No. 1.2

Teacher motivation due to undertaking new teaching methods to make students understand

Type of schools	Undertake new teaching methods to make the students understand									
	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	Mean	S.D.	Percentage mean	ANOVA F value	p value
Govt. taluk	0 .0%	0 .0%	0 .0%	16 44.4%	20 55.6%	4.56	.504	91.11	1.625	.155
Govt. city	0 .0%	0 .0%	0 .0%	23 76.7%	7 23.3%	4.23	.430	84.67		NS
Aided taluk	0 .0%	0 .0%	0 .0%	10 66.7%	5 33.3%	4.33	.488	86.67		
Aided City	0 .0%	0 .0%	0 .0%	21 51.2%	20 48.8%	4.49	.506	89.76		
Un-aided taluk	0 .0%	0 .0%	0 .0%	21 52.5%	19 47.5%	4.48	.506	89.50		
Un-aided city	0 .0%	0 .0%	2 3.8%	27 51.9%	23 44.2%	4.4	.569	88.08		
Total	0 .0%	0 .0%	2 .9%	118 55.1%	94 43.9%	4.43	.515	88.60		

Source: Survey Data

New teaching methods includes programmes initiated by the Government like nali-kali, activity based learning, preparing charts, models, projects, etc. The programmes are executed in order to develop interest among the students towards learning and to enhance student learning. The teachers teaching in p=0.155). It indicates that new teaching methods are necessary to make the students

various schools are highly motivated to undertake new teaching methods to teach students (mean ± SD 4.43±0.515 with percentage mean 88.60). The ANOVA test result shows no significant difference in teacher motivation between the teachers of various schools in relation to the above factor (F=1.625, understand, which in turn motivates the teachers.

Table No.1.3
Teacher motivation due to less crowded classes.

Type of Schools	Like less crowded classes									
	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	Mean	S.D.	Percentage mean	ANOVA F value	p value
Govt. taluk	3 8.3%	1 2.8%	5 13.9%	19 52.8%	8 22.2%	3.78	1.098	75.56	2.344	.043
Govt. City	8 26.7%	0 .0%	0 .0%	18 60.0%	4 13.3%	3.33	1.470	66.67		SIG
Aided taluk	2 13.3%	0 .0%	4 26.7%	5 33.3%	4 26.7%	3.60	1.298	72.00		
Aided City	13 31.7%	0 .0%	2 4.9%	14 34.1%	12 29.3%	3.29	1.662	65.85		
Un-aided taluk	2 5.0%	1 2.5%	5 12.5%	20 50.0%	12 30.0%	3.98	1.000	79.50		
Un-aided city	5 9.6%	2 3.8%	3 5.8%	18 34.6%	24 46.2%	4.04	1.252	80.77		
Total	33 15.4%	4 1.9%	19 8.9%	94 43.9%	64 29.9%	3.71	1.332	74.21		

Source: Survey Data

The teachers teaching in various schools are on the whole are moderately motivated (as seen in Table 2.2) in relation to less crowded classes (mean \pm SD 3.71 \pm 1.332 with percentage mean 74.21). The ANOVA test results show a significant difference in motivation between the teachers of various schools in relation to the above factor (F=2.344, p=0.043).

Comparatively lower motivation was found among the teachers of Aided city schools (with percentage mean 65.85) and higher motivation is found among the teachers of Un-aided city schools (with percentage mean 80.77). An observation of the data implies that

Un-aided city school teachers (percentage mean 80.77) and Un-aided taluk school teachers (percentage mean 79.5) are highly motivated when the classes are less crowded, whereas, Aided taluk school teachers (percentage mean 72), Aided city school teachers (percentage mean 65.85), Government taluk school teachers (75.56), and Government city school teachers (percentage mean 66.67) show comparatively lower motivation when the number of students are less in the class. This suggests that the eachers of Un-aided city schools were likely to teach effectively in less crowded classes.

Table No1.4

Teacher motivation due to getting teaching aids from the school to teach effectively

Type of Schools	Get enough teaching aids from the school to teach effectively									
	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	Mean	S.D.	Percentage mean	ANOVA F value	p value
Govt. taluk	1 2.8%	0 .0%	1 2.8%	25 69.4%	9 25.0%	4.14	.723	82.78	1.564	.172
Govt. City	4 13.3%	0 .0%	1 3.3%	19 63.3%	6 20.0%	3.77	1.194	75.33		NS
Aided taluk	2 13.3%	0 .0%	0 .0%	11 73.3%	2 13.3%	3.73	1.163	74.67		
Aided City	3 7.3%	0 .0%	1 2.4%	22 53.7%	15 36.6%	4.12	1.029	82.44		
Un-aided taluk	1 2.5%	0 .0%	1 2.5%	23 57.5%	15 37.5%	4.28	.751	85.50		
Un-aided city	3 5.8%	1 1.9%	5 9.6%	31 59.6%	12 23.1%	3.92	.967	78.46		
Total	14 6.5%	1 .5%	9 4.2%	131 61.2%	59 27.6%	4.03	.964	80.56		

Source: Survey Data

As indicated in Table No. 2.3, the teachers are highly motivated when they get enough teaching aids from the school to teach effectively (mean \pm SD 4.03 \pm 0.964 with percentage mean 80.56). The ANOVA test results show no significant difference in teacher motivation between the teachers of

various schools in relation to the above factor (F=1.564, p=0.172).

It indicates that getting teaching aids from the school is needed to help teachers to teach effectively. Teaching aids include charts, pictures, audio visuals, etc. It can be concluded from the above analysis that

teacher motivation is high among the primary school teachers in relation to receiving teaching aids from the schools to

teach effectively, except in the case of Aided taluk school teachers where the motivation is moderate.

Table No. 1.5

Teacher motivation due to students active participation to make classroom teaching interesting.

Type of Schools	Students active participation helps to make classroom teaching interesting									
	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	Mean	S.D.	Percentage mean	ANOVA F value	p value
Govt. taluk	0 .0%	0 .0%	0 .0%	13 36.1%	23 63.9%	4.64	.487	92.78	1.880	.099
Govt. city	0 .0%	0 .0%	0 .0%	14 46.7%	16 53.3%	4.53	.507	90.67		NS
Aided taluk	0 .0%	0 .0%	0 .0%	7 46.7%	8 53.3%	4.53	.516	90.67		
Aided City	0 .0%	0 .0%	0 .0%	14 34.1%	27 65.9%	4.66	.480	93.17		
Un-aided taluk	0 .0%	0 .0%	0 .0%	7 17.5%	33 82.5%	4.83	.385	96.50		
Un-aided city	0 .0%	0 .0%	2 3.8%	14 26.9%	38 73.1%	4.73	.448	94.62		
Total	0 .0%	0 .0%	0 .0%	69 32.2%	145 67.8%	4.68	.469	93.55		

Source: Survey Data

The students actively participate in the class due to the teachers encouragement to ask questions and doubts. Classroom teaching can

be made interesting by arousing the curiosity of the students relating to the subject matter and in turn involving students active participation in the learning process. Table No.2.4 reveals that

the teachers are highly motivated when students actively participate in the teaching learning process (mean ± SD 4.68±0.469 with percentage mean 93.55). The ANOVA test results show no significant difference in teacher

motivation between the teachers of various schools in relation to the above factor (F=1.880, p = 0.099). This indicates that teachers in various schools are highly motivated with students active participation in the class.

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motivation between the teachers of various schools in relation to the above factor ($F=1.880$, $p = 0.099$). This indicates that teachers in various schools are highly motivated with students active participation in the class.

Table No.1.6: Regression analysis to evaluate significant component of classroom teaching on teacher motivation Coefficients^a

Model		Unstandardised Coefficients		Standardised Coefficients	t	P
		B	Std. Error	Beta		
3	(Constant)	.811	.068		11.886	p<0.001
	Like less crowded classes	.264	.006	.658	45.859	p<0.001
	Get enough teaching aids from the school to teach effectively	.259	.008	.467	31.807	p<0.001
	Undertake new teaching methods to make the student understand	.310	.015	.299	20.470	p<0.001

a. Dependent Variable: Teacher motivation from Classroom teaching

Model	R	R Square	ANOVA F value	p value
3	.979	.958	1605.912	p<0.001

Backward Regression analysis was performed to evaluate the significant component of classroom teaching, which leads to motivation of the teachers (as seen in Table No. 2.5). All the components have a significant impact on teacher motivation with R square 95.8 percent. Among the components, less crowded classes ($\beta=.658$) has greater impact on teacher motivation followed by the factors of getting enough teaching aids from the school ($\beta=.467$), and undertaking new teaching methods ($\beta = .299$).

Findings

- The teachers are highly motivated by using new teaching methods to teach students.
- The teachers teaching in un-aided schools are highly motivated when the classes are less crowded, whereas, the teachers teaching in Govt. and Aided Primary schools are moderately motivated with less crowded class.

- Teachers are highly motivated to use teaching aids provided by the schools to teach effectively.
- Teachers are highly motivated when students actively participate in class room teaching.
- All the factors of classroom teaching, using new teaching methods, use of teaching aids, less crowded class and student's active participation in the class has significant impact on teacher motivation.
- Among the factors, less crowded class has highly significant impact on teacher motivation followed by use of teaching aids from school and use of new teaching methods.
- There is no significant difference in motivation among the teachers in government, aided and unaided schools in relation to the factors of using teaching methods, teaching aids and student participation.

Suggestions

- Teachers can be motivated by giving them the freedom and encouragement to use new teaching methods apart from those instructed by the Government.
- Teacher should also be motivated by maintaining ideal student teacher ratio i.e., 40:1 in primary schools according to the Right to Education Act 2009 specially in unaided schools.
- Encouraging students to participate in classroom teaching in turn motivates teachers to be effective.
- Teachers should be provided with resources and training to equip themselves with teaching aids to be effective in the class room.

Conclusion

Classroom being an important place for interaction between teacher and student and also plays a significant role in effective teaching and learning. In order to motivate teachers to be effective, importance should be given towards encouraging teachers to develop student participation and using new teaching methods and teaching aids. Teachers should also be motivated by keeping ideal student strength in the class.

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