



A STUDY OF SELF EVALUATION OF TEACHER PERFORMANCE OF STUDENT-TEACHERS IN RELATION TO THEIR MOTIVATION ON THE BASIS OF THE TYPE OF MANAGEMENT OF THE COLLEGE

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Teachers play a vital role in their students' life they are the epicenter of any educational system. It is to a great extent, the teachers who decide the shape of student's life. The role teacher has to play today is very diverse and she needs to understand her contribution towards making a good individual of every student.

Throughout history, societies have recognized the need for education and that each upcoming generation has to be taught not only the skills necessary to be gainfully employed but also how the knowledge will allow them to be functioning members of their society. While this aspect of education has earned consensus throughout the centuries, the role of the teacher in accomplishing this goal has changed considerably and continues to change.

Thus it is the responsibility of a teacher to develop her students into respectable citizens of the future world. In order to manage this, the teacher herself has to be motivated and have good level of performance, so as to put in optimum efforts in the development of her students.

Each individual teacher is different from others and every teacher's performance may also differ from each other, but the question is, what are the factors responsible for the difference in individual performance? This study has concentrated on motivation which is expected to be a vital determinant of teacher performance.

Concept of Teacher Performance : Teacher performance is defined as the extent of teacher's mastery over the subject matter, his/her desirable personal qualities conducive to the profession (like confidence, regularity, punctuality and emotional resilience), relationship with students and colleagues, communication skills, planning and preparation and task orientation. Teacher performance is the outcome influenced by the teaching activities, the ability and the characteristics of the teacher, the environment in which he or she is working and the objectives of education. It has been observed that the extent of a

teacher's performance is likely to vary with difference in their various individual factors such as personality, personal abilities and skills, teaching-learning methodology, experience, responsibility and punctuality, professional ethics, motivational level, self-efficacy and self concept, job security, background factors like age, gender, qualifications, work experience and so on.

Concept of Motivation : Motivation is the driving force by which humans achieve their goals. Motivation is said to be intrinsic or extrinsic. "Motivation can be defined as a process that is initiated by a physiological or psychological deficiency or need, which triggers a specific behavior or drive in order to achieve a goal or incentive." According to various theories, motivation may be rooted in a basic need to minimize physical pain and maximize pleasure, or it may include specific needs such as eating and resting, or a desired object, goal, state of being, ideal, or it may be attributed to less-apparent reasons such as altruism, selfishness, morality, or avoiding mortality. The researcher has studied motivation using the Vroom's expectancy theory of motivation.

Vroom's Expectancy Theory of Motivation : It assumes that behavior results from conscious choices among alternatives whose purpose it is to maximize pleasure and minimize pain. Together with Edward Lawler and Lyman Porter, Victor Vroom suggested that the relationship between people's behavior at work and their goals was not as simple as was first imagined by other scientists. Vroom realized that an employee's performance is based on individuals factors such as personality, skills, knowledge, experience and abilities. The theory suggests that although individuals may have different sets of goals, they can be motivated if they believe that:

- There is a positive correlation between efforts and performance,
- Favorable performance will result in a desirable reward,
- The reward will satisfy an important need,
- The desire to satisfy the need is strong enough to make the effort worthwhile.

The theory is based upon the following beliefs:

1. **Expectancy** is the belief that increased effort will lead to increased performance. Theory states that, individuals make decisions, which they believe will lead to reward or reduce the likelihood of pain. The ultimate goal does not matter, the important factor is the impact that achieving the goal will have on the individual.
2. **Instrumentality** is the belief that if you perform well, a valued outcome will be received. Employees will put in more effort if they believe that performing well; will

lead to a desired outcome. Performance related initiatives centre on instrumentality. However, it is unlikely that performance related initiatives will be successful, unless employees believe that their pay, will increase in line with high performance.

3. **Valence** is the importance that the individual places upon the expected outcome. It measures how much an individual wants the consequences of completing the task. If task completion, leads to an outcome desired by the individual, than valence is positive. Examples of positive valence are praise, promotion, recognition and pay rises.

Vroom suggests that an employee's beliefs about Expectancy, Instrumentality and Valence interact psychologically to create a motivational force such that the employee acts in ways that bring pleasure and avoid pain. The motivational force for a behavior, action or task is a function of Expectancy, Instrumentality and Valence and is a product of these three perceptions.

$$MF = \text{Expectancy} \times \text{Instrumentality} \times \text{Valence}$$

Because the motivational force is the product of the three perceptions, if any one of their values is zero, the whole equation becomes zero. The theory predicts that the individual will choose to perform that activity having the strongest positive and the weakest negative force.

Need of the Study: Teachers play a vital role in the overall development of the child. Student's performance ultimately depends upon the teacher's performance, which in turn will depend on the fulfillment of the teacher's needs. Hence it is not only necessary for the teachers to be aware of their performance, but also to make conscious efforts to fulfill their motivational needs. For this purpose, it is also necessary for the teachers to believe in their capabilities to organize and execute the courses of action required to successfully accomplish a particular task. A study on variables like teacher performance and motivation is necessary to give teachers an insight into their characteristics and performance thus making them aware of the prevailing conditions, their response towards them and possible areas to improve.

Statement of the Problem

‘A Study of Self Evaluation of Teacher Performance of Student-Teachers in Relation to their Motivation on the basis of the type of management of college’

Objectives of the Study

1. To ascertain the difference in the following variables on the basis of type of management of college (private-aided and private-unaided)
 - a. Teacher performance

- b. Total Motivation
2. To study the relationship of teacher performance as evaluated by self with total motivation measured in terms of (a) Expectancy, (b) Instrumentality and (c) Valence on the basis of type of management of college.
 - i. Private-aided
 - ii. Private-unaided.

Design of the Study: The present study is a descriptive research of correlational and causal-comparative type. The investigation includes the study of motivation and self evaluation of teacher performance of student-teachers of existing student-teachers. Hence the study is of descriptive type. It compares these characteristics on the basis of the type of management of the college of student-teachers. Therefore the study is of causal-comparative type. The study also finds the relationship of self evaluation of teacher performance with and motivation. Thus it is termed as a correlational study. The study is a quantitative research as it uses quantitative method to describe, record, analyze and interpret the conditions that exist. It involves comparisons to discover relationships between the existing variables. It is a synchronic study as the data is collected at one point of time.

Sample: Its Size and Nature

Since the researcher wanted to study the relationship of self evaluation of teacher performance of student-teachers with motivation on the basis of their college types viz. aided/ unaided and gender, the researcher made use of three-stage sampling technique in order get a high degree of representation and accuracy of results.

The final sample size was 520 student-teachers. The response rate was 86.09%. The sample consisted of 225 and 295 student-teachers from private-aided and private-unaided colleges. There were 46 male and 474 female teachers in the sample.

Tools Used in the Present Study : The researcher has made use of the following tools for data collection :

- 1) Motivation Scale (Dias 2010)
- 2) Self Evaluation of Teacher Performance Scale (Pandya, 1996)

Scope and Delimitations of the Study : The present study focuses on assessing separately the self evaluation of teacher performance and motivation of student-teachers of B.Ed. colleges of Mumbai University in relation to the type of institution i.e. aided or unaided. The study also seeks to relate the self evaluation of teacher performance of the student-teachers of B.Ed. colleges of Mumbai University to their motivation. The study was confined to student-

teachers from B.Ed. colleges affiliated only to the University of Mumbai. The study only uses Vroom's Theory of Motivation and no other motivation theories like McClelland's Theory of Needs, Equity Theory, Reinforcement Theory, Goal Setting Theory, Self Determination Theory etc. Teacher performance was studied as perceived by self and not as evaluated by students, by principal, by peers, by external observer etc. There are many dimensions of teacher performance. However, in the present investigation, teacher performance has been measured in terms of (a) Teacher's command over the subject matter, (b) Communication skills possessed by the teacher, (c) Task orientation (d) Relationship with the students and (e) Personal qualities (such as confidence, enthusiasm, punctuality and approachability). Other areas likely to be associated like research orientation, publication, awards and achievements, promotional factors, background factors etc. are excluded from the study.

Findings of the Study:

1. The first null hypothesis states that there is no significant difference on the basis of type of management of college in (1) Self Evaluation of Teacher Performance and (2) Total Motivation measured in terms of (a) Expectancy, (b) Instrumentality and (c) Valence.

This null hypothesis was tested using the t-test. The following table shows the relevant statistics of Motivation (TM) and Teacher Performance as evaluated by self (SETP) on the basis of type of management of college.

Table 1: Relevant statistics of TM and SETP

| Variable | Group | N | Mean | SED | t | l.o.s | 100 ω^2 estimate |
|-------------|-----------------|-----|--------|-------|-------|-------|-------------------------|
| TM | Private-Aided | 225 | 441.08 | 27.41 | 0.874 | N.S.* | - |
| | Private-Unaided | 295 | 417.12 | | | | |
| E | Private-Aided | 225 | 127.03 | 8.413 | 6.372 | 0.01 | 7.076 |
| | Private-Unaided | 295 | 73.39 | | | | |
| I | Private-Aided | 225 | 92.85 | 2.674 | 6.813 | 0.01 | 8.032 |
| | Private-Unaided | 295 | 74.63 | | | | |
| V | Private-Aided | 225 | 72.93 | 1.027 | 1.130 | NS* | - |
| | Private-Unaided | 295 | 74.09 | | | | |
| SETP | Private-Aided | 225 | 178.53 | 1.307 | 4.025 | 0.01 | 2.84 |
| | Private-Unaided | 295 | 173.27 | | | | |

*NS means the value of r is not significant

- a) It was found that the t-ratio for differences on the basis of type of management in total motivation of student–teachers is 0.874 which is not significant at 0.05 level for 518 degrees of freedom. Hence the null hypothesis was accepted for total motivation obtained using Vroom’s Theory.
 - b) It was found that the obtained t-ratios for differences on the basis of type of management in expectancy and instrumentality of student–teachers are 6.372 and 6.813 which are significant at 0.01 level for 518 degrees of freedom. Hence the null hypothesis was rejected. The ω^2 estimate obtained are 0.0707 and 0.0803 respectively. Thus, the effect size of type of management on expectancy and instrumentality is medium.
 - c) It was found that the obtained t-ratio for differences on the basis of type of management in valence of student–teachers is 1.130 which is not significant at 0.05 level for 518 degrees of freedom. Hence the null hypothesis was accepted.
 - d) It was found that the t-ratio for differences on the basis of type of management in self evaluation of teacher performance of student–teachers is 4.025 which is significant at 0.01 level. Hence the null hypothesis was rejected. The ω^2 estimate obtained is 0.0284. Thus, the effect size of type of management on self evaluation of teacher performance is small.
- 2) The second null hypothesis states that there is no significant relationship of teacher performance as evaluated by self with total motivation measured in terms of (a) Expectancy, (b) Instrumentality and (c) Valence on the basis of type of management of college.
- i. Private-aided
 - ii. Private-unaided.

This null hypothesis was tested using the Pearson’s coefficient of correlation. The following table shows the relevant statistics for the coefficient of correlation.

Table 2: Relevant statistics of relationship between TM and SETP

| Variable | Group | df | r | l.o.s | 100 r ² |
|----------------------|-----------------|-----|--------|-------|--------------------|
| TM & SETP | Private-aided | 223 | 0.7250 | 0.01 | 52.56% |
| | Private-unaided | 293 | 0.5579 | 0.01 | 31.25% |
| | Total Sample | 518 | 0.6484 | 0.01 | 42.04% |
| E & SETP | Private-aided | 223 | 0.0947 | NS* | - |
| | Private-unaided | 293 | 0.2413 | 0.01 | 5.82% |

| | | | | | |
|---------------------|-----------------|-----|--------|------|-------|
| I & SETP | Total Sample | 518 | 0.1325 | 0.01 | 1.75% |
| | Private-aided | 223 | 0.0677 | NS* | - |
| | Private-unaided | 293 | 0.2331 | 0.01 | 5.43% |
| V & SETP | Total Sample | 518 | 0.1394 | 0.01 | 1.94% |
| | Private-aided | 223 | 0.2147 | 0.01 | 4.61% |
| | Private-unaided | 293 | 0.2095 | 0.01 | 4.38% |
| | Total Sample | 518 | 0.1994 | 0.01 | 3.97% |

*NS means the value of r is not significant

- (a) It was found that the obtained 'r' between self evaluation of teacher performance and total motivation of student-teachers of private-aided colleges is 0.7250, which is significant at 0.01 level, positive and substantial in magnitude. Hence the null hypothesis is rejected. The obtained 'r' between self evaluation of teacher performance and expectancy is 0.0947; teacher performance and instrumentality is 0.0677; teacher performance and valence is 0.2147 in case of student-teachers of private-aided colleges. The 'r' between self evaluation of teacher performance and expectancy is not significant at 0.05 level. The 'r' between self evaluation of teacher performance and instrumentality is not significant at 0.05 level. The 'r' between self evaluation of teacher performance and valence is significant at 0.01 level, positive and low in magnitude. Hence the null hypothesis is rejected.
- (b) It was found that the obtained 'r' between self evaluation of teacher performance and total motivation of student-teachers of private-unaided colleges is 0.5579, which is significant at 0.01 level, positive and substantial in magnitude. Hence the null hypothesis is rejected. The 'r' between self evaluation of teacher performance and expectancy is 0.2413 in case of student-teachers of private-unaided colleges. Hence the null hypothesis is rejected. 'r' between self evaluation of teacher performance and instrumentality is 0.2331 and valence is 0.2095 in case of student-teachers of private-unaided colleges. These 'r's are significant at 0.01 level of significance positive and low in magnitude. Hence the null hypothesis is rejected.
- (c) It was found that the obtained 'r' between self evaluation of teacher performance and total motivation of total sample of student-teachers is 0.6484, which is significant at 0.01 level, positive and substantial in magnitude. Hence the null hypothesis is rejected. The 'r'

between self evaluation of teacher performance and expectancy is 0.1325, self evaluation of teacher performance and instrumentality is 0.1394 and self evaluation of teacher performance and valence is 0.1994 in case of total sample of student-teachers. These 'r's are all significant at 0.01 level, positive and negligible in magnitude. Hence the null hypothesis is rejected.

Discussion

- 1) The findings show that there is no significant difference on the basis of the type of management of college in the total motivation of student-teachers. This might be because the management either of private-aided or private-unaided colleges may not significantly interfere with the teaching-learning activities of student-teachers. Also, the management of the colleges may not be overtly contributing to the total motivation of student-teachers as it is not in direct contact with the student-teachers.

The findings show that there is a significant difference on the basis of the type of management of college in the expectancy and instrumentality of student-teachers. Expectancy is the confidence that student-teachers have about what they are capable of doing and the belief that their effort will result in attainment of desired goals. Instrumentality is the perception whether they will actually get the desired reward. The mean expectancy and instrumentality of private-aided colleges are higher than private-unaided colleges. This may be because private-aided colleges get government aid to organize workshops, seminars, trainings etc which improve the level of confidence and belief in their performance. They also might be organizing certificate courses etc which ensure the student-teachers of reward. Also, private-aided colleges give more salary and thus attract better teachers, their fees are relatively low, they conduct all the teacher education related activities with sincerity and hence student-teachers have high expectancy. Whereas private-unaided colleges may not be doing this on a larger scale.

There is no significant difference in the valence of student-teachers on the basis of type of management. This might be because valence is the emotional orientations held by the individual with respect to the outcomes of their performance and thus, student's expectations for their grades/marks obtained due to their performance is dependent on evaluation by teachers and other examiners. The management of college whether private-aided or private-unaided has no significant role to play in this activity.

- 2) The finding that there is a significant relationship between total motivation and self evaluation of teacher performance of student-teachers of private-aided colleges, private-

unaided colleges and total sample of student-teachers may be because student-teachers from colleges of both the management types have positive correlation between efforts and performance, they also might believe that favorable performance will result in a desirable reward and the reward will satisfy an important need and the desire to satisfy the need is strong enough to make the effort worthwhile.

The findings show that there is no significant relationship between expectancy and self evaluation of teacher performance and also instrumentality and self evaluation of teacher performance of student-teachers of private-aided colleges. This might be because student-teachers from private-aided colleges may not attribute their confidence levels or belief that their effort will result in attainment of desired performance goals to self evaluation of teacher performance.

The findings show that there is a significant relationship between expectancy and self evaluation of teacher performance and also instrumentality and self evaluation of teacher performance of student-teachers of private-aided colleges. These findings may be as a result of student-teachers of private-unaided colleges and total sample of student-teachers expecting their performance likely to be affected if they have greater levels of confidence about their capabilities of doing a particular task and attaining the desired results. Also, these student-teachers might be motivated to perform better if they actually get the results that they desire in terms of recognition or sense of accomplishment.

The significant relationship between self evaluation of teacher performance and valence of student-teachers of private-aided colleges, private-unaided colleges and total sample of student-teachers may be because the performance of student-teachers might be influenced by emotional orientations they hold with respect to outcomes which may include new and interesting assignments, recognition, intrinsic satisfaction from validating the skills and abilities and intrinsic satisfaction from knowing that their efforts have a positive influence. Thus student-teachers from both the types of management of colleges might perform better believing that they would get the expected outcomes.

Implications of the study:

In order to enhance their own Self Evaluation of Teacher Performance and Motivation, the student-teachers should actively strive in their own development. Some suggestions are made further which will help in the process of development.

1. Vroom's expectancy theory suggests that although individuals may have different sets of goals, they can be motivated. Thus, the teacher educators should consciously try to motivate the student-teachers.
2. Expectancy is the belief that increased effort will lead to increased performance. This belief is affected by factors such as availability of right resources, time, right skills, support etc. The institution can focus on providing the necessary support to enhance the expectancy of their student-teachers.
3. Expectancy can also be improved by student-teachers themselves by increasing effort, making right decisions, upgrading skills etc to increase their own performance.
4. Student-teachers can improve their instrumentality by putting in more effort to perform well; will lead them to the desired outcome.
5. The institution can enhance their student-teacher's instrumentality by providing performance related incentives so that students are motivated to put in greater effort to achieve the outcome.
6. The institution can increase their student-teacher's valence by giving them adequate recognition on completing the task. Thus individuals will place greater importance on completing the task and receiving desirable outcomes and performing better.
7. Develop and practice innovative methods of teaching, which improves personal skills. The student-teacher should thus use new models and methods of teaching to improve teaching learning process. This will lead to good performance and thus increase teacher's self-evaluation of teacher performance.
8. Arrange different activities for the students in classroom and come well prepared for lessons which will improve her confidence, student's satisfaction with teaching and thus her motivation.
9. The student-teacher should learn different methods to cater to the different needs of her students. This will improve confidence to deal with everyday circumstances and thus improve her evaluation of performance.
10. Instead of backing out, a student-teacher should take up various professional development courses, motivate herself to train oneself in various areas so as to develop personal capabilities and thus improve performance.

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