Influence of Teacher Motivation on Academic Performance of High School Students

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Abstract: The present study aimed to assess the influence of teacher motivation on academic performance of high school students. The sample consisted of 236 high school teachers from Zilla Parishad schools of Khamma district. The study found a significant influence of teacher motivation on academic performance of high school students.
Key words: Teacher motivation, Academic performance, High school students.

I. INTRODUCTION

Teacher motivation is related to what makes the teachers happy, satisfied, dedicated, and committed so that they show their best performance in teaching their students. Teacher who inspire and motivate the students are included in the category of effective teachers. According to the Kothary Commission, the destiny of nation is being shaped in the class rooms. The teacher has the responsibility to shape that destiny. Teacher is an educational leader and decision maker who directly affects and indirectly influences the students. For an inspiring teacher, teaching begins as a mission and then it becomes a lifelong obsession. An inspiring teacher makes students genuinely feel good about himself and guides him, which make a difference in and outside the classroom.

Teacher motivation refers to those variables or factors that influence teachers to do things. In its more technical usage, teacher motivation is seen as a psychological concept. It is a process of organizing behavior in progress and channeling behavior into specific course. It is a process of stimulating, channeling and sustaining behavior. Sinclair (2008) defined teacher motivation in terms of attraction, retention and concentration as something that determines what attracts individuals to teaching, how long they remain in their initial teacher education courses and subsequently the teaching profession, and the extent to which they engage with their courses and the teaching profession. According to Asemah (2010),teacher motivation is a general term applied to the entire class of drives, desires, needs, wishes and similar forces initiated for teachers, in order to induce them to act in desirable academically productive manner. Teacher motivation consists of forces both within and external to the individual. According to Hicks (2011) the internal teacher motivation comprises of the wants, needs and desires which exist within an individual, influence the teachers thought which in turn leads to a positive change behavior toward improving learning.

Objective: To study the impact of teacher motivation on academic performance of high school students.
Hypothesis: There will be significant impact of teacher motivation on academic performance of high school students.

II. MATERIALS AND METHODS

The study was conducted in Government High schools of Khammam district(ZPHS). Sample of 236 high school teachers teaching in these schools were selected and 2842 students of the selected teachers formed the sample of the study. The scales used in the present study was Teacher Motivation Scale (1986) constructed by U.L. Narayan, a five point scale and had 35 items.

III. RESULTS AND DISCUSSION

Table 1: Profile of the Respondents

Attributes	Frequency	Percentage
RESIDENCE		
Rural	180	76.3
Urban	56	23.7
Total	236	100.0
GENDER		
Male	135	57.2
Female	101	42.8
Total	236	100.0
AGE (in years)		
30-40	54	22.9
41-50	99	41.9
51- 60	83	35.2
Total	236	100.0
EXPERIENCE(in years)		
0-10yrs	29	12.3
11-20yrs	58	24.6
20-30yrs	96	40.7
>30	53	22.4
Total	236	100.0
SUBJECT		
Telugu/Hindi	77	32.6
English	27	11.4
Mathematics	36	15.3
Science	64	27.1
Social	32	13.6
Total	236	100.0
QUALIFICATION		
Graduation	75	36
Post graduation	151	64.0
Total	236	100.0

The table 1 refers to the profile of the selected respondents. Majority of the respondents, 76.3% (n=180) are from rural while one fourth of them , 23.7% (n=56) from urban areas. The sample comprised of 57.2% (n=135) males and 42.8% females. Under age category, 22.9% of the sample are between 30-40years, 41.9% of them are between 40-50years while 35.2% are between 51-60 years. The sample selected 12.3% have less than 10yrs of experience in teaching, 24.6% have 11-20yrs of experience, 22.4% have more than 30yrs of experience. The sample selected comprised of 11.4% English teachers, 32.6% Telugu and Hindi teachers, 15.3% Mathematics teachers, 27.1% Science teachers and 13.6% social teachers. The sample respondents 36% are graduates and 64% are post graduates.

Table 2: Frequency distribution of secondary school teachers on basis of motivation.

Dimensions	Low	High	Low		High	
			n	%	N	%
Class room teaching	5-14	15-25	200	84.74	36	15.26
School administration	4-11	12-20	120	50.84	116	49.15
Professional pleasure	4-11	12-20	167	70.76	69	29.23
Climatic Factor	3-8	11-15	134	56.77	102	43.22
Inter personal relations	3-8	11-15	185	78.38	51	21.6
Student Behaviour	5-14	15-25	192	81.34	44	18.64
Working conditions	3-8	11-15	106	44.9	130	55.1
Professional development	4-11	12-20	126	38.6	110	61.3

| Personal factors | 4-11 | 12-20 | 93 | 39.4 | 143 | 60.6 |
| Total | 35-104 | 105-175 | 123 | 52.1 | 113 | 47.8 |

The table depicts the motivation level of teachers and its dimensions. The consolidated data presented in frequencies and percentages. The motivational level of secondary school teachers reveal that in classroom teaching dimension 84.74% had low and 15.26% high motivation. That indicates that 15.26% were motivated in class room teaching with adequate preparation, suitable teaching method. In school administration dimension 50.84 % were low motivated while 49.15% had high motivation. This shows that nearly half of respondents had high motivation because of head masters attitude and opportunity in decision making. The professional pleasure dimension showed that 70.76% were low motivated and 29.23% were highly motivated in this dimension. The pleasure of teaching, love for teaching profession and pleasure to guide children motivated only one third of the sample. The study shows that 56.77% of the subjects had low motivation in climatic factor dimension whereas 43.22% had high motivation because they had congenial atmosphere and amenities of school. In interpersonal relations dimension, 78.38% had low and 21.6% high motivation. This indicates that only one third of the sample had good relation with parents, students and other school personnel. Student behaviour which includes students performance, discipline among students contributed to high motivation in 64.4% of sample and low motivation in 35.6% of the sample. Out of 236 subjects 44.9% had low motivation in working condition and 55.1% high motivation due to salary structure, place of work. In professional development dimension of motivation 53.3% showed low and 46.6% had high, which indicates that they have interest towards in service training and wanted to improve academic qualification. Personal factors of the motivation pointed out that 39.4 % had low motivation in personal factors while 60.6% had high motivation. When overall / total teacher motivation was considered 60.5% had low and 39.4 % high motivation.

Table: 3 Impact of teacher motivation on academic performance of students
Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.756(a)	.571	.554	8.14637

a Predictors: (Constant), Total teacher motivation, Professional Development, Professional Pleasure, Inter Personal Relationships, Personal Factors, School Administration, Climatic Factors, Working Conditions, Student Behaviour.

The table depicts the model summary of regression analysis to know the effect of teacher motivation on academic performance of students. The R value .756 and R square value of .57 and the adjusted R square .554 with standard error of the estimate 8.14 suggest that teacher motivation has 57.1% influence on academic performance of the students.

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Regression	19866.685	9	2207.409	33.262	.000**
Residual	14931.757	225	66.363		
Total	34798.443	234			

**0.01 significance level

a Predictors: (Constant), Total teacher motivation, Professional Development, Professional Pleasure, Inter Personal Relationships, Personal Factors, School Administration, Climatic Factors, Working Conditions, Student Behaviour.

b Dependent Variable: Academic performance

The anova table predicting the influence of independent variable teacher motivation on dependent variable academic performance. The calculated F value was 33.26 with significance of .00 which indicates that independent variable teacher motivation had highly significant impact on academic performance at 0.01 level of significance.

Dimensions	Regression Coefficients		t	Sig.
	B	Std. Error		
Class room teaching	2.14	.12	17.8	0.00**
School administration	1.507	.321	4.689	.000**
Professional pleasure	.990	.293	3.374	.001**
Climatic Factor	1.751	.346	5.065	.000**
Inter personal relations	1.223	.297	4.121	.000**
Student Behaviour	.721	.244	2.955	.003**
Working conditions	1.201	.295	4.067	.000**
Professional development	.934	.299	3.124	.002**
Personal factors	1.380	.302	4.564	.000**

** $p < 0.01$ significance level

The regression table provides information on the dimensions of independent variable teacher motivation effect on dependent variable academic performance. The classroom teaching with t value 17.8 and p value .00(<0.01) has significant impact on academic performance of students. The school administration showed significant influence on academic performance as the calculated t value 4.68 and p value .00 are found to be significant at 0.01significance level. The professional pleasure calculated t value 3.3 with p value .001 showed significant impact on academic performance at 0.01 level of significance. Climatic factor significantly influenced academic performance with t=5.06 and p value of .00 at 0.01 level of significance. The calculated t value 4.12 and p value .00 of inter personal relations showed significant influence on academic performance of students at 0.01 significance level. Student behavior of teacher motivation significantly predicted the dependent variable academic performance as t value 2.9 and p value .003 found to be less than 0.01 at 0.01 significance level. Working conditions calculated t value 4.06 and corresponding p value .00 showed significant impact academic performance. Professional development also significantly effected academic performance (t=3.12, p= .002). The personal factors dimensions of teacher motivation significantly predicted academic performance of students as the calculated t value ad p value less 0.01 significance level.

The impact of teacher motivation on academic performance of students revealed that motivation dimensions like class room teaching, school administration, professional pleasure, climatic factors, inter personal relationships, student behaviour, working condition, professional development, personal factors and the total motivation had significantly predicted academic performance of high school students. Therefore the hypothesis that there will be significant impact of teacher motivation on academic performance of high school students was accepted.

IV. CONCLUSION

- Majority of the respondents scored low motivation on dimensions like classroom teaching, professional pleasure, inter personal relations, student behavior, however more than nearly half of the sample scored high on school administration, climatic factors, working condition, professional pleasure and personal factors dimensions of teacher motivation.
- When overall / total teacher motivation was considered more than half of the respondents had low motivation.

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