



## **An Evaluative Study of Work Motivation and Academic Achievement of Teachers in Kashmir**

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### **ABSTRACT**

The present study was undertaken to find out the self-confidence and academic achievement of children of working and non-working mothers of Kashmir. 800 children was selected as sample for the present study (in which 400 children of working mothers and 400 children of non-working mothers) by using simple random sampling technique. Rekha Gupta's Agnihotri Self –confidence Inventory was used for data collection. For statistical analysis mean, SD, t-test and Correlation was used. The results of the study revealed that children of working mothers have found high self-confidence than the children of non-working mothers. The result also revealed that there is no significant difference between children of working and non-working mothers on academic achievement. It was also found that positive correlation was found between self-confidence and academic achievement. The study aimed to find the difference in attitude of teachers towards teaching on the basis of gender, stream and locality. Data analysis is based on the mean score obtained from the respondents. For statistical analysis t-test was used to determine whether there are significant differences in Attitudes of teachers. During the study it was found that the effective teachers possess good personality characteristics like punctuality, softness and lovable to students. The efficiency of an educational system depends largely on the efficiency of its teachers. The quality of education imparted to children depends to a large extent on the quality of teachers, building, equipment, curricula, books and teaching methods are no doubt important. But no other aspect of education is so vital and significant as the men and women who actually teach. It is they who can make proper use of all the above said factors who can give meaning and life to the curriculum,

**Keywords:** *Work Motivation. Self - Confident, Academic Achievement, Teachers in Kashmir*



## INTRODUCTION

Education in the largest sense is an act or an experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another of society. Education in real sense is to humanize humanity and to make life progressive cultured and civilized. It is very important for the progress of the individual and society. It is through education that man develops his thinking and reasoning, problem solving and creativity, intelligence and aptitude, positive sentiments and skills, good values and attitudes. Education is a dialogue between the past, present and the future, so that the coming generations receive the accumulated lessons of the heritage and carry it forward (UNESCO, 1998)

Attitude refers to “a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour” (Eagly & Chaiken, 1993). Fishbein (1967) defines it as a mental disposition of the human individual to act for or against a definite object. Allport (1935) defines it as a mental and neural state of readiness, organised through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related. Attitude has been described as a learned predisposition to respond in a favourable or unfavourable manner with respect to a given attitude object (Oskamp and Schultz, 2005). Attitude refers to “a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour” (Eagly & Chaiken, 1993). Fishbein (1967) defines it as a mental disposition of the human individual to act for or against a definite object. Allport (1935) defines it as a mental and neural state of readiness, organised through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related. Attitude has been described as a learned predisposition to respond in a favourable or unfavourable manner with respect to a given attitude object (Oskamp and Schultz, 2005). Education in the largest sense is an act or an experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another of society. Education in real sense is to humanize humanity and to make life progressive cultured and civilized. It is very important for the progress of the individual and society. It is through education that man develops his thinking and reasoning, problem solving and



creativity, intelligence and aptitude, positive sentiments and skills, good values and attitudes. Education is a dialogue between the past, present and the future, so that the coming generations receive the accumulated lessons of the heritage and carry it forward (UNESCO, 1998).

Attitude means the individual's prevailing tendency to respond favorably or unfavorably to an object person or group of people, institutions or events. Attitude can be positive (values) or negative (prejudice). Attitude has been defined in many different ways over the years. Attitude of the teacher has an impact on the behavior of the student in the class room as well. The teacher spends most of the school day in the close association with his students and as a result of this; his basic attitudes and actions, his tastes and mannerism have great influence on the students. The teachers create the emotional climate in the class room just by being friendly calm or nervous. This directly affects the children because children learn attitudes and behavior mostly by example. The effectiveness of education depends upon quality of teachers working in an institution. The quality of teachers in turn depends upon the quality of training received by them in different training institutions. The teacher spends most of the school day in close associations with his students and as a result of this, his basic attitudes and actions, his tastes and mannerism have great influence on the students, the teacher creates the emotional climate in the class room just by being friendly, calm and nervous. This directly affects the children because children learn attitudes and behavior mostly by examples, emotion, tension, For example, is contagious; a teacher who is fear full and generally hostile can induce fear, worry, and insecurity in his students. The effectiveness of teacher mainly depends upon the character, ability and his attitude towards his profession teaching. It is true that the attitude of a person towards his profession plays an important role in achieving desirable success. Attitude of a person depends upon his emotions and feelings. Renu and Nand, (1999) conducted a study on the attitude of effective teachers towards teaching profession. The main findings of her study were the effective teachers possess better teaching skills than less effective teachers. Their academic scores are high. They are more cooperative with students (Panday, R and Tripathy, 2006) conducted a study on the attitude of efficient school teachers. The findings indicate that there are good results of education by effective teachers. They have direct influence on the personality of students. The effectiveness of education depends upon quality teachers working in institutions. The quality of teachers in turn depends upon the quality of training received by them in different training institutions. As we know that qualitative



and quantitative improvements of elementary and secondary educations has raised problems of solutions of right type of teachers and enriching program of teacher preparation .Thus necessities but also to inculcate in them desirable teacher like qualities .

**Gender and Attitude towards teaching:**

Gender and Attitude towards teaching comprises both male and female teachers. It has always been a concern for researchers that whether male teachers have more favourable professional attitude towards teaching or female teachers. Researches (Singh, 1974; Wera, 1982; Patil, 1984; Som, 1984; Srivastava, 1989; Naik & Pandey, 1997; Singh, 1997; Gupta, 2000; Hussain, 2004; Guneyli & Aslan, 2009; Ghos & Bairagya, 2010; Kooce, Aydin & Yildiz 2010; Marry & Samuel, 2011 & Rocked, 2011) found significant difference in Attitude of male and female teachers towards teaching.

**Loyalty and Attitude towards teaching:**

Some of researcher conducted study to compare the attitude with locality context. Teachers with urban origin were observed having more teaching attitude than that of their rural counterparts (Samantaroy, 1971). It was supported by Wera (1982) that professional attitude of urban teachers was more favourable than that of rural teachers. Tripathi (1978) found no significant difference in professional attitudes of teachers belonging college of rural and urban.

**Educational stream and attitude towards teaching:**

Educational stream Arts and Science were taken as a variable to see its contribution in teaching attitude in several studies. In some studies like ( Demirtas & Comert, 2009; Benjamine et al., 2011; Akbaba, 2013 & Khan, Nadeem and Basu, 2013) it was revealed that stream of study differentiated the teaching attitude. Benjamin et al. (2011) observed science B.Ed. trainees had more favourable attitude towards teachings than that of arts stream. It was supported by Khan, Nadeem and Basu (2013) with sample of female teacher at higher secondary level. Significant differences were observed among students of different type of the department/program they study (Demirtas , 2009). Akbaba, (2013) found pre-service teacher of social studies had positive teaching attitude. Conversely, some of studies (Banerjee & Behera, 2014; Chakraborty & Mondal, 2014; Incik & Kilic, 2014; Maheshwari, 2014) revealed no significant difference among stream of study. Banerjee and Behera (2014) added that no significant



difference was observed in attitudes towards teaching profession between social science and general science teacher. It was supported by Chakraborty and Mondal (2014) with sample of arts and science streams.

### **Objectives for the study**

- The following objectives were formulated for the proposed study
- To assess the work motivation of secondary school teachers.
- To assess academic achievement of secondary school teachers.
- To compare the professional attitude of male and female secondary school teachers.

### **Delimitation**

The present study was confined only to the government secondary school teachers of district Srinagar and district Kupwara. Only those teachers who were teaching Arts and Science subject streams were included in the study. Only those teachers who were teaching class IX and X were included in the study.

The schools imparting general education were taken in the study. The institutions giving special or any other type of education (i.e. sports, technical, professional, religious etc.) were not included in this study

### **Methodology**

This is was a descriptive study which examined the sample consisting of 400 secondary school teachers in Kashmir. Data analysis is based on the mean score obtained through the respondents. For statistical analysis t-test was used to determine whether there are significant differences in Attitude levels of secondary school teachers according to Gender, Stream and Locality. ‘Ahluwalia’s Teacher Attitude Inventory’ was used to collect the data from sample subjects.

## Statistical Analysis

The above table shows the results of analysis of different levels of Attitude according to sex of the respondents. The overall findings of the analysis show that there is no significant difference in the level of attitude of male and female teachers. Thus, the objective of the study that is, “To find out the difference between male and female teachers on attitude” has been accomplished. In view of the above mentioned results the hypothesis that “there is no significant difference between male and female teachers in their attitude” is accepted. The above table shows the results of analysis of different levels of attitude according to locality of the respondents. The overall findings of the analysis show that there is no significant difference in the level of attitude of Rural and Urban teachers. Thus, the objective of the study that is, “To find out the difference between Rural and Urban teachers on attitude” has been accomplished. In view of the above mentioned results the hypothesis that “there is no significant difference between Rural and Urban teachers in their attitude” is accepted.

## Discussion

Male and female secondary school teachers do not differ significantly on attitude towards teaching. There is insignificant difference in the attitude of secondary school teachers with respect to their area of specialization. Rural and urban secondary school teachers do not differ significantly on attitude towards teaching. The table no 1 also shows the significance of means difference between the effective and less effective secondary school teachers on class room teaching dimension of attitude towards teaching. The mean of effective secondary school teachers is 32.87 and less effective secondary school teachers are 26.61. On this factor (class room teaching) the obtained ‘t’ value is (6.182) which is greater than the table ‘t’ value at 0.01 level. The mean favors the effective secondary school teachers which imply that the effective secondary school teachers have better class room teaching. The effective secondary school teachers are reported to prepare the material well in advance before they go to class room. They make their class room teaching more effective by giving examples to the students. They always use new techniques and skills in the classroom for new innovations. The effective secondary school teachers who have a good attitude towards class room teaching develop innovative ideas and thinking in the students. They use audio- visual aids in the class room for



enhancing the learning process. The less effective secondary school teachers have low attitude towards class room teaching don't prepare the teaching materials in advance. They use fewer examples in the class room for explaining the concept development. They use less audio – visual aids in the class room. They are generally less cooperative in the class room. They have low command on the demonstration skill of teaching. They use fewer skills in the class room. The table no 1 shows the significance of mean difference between effective and less effective secondary school teachers on child centered practice dimension of attitude towards teaching. The mean of effective secondary school teachers is (32.78) and less effective secondary school teachers is ( 26.67). On this factor (child centered practice) the obtained 't' value is (6.029) which is greater than the table 't' value at 0.01 level .The mean favors the effective secondary school teachers which implies that the effective secondary school teachers have better child centered practice. The effective secondary school teachers have good attitude towards child centered practice and makes the child as the center of teaching learning process. They give freedom to the child in the class room in order to develop proper attitude among them. They give them time for free discussions and group work. They always try to motivate students to learn more and more. They try to develop the creative and reflective thinking in the students. The less effective secondary school teachers have low attitude towards child centered practice take little bit of interest in the class room teaching. They give little bit freedom to the child in the class room. They don't take part in the group discussion in the class. The table no 1 shows the significance of means difference between the effective and less effective secondary school teachers on educational process dimension of attitude towards teaching. The mean of effective secondary school teachers is(33.69) and less effective secondary school teachers (27.06).On this factor (educational process) the obtained 't ' value is 7.016 which is greater than the table 't' value at 0.01 level. The mean favors the effective secondary school teachers which imply that the effective secondary school teachers are good in educational process as compared to less effective secondary school teachers. The effective secondary school teacher have good attitude towards educational process develop the proper and positive attitude among the students in the class room. They make the class room more active and attractive for learning. They try to develop the self discipline among the students. The help in making the students more democratic and sociable to the school. They develop in the students good moral and spiritual values .They make them available for the school activities and sports activities .The less effective secondary school teachers have low attitude towards educational process develop little bit of positive attitude in the students.



## Conclusion

Significant difference has been found between effective and less effective secondary school teachers on pupil's dimension of attitude towards teaching. A significant difference has been established between the effective and less effective secondary schoolteachers on teacher's dimension of attitude towards teaching. A significant difference has been established between the effective and less effective secondary school teachers on overall or composite score of attitude towards teaching. The table no 1 shows the significance of effective and less effective secondary school teachers on overall or composite score. The mean of effective secondary school teachers is 20036 and less effective secondary school teachers are 160.61. The obtained 't' value on the overall Attitude towards teaching 11.304 which is greater than the table 't' value. The mean favors the effective secondary school teachers, therefore the effective secondary school teachers have favorable attitude as compared to less effective secondary school teachers. The effective secondary school teachers have good attitude towards child centered practice and makes the child as the center of teaching learning process. They give freedom to the child in the class room in order to develop proper attitude among them. They give them time for free discussions and group work. They always try to motivate students to learn more and more. They try to develop the creative and reflective thinking in the students. They make the whole classroom as child centered and enjoyable. The less effective secondary school teachers have low attitude towards child centered practice take little bit of interest in the class room teaching. They don't take part in the group discussion in the class. They are not too much of creative in creating proper reflecting thing in the students.

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