

A Study of Relationship between Motivational Behaviour and Personal Effectiveness of Secondary School Teachers

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Abstract

This study provides evidence that the biographical variables of sex, age and employment position may be related to a number of dimensions of motivational behaviour. The results have implications for schools and for further research. However, the finding of this study that males are less satisfied than females needs to be considered by school systems in attempts to attract and retain male staff in secondary schools. Executive staff members derived more motivational behaviour from most dimensions of personal effectiveness, but particularly those involving interaction with the principal (Supervision, Relationship with the principal and Feedback). Perhaps increased opportunity for classroom teacher–principal interaction would be helpful. Opportunity to discuss issues with the principal and principal approachability are factors that have been associated with higher motivational behaviour. The findings of the present study necessitate that the educational administrators should ensure that more autonomy should be provided to the secondary school teachers, which may enhance the level of motivational behaviour among teachers, which may subsequently create rather a conducive environment in the schools. The field of organizational psychology has a long, rich and at times, controversial history related to the study and understanding of job satisfaction and motivational behaviour. Moreover, there was a significant relationship between the biographical characteristics, motivational behaviour and personal effectiveness respectively with the exception of the level of education of respondents. These variables significantly explained the variance in both job satisfaction and motivational behaviour. More in depth understanding of the effects of motivational behaviour and personal effectiveness on organizational measures is important which affects the school climate.

KEYWORDS: Motivational Behaviour, personal effectiveness, teachers, secondary schools, relationship

Introduction

The most interesting concepts explored in this study concerned the identification of various types of motivation. Obviously motivation drives human behavior and there are many different forms motivation can take, but how do these different types of motivation interact to describe behavior? Whether motivational cues are taken directly from the environment or imposed by individuals, there is always a choice to be made, be it conscious or unconscious. Nobody can make an individual do anything, a person's perception of reality shapes that person's motivation.

To better illustrate this phenomenon, an actual [observed] scenario describing two students will be described. One student, receives a poor grade on an exam while the other receives an "A." Why did the first student do so poorly? Obviously he was motivated to take the test and he was also motivated to receive a passing grade so he could advance. But what was the goal? Let us explore the many different forms that motivation can take. Numerous types of motives are starting with achievement goals including: performance-approach, in which a student would focus on attaining mere competence relative to his classmates, a performance-avoidance goal mindset would mean the student was trying to avoid incompetence, and finally if the student was facing a mastery goal he would try to become an expert in the material regardless of what was required for the test. Student one is very bright, highly task-involved and seeks to acquire knowledge as well as skills and understanding, in direct contrast to ego-involvement were the goal here is to prove superiority over the rest of the class.

Personal Effectiveness

The word effectiveness comes from the word 'effect' or having an impact. It is a balance between motivation and skill. Benjamin Disraeli once said "As we think – so we become". What makes one person more successful than another is in the effectiveness of their thinking, among other factors. How effective people think – differs in their field of success – and in their personality type. The decision to act relates to our own internal needs, perceptions and drives. We can only motivate our self. Others can provide suggestions, directives or advice. However the choice of what and how – or even when and why we behave is internal. "Motivation is the fire within". Others, like incentives, are external. While they may serve as "fuel for the fire", we still control whether we allow it to "fire us up". What motivates differ, but the results should be the same. We each have the social needs for achievement, affiliation or power but they differ in their intensity for each personality type. But achieving personal effectiveness can be learned and strengthened. This workshop focuses on how to be a more effective and achievement oriented.

Personal effectiveness means making the most of talents and resources in all of one's endeavours. At the organisational level, it manifests itself in the form of interpersonal effectiveness and group effectiveness. At the individual level, it promotes happiness and well being. It can be derived through one's work, family or any other means. It is considered to be the combination of many factors that are attributed to personal qualities and external influencing factors that work together in harmony.

Significance of the Study

The continuing shortage makes it crucial for educators and researchers to continue to find ways to stop the flow of teachers from the profession and to retain the best teachers in classrooms (Chapman, 1984). As early as the 1950s, researchers (Chapman, 1984; data from 1946-1978); National Education Association; data every five years from 1956) began to study the importance of teacher job satisfaction and teacher motivation. During the last several decades, researchers (Boe, Bobbitt, Cook, Whitener, and Weber,

1996; Chapman and Hutchenson, 1982; Grissmer and Kirby, 1987, 1997; Huling-Austin, 1988; Ingersoll, 2001; Kirby and Grissmer, 1993; Mark and Anderson, 1977; Murnane, 1987; Murnane, Sincer, and Willett, 1988) have studied the teacher shortage and interventions that can be applied to keep “highly qualified” teachers in the profession.

The purpose of this study is to add to the existing national information on the factors related to teacher personal effectiveness and motivational behaviour. Specifically, the researcher is reporting factors that discriminate between teachers’ personal effectiveness and motivational behaviour. The findings may serve as a guide to educational practice by determining which areas of dissatisfaction need to be addressed to retain teachers. MacDonald (1999) believed there is a need for more data on teaching personnel. MacDonald and Kirby and Grissmer (1993) agreed that educational systems need to heed the correlation between teaching conditions and motivational behaviour.

Important of study the personal effectiveness and motivational behaviour towards secondary school teachers generated in the mind of investigator to the relationship between job satisfaction and motivational behaviour. From the psychological point of view the personal effectiveness is most influential to teachers in developing their motivational behaviour towards teaching profession. Commonly speaking a teacher who is a satisfied with his job, would have a favourable motivational behaviour towards teaching profession.

Statement of the Problem

The problem undertaken for the present investigation can be stated as: **“A Study of Relationship between Motivational Behaviour and Personal Effectiveness of Secondary School Teachers”**

Objectives of the Study

1. To study the personal effectiveness and its dimensions of secondary school teachers with reference to the gender (male and female)
2. To study the motivational behaviour and its dimensions of secondary school teachers with reference to the gender (male and female)
3. To study the relationship between personal effectiveness and its dimensions and motivational behaviour and its dimensions of secondary school teachers.

Definitions of Technical Terms Used

1. Personal Effectiveness

Personal effectiveness means optimizing the use of one’s personal resources – talents, energy and time to achieve what is most important.

2. Motivational Behaviour

Motivation is concerned with the cause of behaviour: why people act, speak or think in a particular way. School Heads need to know how to motivate. They need to 'get results through people' or 'get the best out of people'.

3. Teachers

Trained personnel who are working in secondary schools of Athani taluk.

4. Secondary Schools

Schools that impact education from 8th to 10th standards in Athani taluk.

Variables of the Study

1. Personal Effectiveness

The three dimensions of personal effectiveness are:

- a. Self disclosure
- b. Openness to feedback
- c. Perceptiveness

2. Motivational Behaviour

- a. Achievement
- b. Influence
- c. Extension
- d. Control
- e. Affiliation and dependence

3. Sex

Male and female teachers were considered for the present study

Design of the Study

Descriptive method is found to be more suitable for this type of research work. "It describes and interprets what is". (Best and Khan). Therefore the researcher used descriptive method for the present study.

Hypotheses of the Study

Hypothesis: There is no significant difference between male and female teachers of secondary schools with respect to personal effectiveness and its dimensions.

Hypothesis: There is no significant difference between male and female teachers of secondary schools with respect to motivational behaviour and its dimensions.

Hypothesis: There is no significant relationship between motivational behaviour and its dimensions (i.e. achievement, influence, control, affiliation, dependence and extension) with personal effectiveness and its dimensions (i.e. self disclosure, openness to feedback and perceptiveness) of teachers of secondary schools

Population and Sample

The population of the study consists of all the teachers who have been working in secondary schools in Dharwad taluk.

The sample of the study was selected from Dharwad taluk secondary school teachers through stratified random sampling technique.

Procedure of Data Collection

To collect the required data for present study, Motivational Analysis of Organizational Behaviour Questionnaire (MAO-B) by Udai Pareek (2002) and Personal Effectiveness Scale by Udai Pareek (2002) were used, and first the investigator got multiple copies of the scales and circulated to the secondary school teachers who are working in secondary schools in Dharwad taluk, personally and requested for their responses. Finally, the investigator was able to get 200 responses. The responses received were subjected to further analysis.

Statistical Techniques Used

The following statistical techniques were used for analyzing the data as per the objectives of the study stated earlier.

Table-1: Results of t-test Between Male and Female Teachers of Secondary Schools with Respect to Personal Effectiveness and its Dimensions

Variable	Gender	n	Mean	SD	t-value	p-value	Signi.
Personal effectiveness	Male	103	42.7670	4.4219	2.5824	<0.05	S
	Female	97	40.7526	6.4744			
Perceptiveness	Male	103	14.2039	2.7057	2.3165	<0.05	S
	Female	97	13.1856	3.4831			

From the results of the above table it can be seen that,

1. The male and female teachers of secondary schools differ significantly with respect to their personal effectiveness ($t=2.5824$, $p<0.05$) perceptiveness ($t=2.3165$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the male teachers of secondary schools are higher on personal effectiveness and its dimension i.e., perceptiveness as compared to female teachers.

Table-2: Results of t-test Between Male and Female Teachers of Secondary Schools with Respect to Motivational Behaviour and its Dimensions

Variable	Gender	n	Mean	SD	t-value	p-value	Signi.
Motivational behaviour	Male	103	192.5728	18.1203	2.4166	<0.05	S
	Female	97	185.6392	22.3454			
Control	Male	103	29.2524	2.9430	2.1418	<0.05	S
	Female	97	28.2165	3.8601			
Affiliation	Male	103	25.8932	3.8372	2.4226	<0.05	S
	Female	97	24.5361	4.0852			
Dependence	Male	103	15.9417	2.3798	2.2561	<0.05	S
	Female	97	15.1443	2.6180			
Extension	Male	103	18.3883	2.8153	2.0347	<0.05	S
	Female	97	17.5567	2.9650			

From the results of the above table it can be seen that,

1. The male and female teachers of secondary schools differ significantly with respect to their motivational behaviour ($t=2.4166$, $p<0.05$) and its dimensions i.e. control ($t=2.4166$, $p<0.05$), affiliation ($t=2.4226$, $p<0.05$), dependence ($t=2.2561$, $p<0.05$) and extension ($t=2.0347$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the male teachers of secondary schools are higher on motivational behaviour and its dimensions i.e., control, affiliation, dependence and extension as compared to female teachers.

Table-3: Results of Correlation coefficient Motivational Behaviour and its Dimensions with Personal Effectiveness and its Dimensions of Teachers of Secondary Schools

Variables	Personal effectiveness	Self disclosure	Openness to feed back	Perceptiveness
Motivational behaviour	0.5022*	0.4377*	0.2572*	0.2635*
Achievement	0.3336*	0.2891*	0.0853	0.2501*
Influence	0.3583*	0.2185*	0.2170*	0.2470*
Control	0.4624*	0.3261*	0.3467*	0.2201*
Affiliation	0.2801*	0.3762*	0.1517*	0.0162
Dependence	0.5290*	0.4476*	0.3059*	0.2600*
Extension	0.2955*	0.3961*	0.1508*	0.0259

* $p<0.05$

From the results of the above table, it can be seen that, the following relationships were found to be significant at 0.05% level of significance. They are as follows:

1. The personal effectiveness and motivational behaviour of teachers of secondary schools.
2. The personal effectiveness and dimension of motivational behaviour i.e. achievement of teachers of secondary schools.
3. The personal effectiveness and dimension of motivational behaviour i.e. influence of teachers of secondary schools.
4. The personal effectiveness and dimension of motivational behaviour i.e. control of teachers of secondary schools.
5. The personal effectiveness and dimension of motivational behaviour i.e. affiliation of teachers of secondary schools.
6. The personal effectiveness and dimension of motivational behaviour i.e. dependence of teachers of secondary schools.
7. The personal effectiveness and dimension of motivational behaviour i.e. extension of teachers of secondary schools.
8. The dimension of personal effectiveness i.e. self disclosure and motivational behaviour of teachers of secondary schools.
9. The dimension of personal effectiveness i.e. self disclosure and dimension of motivational behaviour i.e. achievement of teachers of secondary schools.
10. The dimension of personal effectiveness i.e. self disclosure and dimension of motivational behaviour i.e. influence of teachers of secondary schools.

11. The dimension of personal effectiveness i.e. self disclosure and dimension of motivational behaviour i.e. control of teachers of secondary schools.
12. The dimension of personal effectiveness i.e. self disclosure and dimension of motivational behaviour i.e. affiliation of teachers of secondary schools.
13. The dimension of personal effectiveness i.e. self disclosure and dimension of motivational behaviour i.e. dependence of teachers of secondary schools.
14. The dimension of personal effectiveness i.e. self disclosure and dimension of motivational behaviour i.e. extension of teachers of secondary schools.
15. The dimension of personal effectiveness i.e. openness to feed back and motivational behaviour of teachers of secondary schools.
16. The dimension of personal effectiveness i.e. openness to feed back and dimension of motivational behaviour i.e. influence of teachers of secondary schools.
17. The dimension of personal effectiveness i.e. openness to feed back and dimension of motivational behaviour i.e. control scores of teachers of secondary schools.
18. The dimension of personal effectiveness i.e. openness to feed back and dimension of motivational behaviour i.e. affiliation of teachers of secondary schools.
19. The dimension of personal effectiveness i.e. openness to feed back and dimension of motivational behaviour i.e. dependence of teachers of secondary schools.
20. The dimension of personal effectiveness i.e. openness to feed back and dimension of motivational behaviour i.e. extension of teachers of secondary schools.
21. The dimension of personal effectiveness i.e. perceptiveness and motivational behaviour of teachers of secondary schools.
22. The dimension of personal effectiveness i.e. self disclosure and dimension of motivational behaviour i.e. achievement of teachers of secondary schools.
23. The dimension of personal effectiveness i.e. perceptiveness and dimension of motivational behaviour i.e. influence of teachers of secondary schools.
24. The dimension of personal effectiveness i.e. perceptiveness and dimension of motivational behaviour i.e. control of teachers of secondary schools.
25. The dimension of personal effectiveness i.e. perceptiveness and dimension of motivational behaviour i.e. dependence of teachers of secondary schools.

Findings of the Study

1. The male teachers of secondary schools are higher on personal effectiveness and its dimension i.e., perceptiveness as compared to female teachers.
2. The male teachers of secondary schools are higher on motivational behaviour and its dimensions i.e., control, affiliation, dependence and extension as compared to female teachers.

The following relationships were found to be statistically significant at 0.05% level of significance.

1. The personal effectiveness and motivational behaviour of teachers of secondary schools.
2. The personal effectiveness and dimension of motivational behaviour i.e. achievement of teachers of secondary schools.
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25. The dimension of personal effectiveness i.e. perceptiveness and dimension of motivational behaviour i.e. dependence of teachers of secondary schools.

Conclusion and Discussion

This study provides evidence that the biographical variables of sex, age and employment position may be related to a number of dimensions of motivational behaviour. The results have implications for schools and for further research.

The number of male teachers and their retention in primary schools has been raised by recent government instigated reports as a cause for concern by (MCEETYA, 2003; Ramsey, 2000). The MCEETYA (2003) study suggested that better remuneration, reduced workload and improved employment conditions may help retain male teachers. This is a challenge for school systems, especially Catholic diocesan systems, as budgetary resources and other factors will often restrict the degree to which the above suggestions can be implemented. However, the finding of this study that males are less satisfied than females needs to be considered by school systems in attempts to attract and retain male staff in secondary schools.

However, peers can also help, or be encouraged to help, by providing more frequent collegial support and opportunities to interact personally and professionally. The motivational behaviour of classroom teachers (as distinct from executive teachers) has also been identified in this study as a possible cause for concern. Executive staff members derived more motivational behaviour from most dimensions of personal effectiveness, but particularly those involving interaction with the principal (Supervision, Relationship with the principal and Feedback). Perhaps increased opportunity for classroom teacher–principal interaction would be helpful. Opportunity to discuss issues with the principal and principal approachability are factors that have been associated with higher motivational behaviour.

Educational Implications of the Study

It was found from the study that the teachers of secondary schools had adequate knowledge and skills in educational administration with their motivational behaviour and personal effectiveness. The findings of the present study necessitate that the educational administrators should ensure that more autonomy should be provided to the secondary school teachers, which may enhance the level of motivational behaviour among teachers, which may subsequently create rather a conducive environment in the schools. The field of organizational psychology has a long, rich and at times, controversial history related to the study and understanding of job satisfaction and motivational behaviour.

In order to keep schools running effectively, increase teachers productivity, teaching ability and ensure that the students were receiving an adequate and even superior education. In particular, the pay and promotional opportunities need to be reconsidered, but along with the resources and conditions of the school need to be improved.

Moreover, there was a significant relationship between the biographical characteristics, motivational behaviour and personal effectiveness respectively with the exception of the level of education of respondents. These variables significantly explained the variance in both job satisfaction and motivational behaviour. More in depth understanding of the effects of motivational behaviour and personal effectiveness on organizational measures is important which affects the school climate.

Suggestions for Further Research

On the basis of the findings of the study and the observation made by the investigation during the study, few recommendations, which may help in developing suitable programmes to improve the motivational behaviour and personal effectiveness of teachers, have been offered.

1. This present study has stressed only the motivational behaviour and personal effectiveness. A different set of tools may be prepared to investigate the similar study.
2. The comparative study of motivational behaviour of primary school teachers may be taken up.
3. The same study may be undertaken using large sample of secondary school teachers.
4. The study may be conducted for teachers working in training institutions as well as residential schools.

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