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of School Effectiveness**

U. Lakshminarayan
RIE, Mysore, India

*International Seminar on
Researches in School Effectiveness at Primary Stage
July 14-16, 1999*

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MOTIVATION AND CLASSROOM PRACTICES AS INDICATORS OF SCHOOL EFFECTIVENESS

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In spite of adequate infrastructure available to the students and efficient administration, the school effectiveness is determined by the teacher. Of all the different indicators which influence the effectiveness of school, motivation and classroom practices of teachers are undoubtedly the most significant. Therefore, there is a need to have a band of teachers with best possible professional preparation to make a school more effective.

The basic question that arises is, "are all teachers performing their part to the satisfaction and aspiration of people?". Teachers' inability to make their pupils accomplish MLLs, in spite of many interventions through DPEP is an indication that their performance is much below the expectations. The criticism against the performance of teachers is that they teach mechanically and the classroom practices involved do not kindle intellectual curiosity. The POA (1986) observes that though there are a class of teachers, who inspire their pupils, there are some, who ignore their obligations and not conducting themselves in a manner befitting to the profession. One therefore needs to ponder and examine why there is such a variation in teacher performance. Of all the determinants which could be considered in this direction is, the 'teachers' motivation'. For, performance in any field of work is a function of efficiency and motivation to

work. With teachers being selected mostly on the basis of their qualification and professional training, the answer should be in their motivation to work.

With emphasis being laid on human resource development and management, interest in the area of motivation to work has escalated dramatically in the recent years. What is required is: (i) to attract people to join the teaching profession and remain it, (ii) teachers perform the role they are expected to in the most dependable manner and (iii) teachers should go beyond this dependable role performance and engage in some form of creative, spontaneous and innovative behaviour at work. One should hence come to grips with the motivational problem of both the decision to participate and the decision to produce at work. Classroom practices adopted depend on the teacher. One can in fact observe that individual differences among the teachers lead to variation in classroom practices. This is again related to the inner urge in the teacher to perform well and adopt innovative practices, which in turn has a bearing on teachers' motivation, since education in general and teaching in particular constitute no less an important area where motivation should be given low priority. This study is directed toward 'teachers' motivation and classroom practices'.

Objectives

The objectives of the study are:

1. to find out the relationship between primary teacher motivation and their classroom practices.
2. to find out the influence of gender, educational qualification, teaching experience, type of school, and location of school on primary teachers' motivation and classroom practices.

3. to find out the difference between primary teachers belonging to DPEP and non-DPEP districts in respect of their motivation and classroom practices.

METHODOLOGY

Sample

The sample in the present study constitutes primary school teachers belonging to DPEP and nonDPEP districts: Two districts in Andhra Pradesh have been selected for the study, namely, Vizianagaram and West Godavari districts. Vizianagaram is a first phase DPEP district and West Godavari is a nonDPEP district. The present sample consists of 224 primary teachers drawn from 68 primary schools of both the districts.

Tools

In this study following tools are used.

1. Teacher motivation scale,
2. Classroom practices scale and
3. Personal information schedule.

1. Teacher Motivation Scale

This is a five point rating scale consisting of 57 items pertaining to following ten dimensions.

- a. Classroom Teaching (CT)
- b. School Administration (SA)
- c. Professional Pleasure (PP)
- d. Climatic Factors (CF)

- e. Interpersonal Relations (IR)
- f. Student Behaviour (SB)
- g. Societal (Scl)
- h. Working Conditions (WC)
- i. Professional Development (PD)
- j. Personal (Prsl)

2. Classroom Practices Scale

This is a five point rating scale consisting of 54 items pertaining to following ten dimensions.

- a. Child Centred Practices (CCP)
- b. Activity Based Teaching (ABT)
- c. Use of Operation Black Board Kit (OBK)
- d. Use of Support Material (SM)
- e. Evaluation Strategies (ES)
- f. Remedial Measures (RM)
- g. Multigrade Teaching (MT)
- h. Use of Local Environment (LE)
- i. Display Techniques (DT)
- j. AV Aids Utility (AVA)

3. Personal Information Schedule

In order to know the demographic information of teachers like gender, educational qualification, experience, location and type of school, personnel information schedule is prepared.

In educational qualifications of primary teachers are divided into following categories.

1. Non-graduate
2. Graduate/Post-graduate
3. Non-graduate with TTC
4. Graduate/Post-graduate with TTC
5. Graduate/Post-graduate with B.Ed.

The teaching experience of primary teachers is divided into following categories.

1. < 2 years
2. 2-5 years
3. 6- 0 years
4. - 5 years
5. 6-20 years
6. > 20 years

The following types of schools are taken into consideration in this study.

1. Government
2. Private aided
3. Private unaided

Procedure

This study has been conducted in three phases.

Phase I : Preliminary work and preparation of tools

Phase II : Collective of data

Phase III: Analysis of data and report writing

Findings (Results and Discussion)

A. Results

Table : Significance of 'r' between teacher motivation and classroom practices

Variables	N	df	r	P
Teacher Motivation Classroom Practices	224	222	0.63	0.01

The value of 'r' is significant. This shows that teacher motivation has a high positive relationship with classroom practices.

It is observed from Table 2 that most of the dimensions of teacher motivation are significantly related to the dimensions of classroom practices. Classroom teaching dimension of teacher motivation is found to have no significant relationship with all the dimensions of classroom practices except the use of audio-visual aids. Similarly use of Operation Blackboard kit has no significant relationship with all the dimensions of teacher motivation.

Table 3: Significance of 't' between male and female teachers in respect of teacher motivation and classroom practices

Variable	Category	AM	SD	N	df	't'
Teacher motivation	Male	201.50	26.74	103	222	0.59
	Female	199.39	27.00	121		
Classroom Practices	Male	206.86	50.42	103	222	2.28*
	Female	191.75	48.48	121		

* Significant

The value of 't' is found to be significant between male and female teachers in respect of their classroom practices, whereas it is not significant in respect of

Table 2: Inter-correlation between dimensions of teacher motivation and classroom practices

Dimensions of classroom practices ----- Dimensions of teacher motivation	CCP	ABT	OBK	SM	ES	RM	MT	LE	DT	AVA
CT	0.08	0.02	0.04	0.08	0.10	0.12	0.08	0.15	0.12	0.18*
SA	0.29**	0.27**	0.04	0.30**	0.27**	0.33**	0.24**	0.28**	0.30**	0.18*
PP	0.43**	0.39**	0.09	0.46**	0.51**	0.51**	0.42**	0.50**	0.53**	0.12
CF	0.47**	0.40**	0.03	0.40**	0.48**	0.51**	0.47**	0.56**	0.59**	0.29**
IR	0.42**	0.35**	-0.05	0.37**	0.37**	0.39**	0.34**	0.40**	0.45**	0.23**
SB	0.40**	0.40**	0.08	0.40**	0.42**	0.43**	0.43**	0.46**	0.50**	0.29**
Scl	0.39**	0.36**	0.11	0.35**	0.41**	0.39**	0.32**	0.40**	0.45**	0.27**
WC	0.40**	0.38**	0.01	0.44**	0.43**	0.37**	0.32**	0.36**	0.39**	0.30**
PD	0.64**	0.59**	0.14	0.54**	0.58**	0.55**	0.52**	0.48**	0.48**	0.20*
Prsl	0.60**	0.59**	0.08	0.62**	0.64**	0.62**	0.61**	0.56**	0.57**	0.21*

* Significant at 0.05; ** Significant at 0.01

motivation. Male teachers are found to be more effective in their classroom practices which compared to their female counterparts.

Table 4: Significance of 'F' for qualification in respect of teacher motivation and classroom practices

Source	df	Sum of squares	Mean squares	F ratio	F prob.
Teacher Motivation					
Between groups	4	25264.59	6316.15	10.22	0.00
Within groups	219	135382.84	618.19		
Total	223	160647.43			
Classroom Practices					
Between groups	4	69488.96	17372.24	7.85	0.00
Within groups	219	484583.99	2212.71		
Total	223	554072.96			

The value of 'F' is found to be significant. Hence it may be inferred that there is a significant difference between the groups of teachers' educational qualifications in respect of their motivation and classroom practices.

Table 5: Significance of 'F' for teaching experience in respect of teacher motivation and classroom practices

Source	df	Sum of squares	Mean squares	F ratio	F prob.
Teacher Motivation					
Between groups	5	6374.45	1274.89	1.79	0.12
Within groups	217	154253.91	710.85		
Total	222	160628.36			
Classroom Practices					
Between groups	5	30341.61	6068.32	2.52	0.031
Within groups	217	523603.11	2412.92		
Total	222	553944.72			

The value of 'F' is not significant. Hence it may be inferred that there is no significant difference between the groups of teachers' teaching experience in respect of motivation and classroom practices.

Table 6: Significance of 'F' for type of school in respect of motivation and classroom practices

Source	df	Sum of squares	Mean squares	F ratio	F prob.
Teacher Motivation					
Between groups	2	40.72	20.36	0.89	0.412
Within groups	221	5060.02	22.90		
Total	223	5100.75			
Classroom Practices					
Between groups	2	5325.30	2662.65	1.07	0.344
Within groups	221	548147.66	2483.02		
Total	223	554072.96			

The value of 'F' is not significant. This implies that there is no significant difference between groups of primary teachers belonging to different types of schools in respect of their motivation and classroom practices.

Table 7: Significance of 't' between urban and rural districts in respect of teacher motivation and classroom practices

Variable	Category	AM	SD	N	df	't'
Teacher motivation	Urban	196.34	37.27	56	222	1.02
	Rural	201.70	22.30	168		
Classroom Practices	Urban	191.20	63.25	56	222	1.10
	Rural	201.20	44.44	168		

The value of 't' is not significant. This shows that urban teachers do not differ from rural teachers in their motivation and classroom practices.

Table 8: Significance of 't' between DPEP and Non-DPEP districts in respect of teacher motivation and classroom practices

Variable	Category	AM	SD	N	df	't'
Teacher motivation	DPEP	199.21	28.72	184	222	2.05*
	NonDPEP	205.65	14.66	40		
Classroom Practices	DPEP	195.60	54.22	184	222	3.89*
	NonDPEP	212.98	12.68	40		

* Significant

The values of 't', between DPEP and nonDPEP are found to be significant. This indicates that there is significant difference between primary teachers belonging to DPEP and nonDPEP districts in respect of their motivation and classroom practices. Further it is interesting to notice that teachers belonging to nonDPEP district are superior to their DPEP counterparts in their motivation and classroom practices.

B. Discussion

Teacher motivation has a significant positive relationship with classroom practices. Primary teachers, who are motivated, are effective in their classroom practices. As regards inter-relationship between dimensions of teacher motivation and classroom practices, classroom teaching dimension of teacher motivation has no significant relationship with all the dimensions of classroom practices except AV aids utility. All the dimensions of classroom practices except AV aids utility are independent of classroom teaching dimension of teacher motivation. Similarly, use of operation blackboard kit has no relationship with all the dimensions of teacher motivation. This implies that use of operation blackboard kit is independent and

has nothing to do with any of the dimensions of teacher motivation. Excepting classroom teaching and use of operation blackboard kit, there is an inter-nexus between all the other dimensions of teacher motivation and classroom practices.

There is gender difference in classroom practices. Male primary teachers are better than their female counterparts in classroom practices. There is no gender difference in teacher motivation. Gender is found to have influence on classroom practices but not on motivation. The influence of educational qualification is observed in teacher motivation and classroom practices. Educational qualifications of primary teachers determine their motivation and classroom practices. There is no influence of teaching experience on motivation of primary teachers and their classroom practices. This reveals that teaching experience of primary teachers has nothing to do with their motivation and classroom practices. Similarly there is no influence of type and location of school on teacher motivation and classroom practices. This implies that type and location of school in which a primary teacher working may not determine to their motivation and classroom practices.

A significant difference is observed between primary teachers belonging to DPEP and nonDPEP districts in their motivation and classroom practices. Primary teachers working in nonDPEP district are superior to their DPEP counterparts in their motivation and classroom practices. The reason for this supremacy of nonDPEP district may be due to the fact that West Godavari district is a developed district when compared to Vizianagaram in Andhra Pradesh. Further the intervention of DPEP might have not fully taken up at the time of undertaking this study. Future researches may focus

whether any improvement taken place due to DPEP interventions after their full implementation.

Implications for School Effectiveness

In spite of many innovative strategies of classroom practices available, now-a-days, primary teacher is not able to initiate desired changes in the learners to the fullest possible extent and unable to contribute much for school effectiveness. The reasons for this failure may be many but one important and significant reason is, perhaps, lack of proper motivation among primary teachers. This study reveals that the motivation of teachers and their classroom practices are highly related. This substantiates the fact that motivation of teachers is an essential pre-requisite for effective classroom practices and in turn for school effectiveness.

Educational qualification of teachers do influence their motivation and classroom practices. This implies that educational qualifications of teachers are important contributing factor to school effectiveness as they are influencing both motivation and classroom practices of teachers. Gender differences are evident in classroom practices. A difference is found between DPEP and nonDPEP in both motivation and classroom practices of teachers. NonDPEP teachers are more motivated and effective in their classroom practices than DPEP teachers. Training of DPEP teachers in motivation and classroom practices is essential to improve school effectiveness.

Teaching experience, type and location of school has no influence on motivation and classroom practices of teachers. This implies that a school can be effective irrespective of type and location of school and teaching experience of teachers.

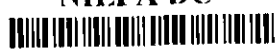
Action Points

- * Motivation of teachers is to be improved, as it is an important indicator of school effectiveness.
- * A training package to motivate teachers need to be developed.
- * Some inputs to motivate teachers may be integrated in teacher training programmes.
- * Self motivational techniques are to be designed.
- * Effective academic supervision is necessary to improve classroom practices of teachers.
- * Educational officers need to be trained for effective academic supervision.

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