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REVIEW OF RELATED LITERATURE
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CHAPTER-II
REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION
An essential aspect of the research report is the review of related literature. To avoid duplication and make the research work a perfect and unique one it is very essential for the researcher to go through the related literature. Research is an investigation to find out something new or unveil something that remains obscure. A perusal of related literature, in this respect is very important. It provides with a background for the research project and makes the reader aware of correct status of the issues.

According to Best (1996) “A familiarity with the literature on any problem area help the students to discover what is already known, what others have attempted to find out, what method of attack has been promising or disappointing education with problem remains to be solved.” Survey of related studies avoids duplication of work that has already been done and it helps to study the different aspect of the problem. It provides an opportunity to giving an insight in to the methods, measures etc. employed by others which will lead to significant improvement of the research design. It is a valuable guide in defining problems, recognizing its significance, suggesting promoting data-gathering devices, appropriate study design and source of data. Hence a review of previous studies in the area of the present study is attempted here.

The present study is an attempt to study the secondary school teachers of Gujarat State with respect to their Motivation and Effectiveness in Teaching. This chapter consists of four major parts:

2.1 Introduction
2.2 Studies Related to Teacher Motivation:
   Studies Conducted India
   Studies Conducted Abroad
2.3 Studies Related to Teacher Effectiveness
   Studies Conducted India
   Studies Conducted Abroad
The scope of review of literature is limited to the reported studies with particular reference to motivation and teacher effectiveness. In this chapter the researcher has reviewed the researches on motivation, teacher’s motivation, teacher effectiveness and related areas, conducted in India as well as in foreign countries. These researches helped the present Investigator in planning, defining and delimiting the present study. This review has also been helpful in deciding the procedure of the present study and the interpretation of the findings. The researches reviewed by the investigator are presented in this Chapter.

2.2 STUDIES RELATED TO TEACHER MOTIVATION

Studies Conducted in India:

1. Madhulika Patel and Sudha Rao (2005) conducted a study on” Determinants of teachers’ motivation and performance towards school improvement.” The objectives of the study were to identify/understand the factors responsible for motivation of teachers and their performance, to prioritize the identified motivating factors of teacher in the order of their importance to influence performance, and to study the dependence of motivation of teachers on various identified factors.

The Delphi technique was used to study the various factors and their sub factors, which bear significant correlation with teachers’ motivation and performance. The study has led to identification of twenty seven factors/sub factors within teachers and school. Which influence teachers’ motivation and performance in relation to performance of schools. The respondents have preferred various factors as contributors to teacher motivation and their performance in the order: individual ability of teachers understanding of role and responsibility by teachers; concern of head of the school for academic efficiency: supportive classroom environment: prospects of future growth for teachers: internal school environment: current compensation package for teachers; supportive external environment: teacher motivation: attributes of school and extra duties assigned by directorate of education.
2. Sindhu, I.S. (2005). Conducted a study entitled “A Study of Teachers’ Motivation, Student Adjustment and their Academic Achievement.” Objectives of the study were: (i) To study male and female teachers’ motivation to work; (ii) to study and compare school adjustment of boys and girls; (iii) to study and compare male and female students’ liking towards their teachers; (iv) to compare the achievement of boys and girls; and (v) to examine the extent of interrelationship between the above mentioned variables. Methodology of the waw: A normative testing survey method and cross-sectional approach was used for collection of the data. 32 teachers and 680 Standard X students were selected from the Kendriya Vidyalayas of five zones of district Saharanpur through stratified random sampling technique. The tools used were: Teachers’ Motivation to Work- the Test and Scale by B. Singh; Students’ Liking Scale by S.P. Malhotra and B.K. Passi and School Adjustment Inventory by N.M. Bhagia.

Findings: (1) Both, male and female teachers were found to possess average or above average level of motivation to work. (2) Most students displayed average and above average adjustment with school environment. The girls displayed superior adjustment as compared to the boys. (3) The girls were found to have more liking for their teachers than the boys. (4) No significant difference was found in the achievement of boys and girls. (5) Low positive correlations were found between students’ liking for their teachers and school adjustment. (6) Better liking of teachers contributed to better achievement of boys. The study cites nine references.

3. Vimala Ramachandran and Madhumita Pal.et.al (2005) conducted a project on “Teacher Motivation in India.” This study is based on review of government data, policy documents and published material on India and interviews with stakeholders in the state of Rajasthan and rapid survey in ten schools of Tonk District of Rajasthan. It starts with the reasons for choosing and whether teachers are happy with their vocation, followed by teacher’s voices on why they are satisfied or not satisfied. It then explores what head teachers have to say about the motivation levels of teachers and the challenges they face in sustaining motivation levels among the teachers in their respective schools. The teachers did not display any negative feelings towards the head teacher of their school.
Interestingly teachers did not see their head teacher or the head master as being powerful; they saw her/him as being given more responsibilities without adequate compensation – monetary or otherwise. Most of them spoke kindly about their head teacher. Teachers complained about feeling demeaned when they were sent out to collect data or for door-to-door polio campaigns. They argued that their job was not do research surveys and campaigns for the government and felt that when they had to do so it affected their social status. The government’s decision to hire para-teachers was a further blow to their self-worth. No correlation between motivation levels and teacher qualification, training, residence, gender and pay scale. However, a school with good infrastructure and connectivity could hold back more teachers for more hours.

4. Chatturvedi (1970), in a study of personality as factor in teacher-student deviation aimed to find out the personality variances among students and teachers as a result of social and environmental factors. On the assumption that causes of student-teacher deviation were associated with the personality factors of both students and teachers, following hypotheses were tested: (i) personality is an important factor in the deviant behaviour of the teacher and the taught, (ii) there are definite patterns of neurotism, anxiety and paranoid traits which are responsible for the conflicts between the teacher and the taught. The analysis of the data revealed that the teacher and the students showed definite trends of deviancy and the deviated students and teachers had definite traits of personality maladjustment and disorders evident from the profiles of paranoid and psychopathic deviation. Such teachers and students came into conflict with one another more frequently; they were problems for the institutions, teachers and students.

Studies Conducted in Abroad:

1. Breanne M. Harms and Neil A. Knobloch (2005) conducted a study on “Preservice Teachers’ Motivation and Leadership Behaviors Related to Career Choice.” The purpose of the descriptive survey was to explore and describe why graduates who were certified to teach agriculture in secondary education chose teaching as a career. Twenty-nine student teachers from four universities in a Midwestern state participated in the study. The study found that 24 out of 29 pre-service teachers in
the study planned to become teachers. Career choice was related to intrinsic and extrinsic career choice motives. Pre-service teachers choosing formal education as a career had intrinsic motives. On the other hand, pre-service teachers who anticipated careers in non-formal education had extrinsic career choice motivation. Pre-service teachers who plan to pursue formal education careers were more efficacious than their peers who planned to pursue non-formal education careers or were undecided about their careers. The pre-service teachers identified as having transformational and transactional leadership behaviors and these leadership behaviors were not related to career choice.

2. Oliver N (2009) conducted a study on “Motivations and experiences of expatriate educators in South Korea.” This research is a qualitative case study of native English instructors at the Gyeonggi-do Institute for Foreign Language Education (GIFLE) in South Korea. A literature review of issues regarding expatriate educators is included. The guiding question for this study is why such qualified educators choose to live and work in South Korea. To collect qualitative data, the researcher conducted interviews and focus groups with teacher training instructors at GIFLE. Data analysis included an inductive process of categorizing data and interpreting the motivations of expatriate educators to live and work in South Korea. The purpose of this project was to shed light upon the phenomenon and experience of expatriate educators in South Korea. In questioning GIFLE instructors’ background, motivations and experience, this data shows that GIFLE instructors are a diverse group of expatriate educators, but they are committed to the education field and have attained high education levels. Working at GIFLE has been a great learning experience for their career advancement, but many instructors have experienced frustrations with GIFLE’s management and underlying cultural differences.

3. Prince O N (2009) conducted a study on “Teachers Job Satisfaction and Motivation for School Effectiveness: An Assessment.” A survey research design was used in this study to investigate job satisfaction and motivation of secondary school teachers in Nigeria. The thematic foundation of this research studied on the need-based approach or content theory of motivation
The findings of the study suggest that job satisfaction and motivation are very essential to the continuing growth of educational systems around the world and they rank alongside professional knowledge and skills, center competencies, educational resources as well as strategies, in genuinely determining educational success and performance. This study assessed the differences and relationship between the level of teachers’ job satisfaction, motivation and their teaching performance in Rivers State of Nigeria. A questionnaire titled ‘TEJOSAMOQ’ was used to collect data for the study. While the data for the study was analyzed using multiple statistical procedures: mean point value, standard deviation, and variance, t-test of significance and One-way-analysis of variance (ANOVA). The survey results revealed that teacher related sources of job satisfaction seem to have a greater impact on teaching performance, as teachers are also dissatisfied with the educational policies and administration, pay and fringe benefits, material rewards and advancement.

4. Michael W. Corrigan and Paul E. Chapman (2008) conducted a study on “Trust in teachers: a motivating element to learning.” The objective is to find out the impact of students’ trust in teachers to student motivation to learn, and learner empowerment. The participants for this study were 200 college students enrolled in an introductory communication studies course. The representative sample of the student population offered past experiences from many diverse states, cities, neighborhoods, and primary educational settings. The mean age of the sample was 22.11 with a range from 18 to 53. There were 110 males and 89 females with 1 non-report. Participants completed a multiple scale survey to help clarify the relationship between one’s level (during high school) of trust in teachers, learner empowerment, and motivation to learn. Further demographic data regarding age and sex was collected. Participants were asked to respond to the survey questions by reflecting on previous experiences relating to the school that they belonged to during their secondary school years. The survey was administered during class in accordance with guidelines for research with human participants. The tools used were Individualized Trust Scale (ITS), Learner Empowerment Measure (LEM), Student Motivation Scale (SMS). Descriptive statistics were obtained for sex, and
age. Cronbach’s alphas were employed to determine reliabilities of the scales. Pearson correlation was performed to analyze the relationship between trust in teachers, learner empowerment, and motivation to learn.

The finding of the study supported numerous positive relationships between trust, motivation, and empowerment. It supported a significant positive relationship between trust in teachers and motivation to learn, a significant positive relationship between trust in teachers and learner empowerment, there is a significant positive relationship between motivation to learn and learner empowerment.

5. Konermann J, Yang and Sanders K (2008), conducted a project on “How social identity and characteristics of work situations and work engagement influence teacher work motivation.” Students attainments depend highly on the teacher quality and teacher motivation. However, the questions about which factor and how the combination of those factors affect teachers work motivation have not been fully answered yet. From the individual and organizational perspectives, the research investigates how social identity and characteristics of work situations and work engagement influence teacher work motivation. With this knowledge, HRM and HRD interventions are created and tested to see if they have a positive effect on teacher work motivation.

6. William A. Sugar and Louis L. Warren (2006) conducted a study on ‘Promoting Teacher/Leader-Designer Perspective for Public School Teachers’. The findings of the study are Teacher leadership proponents have attempted to influence teachers to assume leadership roles within and beyond their respective schools. In this article, we expand upon this initiative and propose a Teacher/Leader-Designer perspective for public school educators. This concept not only emphasizes “teachers as leaders”, but also “teachers as designers.” This added quality will inspire teachers to assume an active responsibility in integrating technology in their respective classrooms. Similar to the original intent of a Teacher-Leader, individuals who adopt a Teacher/Leader-Designer perspective can enhance their self-efficacy and possibly help change the nature of schools.

the issue of teacher motivation as an essential factor for classroom effectiveness and school improvement. Teacher motivation has to do with teachers’ desire to participate in the education process. 772 (10%) public primary and secondary school teachers selected through strategic random sampling technique from the south eastern part of the country participated in the study. Data was collected using a survey instrument designed by the researcher. Analysis of data revealed that the participating teachers almost unanimously agreed that teacher motivation is a vital factor for classroom effectiveness and school improvement.

Breanne M. Harms and Neil A. Knobloch (2003) conducted a study on “Pre-service Teachers’ Motivation and Leadership Behaviors Related to Career Choice” Purpose and Objectives of the study was to explore and describe why graduates who were certified to teach agriculture in secondary education chose teaching as a career. The objectives of the study were to: (a) identify anticipated career choices for pre-service agricultural education teachers after their student teaching internships, (b) describe differences in pre-service teachers’ motives, self-efficacy, and leadership behaviors based on their career choices, and (c) describe the relationships of motives, self efficacy, and leadership behaviors with career choice.

This was an exploratory descriptive survey. The data were collected through a survey questionnaire using Dillman’s (2000) tailored design method within one month of the conclusion of the student teaching experience. The items that measured variables for this study were part of a larger instrument comprised of 105 items. The items for this study consisted of 48 of those items, measuring five variables and six characteristics. The study had five independent variables: (a) intrinsic and extrinsic motives, (b) teacher efficacy, (c) transformational leadership behaviors, (d) transactional leadership behaviors, and (e) non leadership behaviors. The dependent variable of the study was expectancy of entering the teaching profession and was measured through the use of one open-ended question that asked the participants, “At this point in time, what is your career choice?” The independent variable of intrinsic and extrinsic motives was measured by an instrument developed by the researchers based on career choice and longevity literature. The six-item instrument asked participants to rank-order six items that
influence career choice, from (1) most important to (6) least important. Three of these items, (a) serving others, (b) touching people’s lives/making an impact, and (c)“calling” to a career, measured intrinsic career choice motivation, while the remaining three, (d) salary and benefits, (e) balance between career and personal time, and (f) opportunities for advancement/personal growth, measured extrinsic career choice motivation. The three items that measured intrinsic career choice motivation were summed to represent the type of career choice motivation of participants. Findings of the study were, regarding career choice, 83% indicated in their responses that, at the end of their student teacher experience, their anticipated career choice were formal education (e.g., high school agriculture teacher). Additionally, 10% indicated their anticipated career choice was non-formal education (e.g., agribusiness salesperson, youth development educator) and 7% were undecided. Regarding career motives, 42% of the pre-service agricultural education teachers whose anticipated career choice was formal education ranked the three extrinsic motives highest among the six career choice motives provided. Eighty percent of the formal education pre-service teachers based their career choice on intrinsic motives. Of those who chose non-formal education, two of the three pre-service teachers based their career choice on extrinsic motives. The two pre-service teachers who were undecided in their anticipated careers were split between intrinsic and extrinsic motives. The groups were compared on their mean rankings of motives. Pre-service teachers who planned to pursue a formal education career had an average mean ranking of 7.82 (SD = 2.06) for intrinsic motives and 13.18 (SD = 2.06) for extrinsic motives. Pre-service teachers who planned to pursue a non formal education career had an average mean ranking of 12.00 (SD = .00) for intrinsic motives, and 9.00 (SD=. .00) for extrinsic motives. The two pre-service teachers who were undecided regarding their career had an average mean ranking of 9.67 (SD = 4.04) for intrinsic motives, and 11.33 (SD = 4.04) for extrinsic motives. Pre-service teachers planning to pursue formal education careers based their decision on intrinsic motives compared to their peers.

explore the role of motivation in the development of teacher identity. The convenience sample of education majors enrolled in four sections of required educational psychology class during fall 2002 completed a pre/post-course survey. A review of the content of their responses using the constant comparative method resulted in the identification of generative themes. These themes were discussed in relation to recent research on factors that influence the development of teacher identity. The authors propose a model derived from a meta-cognitive framework for facilitating the development of a professional teacher identity and discuss implications for teacher education research and practice.

9. Connie R Johnson (2000) conducted a study on “Factors influencing Motivation and De-motivation in Mexican EFL Teachers.” The main objective of the study was to find out the factors that increase or decrease the motivation of the EFL teachers in Mexico. A motivation questionnaire was used for the study. The findings say that the motivational factor can become a de-motivational one if that particular factor or need is not being adequately met in one teaching situation. The comments such as “good salary” in the motivational category and “low salary” in the de-motivational, represent the same factor. The category with the least amount of comments was that of curricular matters. 135 teachers responded that curricular matters as motivational while 83 teachers reported as de-motivational. 209 teachers commented that administrative matters as motivational while 203 teachers commented administrative matters as de-motivational.

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2.3 STUDIES RELATED TO TEACHER EFFECTIVENESS

Studies Conducted in India:

1. Sumangala and Ushadevi (2009) conducted a study entitled “Role conflict, attitude towards teaching profession and job satisfaction as predictors of success in teaching.” The objective of the study was to find out the efficiency of role conflict, attitude towards teaching profession and job satisfaction in predicting success in teaching among the secondary school women teachers of Kerala state. The tools used for the study were, role conflict scale, scale of attitude towards teaching profession, job satisfaction inventory for teachers and teaching success rating scale. The study revealed that all the three variables, role conflict, attitude towards teaching profession and job satisfaction are related to success in teaching. The coefficient of correlation of role conflict with success of teaching found to be -0.574 (P<0.01), with attitude towards teaching profession as 0.469 (P<0.01) and with job satisfaction as 0.247(P<0.01).

2. Satwinderpal Kaur (2008) conducted a study on “Occupational stress in Relation to teacher effectiveness among secondary school teachers.” The objectives of the study were to identify the highly effective and less effective secondary school teachers, to study the level of occupational stress among highly effective and less effective secondary school teachers, to study the level of occupational stress of male and female secondary school teachers and to see the relationship between teacher effectiveness and occupational stress if any. The tools used for the study were teacher effectiveness scale and teacher stress scale. The findings of the study reveals that less effective teachers are under a higher level of occupational stress than the highly effective and total group of teachers. Female secondary school teachers are significantly under more occupational stress than their male counterparts. The correlation analysis clarifies that occupational stress is negatively correlated with the teacher effectiveness, as the stress among teachers increases as their teaching effectiveness decreases.
3. Bhaskara Rao D and Nareshkumar D (2004) conducted a study on “School teacher effectiveness”. Objectives of the study were (1) to identify the teacher effectiveness of the teachers of secondary schools, (2) to find out the difference in the teacher effectiveness of men and women teachers working in secondary schools, (3) to find out the difference in the teacher effectiveness of teachers working in private and government secondary schools (4) to find out the difference in the teacher effectiveness of teachers working in rural and urban secondary schools. The teacher effectiveness scale was administered to a stratified random sample of 64 teachers working in the secondary schools. Findings of the study are (1) the secondary school teachers possess high teacher effectiveness and which is depend on the teachers characteristics such as knowledge base, sense of responsibility and inquisitiveness, the students characteristics such as opportunity to learn and academic work, the teaching factors such as lesson structure and communication and the classroom phenomena such as environment and climate, and organization and management, (2) the men and women teachers possess high teacher effectiveness and both the group don not differ significantly in teacher effectiveness, (3) teachers working in private and government schools do not differ significantly in teacher effectiveness, infra structural and management differences did not affect the teacher effectiveness, (4) rural and urban teacher hold high teacher effectiveness without any significant difference between them.

Studies Conducted Abroad:

1. Lorin W Anderson (2004) in his study “Increasing teacher effectiveness.” explains that effective teachers are those who achieve the goals which they set for themselves or which they have set for them by others. As a consequence, those who study and attempt to improve teacher effectiveness must be cognizant of the goals imposed on teachers or the goals that teachers establish for themselves of both. Effective teachers must possess the knowledge and skills needed to attain the goals, and must be able to use that knowledge and those skills appropriately if these goals are to be achieved.

2. Dilliraj Newa (2007) conducted a study on “Teacher effectiveness in relation to work satisfaction, media utilization and attitude towards the use of information and
communication technology among secondary school teachers of Nepal.” The objectives of the study were (1) to compare the secondary school teachers of government and private schools with regard to teacher effectiveness, work/job satisfaction, media utilization, attitude towards media and attitude towards ICT, (2) to compare the secondary school teachers of various academic streams, viz. Language, Science/Mathematics and Social Sciences with regard to, teacher effectiveness, work/job satisfaction, media utilization, attitude towards media and attitude towards ICT, (3) to study the interaction effect of school type (Government and Private) and academic stream (language, Science/ Mathematics and Social Sciences) of secondary school teachers with regard to teacher effectiveness, work/job satisfaction, media utilization, attitude towards media and attitude towards ICT, (4) to study the teacher effectiveness of government and private secondary school teachers in relation to, work/job satisfaction, attitude towards media, media utilization and attitude towards ICT, (5) to compare more effective and less effective teachers of government and private secondary schools with regard to, work/job satisfaction, attitude towards media, media utilization and attitude towards ICT, (6) to compare the secondary school teachers of government and private schools with regard to teacher effectiveness, work/job satisfaction, media utilization and attitude towards media.

The following mentioned tools were used to conduct the study. 1. Demographic characteristics data sheet 2. Teacher effectiveness scale (TES) developed by Kumar and Mutha (1974) 3. Job Satisfaction Scale (JSS) developed by Singh and Sharma (1999) 4. Media Utilization checklist (developed by the investigator) 5. Attitude towards media scale (developed by Bhushan and Mehra, 2004). 6. Attitudes towards Information and Communication Technology scale (developed by the investigator).

The findings related to the teacher effectiveness of the study are the secondary school teachers belonging to government and private schools exhibited comparable teacher effectiveness, the secondary school teachers belonging to different academic streams viz, Language Science and Mathematics and Social Sciences exhibited comparable teacher
Effectiveness, No significant interaction was found between school type and teachers of different academic stream with regard to teacher effectiveness.

3. Ronald A. Berk (2005) conducted a study entitled “Survey of 12 Strategies to Measure Teaching Effectiveness”. In his study twelve potential sources of evidence to measure teaching effectiveness are critically reviewed: (a) student ratings, (b) peer ratings, (c) self-evaluation, (d) videos, (e) student interviews, (f) alumni ratings, (g) employer ratings, (h) administrator ratings, (i) teaching scholarship, (j) teaching awards, (k) learning outcome measures, and (l) teaching portfolios. National standards are presented to guide the definition and measurement of effective teaching. A unified conceptualization of teaching effectiveness is proposed to use multiple sources of evidence, such as student ratings, peer ratings, and self-evaluation, to provide an accurate and reliable base for formative and summative decisions. Multiple sources build on the strengths of all sources, while compensating for the weaknesses in any single source. This triangulation of sources is recommended in view of the complexity of measuring the act of teaching and the variety of direct and indirect sources and tools used to produce the evidence.

4. Johnson C, Kahle J B and Fargo J (2006) conducted a study on “Effective teaching results in increased science achievement for all students.” A longitudinal cohort design involved collecting scores on the Discovery Inquiry Test (DIT) in Science during the 3 years of the study. Teacher effectiveness data were collected through classroom observations using the Local Systemic Change Classroom Observation Protocol (LSCCOP). The findings of the study show that students of effective teachers scored significantly higher on the DIT science assessment than students of neutral or ineffective teachers during each year of the study. In contrast, students in the classes of ineffective or neutral teachers performed lower than Science Education students of effective teachers across all years of the study. These findings contradict previous research that has claimed there is a cumulative and residual negative effect on achievement associated with having ineffective teachers in previous years of schooling. Also this study indicates that students who are in classes of effective teachers perform at a high level each year, regardless of their previous teacher(s) effectiveness rating. In addition, students who had previously
had effective teachers and then were placed with an ineffective teacher experienced a setback in their learning. These findings reveal little or no residual effect on students’ learning of science from prior years of study. Further, students who have effective teachers in the first or second year but who have an ineffective teacher in the next year will have a science achievement assessment score lower than those students who study all 3 years with effective teachers. The sixth-, seventh-, and eighth-grade students in this study were able to overcome experiences associated with having an ineffective or neutral teacher if they were placed with an effective teacher in future years. Findings suggest that teacher effectiveness, as rated by the LSC scale, affects the level of student achievement on an annual basis. Moreover, each teacher, each year, can make difference in student learning of science and the impact is directly related to their level of effectiveness.

5. Daniel M and David R (2001) conducted a project entitled “The teacher effectiveness enhancement project.” The project was done using an observation schedule based research methods. The findings of the project suggests that teachers should feel that the training they received has been useful, teachers’ behaviour should change in the direction of more effective use of the behaviours they have been trained in, and they should try to improve the students’ achievement.

2.4 OVERVIEW OF EARLIER RELATED RESEARCHES


Though there are a number of studies related with teacher motivation and teacher effectiveness, there is a dearth of studies in secondary school teachers’ motivation and teachers’ effectiveness. The present study is aimed to analyze the secondary school teachers of Gujarat state with respect to their motivation and effectiveness in teaching.

Through this chapter the investigator tried to provide a detailed account of the studies done in the area of teacher motivation and its various dimensions. Also this study reviewed the studies related to various aspects of teacher effectiveness. This dimensions and studies related to motivation and teacher effectiveness gave the investigator an insight in developing an appropriate design a study of secondary school teachers of Gujarat state with respect to their motivation and effectiveness in teaching. Lack of motivation may cause teachers to be less successful in teaching. Unreasonable demands of administrators,
discouraging team spirit, neglecting rewards, financial problems are the factors related to de-motivation. It should not be forgotten that every teacher is not motivated entirely by the same demands and needs. Job satisfaction of each employee is different from the other. Without having intrinsic motivation, lack of success is inevitable. If there are not any factors motivating teachers, the productivity will decrease dramatically. It is obvious that intrinsic rewards outweigh extrinsic ones in educator motivation and job satisfaction. The Investigator is hopeful that the present study would yield fruitful results in the field of education, which help the people who are in the field of education to develop programmes to improve motivation among teachers and thereby improve the efficiency of teachers. Methodology of the study is presented in the next chapter.

2.5 DISTINCTIVENESS OF THE PRESENT STUDY:

Educational research or for that matter any research is a collaborative responsibility. Each study takes its basis, its foundation from the earlier related studies but still each research has its uniqueness or distinctiveness in terms of various elements like, the region, variables, objectives, population and sample and also in the tools, techniques and methods adopted for the purpose of data collection and data analysis. The present study also has its distinctiveness in the below mentioned manner:

- The present study was conducted in the Gujarat State where none of the earlier related study was conducted in this way the findings of the study will be useful in knowing the present status-quo of the teachers in Gujarat State in terms of their motivation and effectiveness in teaching.

- The present study has its uniqueness even in terms of its variables as well. There are various variables selected in the present study like gender, age, area, status of the teacher, stream, experience and type of school. There is no earlier related research in which such wide range of variables is included.

- In terms of objectives as well, the present study intends to find correlation between teachers’ motivation and teachers’ effectiveness which has not been attempted by any other earlier related researcher.
In terms of the sample and population also, as we have discussed earlier that no such research has been conducted earlier, the present study has its distinctiveness.

The tools selected by the investigator for the assessment of teachers motivation and effectiveness teacher were Motivation Scale, developed and standardized by the investigator and Teacher Effectiveness Scale developed and standardized by Dr. Umme Kulsum were used to find out motivation and effectiveness of secondary school teachers which were not used by any other related researcher reviewed.