

Influence of Teaching Experience, Work Motivation and their Interaction on Teaching Effectiveness of Secondary School Teachers

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Abstract

The present study was conducted to examine the influence of teaching experience, work motivation and their interaction on teaching effectiveness of secondary school teachers. The sample for the present study consisted of 195 secondary school teachers from higher secondary schools of District Baramulla of Kashmir Division of the Union Territory of Jammu & Kashmir affiliated with the J&K Board of School Education. The sample of secondary school teachers was drawn through stratified random sampling after selecting schools from the district. These teachers were from Government and Private schools. Further, the secondary school teachers were divided into Male as 134 and Female as 61, Government as 124 and Private as 77, and High experienced as 88 and Less experienced as 113. For measuring Teaching Effectiveness and Work Motivation, Varma and Gangrade's and Aggarwal's scales were used. The findings revealed that there was no significant influence of Work Motivation or Teaching Experience on Teaching Effectiveness of secondary school teachers of District Baramulla of J&K. Further, it was also revealed that there was no significant influence of the interaction of Work Motivation and Teaching Experience on Teaching Effectiveness of secondary school teachers of District Baramulla of J&K.

Keywords: *Teaching Effectiveness, Teaching Experience, Secondary School Teachers, Work Motivation*

Introduction

It is generally agreed that the “goodness” of an educational system to a great extent is dependent on the quality of teachers. A school may have excellent material resources like equipment, building, library and other facilities along with a curriculum appropriately adopted to suit the community needs, but if the teachers are misfit or indifferent to their responsibilities, the whole programme is likely to be ineffective and wasted. The problem of identification of effective teachers is, therefore, of prime importance for realizing desirable educational goals. The critical role of the teacher is to act effectively in the classroom in changing the students to logical methodologies, taking into account the quickly changing social order and economic life

patterns of individuals and families. These changes place heavier obligations on the shoulders of teachers to perform multifaceted functions. For this, the teacher needs to keep themselves updated with knowledge, exposure and dynamism so that the teacher can remain one or two stages ahead of proficient students. The role of the teacher has obvious significance at all levels of education. At the lower level, the teacher's role is involved with the socialization process, which is supported at an expansive level by the essential capacities of reading, writing and arithmetic. At the middle level, the attention moves towards recommendations and assessment of performance, which assumes considerable importance. The teacher's role at all levels is significant. Studies conducted in the field of Teaching Effectiveness include Mandoh (1994), Jain (2006), Seidel and Shavelson (2007), Ritu and Singh (2012), Kumar (2012), and Tyagi (2013).

Work Motivation of teachers is an important factor that may influence Teaching Effectiveness. Experience is considered important for organizational effectiveness and may be a predictor of performance and satisfaction. Work Motivation improves the performance as well as the effectiveness of a teacher. One of the greatest challenges that schools face today is how to manage a workforce of teachers who are dissatisfied with their working environment. Therefore, it has become an important area of research to understand how to improve the performance of school teachers. Studies conducted in the field of Work Motivation include W. Ubaid (1989), Khan (2001), Lather and Jain (2005), Ayeni and Popoola (2007), Nadia Ayub (2011), Sarita Maharjan (2012), and Gehlawat Manju (2013). It has been observed from studies conducted by these researchers that many times teachers who are satisfied with their jobs are still not good performers. Work Motivation is an activity used to encourage and motivate employees to execute their duties effectively and efficiently. Educational institutions require motivated teachers in order to accomplish their aims and develop capable citizens. Real understanding, capacities and abilities develop when one becomes successful in one's activity. Work Motivation is extremely important among teachers because they provide the basic foundation for the teaching-learning process. Teachers generally work to satisfy their needs and professional responsibilities. Therefore, the study of Teaching Effectiveness in the light of Work Motivation is important.

Objective

To study the influence of Teaching Experience, Work Motivation and their interaction on Teaching Effectiveness of secondary school teachers of District Baramulla of Jammu & Kashmir Division of the Union Territory of Jammu & Kashmir.

Hypothesis

There is no significant influence of Teaching Experience, Work Motivation and their interaction on Teaching Effectiveness of secondary school teachers of District Baramulla of Jammu & Kashmir Division of the Union Territory of Jammu & Kashmir.

Operational Definitions

Teaching Effectiveness

Teaching Effectiveness includes characteristics such as planning for the lesson, organization of the content logically and sequentially, implementing instructions through teaching maxims, use of appropriate skills and teaching methods, and managing classroom activities according to the ability, aptitude and interest of students.

Work Motivation

Work Motivation can be defined as the inner force that drives teachers to accomplish personal and organizational goals in order to determine its form, direction, intensity and duration. It revolves around the extent of psychological need and satisfaction experienced during the act of teaching and manifests itself in terms of teacher enthusiasm and job satisfaction.

Teaching Experience

Teaching Experience in this study refers to the length of service of full-time employment as a teacher in a secondary school.

Secondary School Teachers

Secondary School Teachers refer to those teachers who teach Classes 9th, 10th, 11th and 12th.

Methodology

For the present study, 195 secondary school teachers from higher secondary schools of District Baramulla of Kashmir Division of the Union Territory of Jammu & Kashmir were selected as a sample. The schools were affiliated with the J&K Board of School Education. The sample of secondary school teachers was selected after selecting schools through stratified random sampling from the district. The teachers were from both Government and Private schools. The age range of the teachers included in the sample was from 24 years to 50 years.

Teachers who could understand and write in English were included in the sample. All the teachers included in the sample were reported to have good socio-economic status and educational qualifications.

The secondary school teachers were divided into the following groups:

- Male: 134
- Female: 61
- Government: 124
- Private: 77
- High Experienced: 88

- Less Experienced: 113

Tools Used

On the basis of the research objectives and hypotheses of the study, the following standardized tools were selected for collecting data from the field:

1. Teaching Effectiveness Scale by Varma and Gangrade (2014).
2. Work Motivation Scale by Aggarwal (2005).

Analysis of Data

The objective of the present study was to examine the influence of Teaching Experience, Work Motivation and their interaction on Teaching Effectiveness of secondary school teachers of District Baramulla of J&K.

On the basis of Work Motivation, there were two groups: Low Work Motivation and High Work Motivation. Similarly, on the basis of Teaching Experience, there were two groups: High Experience and Low Experience.

Thus, there were two levels of Work Motivation and two levels of Teaching Experience. Therefore, the data were analyzed with the help of a two-way ANOVA of unequal cell size.

Before proceeding further, the assumptions underlying ANOVA were tested. Normality of distribution was tested with the help of the Kolmogorov-Smirnov test and homogeneity of variance was tested with the help of Levene's Test of Equality of Variance.

Assumption of Normality

For testing the assumption of normality, the Kolmogorov-Smirnov test was applied.

Table 1: Summary of Kolmogorov-Smirnov Test of Normality for Teaching Effectiveness of Secondary School Teachers of Different Teaching Experience

Variable	Teaching Experience	Kolmogorov-Smirnov Statistic	df	Sig.
Teaching Effectiveness	High Experience	0.097	86	0.055
Teaching Effectiveness	Low Experience	0.100	109	0.059

From Table 1, it is clear that the value of the Kolmogorov-Smirnov statistic for Teaching Effectiveness of High Experience secondary school teachers is 0.097, for which the significance level is 0.055 with df = 86. This value is greater than the 0.05 level of significance and is therefore not significant at the 0.05 level.

Hence, the null hypothesis that the Teaching Effectiveness scores of High Experience secondary school teachers of District Baramulla of J&K do not significantly deviate from normality is not rejected. Therefore, it can be concluded that the Teaching Effectiveness scores of High Experience secondary school teachers of District Baramulla of J&K are normally distributed.

From Table 1, it is also clear that the value of the Kolmogorov-Smirnov statistic for Teaching Effectiveness of Low Experience secondary school teachers is 0.100, for which the significance level is 0.059 with $df = 109$. This value is greater than 0.05 and is therefore not significant at the 0.05 level.

Hence, the null hypothesis that the Teaching Effectiveness scores of Low Experience secondary school teachers of District Baramulla of J&K do not significantly deviate from normality is not rejected. Therefore, it can be concluded that the Teaching Effectiveness scores of Low Experience secondary school teachers of District Baramulla of J&K are normally distributed.

The Teaching Effectiveness scores of both High and Low Work Motivation secondary school teachers of District Baramulla of J&K were also found to be normally distributed.

Assumption of Homogeneity

For testing the assumption of homogeneity, Levene's Test of Equality of Variance was applied.

Table 2: Summary of Levene's Test for Equality of Variance for Teaching Effectiveness of Secondary School Teachers of Different Teaching Experience

Levene's Statistic	df1	df2	Sig.
0.031	1	193	0.681

From Table 2, it is clear that the value of Levene's statistic is 0.031, for which the significance level is 0.681 with $df (1, 193)$. Since this value is greater than the 0.05 level of significance, it is not significant at the 0.05 level.

Hence, the null hypothesis that there is no significant difference in the variance of Teaching Effectiveness scores of secondary school teachers of District Baramulla of J&K of different Teaching Experience is not rejected.

Thus, it can be concluded that the variances of Teaching Effectiveness scores of secondary school teachers of District Baramulla of J&K across the different Teaching Experience groups are homogeneous.

The Teaching Effectiveness scores of secondary school teachers of different Work Motivation groups were also found to be homogeneous.

It is clear from the above that the assumptions of Normality and Homogeneity were found to be satisfied for the present objective. Thus, the assumptions for parametric tests were fulfilled. Therefore, a 2×2 factorial design ANOVA was used.

Table 3: Summary of Two-Way Factorial Design ANOVA: Influence of Work Motivation, Teaching Experience and Their Interaction on Teaching Effectiveness

Source of Variance	SS	df	MSS	F-Value	Sig.
Work Motivation	13818.694	1	13818.69	6.929	0.059
Teaching Experience	4930.162	1	4930.162	2.472	0.118
Work Motivation $\times$ Teaching Experience	66.648	1	66.648	0.033	0.855
Error	380896.824	191	1994.224		
Total	1.360E7	195			
Corrected Total	403625.949	194			

Influence of Work Motivation on Teaching Effectiveness of Secondary School Teachers

From Table 3, it is evident that the calculated F-value for Work Motivation is 6.929 with $df = 1, 191$, whose two-tailed probability of significance is 0.059. Since this value is greater than the 0.05 level of significance, it is not significant at the 0.05 level.

In view of this, the null hypothesis that there is no significant influence of Work Motivation on Teaching Effectiveness of secondary school teachers of District Baramulla of J&K is not rejected.

Thus, it can be concluded that the Teaching Effectiveness of secondary school teachers of District Baramulla of J&K was found to be independent of their Work Motivation.

The findings of the study revealed that there was no significant influence of Work Motivation on Teaching Effectiveness of secondary school teachers. The findings suggest that Teaching Effectiveness of secondary school teachers does not depend significantly on the Work Motivation of the teachers. This may be due to the fact that teaching is an art which does not rely solely on the motivation of teachers.

Influence of Teaching Experience on Teaching Effectiveness of Secondary School Teachers

From Table 3, it is evident that the calculated F-value for Teaching Experience is 2.472 with $df = 1, 191$, whose two-tailed probability of significance is 0.118. Since this value is greater than the 0.05 level of significance, it is not significant at the 0.05 level.

In view of this, the null hypothesis that there is no significant influence of Teaching Experience on Teaching Effectiveness of secondary school teachers of District Baramulla of J&K is not rejected.

Thus, it can be concluded that the Teaching Effectiveness of secondary school teachers of District Baramulla of J&K was found to be independent of their Teaching Experience.

The findings revealed that there was no significant influence of Teaching Experience, categorized as low and high, on the Teaching Effectiveness of secondary school teachers. This finding is consistent with the findings of Shah and Beens (1991).

The findings suggest that there is no significant difference in the Teaching Effectiveness of low- and high-experience teachers. The reason may be that highly experienced teachers have observed the facts closely and are well adjusted to the system, whereas less experienced teachers are well trained in modern techniques and methods. Thus, both groups may be equally effective in the teaching process.

From Table 3, it is evident that the calculated F-value for the interaction of Work Motivation and Teaching Experience is 0.033 with $df = 1, 191$, whose two-tailed probability of significance is 0.855. Since this value is greater than the 0.05 level of significance, it is not significant at the 0.05 level.

In view of this, the null hypothesis that there is no significant influence of the interaction of Work Motivation and Teaching Experience on Teaching Effectiveness of secondary school teachers of District Baramulla of J&K is not rejected.

Thus, it can be concluded that the Teaching Effectiveness of secondary school teachers of District Baramulla of J&K was found to be independent of the interaction between Work Motivation and Teaching Experience.

The findings revealed that there was no significant influence of the interaction of Work Motivation and Teaching Experience on Teaching Effectiveness of secondary school teachers. This finding was supported by the findings of Gehlawat, Manju (2013).

The findings of the study revealed that Teaching Effectiveness of high- and low-experience teachers belonging to high- and low-work-motivation groups was similar. This may be due to the fact that teaching may be improved through better modern techniques and methods and may not rely solely on the experience of teachers. Nowadays, teachers are well trained and educated, which may enable them to make their teaching effective and meaningful for students.

Findings

The findings of the present study are as follows:

1. There was no significant influence of Work Motivation on Teaching Effectiveness of secondary school teachers of District Baramulla of J&K.
2. There was no significant influence of Teaching Experience on Teaching Effectiveness of secondary school teachers of District Baramulla of J&K.

3. There was no significant influence of the interaction of Work Motivation and Teaching Experience on Teaching Effectiveness of secondary school teachers of District Baramulla of J&K.

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