IMPACT OF TEACHERS' MOTIVATION TO WORK ON THEIR CLASSROOM PRACTICES

(DPEP Research Project)

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CONTENTS

LIST OF TABLES

CHAPTER I

INTRODUCTION

Teachers occupy a pride of place in the society of any country and the contributions they are expected to make in moulding young minds need not be overemphasised. The fate of the implementation of any educational policy is determined by the teacher preparedness and willingness to carry them forward. Inspite of the excellent infrastructure available to the students and efficient administration, the value to the children is determined by the teachers. Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant. We therefore need to recruit a band of teachers with the best possible professional preparation and provide them with satisfactory conditions at work so that they can be fully effective.

The basic question that arises is, "are all teachers performing their part to the satisfaction and aspiration of people". Falling in pass percentage, deterioration of academic standards, student unrest, indiscipline in the classroom are indicative of the fact that teacher performance is much below the expectations of the nation and the society of which they are a part. A change in the value

system of the society in general and teachers in particular appears to have taken place over a passage of time, that people have started complaining about performance of teachers, that they teach mechanically and the classroom practices involved do not kindle intellectual curiosity. The POA (1986) observes that though there are a class of teachers, who inspire their pupils and are known for their learning, there are some, who thoughtlessly ignore their obligations, sometimes altogether absenting themselves from the institutions and for not conducting themselves in a manner befitting to the profession. One therefore needs to ponder and examine why there is such a variation in teacher performance. Of all the determinants which could be considered in this direction is, the "Teachers' motivation to work", for, performance in any field of work is a function of efficiency and motivation to work. With teachers being selected mostly on the basis of their qualification and professional training the answer should lie in their motivation to work.

The Problem of the Study

With emphasis being laid on human resource development and management, interest in the area of motivation to work has escalated dramatically in the recent years. What is required is: (i) to attract people to join the teaching profession and remain it, (ii) teachers perform the role

they are expected to in the most dependable manner, (iii) teachers should go beyond this dependable role performance and engage in some form of creative, spontaneous and innovative behaviour at work. One should hence come to grips with the motivational problem of both the decision to participate and the decision to produce at work. Classroom practices adopted depend on the teacher. One can in fact observe that individual differences among the teachers lead to variation in classroom practices. This question is again related to the inner urge in the teacher to perform well and adopt innovative practices, which in turn has a bearing on teachers' motivation to work, since education in general and teaching in particular constitute no less an important area where motivation to work should be given low priority. This study is directed toward 'teachers' motivation and classroom practices'.

Conceptual Framework

In order to make the study more understandable the concepts used in this study are defined below:

Work

Work, apart from providing wages, being important in the lives of individuals, being a source of status rank in society at large, in this study is construed in the personal meaning work has for the individual. It is an important source of self-identity, self-esteem,and self-actualisation.

Here work means the work done by the teachers as members of the teaching profession which has been assigned to them by the competent authority.

Motivation

Motivation is symbolic of persistent and vigorous involvement in some activity which is a prerequisite for good performance whatever may be the potentiality, ability, competence and professional skills of an individual. A person lacking motivation does not perform well. Some of the important definitions are given below:

The contemporary (immediate) influences on the direction rigor and persistence of action

- Atkinson (1964)

... how behaviour gets started, is energized, is sustained, is directed, is stopped, and what kind of subjective reaction is present in the organism, while all this is going on

- James (1955)

... motivation is as necessary for human performance as fuel or energy required to keep a machine in motion

- Dolany (1958)

... a process, governing choices made by persons or lower organisms, among alternative forms of voluntary activity.

- Vroom (1964)

... motivation has to do with a set of independent/ dependent variable relationships that explain the direction, amplitude, and persistence of an individual's behaviour, holding constant the effects of aptitude, skill and understanding of the tastes, and constraints operating in the environment

- Campbell and Pritchard (1976)

The definitions, given above lead to the following common factors

1. 'Drives' within the individual and environmental forces that trigger these drives.
2. behaviour of individual is directed toward a goal.
3. direction of this behaviour, i.e. how this behaviour is maintained and sustained.

Thus motivation may be considered as an **integrated force produced by some extrinsic or intrinsic** (or both) motives which propels or pushes an organism to involve in some activity and to sustain it until he reaches his goal.

Teachers' Motivation to Work

Using the definitions of 'work' and 'motivation', teachers' motivation to work may be thought of as an integrated force produced by some extrinsic and intrinsic or both motives driving the teachers to involve in their

expected roles in the schools. For the purpose of the present investigation teachers' motivation to work would be ascertained through the composite scores on the scale and test designed to measure teachers' motivation to work.

Classroom Practices

A teacher is expected to perform certain practices in a classroom in order to initiate desired changes in student behaviour. For effective execution of classroom practices, a teacher is required to possess skills of teaching.

A teaching skill is defined as a set of teacher behaviour which is especially effective to bring about desired changes in pupils (Sing L.C., 1979).

Allen and Ryan (1969) suggested that following skills are representative of general teaching skills that can be applied at many levels of teaching different subjects viz., stimulus variation, reinforcement of student participation, probing question and evaluation.

Passi B.K. (1976) has described the following skills of teaching-writing instructional objectives, using blackboard, illustration with examples, ability to give practical experience in the preparation of the lesson plans, improvisation of teaching aids, identification of individual differences, etc.

Ryans (1968) opines, "teaching is effective to the extent that the teacher acts in ways which are favourable to the development of basic skills, understanding, work habits, desirable attitudes and value judgement, and adequate personal adjustment of the pupils".

From the above definitions, classroom practices can be described as an interactive process carried out in the classroom for the attainment of goal.

Overview of Literature

Jangira (1979) opined, "Research efforts in the area of teaching skills and teacher effectiveness met with little success. That is why a serious of research reviews on the subject were planned by pessimism. By and large, results were found to be inconsistent,in conclusive and consequently not only discouraging but disappointing too".

Orleans and others (1952) found that despite the large number of studies that have been made, the knowledge of criteria of teacher effectiveness and the means to measure them were still missing.

Morsh and Milder (1954) failed to discover even a single, specific observable teacher act whose frequency of occurrence has "invariably and significantly" related to pupil outcomes.

Agarwal (1969) conducted a study on "Measurement and competence of teachers of primary schools in Madhya Pradesh". Prasad (1970) evaluated the professional efficiency of teachers from three angles: efficiency in classroom teaching, efficiency in organising co-curricular activities and efficiency in organising activities related to school community relationship.

Debnath (1971) found that age, experience, academic achievement and professional training were significant determinants of teaching efficiency. Sharma (1971) found that teaching aptitude, academic grades, socio-economic status, teaching experience and age as sound predictors of teaching effectiveness.

Dev Nath (1971) attempted to find out some determinants of teaching efficiency. The important correlates of teaching efficiency, as found by this study were: Knowledge of subject matter, sincerity in teaching, mastery of methods of teaching, academic qualifications, sympathy with pupils, discipline, student participation and use of teaching aids.

Sharma (1974) studied the relationship between sixteen personality factors and teaching effectiveness. Das Gupta (1976) studied the factors affecting teacher efficiency and their implications for teacher training programme at the primary level.

Patrik Lee (1973) in his review of studies on elementary teachers sex, process behaviour and pupil performance, reported that sex of the teacher was not an important factor in teacher effectiveness.

Gage (1965) in his review identified the following the qualities as components of teaching effectiveness: teacher warmth, cognitive organisation, orderliness, indirectness and problem solving ability.

Lamke (1951) found that poor teachers had a lesser degree of need satisfaction than the good teachers and hence were motivated more toward security, caution and rather repressed, conservative behaviour.

Symonds (1954) observed that the superior teachers possessed good and well integrated personality organisation while the inferior teachers tended to be personally disorganised.

Jones (1956) found that good teachers were having quickness of action and efficiency of production. They were more intelligent, sociable than poor teachers.

Barr et al. (1961) though his study of good and poor teachers suggested that good teachers display more highly motivated behaviour than poor teachers.

Sergent (1967) investigated that the teachers of schools having open climate rated high on teacher

satisfaction as well as school effectiveness as compared to those of schools having closed climate.

Aaron (1969) studies teachers' motivation by analysis of autobiographical sketches. He found that there was no difference in rural and urban teachers on regards motivation, attitudes toward modernisation and values.

Pareek (1974) after reviewing several conceptual models on work motivation, presented a three level work motivation model. According to this model work-motivation can be conceived at the individual level in terms of his needs in decision to work in an organisation, his personality, etc. It can be conceived at the interactional level in terms of his role in the organisation, his work motivation and his commitment to work in the organisation. At the third level, it may be viewed as the final outcome of his working in an organisation and the satisfaction he derives from his work and his role in the organisation.

Aggarwal (1980) attempted to study the motivational factors in the choice of teaching as a profession and its relation with some other variables and concluded that in order of priority five factors emerged as most important. Those were desire to continue education, possibility of doing good to the country, fondness of teaching, security of job and parents' wishfulfilment.

Dutta (1987) conducted a study of teachers' motivation to work and its impact on pupil likings and pupil achievement. The study concluded that most of the teachers were found to possess either average or high levels on work motivation. High and low work motivated teachers differed significantly in pupil likings and the former commanded more pupil likings than the latter. Pupil achievement did not appear to bear the impact of high-low levels of work motivation.

Mittal (1988) studied teachers' motivation to work and its relationship with perceived dimensions of school organisational climate of senior secondary school teachers of Delhi. He found that sex of the teachers and location of school had no significant influence on teachers' motivation to work. Teachers, working in privately managed schools, were more work motivated than teachers working in government schools.

Regarding the teacher competencies, and teachers' motivation to teach, most of the studies conducted in this direction are found on high school and collegiate level teachers. Very few studies were found on primary school teachers.

Objectives

The objectives of the study are:

1. to find out the relationship between primary teacher motivation to work and their classroom practices.

2. to find out the relationship between primary teacher motivation to work and student motivation

3. to find out the relationship between primary teacher classroom practices and student motivation.

4. to find out the influence of gender on primary teachers' motivation to work, classroom practices and student motivation.

5. to find out the influence of educational qualification on primary teachers' motivation to work, classroom practices and student motivation.

6. to find out the influence of teaching experience on primary teachers' motivation to work classroom practices and student motivation.

7. to find out influence of type of school on primary teachers' motivation to work, classroom practices and student motivation.

8. to know the difference between DPEP and NonDPEP districts on teachers' motivation to work, classroom practices and student motivation.

9. to know the influence of marital status on primary teachers motivation to work, classroom practices and student motivation.

10. to know the influence of nature of job on primary teachers' motivation to work, classroom practices and student motivation.

11. to know the influence of location of school on primary teachers' motivation to work, classroom practices and student motivation.

12. to explore the influence of classroom behavioural traits of primary teachers on their motivation to work, classroom practices and perceptions on student motivation.

13. to explore the influence of personality traits on primary teachers' motivation to work, classroom practices and perceptions on student motivation.

14. to explain the influence of teachers' motivation to work on their classroom practices.

15. to explore the influence of teachers' motivation to work on their perception about student motivation.

16. to identify dimensions that help in motivating a primary teacher to work.

17. to identify dimensions that help in motivating a child.

18. to identify dimensions that help a primary teachers in their classroom practices.

Research Questions

This study is an attempt to answer the following research questions:

1. Is there any relationship between primary teachers' motivation to work and their classroom practices ?

2. Is there any relationship between primary teachers' motivation to work and their perception about student motivation ?

3. Is there any relationship between primary teachers' classroom practices and their perceptions about student motivation ?

4. How far gender, educational qualifications, teaching experience, marital status, nature of job, location of school and type of school influence primary teachers' motivation to work, classroom practices and their perception about student motivation ?

5. Is there any difference between teachers belonging to DPEP and nonDPEP districts in their motivation to work, classroom practices and perceptions about student motivation ?

6. What are the classroom behavioural traits that contribute to primary teachers' motivation to work, classroom practices and perceptions about student motivation ?

7. What are the personality traits that contribute to primary teachers' motivation to work, classroom practices and perception about student motivation ?

8. How far teachers' motivation to work influence classroom practices and their perception about student motivation ?

9. Which dimension of motivation that is dominant in motivating a primary teacher to work ?

10. Which dimension of student motivation that is perceived to be dominant by primary teachers in motivating children ?

11. Which dimension of classroom practices is dominant in improving classroom practices of primary teachers ?

Hypotheses

In order to accomplish objectives of the study and to answer research questions, following hypotheses are formulated.

1. There is no significant relationship between primary teachers' motivation to work and their classroom practices.

2. There is no significant relationship between primary teachers' motivation to work and their perceptions about student motivation.

3. There is no significant relationship between primary teachers' classroom practices and their perceptions about student motivation.

4. There is no significant difference between male and female teachers in respect of their motivation to work, classroom practices and perceptions about student motivation.

5. There is no significant difference between primary teachers possessing different educational qualifications in respect of their motivation to work, classroom practices and perceptions about student motivation.

6. There is no significant difference between primary teachers belonging to different categories of teaching experience in respect of their motivation to work, classroom practices and perceptions about student motivation.

7. There is no significant difference between primary teachers belonging to different types of schools in respect of their motivation to work, classroom practices and perceptions about student motivation.

8. There is no significant difference between primary teachers belonging to DPEP and nonDPEP districts in respect of their motivation to work, classroom practices and perceptions about student motivation.

9. There is no significant difference between married and unmarried primary teachers in respect of their

motivation to work, classroom practices and perceptions about student motivation.

10. There is no significant difference between permanent and temporary primary teachers in respect of their motivation to work, classroom practices and perceptions about student motivation.

11. There is no significant difference between urban and rural primary teachers in respect of their motivation to work, classroom practices and perceptions about student motivation.

12. Teachers' motivation to work do not influence their classroom practices.

13. Teachers' motivation to work do not influence their perceptions about student motivation.

14. Classroom behavioural traits of primary teachers do not influence their motivation to work, classroom practices and perceptions about student motivation.

15. Personality traits of primary teachers do not influence their motivation to work, classroom practices and perceptions about student motivation.

16. No dimension of teacher motivation significantly influence primary teachers' motivation to work.

17. No dimension of classroom practices significantly influence primary teachers' classroom practices.

18. No dimension of student motivation significantly influence perceptions of primary teachers about student motivation.

CHAPTER II

METHOD

This chapter deals with the procedure details of the study. The description of sample selected and the tools used are discussed.

Sample

The sample in the present study constitutes primary school teachers belonging to DPEP and nonDPEP districts. Two districts in Andhra Pradesh have been selected for the study, namely, Vizianagaram and West Godavari districts. Vizianagaram is a first phase DPEP district and West Godavari is a nonDPEP district. The present sample consists of 224 primary teachers drawn from Vizianagaram and West Godavari districts of Andhra Pradesh. The sample is drawn from 68 primary schools. The list of schools is provided in Appendix III.

The present sample consists of primary teachers belonging to DPEP and nonDPEP districts, different types of schools, academic qualification, and teaching experience. In the present sample both male and female; married and unmarried; and permanent and temporary primary teachers are included. The sample is considered to be adequate to test the hypotheses of the study.

Tools

In order to study the impact of teachers' motivation to work on their classroom practices following tools are

developed, through a workshop conducted at M.R. College of Education, Vizianagaram, Andhra Pradesh. Senior faculty members of three DIETs, namely, Umaravalli, Bheemunipatnam and Vizianagaram, have participated in the workshop. Besides DIET faculty, senior faculty members of University Departments of Education and M.R. Colleges of Education also participated in the workshop for developing tools. In the workshop following tools are developed.

1. Teacher Motivation Scale
2. Classroom Practices Scale
3. Classroom Behavioural Traits Scale
4. Student Motivation Scale and
5. Personal Information Schedule

Besides above tools, Personality Traits Scale, developed by Sindhe (1995) is adopted in this study.

Teacher Motivation Scale

Teacher Motivation Scale (TMC) is developed in order to find out the teachers' motivation to work. This is a five point rating scale. There are 57 items in this scale. These items are pertaining to following dimensions.

1. Classroom Teaching (CT)
2. School Administration (SA)
3. Professional Pleasure (PP)
4. Climatic Factors (CF)
5. Interpersonal Relations (IR)
6. Student Behaviour (SB)
7. Societal (Scl)

8. Working Conditions (WC)
9. Professional Development (PD)
10. Personal (Prsl)

The distribution of items into above ten dimensions are shown in table 2.1.

Table 2.1: Distribution of Items in Teacher Motivation Scale

Sl. No.	Dimensions	Number of items
1.	Classroom Teaching (CT)	6
2.	School Administration (SA)	6
3.	Professional Pleasure (PP)	6
4.	Climatic Factors (CF)	6
5.	Interpersonal Relations (IR)	5
6.	Student Behaviour (SB)	6
7.	Societal (Scl)	5
8.	Working Conditions (WC)	6
9.	Professional Development (PD)	6
10.	Personal (Prsl)	5
	Total	57

The description of items in ten dimensions of teacher motivation is as follows.

Classroom Teaching (CT)

Classroom teaching is an important dimension to motivate primary teachers to work. Items included in this

dimension are pertaining to, adequate preparation, innovative techniques, multiple class teaching, over crowded classes and suitable methods of teaching.

School Administration (SA)

School Administration is one of the sources of motivating primary teachers. In this dimension the items pertaining to, head master's attitude, professional guidance of head master, opportunity in decision making, etc., are included.

Professional Pleasure (PP)

Professional Pleasure is considered to be one of the important sources of motivating primary teacher. Items included in this dimension are pertaining to, pleasure in teaching, love of profession, pleasure in guiding students, etc.

Climatic Factors (CF)

Most of the primary teachers would be motivated through climatic factors prevailing in the school. Items included in this dimension are pertaining to, congenial atmosphere, amenities of school, freedom, etc.

Interpersonal Relations (IR)

Interpersonal relations is another source of motivation. Items included in this dimension are pertaining to encouragement from colleagues, attitude of parents, cordial relation with students, relation with higher authorities, etc.

Student Behaviour (SB)

Another important source of motivation among primary teacher is student behaviour. Items included in this dimension are pertaining to creativity among children, discipline, performance of students, attention, etc.

Societal (Scl)

Societal factors play a very important role in motivating a primary teacher. Items included in this dimension are pertaining to, parent teacher associations, village education committees, community resources, etc.

Working Conditions (WC)

Working conditions also play a dominant role in motivation. Hence the items included in this dimension are pertaining to, salary, place of work, advancement schemes, medical facility, work load, etc.

Professional Development (PD)

Most of the primary teachers would be motivated if there is a scope for their professional development. Therefore, the items included in this dimension are pertaining to, teacher centre meetings, inservice training programmes, improvement of academic qualifications, professional organisations, etc.

Personal (Prsl)

Above all, a teacher's personal home conditions also play a very important role in their motivation. The items

included in this dimension are pertaining to, home conditions, success of their children, place of work, etc.

Scoring

The responses are scored according tot he key provided in table 2.2.

Table 2.2: Scoring for Teacher Motivation Scale

Items	Scores for responses				
	SA	A	UD	DA	SDA
Positive	5	4	3	2	1
Negative	1	2	3	4	5

Details of positive and negative items of teacher motivation scale are provided in table 2.3.

Table 2.3: Distribution of Items in Teacher Motivation Scale

Sl. No.	Dimensions	Positive items	Negative items
1.	Classroom Teaching	1,2,3,5	4,6
2.	School Administration	1,2,5	3,4,6
3.	Professional Pleasure	1,2,3,4,5,6	-
4.	Climatic Factors	1,3,4,6	2,5
5.	Interpersonal Relations	1,4,5	2,3
6.	Student Behaviour	1,3,4	2,5,6
7.	Societal	1,2,3,4,5	-
8.	Working Conditions	1,2,3	4,5,6
9.	Professional Development	1,2,3,5,6	4
10.	Personal	1,3,4	2,5

Teacher motivation scale is provided in Appendix-I (Part II).

Classroom Practices Scale

In order to know the classroom practices of primary teachers, classroom practices scale has been developed. This is a five point rating scale. There are 54 items in the scale. These items are pertaining to following dimensions.

1. Child Centred Practices (CCP)
2. Activity Based Teaching (ABT)
3. Use of Operation Black Board Kit (OBK)
4. Use of Support Material (SM)
5. Evaluation Strategies (ES)
6. Remedial Measures (RM)
7. Multigrade Teaching (MT)
8. Use of Local Environment (LE)
9. Display Techniques (DT)
10. AV Aids Utility (AVA)

The distribution of items into above ten dimensions are shown in table 2.4.

Table 2.4:Distribution of Items in Classroom Practices Scale

Sl.No.	Dimensions	Number of items
1	Child Centred Practices (CCP)	5
2	Activity Based Teaching (ABT)	6
3	Use of Operation Black Board Kit (OBK)	6
4	Use of Support Material (SM)	5
5	Evaluation Strategies (ES)	6
6	Remedial Measures (RM)	5
7	Multigrade Teaching (MT)	6
8	Use of Local Environment (LE)	5
9	Display Techniques (DT)	5
10	AV Aids Utility (AVA)	5
	Total	54

The description of items in the dimensions of classroom practices is as follows.

Child Centred Practices (CCP)

This involves the contexts in which child centred practices are used. Items included in this dimension are pertaining to children's needs, individual differences, dividing students into groups, language, etc.

Activity Based Teaching (ABT)

The use of activity based teaching stands for the use of appropriate activities for learning. Items included

in this dimension are pertaining to, listing out learning activities, providing learning activities, learning by doing, etc.

Use of Operation Blackboard Kit (OBK)

This involves the competency of teacher to handle and extent of using operation blackboard kit. The items included in this dimension are pertaining to, familiarity with material, use of the kit for enhancing student participation, inservice training, etc.

Use of Support Material (SM)

In addition to operation blackboard kit, a teacher is required to use support material in the teaching-learning process. The items included in this dimension are pertaining to low cost teaching material, needs and interest of students, cost effectiveness, etc.

Evaluation Strategies (ES)

This involves continuous and comprehensive evaluation which is an integral part of teaching-learning process. The items included in this dimension are pertaining to, stagewise activity evaluation, different types of evaluation techniques, comprehensive evaluation, etc.

Remedial Measures (RM)

This is about the remedial measures followed by teachers in their classes. The items included in this dimension are pertaining to, learning difficulties,

appropriateness of remedial measures, feedback, guidance approach, etc.

Multigrade Teaching (MT)

This is an important classroom practice in the context of single teacher school. The items included in this dimension are pertaining to, time budgeting, space management, planning the content, monitoring, etc.

Use of Local Environment (LE)

This involves the ability of teacher to utilise the locally available resources and environment in teaching-learning process. The items included in this dimension are pertaining to, collection of local resources, field trips, sustaining interest of students, etc.

Display Technique (DT)

A teacher is required to display the material in a classroom to make it more attractive. The items included in this dimension are pertaining to, management of space provided, organising, display, encouraging students, etc.

A.V. Aids Utility (AVA)

Besides using local environment, support material and operation blackboard kit, a teacher is required to utilise A.V. aids to make teaching-learning process more effective. The items included in this dimension are pertaining to, allocation of time, TV/Radio lessons, effective use of audio and video cassettes, etc.

Scoring

The responses are scored according to the key provided in table 2.5.

Table 2.5: Scoring for Classroom Practices Scale

Items	Scores for responses				
	SA	A	UD	DA	SDA
Positive	5	4	3	2	1
Negative	1	2	3	4	5

Details of positive and negative items of classroom practices scale are provided in table 2.6.

Table 2.6:Positive and Negative Items of Classroom Practices Scale

Sl. No.	Dimensions	Positive items	Negative items
1	Child Centred Practices	1,2,3,4,5	-
2	Activity Based Teaching	1,2,3,4,6	5
3	Use of Operation Blackboard Kit	1,2,3,4,5	6
4	Use of Support Material	1,2,3,4,5	-
5	Evaluation Strategies	1,2,3,4,5,6	-
6	Remedial Measures	1,2,3,4,5	-
7	Multigrade Teaching	1,3,4,5,6	2
8	Use of Local Environment	1,2,3,4,5	-
9	Display Techniques	1,2,3,4,5	-
10	AV Aids Utility	1,2,3,4	5

Classroom practices scale is provided in Appendix-I (Part-III).

Classroom Behavioural Traits Scale

In order to know the classroom behavioural traits of primary teachers, classroom behavioural traits scale has been developed. This is a three point scale with high, moderate nad low response continuum. There are fifteen classroom behavioural traits in this scale. A score of 3, 2 andl is given to high, moderate and low responses respectively. This scale is provided in Appendix-I (Part IV).

Personality Traits Scale

In order to know the personality traits of primary teachers, personality traits scale developed by Sindhe (1995) is adopted. This is a five point scale consisting of forty personality traits. This scale is provided in Appendix-I (Part V).

Student Motivation Scale

A student motivation scale has been developed in order to know the perceptions of teachers about areas in which students can be motivated. This is a there point scale consisting of 35 items. All these 35 items are distributed into four dimensions. They are:

1. Pertaining to the School (PS)
2. Pertaining to the Teacher (PT)
3. Pertaining to the Learning Material (PLM)
4. Family Atmosphere and other Factors (FA)

The distribution of items into above four dimensions are shown in table 2.7.

Table 2.7: Distribution of Items in Student Motivation Scale

Sl. No.	Dimensions	Number of items
1.	Pertaining to the School (PS)	8
2.	Pertaining to the Teacher (PT)	13
3.	Pertaining to the Learning Material (PLM)	11
4.	Family Atmosphere and other Factors (FA)	3
	Total	35

A score of 3, 2 and 1 is given to always, sometimes and never responses respectively. This scale is provided in Appendix I (Part VI).

Personal Information Schedule

The personal information schedule is developed in order to obtain the demographic information of teachers like sex, age, marital status, educational qualifications, teaching experience, location of school, type of school, nature of job, etc.

This schedule is developed to study influence of these demographic variables on primary teachers' motivation to work, classroom practices and perceptions about student

motivation. The personal information schedule is provided in Appendix I (Part I).

Procedure

This study has been conducted in three phases.

Phase I : Preliminary work and development of tools

Phase II : Collection of data

Phase III: Analysis of data and report writing

Data Analysis

Following statistical techniques are employed in analysing the data.

1. Means, standard deviations and skewness for all the distributions are computed to know the nature of distribution.

2. Values of 'r' between major variables are computed to know the relationship between teachers' motivation to work, classroom practices and their perceptions about student motivation.

3. Values of 't' are computed to find out significance of difference of means between DPEP and nonDPEP districts; male and female teachers; married and unmarried teachers; and permanent and temporary teachers in respect of their motivation to work, classroom practices and perceptions about student motivation.

4. In order to find out influence of educational qualifications, teaching experience and type of school on teachers' motivation to work, classroom practices and their perceptions about student motivation, one way analysis of variance has been computed.

5. In order to find out the influence of classroom behavioural traits and personality traits of primary teachers on their motivation to work, classroom practices and their perception about student motivation, stepwise multiple regression analysis is carried out.

CHAPTER III

RESULTS

In this chapter, all the hypotheses of the Study are tested and results are presented under five broad sections.

Section one deals with the nature of distribution. Section two deals with the results pertaining to relationship between variables under study. Section three deals with the results pertaining to effect of background variables, such as, gender, educational qualification, teaching experience, type of schools, DPEP-nonDPEP districts, marital status, location of school and nature of job. Section four deals with the results pertaining to influence of teacher motivation. Section five deals with the results pertaining to the influence of behavioural and personality traits of teachers on their motivation to work, classroom practices and perceptions about student motivation.

SECTION-I

Nature of Distribution

In order to know the nature of distribution of all the major variables under the study, descriptive statistics are computed and presented in the following tables.

Table 3.1.1: Showing values of AM, SD, kurtosis and skewness on teacher motivation (N = 224)

	AM	SD	Kurtosis	Skewness
Teacher Motivation Total Score	200.36	26.84	17.90	-3.50

The mean value of total score on teacher motivation scale is found to be 200.36. The standard deviation is 26.84. The skewness (-3.50) of this distribution is negative but the magnitude is negligible.

Table 3.1.2: Showing values of AM, SD, kurtosis and skewness on dimensions of teacher motivation (N = 224)

Dimensions	AM	SD	Kurtosis	Skewness
Classroom Teaching (CT)	20.09	3.36	5.05	-0.79
School Administration (SA)	20.47	3.95	4.76	-1.34
Professional Pleasure (PP)	25.58	3.50	13.01	-2.42
Climatic Factors (CF)	19.95	4.31	8.99	-2.36
Interpersonal Relations (IR)	16.95	3.38	10.08	-2.32
Student Behaviour (SB)	19.97	4.02	10.11	-2.31
Societal (Scl)	18.09	4.39	5.00	-1.66
Working Conditions (WC)	18.32	4.51	5.40	-1.62
Professional Development (PD)	23.11	4.89	11.47	-2.91
Personal (Prsl)	18.35	4.34	9.24	-2.66

The values of mean and standard deviation on all the dimensions of teacher motivation indicate that these distributions are tending to normal. The skewness on all the distribution is found to be negative but the magnitude is negligible.

Table 3.1.3: Showing values of AM, SD, kurtosis and skewness on classroom practices (N = 224)

	AM	SD	Kurtosis	Skewness
Classroom Practices Total Scores	198.70	49.85	11.31	-0.97

The mean value of total score on classroom practices is found to be 198.70 and standard deviation is 49.85. The value of skewness (-0.97) is found to be negative but the magnitude is negligible.

Table 3.1.4: Showing values of AM, SD, kurtosis and skewness on dimensions of classroom practices (N = 224)

	AM	SD	Kurtosis	Skewness
Child Centred Practices (CCP)	20.19	4.78	9.30	-2.72
Activity Based Teaching (ABT)	22.92	5.28	10.92	-3.08
Use of Operation Black Board Kit (OBK)	20.03	3.22	8.27	-2.02
Use of Support Material (SM)	20.02	5.44	7.52	-2.68
Evaluation Strategies (ES)	23.15	5.71	9.73	-2.96
Remedial Measures (RM)	19.38	5.30	6.90	-2.60
Multigrade Teaching (MT)	20.63	5.72	6.22	-2.43
Use of Local Environment (LE)	19.46	4.96	7.27	-2.41
Display Techniques (DT)	19.77	4.98	8.90	-2.83
AV Aids Utility (AVA)	13.15	7.61	-0.71	-0.86

The values of means and standard deviations on all the dimensions of classroom practices indicate that these distribution are tending to normal. The skewness on all the distributions is found to be negative but the magnitude is negligible.

Table 3.1.5: Showing values of AM, SD, kurtosis and skewness on student motivation (N = 224)

Variable	AM	SD	Kurtosis	Skewness
Student Motivation Total Score	86.09	23.50	7.44	-2.77

The mean value of total score on student motivation is found to be 86.09 and standard deviation is 23.50. The value of skewness (-2.77) is found to be negative but the magnitude is negligible.

Table 3.1.6: Showing values of AM, SD, kurtosis and skewness on dimensions of teacher motivation (N = 224)

Dimensions	AM	SD	Kurtosis	Skewness
Pertaining to School (PS)	18.21	6.21	2.13	-1.53
Pertaining to Teacher (PT)	33.25	9.71	6.32	-2.68
Pertaining to Learning Material (PLM)	27.25	7.65	6.82	-2.64
Family Atmosphere and Other Factors (FA)	7.38	2.25	4.22	-2.06

The values of mean and standard deviation on all the dimensions of student motivation indicate that these distributions are tending to normal. The skewness in all the distributions is found to be negative but the magnitude is negligible.

SECTION-II

In this section results pertaining to the relationship between major variables, such as, teacher motivation, classroom practices and perceptions of teachers about student motivation, are presented. There are three hypotheses pertaining to relationships. In order to verify these three hypotheses 'r' values are computed.

Relationship between Teacher Motivation and Classroom Practices

Hypothesis-1

"There is no significant relationship between primary teachers' motivation to work and their classroom practices". This hypothesis is verified and shown in table 3.2.1.

Table 3.2.1: Significance of 'r' between teacher motivation and classroom practices

Variables	N	df	r	p
Teacher Motivation Classroom Practices	224	222	0.63**	0.01

The value of 'r' is significant and hence the hypothesis is rejected. This shows that teacher motivation to work has a high positive relationship with classroom practices.

From table 3.2.2, it is observed that most of the dimensions of teacher motivation are related to each other. However, classroom teaching is found to have no significant relationship with societal, professional development and personal dimensions of teacher motivation. Further it is observed that all the dimensions of teacher motivation have a significant relationship with the total score on teacher motivation. This indicates that all the dimensions are the measures of teacher motivation.

From Table 3.2.3, it is found that most of the dimensions of classroom practices are related to each other. Use of "Operation Blackboard" kit is found to have no significant relationship with child centred practices and display technique. Further it is found that all the dimensions of classroom practices have significant relationship with total score on classroom practices. This shows that all the dimensions are measures of classroom practices of a primary teacher.

From table 3.2.4, it is observed that most of the dimensions of teacher motivation are significantly related to the dimensions of classroom practices. Classroom teaching dimension of teacher motivation is found to have no significant relationship with all the dimensions of classroom practices except the use of audio-visual aids. Similarly use of Operation Blackboard kit has no significant relationship with all the dimensions of teacher motivation.

Table 3.2.2: Correlation matrix for dimensions of teacher motivation

Dimensions	CT	SA	PP	CF	IR	SB	Scl	WC	PD	Prsl	Total
CT	1.00	0.25**	0.24**	0.20*	0.25**	0.20*	0.16	0.23**	0.10	0.03	0.36**
SA		1.00	0.36**	0.36**	0.39**	0.35**	0.20*	0.32**	0.23**	0.31**	0.56**
PP			1.00	0.46**	0.38**	0.35**	0.39**	0.25**	0.36**	0.49**	0.62**
CF				1.00	0.44**	0.40**	0.34**	0.36**	0.39**	0.51**	0.68**
IR					1.00	0.61**	0.45**	0.38**	0.38**	0.43**	0.70**
SB						1.00	0.39**	0.44**	0.43**	0.48**	0.71**
Scl							1.00	0.38**	0.52**	0.44**	0.67**
WC								1.00	0.51**	0.49**	0.67**
PD									1.00	0.66**	0.73**
Prsl										1.00	0.75**
Total											1.00

* Significant at 0.05; ** Significant at 0.01

Table 3.2.3: Correlation matrix for dimensions of classroom practices

Dimensions	CCP	ABT	OBK	SM	ES	RM	MT	LE	DT	AVA	Total
CCP	1.00	0.84**	0.13	0.57**	0.74**	0.68**	0.61**	0.61**	0.63**	0.29**	0.70**
ABT		1.00	0.17*	0.62**	0.77**	0.72**	0.61**	0.50**	0.57**	0.27**	0.72**
OBK			1.00	0.22**	0.17*	0.19*	0.20*	0.19*	0.15	0.21*	0.65**
SM				1.00	0.69**	0.72**	0.62**	0.62**	0.58**	0.26**	0.72**
ES					1.00	0.81**	0.75**	0.67**	0.69**	0.28**	0.77**
RM						1.00	0.73**	0.67**	0.70**	0.29**	0.78**
MT							1.00	0.58**	0.66**	0.31**	0.73**
LE								1.00	0.83**	0.38**	0.73**
DT									1.00	0.36**	0.72**
AVA										1.00	0.51**
Total											1.00

* Significant at 0.05; ** Significant at 0.01

Table 3.2.4: Inter-correlation between dimensions of teacher motivation and classroom practices

Dimensions of classroom practices / Dimensions of teacher motivation	CCP	ABT	OBK	SM	ES	RM	MT	LE	DT	AVA
CT	0.08	0.02	0.04	0.08	0.10	0.12	0.08	0.15	0.12	0.18*
SA	0.29**	0.27**	0.04	0.30**	0.27**	0.33**	0.24**	0.28**	0.30**	0.18*
PP	0.43**	0.39**	0.09	0.46**	0.51**	0.51**	0.42**	0.50**	0.53**	0.12
CF	0.47**	0.40**	0.03	0.40**	0.48**	0.51**	0.47**	0.56**	0.59**	0.29**
IR	0.42**	0.35**	-0.05	0.37**	0.37**	0.39**	0.34**	0.40**	0.45**	0.23**
SB	0.40**	0.40**	0.08	0.40**	0.42**	0.43**	0.43**	0.46**	0.50**	0.29**
Scl	0.39**	0.36**	0.11	0.35**	0.41**	0.39**	0.32**	0.40**	0.45**	0.27**
WC	0.40**	0.38**	0.01	0.44**	0.43**	0.37**	0.32**	0.36**	0.39**	0.30**
PD	0.64**	0.59**	0.14	0.54**	0.58**	0.55**	0.52**	0.48**	0.48**	0.20*
Prsl	0.60**	0.59**	0.08	0.62**	0.64**	0.62**	0.61**	0.56**	0.57**	0.21*

* Significant at 0.05; ** Significant at 0.01

Relationship between teacher motivation and student motivation

Hypothesis-2

The second hypothesis of the study states that there is no significant relationship between primary school teachers' motivation to work and their perceptions about student motivation. This hypothesis is verified and shown in table 3.2.5.

Table 3.2.5: Significance of 'r' between teacher motivation and student motivation

Variables	N	df	r	p
Teacher Motivation Student Motivation	224	222	0.55**	0.01

The value of 'r' is found to be significant and hence the hypothesis is rejected. This indicates that the teachers' motivation to work has a significant positive relationship with their perceptions about student motivation.

Table 3.2.6: Correlation matrix for dimensions of student motivation

Dimensions	PS	PT	PLM	FA	Total
PS	1.00	0.67**	0.68**	0.64**	0.83**
PT		1.00	0.87**	0.76**	0.95**
PLM			1.00	0.85**	0.95**
FA				1.00	0.86**
Total					1.00

* Significant at 0.05; ** Significant at 0.01

It is observed that all the dimensions of student motivation as perceived by primary teachers are related to each other. Further it is found that all the dimensions of student motivation have a significant relationship with total score on student motivation. Thus it is inferred that all the dimensions are the measures of student motivation.

Table 3.2.7: Inter-correlation between dimensions of teacher motivation and student motivation

Dimensions of Student Motivation / Dimensions of Teacher Motivation	PS	PT	PLM	FA
CT	0.00	0.11	0.10	0.08
SA	0.20*	0.29**	0.31**	0.26**
PP	0.14	0.39**	0.42**	0.37**
CF	0.30**	0.41**	0.41**	0.41**
IR	0.29**	0.41**	0.45**	0.37**
SB	0.33**	0.45**	0.43**	0.41**
Scl	0.18*	0.32**	0.37**	0.33**
WC	0.27**	0.34**	0.32**	0.26**
PD	0.28**	0.40**	0.42**	0.37**
Prsl	0.29**	0.44**	0.46**	0.36**

* Significant at 0.05; ** Significant at 0.01

It is found that most of the dimensions of teacher motivation are significantly related to the dimensions of

student motivation. Classroom teaching dimension of teacher motivation has no significant relationship with all the dimensions of student motivation.

Relationship between classroom practices and student motivation

Hypothesis-3

The third hypothesis of the study states that there is no significant relationship between primary teachers' classroom practices and their perceptions about student motivation. This hypothesis is verified and shown in table 3.2.8.

Table 3.2.8: Significance of 'r' between classroom practices and student motivation

Variables	N	df	r	p
Classroom Practices Student Motivation	224	222	0.57**	0.01

The value of 'r' is found to be significant and hence the hypothesis is rejected. This implies that there is a significant positive relationship between classroom practices of primary teachers and their perceptions about student motivation.

Table 3.2.9: Inter-correlation between dimensions of classroom practices and student motivation

Dimensions of Student Motivation / Dimensions of Classroom Practices	PS	PT	PLM	FA
CCP	0.35*	0.43*	0.48*	0.45*
ABT	0.32*	0.39*	0.45*	0.38*
OBK	0.14	0.12	0.15	0.16
SM	0.40*	0.44*	0.49*	0.48*
ES	0.36*	0.50*	0.56*	0.53*
RM	0.37*	0.50*	0.54*	0.49*
MT	0.41*	0.49*	0.52*	0.50*
LE	0.53*	0.58*	0.62*	0.58*
DT	0.52*	0.63*	0.68*	0.66*
AVA	0.29*	0.27*	0.30*	0.29*

* Significant at 0.01

It is found that most of the dimensions of classroom practices are significantly related to the dimensions of student motivation. Use of Operation Blackboard kit is found to have no significant relationship with all the dimensions of student motivation.

SECTION-III

In this study following background variables are considered.

1. Gender
2. Educational Qualifications
3. Teaching Experience
4. Type of School
5. DPEP and Non-DPEP Districts
6. Marital Status
7. Nature of Job and
8. Location of School

The results pertaining to the influence of these background variables on teacher motivation, classroom practices and student motivation are presented in this section.

Gender

In order to know the influence of gender on teacher motivation, classroom practices and student motivation, 't' values are computed.

Hypothesis-4

The fourth hypothesis of the study states that there is no significant difference between male and female teachers in respect of their motivation to work, classroom practices and perceptions about student motivation. This hypothesis is verified and shown in table 3.3.1.

Table 3.3.1: Significance of 't' between male and female teachers in respect of teacher motivation, classroom practices and student motivation

Variable	Category	AM	SD	N	df	't'
Teacher Motivation	Male	201.50	26.74	103	222	0.59
	Female	199.39	27.00	121		
Classroom Practices	Male	206.86	50.42	103	222	2.28*
	Female	191.75	48.48	121		
Student Motivation	Male	87.49	18.18	103	222	0.85
	Female	84.90	27.24	121		

* Significant

The value of 't' is found to be significant between male and female teachers in respect of their classroom practices, whereas it is not significant in respect of their motivation and perceptions about student motivation. From this it may be implied that male teachers do differ from their female counterparts in classroom practices. Male teachers are found to be more effective in their classroom practices when compared to female teachers.

Table 3.3.2: Values of 't' between male and female teachers in dimensions of teacher motivation

Dimensions	Category	AM	SD	N	df	't'
CT	Male	20.33	3.62	103	222	0.98
	Female	19.88	3.12	121		
SA	Male	20.38	4.18	103	222	0.33
	Female	20.55	3.76	121		
PP	Male	25.49	3.71	103	222	0.37
	Female	25.66	3.32	121		
CF	Male	19.84	4.28	103	222	0.36
	Female	20.04	4.35	121		
IR	Male	17.31	3.67	103	222	1.47
	Female	16.64	3.09	121		
SB	Male	20.66	3.90	103	222	2.41*
	Female	19.38	4.04	121		
Scl	Male	17.79	4.56	103	222	0.93
	Female	18.34	4.24	121		
WC	Male	18.52	4.81	103	222	0.63
	Female	18.14	4.25	121		
PD	Male	23.29	5.26	103	222	0.52
	Female	22.95	4.56	121		
Prsl	Male	18.11	4.38	103	222	0.78
	Female	18.56	4.31	121		

* Significant

The value of 't' between male and female teachers is significant in respect of student behaviour dimension of teacher motivation. Further it is found that 't' is not significant for the rest of the dimensions of teacher motivation. Hence it may be inferred that male teachers do differ from their female counterparts in getting motivation through student behaviour. Further it is observed that male teachers are more motivated through student behaviour than their female counterparts.

From table 3.3.3, it is observed that the value of 't' is not significant between male and female teachers in all the dimensions of classroom practices except use of audio-visual aids. Hence male and female teachers do differ from each other in their use of audio-visual aids. Further male teachers are found to be superior to their female counterparts in using audio-visual aids in a classroom situation.

Table 3.3.3: Values of 't' between male and female teachers in dimensions of classroom practices

Dimensions	Category	AM	SD	N	df	't'
CCP	Male	20.75	4.19	103	222	1.64
	Female	19.72	5.21	121		
ABT	Male	23.18	4.45	103	222	0.65
	Female	22.71	5.91	121		
OBK	Male	22.91	32.37	103	222	1.61
	Female	17.58	9.92	121		
SM	Male	20.36	4.83	103	222	0.87
	Female	19.73	5.91	121		
ES	Male	23.44	5.23	103	222	0.69
	Female	22.91	6.10	121		
RM	Male	19.93	4.80	103	222	1.45
	Female	18.90	5.70	121		
MT	Male	21.29	5.15	103	222	1.62
	Female	20.06	6.12	121		
LE	Male	19.65	4.17	103	222	0.52
	Female	19.31	5.56	121		
DT	Male	20.23	3.99	103	222	1.33
	Female	19.37	5.67	121		
AVA	Male	15.13	5.88	103	222	3.79*
	Female	11.47	8.48	121		

* Significant

Table 3.3.4: Values of 't' between male and female teachers in dimensions of student motivation

Dimensions	Category	AM	SD	N	df	't'
PS	Male	18.95	5.15	103	222	1.65
	Female	17.59	6.95	121		
PT	Male	33.61	7.66	103	222	0.51
	Female	32.95	11.19	121		
PLM	Male	27.33	6.06	103	222	0.15
	Female	27.17	8.80	121		
FA	Male	7.59	1.85	103	222	1.33
	Female	7.19	2.54	121		

The value of 't' is not significant between male and female teachers in all the dimensions of student motivation. This implies that male and female teachers do not differ in their perceptions about student motivation.

Educational Qualifications

The educational qualifications of primary teachers are divided into following five categories.

1. Non-graduate
2. Graduate/Post-graduate
3. Non-graduate with TTC
4. Graduate/Post-graduate with TTC
5. Graduate/Post-graduate with B.Ed.

In order to know the influence of qualifications of primary teachers on their motivation to work, classroom practices and perceptions about student motivation, one way analysis of variance is computed.

Hypothesis-5

The fifth hypothesis of the study states that there is no significant difference between primary teachers possessing different educational qualification in respect of their motivation to work, classroom practices and perceptions about student motivation. This hypothesis is verified and shown in tables 3.3.5, 3.3.6 and 3.3.7.

Table 3.3.5: Significance of 'F' for qualification in respect of teacher motivation

Source	df	Sum of squares	Mean squares	F Ratio	F Prob.
Between Groups	4	25264.59	6316.15	10.22	0.00
Within Groups	219	135382.84	618.19		
Total	223	160647.43			

The value of 'F' is found to be significant. Hence it may be inferred that there is a significant difference between the groups of teachers' educational qualification in respect of their motivation to work. The qualification of primary teachers is found to have influence on their motivation to work.

Table 3.3.6: Significance of 'F' for qualification in respect of classroom practices

Source	df	Sum of squares	Mean squares	F Ratio	F Prob.
Between Groups	4	69488.96	17372.24	7.85	0.00
Within Groups	219	484583.99	2212.71		
Total	223	554072.96			

The value of 'F' is significant. This indicates that there is significant difference between the groups of teachers' educational qualifications in respect of their classroom practices. Hence the qualification of teachers is influencing their classroom practices.

Table 3.3.7: Significance of 'F' for qualification in respect of student motivation

Source	df	Sum of squares	Mean squares	F Ratio	F Prob.
Between Groups	4	6492.92	1623.23	3.05	0.018
Within Groups	219	116631.30	532.56		
Total	223	123124.21			

The value of 'F' is found to be not significant. This implies that there is no significant difference between the groups of teachers' educational qualifications in respect of their perception about student motivation. Qualification of primary teachers has no influence on their perceptions about student motivation.

Table 3.3.8: Values of 'F' for qualification in respect of dimensions of teacher motivation

(Df: Between groups-4; Within groups-219; Total-223)

Dimensions	F
Classroom Teaching (CT)	1.06
School Administration (SA)	2.59
Professional Pleasure (PP)	8.08*
Climatic Factors (CF)	5.71*
Interpersonal Relations (IR)	3.24
Student Behaviour (SB)	7.58*
Societal (Scl)	4.56*
Working Conditions (WC)	3.03
Professional Development (PD)	6.48*
Personal (Prsl)	9.86*

* Significant

The value of 'F' is significant between groups of qualifications of primary teachers in respect of professional pleasure, climatic factors, student behaviour, societal, professional development and personal dimensions of teacher motivation to work.

Table 3.3.9: Values of 'F' for qualification in respect of dimensions of classroom practices

(Df: Between groups-4; Within groups-219; Total-223)

Dimensions	F
Child Centred Practices (CCP)	6.50*
Activity Based Teaching (ABT)	6.37*
Use of Operation Black Board Kit (OBK)	2.41
Use of Support Material (SM)	7.56*
Evaluation Strategies (ES)	7.49*
Remedial Measures (RM)	6.52*
Multigrade Teaching (MT)	6.99*
Use of Local Environment (LE)	7.23*
Display Techniques (DT)	6.95*
AV Aids Utility (AVA)	4.85*

The value of 'F' is significant in all the dimensions of classroom practices except use of operation blackboard kit. Qualification of primary teacher is influencing their child centred practices, activity based teaching, use of support material, evaluation strategies, remedial measures, multigrade teaching, use of local environment, display technique and use of A.V. aids.

Table 3.3.10:Values of 'F' for qualifications in respect of dimensions of student motivation

(Df: Between groups-4; Within groups-219; Total-223)

Dimensions	F
Pertaining to the School (PS)	2.62
Pertaining to the Teacher (PT)	3.66
Pertaining to the Learning Material (PLM)	1.92
Family Atmosphere (FA)	4.18*

The value of 'F' is found to be not significant for all the dimensions of student motivation except family atmosphere. This shows that educational qualification of primary teachers is influencing their perceptions about family atmosphere dimension of student motivation.

Teaching Experience

The teaching experience of primary teachers is divided into following categories.

1. < 2 years
2. 2-5 years
3. 6-10 years
4. 11-15 years
5. 16-20 years
6. > 20 years

In order to find out the influence of teaching experience of primary teachers on their motivation to work,

classroom practices and perceptions about student motivation one way analysis of variance is computed.

Hypothesis-6

The sixth hypothesis of the study states that there is no significant difference between primary teachers belonging to different categories of teaching experience in respect of their motivation to work, classroom practices and perceptions about student motivation. This hypothesis is verified and presented in tables 3.3.11, 3.3.12 and 3.3.13.

Table 3.3.11: Significance of 'F' for teaching experience in respect of teacher motivation

Source	df	Sum of squares	Mean squares	F Ratio	F Prob.
Between Groups	5	6374.45	1274.89	1.79	0.12
Within Groups	217	154253.91	710.85		
Total	222	160628.36			

The value of 'F' is found to be not significant. Hence it may be inferred that there is no significant difference between the groups of teachers' teaching experience in respect of their motivation to work. The teaching experience of primary teachers has no influence on their motivation to work.

Table 3.3.12: Significance of 'F' for teaching experience in respect of classroom practices

Source	df	Sum of squares	Mean squares	F Ratio	F Prob.
Between Groups	5	30341.61	6068.32	2.52	0.031
Within Groups	217	523603.11	2412.92		
Total	222	553944.72			

The value of 'F' is found to be not significant and hence it may be inferred that there is no significant difference between the groups of teachers' teaching experience in respect of their classroom practices. Teaching experience of primary teachers is found have no influence on their classroom practices.

Table 3.3.13: Significance of 'F' for teaching experience in respect of student motivation

Source	df	Sum of squares	Mean squares	F Ratio	F Prob.
Between Groups	5	3578.79	715.76	1.3	0.265
Within Groups	217	119497.46	550.68		
Total	222	123076.24			

The value of 'F' for teaching experience is found to be not significant. This shows that there is no significant difference between the groups of teachers' teaching experience in respect of their perceptions about student

motivation. The teaching experience of primary teachers has no influence on their perceptions about student motivation.

Table 3.3.14: Values of 'F' for teaching experience in respect of dimensions of teacher motivation

(Df: Between groups-5; Within groups-217; Total-222)

Dimensions	F
Classroom Teaching (CT)	0.59
School Administration (SA)	0.59
Professional Pleasure (PP)	1.87
Climatic Factors (CF)	2.44
Interpersonal Relations (IR)	1.01
Student Behaviour (SB)	1.95
Societal (Scl)	1.28
Working Conditions (WC)	0.42
Professional Development (PD)	1.45
Personal (Prsl)	1.46

The values of 'F' are found to be not significant for teachers' teaching experience in respect of all the dimensions of teacher motivation. This shows that teachers' teaching experience has no influence on any of the dimensions of teacher motivation.

Table 3.3.15: Values of 'F' for teaching experience in respect of dimensions of classroom practices
(Df: Between groups-5; Within groups-217; Total-222)

Dimensions	F
Child Centred Practices (CCP)	1.30
Activity Based Teaching (ABT)	1.49
Use of Operation Black Board Kit (OBK)	1.30
Use of Support Material (SM)	2.05
Evaluation Strategies (ES)	2.24
Remedial Measures (RM)	2.12
Multigrade Teaching (MT)	1.30
Use of Local Environment (LE)	2.15
Display Techniques (DT)	1.90
AV Aids Utility (AVA)	1.50

The values of 'F' are found to be not significant. This indicates that there is no significant difference between groups of teachers' teaching experience in respect of all the dimensions of classroom practices. Teaching experience of teachers found to have no influence on any of the dimensions of classroom practices.

Table 3.3.16: Values of 'F' for teaching experience in respect of dimensions of student motivation
(Df: Between groups-5; Within groups-217; Total-222)

Dimensions	F
Pertaining to the School (PS)	0.97
Pertaining to the Teacher (PT)	1.65
Pertaining to the Learning Material (PLM)	0.69
Family Atmosphere (FA)	2.24

All the values of 'F' are found to be not significant. This shows that there is no significant difference between the groups of teachers' teaching experience in respect of their perceptions about student motivation. Teaching experience of primary teachers has no influence on their perceptions about student motivation.

Type of School

The following types of schools are taken into consideration in the study.

1. Government
2. Private Aided
3. Private Unaided

In order to find out the influence of type of school on primary teachers' motivation to work, their classroom practices and perceptions about student motivation one way analysis of variance is computed.

Hypothesis-7

The seventh hypothesis of the study states that there is no significant difference between primary teachers belonging to different types of schools in respect of their motivation to work, classroom practices and perception about student motivation. This hypothesis is verified and shown in tables 3.3.17, 3.3.18 and 3.3.19.

Table 3.3.17: Significance of 'F' for type of school in respect of teacher motivation

Source	df	Sum of squares	Mean squares	F Ratio	F Prob.
Between Groups	2	40.72	20.36	0.89	0.412
Within Groups	221	5060.02	22.90		
Total	223	5100.75			

It is observed that the value of 'F' is not ignificant. This implies that there is no significant difference between groups of primary teachers belonging to different types of schools in respect of their motivation to work. The type of school to which a primary teacher belongs has no influence on their motivation to work.

Table 3.3.18: Significance of 'F' for type of school in respect of classroom practices

Source	df	Sum of squares	Mean squares	F Ratio	F Prob.
Between Groups	2	5325.30	2662.65	1.07	0.344
Within Groups	221	548747.66	2483.02		
Total	223	554072.96			

The value of 'F' is not significant and hence it may be inferred that there is no significant difference between primary teachers belonging to different types of schools in respect of their classroom practices. The type of school has no influence on classroom practices of primary teachers.

Table 3.3.19: Significance of 'F' for type of school in respect of student motivation

Source	df	Sum of squares	Mean squares	F Ratio	F Prob.
Between Groups	2	583.04	291.52	0.53	0.591
Within Groups	221	122541.17	554.49		
Total	223	123124.21			

The value of 'F' is not significant. Hence it may be implied that there is no significant difference between groups of primary teachers belonging to different type of schools in respect of their perceptions about student motivation. Type of school is found to have no influence on perceptions of primary teachers about student motivation.

Table 3.3.20: Values of 'F' for type of school in respect of dimensions of teacher motivation
(Df: Between groups-2; Within groups-221; Total-223)

Dimensions	F
Classroom Teaching (CT)	3.10
School Administration (SA)	0.65
Professional Pleasure (PP)	0.69
Climatic Factors (CF)	3.59
Interpersonal Relations (IR)	1.54
Student Behaviour (SB)	1.48
Societal (Scl)	2.64
Working Conditions (WC)	0.42
Professional Development (PD)	2.57
Personal (Prsl)	0.32

The values of 'F' for all the dimensions of teacher motivation are found to be not significant. This indicates that there is no significant difference between primary teachers belonging to different type of schools in respect of all the dimensions of teacher motivation to work. The type of school has no influence on any one of the dimensions of teacher motivation to work.

Table 3.3.21: Values of 'F' for type of school in respect of dimensions of classroom practices
(Df: Between groups-2; Within groups-221; Total-223)

Dimensions	F
Child Centred Practices (CCP)	0.89
Activity Based Teaching (ABT)	1.48
Use of Operation Black Board Kit (OBK)	0.29
Use of Support Material (SM)	0.78
Evaluation Strategies (ES)	0.65
Remedial Measures (RM)	0.78
Multigrade Teaching (MT)	0.89
Use of Local Environment (LE)	0.66
Display Techniques (DT)	0.63
AV Aids Utility (AVA)	0.53

All the values of 'F' are found to be not significant. Hence it may be said that there is no significant difference between groups of primary teachers belonging to different type of schools in respect of all the dimensions of classroom practices. Type of school has no influence on any one of the dimension of classroom practices.

Table 3.3.22: Values of 'F' for type of school in respect of dimensions of student motivation
(Df: Between groups-2; Within groups-221; Total-223)

Dimensions	F
Pertaining to the School (PS)	0.55
Pertaining to the Teacher (PT)	0.36
Pertaining to the Learning Material (PLM)	0.73
Family Atmosphere (FA)	0.89

All the values of 'F' are found to be not significant. This shows that there is no significant difference between groups of primary teachers belonging to different type of schools in respect of all the dimensions of their perceptions about student motivation. Type of school has no influence on any one of the dimensions of student motivation.

DPEP and NonDPEP Districts

In order to find out significance of difference of means between teachers working DPEP and nonDPEP districts, values of 't' are computed for teacher motivation to work, classroom practices and student motivation.

Hypothesis 8

The eighth hypothesis of the study states that there is no significant difference between primary teachers belonging to DPEP and nonDPEP districts in respect of their

motivation to work, classroom practices and perceptions about student motivation. This hypothesis is verified and shown in table 3.3.23.

Table 3.3.23: Significance of 't' between DPEP and Non-DPEP districts in respect of teacher motivation, classroom practices and student motivation

Variable	Category	AM	SD	N	df	't'
Teacher Motivation	DPEP	199.21	28.72	184	222	2.05*
	NonDPEP	205.65	14.66	40		
Classroom Practices	DPEP	195.60	54.22	184	222	3.89*
	NonDPEP	212.98	12.68	40		
Student Motivation	Male	84.92	25.45	184	222	2.76*
	NonDPEP	91.45	9.07	40		

* Significant

The values of 't', between primary teachers of DPEP and nonDPEP in respect of their motivation to work, classroom practices and perception about student motivation, are found to be significant. This indicates that there is significant difference between primary teachers of DPEP and nonDPEP districts in respect of their motivation to work, classroom practices and perceptions about student motivation. Further it is interesting to notice that teachers belonging to nonDPEP districts are superior to their DPEP counterparts in their motivation to work classroom practices and perception about student motivation.

Table 3.3.24: Values of 't' between DPEP and nonDPEP in respect of dimensions of teacher motivation

Dimensions	Category	AM	SD	N	df	't'
CT	DPEP	19.76	3.33	184	222	3.37*
	NonDPEP	21.60	3.09	40		
SA	DPEP	20.31	3.99	184	222	1.40
	NonDPEP	21.23	3.69	40		
PP	DPEP	25.53	3.69	184	222	0.56
	NonDPEP	25.80	2.46	40		
CF	DPEP	19.83	4.61	184	222	1.30
	NonDPEP	20.50	2.49	40		
IR	DPEP	16.83	3.64	184	222	1.72
	NonDPEP	17.48	1.65	40		
SB	DPEP	19.60	4.17	184	222	3.93*
	NonDPEP	21.65	2.56	40		
Scl	DPEP	18.15	4.67	184	222	0.63
	NonDPEP	17.80	2.75	40		
WC	DPEP	18.01	4.61	184	222	2.56*
	NonDPEP	19.75	3.73	40		
PD	DPEP	23.13	5.21	184	222	0.16
	NonDPEP	23.03	3.01	40		
Prsl	DPEP	18.19	4.63	184	222	1.73
	NonDPEP	19.10	2.53	40		

* Significant

The value of 't' is found to be significant between primary teachers working in DPEP and nonDPEP districts in respect of classroom teaching, student behaviour and working conditions dimensions of teacher motivation. This indicates that teachers in DPEP district do differ from their nonDPEP counterparts in the above mentioned dimensions. Further it is observed that nonDPEP teachers are better motivated through classroom teaching, student behaviour and working condition than DPEP teachers.

From table 3.3.25, it is observed that the value of 't' between DPEP and nonDPEP is found to be significant in use of support material, evaluation strategies, remedial measures, multigrade teaching, use of local environment, display technique and AV aids utility dimension of classroom practices. This shows that primary teachers of DPEP district do differ from their nonDPEP counterparts in above dimensions. Further it is observed that nonDPEP teachers are better than their DPEP counterparts in all the above mentioned dimensions of classroom practices.

Table 3.3.25: Values of 't' between DPEP and NonDPEP in respect of dimensions of classroom practices

Dimensions	Category	AM	SD	N	df	't'
CCP	DPEP	20.05	5.19	184	222	1.63
	NonDPEP	20.85	1.96	40		
ABT	DPEP	22.77	5.61	184	222	1.26
	NonDPEP	23.63	3.94	40		
OBK	DPEP	19.36	25.54	184	222	1.94
	NonDPEP	23.13	3.11	40		
SM	DPEP	19.70	5.81	184	222	2.92*
	NonDPEP	21.50	2.81	40		
ES	DPEP	22.86	6.10	184	222	2.41*
	NonDPEP	24.48	3.14	40		
RM	DPEP	19.05	5.76	184	222	3.69*
	NonDPEP	20.88	1.60	40		
MT	DPEP	20.29	6.18	184	222	3.34*
	NonDPEP	22.18	2.11	40		
LE	DPEP	19.22	5.38	184	222	2.74*
	NonDPEP	20.58	1.85	40		
DT	DPEP	19.55	5.30	184	222	1.98*
	NonDPEP	20.75	2.92	40		
AVA	DPEP	12.75	7.94	184	222	2.16*
	NonDPEP	15.03	5.54	40		

* Significant

Table 3.3.26: Values of 't' between DPEP and NonDPEP in respect of dimensions of student motivation

Dimensions	Category	AM	SD	N	df	't'
PS	DPEP	18.01	6.61	184	222	1.48
	NonDPEP	19.15	3.77	40		
PT	DPEP	32.53	10.48	184	222	4.37*
	NonDPEP	36.58	3.22	40		
PLM	DPEP	27.06	8.24	184	222	1.21
	NonDPEP	28.10	3.84	40		
FA	DPEP	7.32	2.39	184	222	1.03
	NonDPEP	7.63	1.50	40		

The value of 't' is significant in student motivation dimension pertaining to the teacher. This implies that primary teachers in DPEP district do differ from their nonDPEP counterparts in their perception about student motivation pertaining to teacher. Further nonDPEP teachers perceived that the dimension pertaining to teacher is more effective in motivating students, when compared to their DPEP counterparts.

Marital Status

In order to find out influence of marital status on teacher motivation, classroom practices and perceptions of teachers about student motivation, 't' values are computed.

Hypothesis-9

The ninth hypothesis of the study states that there is no significant difference between married and unmarried teachers in respect of their motivation to work, classroom practices and perceptions about student motivation. This hypothesis is tested and shown in table 3.3.27.

Table 3.3.27: Significance of 't' between married and unmarried in respect of teacher motivation, classroom practices and student motivation

Variables	Category	AM	SD	N	df	't'
Teacher Motivation	Married	199.33	27.25	202	222	2.14*
	Unmarried	209.77	21.01	22		
Classroom Practices	Married	196.75	49.40	202	222	1.72
	Unmarried	216.59	51.51	22		
Student Motivation	Male	86.05	22.84	202	222	0.07
	Unmarried	86.50	29.53	22		

* Significant

The value of 't' between married and unmarried teachers is significant in respect of their motivation to work. This implies that married primary teachers do differ significantly from their unmarried counterparts in their motivation to work. Marital status of teachers has influence on their motivation to work. Further unmarried teachers are found to be more motivated to work than their married counterparts.

Table 3.3.28: Values of 't' between married and unmarried in respect of dimensions of teacher motivation

Dimensions	Category	AM	SD	N	df	't'
CT	Married	19.95	3.30	202	222	1.80
	Unmarried	21.41	3.66	22		
SA	Married	20.34	3.91	202	222	1.49
	Unmarried	21.73	4.18	22		
PP	Married	25.51	3.58	202	222	1.27
	Unmarried	26.27	2.59	22		
CF	Married	19.88	4.16	202	222	0.54
	Unmarried	20.55	5.58	22		
IR	Married	16.85	3.36	202	222	1.31
	Unmarried	17.86	3.48	22		
SB	Married	19.91	4.11	202	222	0.90
	Unmarried	20.55	3.04	22		
Scl	Married	18.03	4.42	202	222	0.60
	Unmarried	18.59	4.13	22		
WC	Married	18.23	4.57	202	222	0.95
	Unmarried	19.09	3.94	22		
PD	Married	22.93	5.01	202	222	2.47*
	Unmarried	24.77	3.10	22		
Prsl	Married	18.29	4.47	202	222	0.97
	Unmarried	18.96	2.85	22		

* Significant

The value of 't' are found to be not significant in all the dimensions of teacher motivation except professional development. This shows that married and unmarried teachers do not differ from each other in any one of the dimensions of teacher motivation except professional development.

Table 3.3.29: Values of 't' between married and unmarried in respect of dimensions of classroom practices

Dimensions	Category	AM	SD	N	df	't'
CCP	Married	19.96	4.92	202	222	3.83*
	Unmarried	22.36	2.46	22		
ABT	Married	22.74	5.47	202	222	2.76*
	Unmarried	24.59	2.58	22		
OBK	Married	19.28	19.51	202	222	0.79
	Unmarried	26.96	45.01	22		
SM	Married	19.94	5.48	202	222	0.73
	Unmarried	20.77	5.07	22		
ES	Married	22.96	5.92	202	222	2.72*
	Unmarried	24.91	2.74	22		
RM	Married	19.20	5.51	202	222	2.92*
	Unmarried	21.00	2.25	22		
MT	Married	20.62	5.73	202	222	0.05
	Unmarried	20.68	5.69	22		
LE	Married	19.27	5.10	202	222	2.70*
	Unmarried	21.23	2.94	22		
DT	Married	19.70	4.97	202	222	0.59
	Unmarried	20.36	5.08	22		
AVA	Married	13.09	7.56	202	222	0.37
	Unmarried	13.73	8.22	22		

* Significant

The value of 't' between married and unmarried is found to be significant in child centred practices, activity based teaching, evaluation strategies, remedial measures and use of local environment. This shows that married teachers do differ from their unmarried counterparts in above dimension of classroom practices. Further unmarried teachers are found to be superior to their married counterparts in all the above mentioned dimensions of classroom practices.

Table 3.3.30: Values of 't' between married and unmarried in respect of dimensions of student motivation

Dimensions	Category	AM	SD	N	df	't'
PS	Married	18.05	6.13	202	222	1.13
	Unmarried	19.77	6.89	22		
PT	Married	33.29	9.57	202	222	0.15
	Unmarried	32.91	11.24	22		
PLM	Married	27.33	7.44	202	222	0.42
	Unmarried	26.46	9.55	22		
FA	Married	7.38	2.20	202	222	0.02
	Unmarried	7.36	2.74	22		

The values of 't' are found to be not significant. Hence it may be inferred that married teachers do not differ significantly from their unmarried counterparts in respect of all the dimensions of student motivation.

Nature of Job

In order to find out influence of nature of job on teacher motivation, classroom practices and student motivation, values of 't' are computed.

Hypothesis-10

The tenth hypothesis of the study states that there is no significant difference between permanent and temporary teachers in respect of their motivation to work, classroom practices and perceptions about student motivation. This hypothesis is verified and shown in table 3.3.31.

Table 3.3.31: Significance of 't' between permanent and temporary teachers in respect of teacher motivation, classroom practices and student motivation

Variables	Category	AM	SD	N	df	't'
Teacher Motivation	Permanent	200.04	27.04	218	222	1.78
	Temporary	211.83	15.56	6		
Classroom Practices	Permanent	198.36	50.41	218	222	2.47*
	Temporary	211.17	9.58	6		
Student Motivation	Male	85.95	23.76	218	222	1.22
	Temporary	91.33	10.03	6		

* Significant

The value of 't' is significant in classroom practices and hence permanent teachers do differ from their temporary counterparts in their classroom practices. Further temporary teachers are better in classroom practices than permanent teachers.

Table 3.3.32: Values of 't' between permanent and temporary teachers in respect of dimensions of teacher motivation

Dimensions	Category	AM	SD	N	df	't'
CT	Permanent	20.02	3.33	218	222	1.61
	Temporary	22.50	3.73	6		
SA	Permanent	20.40	3.96	218	222	2.43*
	Temporary	23.00	2.53	6		
PP	Permanent	25.58	3.53	218	222	0.10
	Temporary	25.50	1.98	6		
CF	Permanent	19.90	4.33	218	222	1.17
	Temporary	21.50	3.27	6		
IR	Permanent	16.95	3.40	218	222	0.27
	Temporary	16.67	2.50	6		
SB	Permanent	19.96	4.05	218	222	0.17
	Temporary	20.17	2.93	6		
Scl	Permanent	18.07	4.40	218	222	0.33
	Temporary	18.67	4.32	6		
WC	Permanent	18.25	4.53	218	222	2.10*
	Temporary	20.83	2.93	6		
PD	Permanent	23.04	4.91	218	222	1.82
	Temporary	25.67	3.45	6		
Prsl	Permanent	18.38	4.38	218	222	0.98
	Temporary	17.33	2.50	6		

* Significant

The value of 't' is significant between permanent and temporary teachers in respect of school administration and working conditions. This indicates that permanent teachers do differ from their temporary counterparts in school administration and working conditions dimensions of motivation to work. Further temporary teachers are found to be more motivated to work through school administration and working conditions compared to permanent teachers.

From table 3.3.33, it is found that, the value of 't' is significant in remedial measures and use of local environment. Hence it may be inferred that permanent teachers do differ from their temporary counterparts in remedial instruction and use of local environment. Further temporary teachers are found to be superior to their permanent counterparts in remedial measures and use of local environment.

Table 3.3.33: Values of 't' between permanent and temporary teachers in respect of dimensions of classroom practices

Dimensions	Category	AM	SD	N	df	't'
CCP	Permanent	20.16	4.84	218	222	1.49
	Temporary	21.33	1.75	6		
ABT	Permanent	22.87	5.33	218	222	1.76
	Temporary	25.00	2.83	6		
OBK	Permanent	19.96	23.53	218	222	1.13
	Temporary	22.67	4.37	6		
SM	Permanent	19.99	5.50	218	222	1.29
	Temporary	21.17	2.04	6		
ES	Permanent	23.12	5.78	218	222	1.69
	Temporary	24.50	1.76	6		
RM	Permanent	19.34	5.37	218	222	2.69*
	Temporary	20.67	0.82	6		
MT	Permanent	20.62	5.76	218	222	0.02
	Temporary	20.67	4.37	6		
LE	Permanent	19.43	5.02	218	222	2.28*
	Temporary	20.67	1.03	6		
DT	Permanent	19.75	5.04	218	222	0.95
	Temporary	20.50	1.76	6		
AVA	Permanent	13.13	7.64	218	222	0.30
	Temporary	14.00	6.93	6		

* Significant

Table 3.3.34: Values of 't' between permanent and temporary teachers in respect of dimensions of student motivation

Dimensions	Category	AM	SD	N	df	't'
PS	Permanent	18.21	6.26	218	222	0.17
	Temporary	18.50	4.23	6		
PT	Permanent	33.18	9.82	218	222	1.66
	Temporary	35.83	3.55	6		
PLM	Permanent	27.21	7.72	218	222	0.82
	Temporary	28.67	4.18	6		
FA	Permanent	7.35	2.28	218	222	2.68*
	Temporary	8.33	0.82	6		

* Significant

The value of 't' is significant in family atmosphere. This shows that permanent teachers do differ from their temporary counterparts in their perceptions about family atmosphere as a factor of motivating students. Temporary teachers, when compared to permanent teachers, perceived family atmosphere as an important factor in student motivation.

Location of School

In order to find out influence of location of school on teacher motivation, classroom practices and student motivation, values of 't' are computed.

Hypothesis 11

The eleventh hypothesis of the study states that there is no significant difference between urban and rural primary teachers in respect of their motivation to work, classroom practices and perceptions about student motivation. This hypothesis is verified and shown in table 3.3.35.

Table 3.3.35: Significance of 't' between urban and rural teachers in respect of teacher motivation, classroom practices and student motivation

Variables	Category	AM	SD	N	df	't'
Teacher Motivation	Urban	196.34	37.27	56	222	1.02
	Rural	201.70	22.30	168		
Classroom Practices	Urban	191.20	63.25	56	222	1.10
	Rural	201.20	44.44	168		
Student Motivation	Urban	83.93	28.71	56	222	0.69
	Rural	86.81	21.54	168		

The value of 't' is not significant and hence the hypothesis is accepted. This shows that there is no significant difference between urban and rural primary teachers in respect of their motivation to work, classroom practices and perceptions about student motivation.

Table 3.3.36: Values of 't' between urban and rural teachers in respect of dimensions of teacher motivation

Dimensions	Category	AM	SD	N	df	't'
CT	Urban	20.38	2.88	56	222	0.81
	Rural	19.99	3.51	168		
SA	Urban	20.21	4.25	56	222	0.54
	Rural	20.56	3.86	168		
PP	Urban	24.93	3.80	56	222	1.52
	Rural	25.80	3.37	168		
CF	Urban	19.27	5.80	56	222	1.10
	Rural	20.17	3.67	168		
IR	Urban	17.01	4.16	56	222	0.31
	Rural	16.90	3.09	168		
SB	Urban	19.73	4.72	56	222	0.45
	Rural	20.05	3.77	168		
Scl	Urban	17.09	5.63	56	222	1.64
	Rural	18.42	3.85	168		
WC	Urban	18.23	5.62	56	222	0.14
	Rural	18.35	4.09	168		
PD	Urban	21.77	7.05	56	222	1.81
	Rural	23.55	3.84	168		
Prsl	Urban	17.89	6.16	56	222	0.71
	Rural	18.51	3.54	168		

* Significant

It is found that the value of 't' is not significant in all the dimensions of teacher motivation. Hence it may be

inferred that urban primary teachers do not differ from their rural counterparts in all the dimensions of teacher motivation.

Table 3.3.37: Values of 't' between urban and rural teachers in respect of dimensions of classroom practices

Dimensions	Category	AM	SD	N	df	't'
CCP	Urban	18.79	6.54	56	222	2.03*
	Rural	20.66	3.95	168		
ABT	Urban	22.18	7.69	56	222	0.92
	Rural	23.17	4.19	168		
OBK	Urban	20.14	8.62	56	222	0.06
	Rural	19.99	26.37	168		
SM	Urban	19.75	6.65	56	222	0.37
	Rural	20.11	4.99	168		
ES	Urban	22.20	7.55	56	222	1.18
	Rural	23.47	4.94	168		
RM	Urban	18.73	6.35	56	222	0.92
	Rural	19.59	4.91	168		
MT	Urban	19.95	6.86	56	222	0.90
	Rural	20.85	5.29	168		
LE	Urban	18.13	6.62	56	222	1.90
	Rural	19.91	4.20	168		
DT	Urban	19.18	6.53	56	222	0.84
	Rural	19.96	4.34	168		
AVA	Urban	12.16	7.69	56	222	1.12
	Rural	13.48	7.57	168		

* Significant

The value of 't' is significant in child centred practices. Hence it may be inferred that urban primary teachers do differ from their rural counterparts in child centred practices. Further it is observed that rural primary teachers are superior to urban primary teachers in child centred practices.

Table 3.3.38: Values of 't' between urban and rural teachers in respect of dimensions of student motivation

Dimensions	Category	AM	SD	N	df	't'
PS	Urban	18.00	7.38	56	222	0.26
	Rural	18.29	5.79	168		
PT	Urban	32.00	11.86	56	222	0.97
	Rural	33.67	8.89	168		
PLM	Urban	26.91	9.12	56	222	0.33
	Rural	27.36	7.11	168		
FA	Urban	7.02	2.68	56	222	1.21
	Rural	7.49	2.09	168		

The value of 't' is found to be not significant in all the dimensions of student motivation. This indicates that urban primary teachers do not differ from their rural counterparts in all the dimensions of student motivation.

SECTION-IV

In this section results pertaining to the influence of teacher motivation to work on their classroom practices and perceptions about student motivation are presented. The teacher motivation scale scores are divided into three groups by applying formula AM $\pm$ SD. The upper group consists of highly motivated teachers, middle group consists of moderately motivated teachers and lower group consists of low motivated teachers. Hence following groups of teachers are arrived at -

1. High motivated teachers
2. Moderate motivated teachers
3. Low motivated teachers

In order to find out the impact of teacher motivation to work on their classroom practices and perceptions about student motivation, one way analysis of variance is computed between above groups.

Influence of Teacher Motivation on Classroom Practices and Student Motivation

Hypothesis-12

The twelfth hypothesis of the study states that teachers' motivation to work do not influence their classroom practices. This hypothesis is verified and shown in table 3.4.1.

Table 3.4.1: Significance of 'F' for high, moderate and low motivation groups in respect of classroom practices

Source	df	Sum of squares	Mean squares	F Ratio	F Prob.
Between Groups	2	198844.53	99422.27	61.85	0.00
Within Groups	221	355228.43	1607.37		
Total	223	554072.96			

The value of 'F' is significant and hence the hypothesis is rejected. From this it may be inferred that there is significant difference between high, moderate and low groups of teachers in respect of their classroom practices. This shows that motivation of teachers to work has influence on their classroom practices.

Table 3.4.2: Values of 'F' for high, moderate and low motivation groups in respect of dimensions of classroom practices
(Df: Between groups-2; Within groups-221; Total-223)

Dimensions	F
Child Centred Practices (CCP)	79.97*
Activity Based Teaching (ABT)	67.13*
Use of Operation Black Board Kit (OBK)	1.73
Use of Support Material (SM)	45.33*
Evaluation Strategies (ES)	59.68*
Remedial Measures (RM)	60.18*
Multigrade Teaching (MT)	52.53*
Use of Local Environment (LE)	48.89*
Display Techniques (DT)	75.16*
AV Aids Utility (AVA)	8.68*

The value of 'F' is significant for all the dimensions of classroom practices except use of operation blackboard kit. This shows that high, moderate and low motivated groups of teacher do differ in all the dimensions of classroom practices except use of operation black board kit.

Hypothesis-13

The thirteenth hypothesis of the study states that teachers' motivation to work do not influence their perceptions about student motivation. This hypothesis is verified and shown in table 3.4.3.

Table 3.4.3: Significance of 'F' for high, moderate and low motivation groups in respect of perceptions about student motivation

Source	df	Sum of squares	Mean squares	F Ratio	F Prob.
Between Groups	2	26083.21	13041.60	29.70	0.00
Within Groups	221	97041.01	439.10		
Total	223	123124.21			

The value of 'F' is significant and hence the hypothesis is rejected. From this it may be inferred that there is significant difference between high, moderate and low motivation groups of teachers in their perceptions about student motivation. Teachers' motivation is found to have influence on their perceptions about student motivation.

Table 3.4.4: Values of 'F' for high, moderate and low motivation groups in respect of dimensions of student motivation

(Df: Between groups-2; Within groups-221; Total-223)

Dimensions	F
Pertaining to the School (PS)	61.85*
Pertaining to the Teacher (PT)	27.18*
Pertaining to the Learning Material (PLM)	31.92*
Family Atmosphere (FA)	20.53*

The value of 'F' is significant in all the dimensions of student motivation. This implies that teachers belonging to high, moderate and low motivation do differ from each other in their perception about all the dimensions of student motivation.

Table 3.4.5: Values of 'F' for high, moderate and low groups in respect of dimensions of teacher motivation

(Df: Between groups-2; Within groups-221; Total-223)

Dimensions	F
Classroom Teaching (CT)	8.16*
School Administration (SA)	25.23*
Professional Pleasure (PP)	26.91*
Climatic Factors (CF)	51.45*
Interpersonal Relations (IR)	38.48*
Student Behaviour (SB)	52.31*
Societal (Scl)	49.88*
Working Conditions (WC)	37.80*
Professional Development (PD)	76.29*
Personal (Prsl)	90.43*

It is found that the value of 'F' is significant in respect of all the dimensions of teacher motivation to work. This indicates that high, moderate and low motivation groups of teachers do differ from each other in respect of all the dimensions of teachers' motivation to work.

SECTION-V

In this section, results pertaining to influence of primary teachers' classroom behavioural traits and personality traits on their motivation to work, classroom practices and perceptions about student motivation, are presented.

Influence of Classroom Behavioural Traits on Teachers' Motivation to Work, Classroom Practices and Student Motivation

In the present study fifteen classroom behavioural traits have been taken into consideration. The behavioural traits checklist is appended.

Hypothesis-14

The fourteenth hypothesis of the study states that classroom behavioural traits of primary teachers do not influence their motivation to work, classroom practices and perceptions about student motivation. This hypothesis is verified and presented as follows.

Classroom Behavioural Traits and Teachers' Motivation to Work

In order to find out the influence of classroom behavioural traits on teachers' motivation to work, stepwise multiple regression analysis is carried out. The results of stepwise multiple regression analysis are presented in the following tables.

Table 3.5.1: Step one - Multiple regression analysis-dependent variable-teacher motivation

Variable entered on step one	Multiple R	R square	Adjusted R square	SE	F	Sig F
Preparing well in advance	0.30	0.09	0.09	25.65	22.11	0.00

The classroom behavioural trait entered on first step is 'preparing well in advance'. This shows that primary teachers who prepares well in advance are better motivated to work.

Table 3.5.2: Step one - Variables in the equation dependent variable-teacher motivation

Variables	B	SEB	Beta	Corr.	Partial corr.	T	Sig T
Preparing well in advance	15.08	3.21	0.30	0.30	0.30	4.70	0.00
(Constant)	162.66	8.20				19.84	0.00

The classroom behavioural trait included in the equation on first step is 'preparing well in advance'.

Table 3.5.3: Step two - Multiple regression analysis-dependent variable teacher motivation

Variable entered on step two	Multiple R	R square	Adjusted R square	SE	F	Sig F
Commitment to the profession	0.35	0.12	0.12	25.25	15.53	0.00

The classroom behavioural trait entered in the second step is 'commitment to the profession'. This indicates that the teachers with commitment to the profession are better motivated to work.

Table 3.5.4: Step two - Variables in the equation dependent variable-teacher motivation

Variables	B	SEB	Beta	Corr.	Partial corr.	T	Sig T
Preparing well in advance	11.37	3.41	0.23	0.30	0.21	3.33	0.00
Commitment to the profession	10.33	3.60	0.20	0.28	0.18	2.87	0.01
(Constant)	144.65	10.22				14.15	0.00

The classroom behavioural traits included in the equation, on second step are 'preparing well in advance' and 'commitment to the profession'.

Table 3.5.5: Step three - Multiple regression analysis-dependent variable teacher motivation

Variable entered on step two	Multiple R	R square	Adjusted R square	SE	F	Sig F
Encourages students for the active participation	0.38	0.14	0.13	25.03	12.13	0.00

The classroom behavioural trait entered in the third step is 'encouraging students for the active participation'. Hence it may be inferred that the teachers who encourages students for the active participation are better motivated to work.

Table 3.5.6: Step three- Variables in the equation-dependent variable-teacher motivation

Variables	B	SEB	Beta	Corr.	Partial corr.	T	Sig T
Preparing well in advance	8.35	3.65	0.17	0.30	0.14	2.27	0.02
Commitment to the profession	8.66	3.65	0.16	0.28	0.15	2.37	0.02
Encourages students for the active partici-pation	8.13	3.71	0.16	0.29	0.14	2.19	0.03
(Constant)	135.24	11.01				12.28	0.00

The classroom behavioural traits included in the equation on third and final step are 'preparing well in advance', 'commitment to the profession' and 'encouraging students for the active participation'.

Out of fifteen classroom behavioural traits, only three are influencing teacher motivation to work. The classroom behavioural traits that are dominant in motivating teachers to work are

1. preparing well in advance,
2. commitment to the profession, and
3. encouraging students for the active participation.

Classroom Behavioural Traits and Classroom Practices

In order to know the influence of classroom behavioural traits on teachers' classroom practices, stepwise multiple regression analysis is carried out. The results of stepwise regression analysis are presented in following tables.

Table 3.5.7: Step one - Multiple regression analysis-dependent variable-classroom practices

Variable entered on step one	Multiple R	R square	Adjusted R square	SE	F	Sig F
Preparing well in advance	0.21	0.05	0.04	48.81	10.54	0.00

The classroom behavioural trait entered in the first step is 'preparing well in advance'. This indicates that the teachers who prepares well in advance are effective in their classroom practices.

Table 3.5.8: Step one - Variables in the equation dependent variable-classroom practices

Variables	B	SEB	Beta	Corr.	Partial corr.	T	Sig T
Preparing well in advance	19.81	6.10	0.21	0.21	0.21	3.25	0.00
(Constant)	149.19	15.60				9.56	0.00

Classroom behavioural trait included in the equation on first step is 'preparing well in advance'.

Out of fifteen, only one classroom behavioural trait, namely, 'prepares well in advance", has its influence on classroom practices of primary teachers.

Classroom Behavioural Traits and Student Motivation

In order to know the influence of classroom behavioural traits on teachers' perception about student motivation, stepwise multiple regression analysis is carried out. The results of stepwise regression analysis are presented in following tables.

Table 3.5.9: Step one - Multiple regression analysis-dependent variable-student motivation

Variable entered on step one	Multiple R	R square	Adjusted R square	SE	F	Sig F
Preparing well in advance	0.25	0.06	0.06	22.82	14.54	0.00

The classroom behavioural trait entered in the first step is 'preparing well in advance'. This shows that teachers who prepares well in advance have a positive perception about student motivation.

Table 3.5.10: Step one - Variables in the equation dependent variable-student motivation

Variables	B	SEB	Beta	Corr.	Partial corr.	T	Sig T
Preparing well in advance	10.88	2.85	0.25	0.25	0.25	3.81	0.00
(Constant)	58.90	7.29				8.08	0.00

Classroom behavioural trait included the equation on first step is 'preparing well in advance'.

Table 3.5.11: Step two - Multiple regression analysis-dependent variable-student motivation

Variable entered on step two	Multiple R	R square	Adjusted R square	SE	F	Sig F
Sense of humour	0.30	0.09	0.08	22.52	10.89	0.00

The classroom behavioural trait entered in the second step is 'sense of humour'. This shows that the teachers who have sense of humour are more positive in their perceptions about student motivation.

Table 3.5.12: Step two - Variables in the equation dependent variable-student motivation

Variables	B	SEB	Beta	Corr.	Partial corr.	T	Sig T
Preparing well in advance	9.53	2.86	0.22	0.25	0.21	3.33	0.00
Sense of humour	6.36	2.43	0.17	0.21	0.17	2.62	0.01
(Constant)	47.12	8.49				5.55	0.00

The classroom behavioural traits included in the equation on second step are 'preparing well in advance' and 'sense of humour'.

Table 3.5.13: Step three - Multiple regression analysis-dependent variable-student motivation

Variable entered on step three	Multiple R	R square	Adjusted R square	SE	F	Sig F
Patience and tolerance	0.33	0.11	0.09	22.37	8.70	0.00

The classroom behavioural trait entered in third step is 'patience and tolerance'. This reveals that the primary teachers who have patience and tolerance are more positive in their perceptions about student motivation.

Table 3.5.14: Step three-Variables in the equation dependent variable-student motivation

Variables	B	SEB	Beta	Corr.	Partial corr.	T	Sig T
Preparing well in advance	7.43	3.03	0.17	0.25	0.16	2.45	0.02
Sense of humour	5.71	2.44	0.15	0.21	0.15	2.35	0.02
Patience and Tolerance	5.31	2.65	0.14	0.23	0.13	2.00	0.05
(Constant)	40.70	9.02				4.51	0.00

The classroom behavioural traits included in the equation on third step are 'preparing well in advance', 'sense of humour', and 'patience and tolerance'.

Out of fifteen classroom behavioural traits, only three are influencing teachers' perception about student motivation. The behavioural traits that are dominant in influencing perception of teachers about student motivation are:

1. Preparing well in advance,
2. Sense of humour, and
3. Patience and tolerance.

Hence the fourteenth hypothesis of the study is rejected.

Influence of Personality Traits on Teachers' Motivation to Work, Classroom Practices and Student Motivation

In the present study forty personality traits have been taken into consideration. The personality traits scale is appended.

Hypothesis-15

The fifteenth hypothesis of the study states that personality traits of primary teachers do not influence their motivation to work, classroom practices and perception about student motivation. This hypothesis is verified and presented as follows.

Personality Traits and Teachers' Motivation to Work

In order to find out the influence of personality traits on teachers' motivation to work, stepwise multiple regression analysis is carried out. The results of stepwise multiple regression analysis are presented in the following tables.

Table 3.5.15: Step one - Multiple regression analysis-dependent variable-teacher motivation

Variable entered on step one	Multiple R	R square	Adjusted R square	SE	F	Sig F
Friendly	0.29	0.82	0.78	25.78	19.73	0.00

Personality trait entered in first step is 'friendly'. This shows that the teachers who are friendly are more motivated to work.

Table 3.5.16: Step one - Variables in the equation dependent variable-teacher motivation

Variables	B	SEB	Beta	Corr.	Partial corr.	T	Sig T
Friendly	7.65	1.72	0.29	0.29	0.29	4.44	0.00
(Constant)	167.70	7.55				22.21	0.00

Personality trait included in the equation on first step is 'friendly'.

Out of forty personality traits taken into consideration in the study, only one personality trait is

dominantly influencing motivation of teachers to work. The personality trait that is influencing teacher motivation to work is 'friendliness'.

Personality Traits and Classroom Practices

Stepwise multiple regression analysis is carried out to know the influence of personality traits of primary teachers on classroom practices. The results of stepwise multiple regression analysis are presented in the following tables.

Table 3.5.17: Step one - Multiple regression analysis-dependent variable-classroom practices

Variable entered on step one	Multiple R	R square	Adjusted R square	SE	F	Sig F
Polite	0.25	0.06	0.06	48.44	14.13	0.00

Personality trait entered on first step is 'polite'. This implies that teachers, who are polite, are more effective in their classroom practices.

Table 3.5.18: Step one - Variables in the equation dependent variable-classroom practices

Variables	B	SEB	Beta	Corr.	Partial corr.	T	Sig T
Polite	14.29	3.80	0.25	0.25	0.25	3.76	0.00
(Constant)	138.40	16.37				8.46	0.00

Personality trait included in the equation on step one is 'polite'.

Table 3.5.19: Step two - Multiple regression analysis-dependent variable-classroom practices

Variable entered on step two	Multiple R	R square	Adjusted R square	SE	F	Sig F
Emotionally stable	0.28	0.08	0.07	48.09	9.29	0.00

Personality trait entered on step two is 'emotionally stable'. From this it may be implied that teachers, who are emotionally stable, are more effective in their classroom practices.

Table 3.5.20: Step two - Variables in the equation dependent variable-classroom practices

Variables	B	SEB	Beta	Corr.	Partial corr.	T	Sig T
Polite	13.49	3.80	0.23	0.25	0.23	3.56	0.00
Emotionally stable	6.30	3.06	0.13	0.16	0.13	2.06	0.04
(Constant)	119.54	18.66				6.41	0.00

Personality traits included in the equation on step two are 'polite' and 'emotionally stable'.

Out of forty personality traits, only two are influencing classroom practices of teachers. The personality traits found to be dominantly influencing classroom practices are:

1. politeness, and
2. emotional stability.

Personality Traits and Student Motivation

Stepwise multiple regression analysis is carried out to know the influence of personality traits of primary teachers on their perceptions about student motivation. The results of stepwise multiple regression analysis are presented in the following tables.

Table 3.5.21: Step one - Multiple regression analysis-dependent variable-student motivation

Variable entered on step one	Multiple R	R square	Adjusted R square	SE	F	Sig F
Polite	0.49	0.24	0.24	20.54	69.92	0.00

Personality trait entered in first step is 'polite'. This shows that teachers, who are polite, are more positive in their perceptions about student motivation.

Table 3.5.22: Step one - Variables in the equation dependent variable-student motivation

Variables	B	SEB	Beta	Corr.	Partial corr.	T	Sig T
Polite	13.48	1.61	0.49	0.49	0.49	8.36	0.00
(Constant)	29.22	6.94				4.21	0.00

Personality trait included in the equation on step one is 'polite'.

Table 3.5.23: Step two - Multiple regression analysis-dependent variable-student motivation

Variable entered on step two	Multiple R	R square	Adjusted R square	SE	F	Sig F
Cheerful	0.53	0.28	0.28	19.98	43.66	0.00

Personality trait entered on step two is 'cheerful'. This indicates the teachers, who are cheerful, are more positive in their perceptions about student motivation.

Table 3.5.24: Step two - Variables in the equation dependent variable-student motivation

Variables	B	SEB	Beta	Corr.	Partial corr.	T	Sig T
Polite	11.26	1.68	0.41	0.49	0.38	6.70	0.00
Cheerful	5.14	1.40	0.22	0.37	0.21	3.67	0.00
(Constant)	17.21	7.50				2.29	0.02

Personality traits included in the equation on step two are 'polite' and 'cheerful'.

Table 3.5.25: Step three - Multiple regression analysis-dependent variable-student motivation

Variable entered on step three	Multiple R	R square	Adjusted R square	SE	F	Sig F
Responsible	0.55	0.30	0.29	19.80	31.34	0.00

Personality trait entered in third step is 'responsible'. From this it may be implied that teachers, who are responsible, are more positive in their perceptions about student motivation.

Table 3.5.26: Step three-Variables in the equation dependent variable-student motivation

Variables	B	SEB	Beta	Corr.	Partial corr.	T	Sig T
Polite	9.67	1.81	0.35	0.49	0.30	5.34	0.00
Cheerful	3.90	1.49	0.17	0.37	0.15	2.61	0.01
Responsible	3.90	1.73	0.16	0.41	0.13	2.25	0.03
(Constant)	12.45	7.73				1.61	0.11

Personality traits included in the equation on step three are 'polite', 'cheerful' and 'responsible'.

Out of forty personality traits taken into consideration, only three are influencing the perceptions of teachers about student motivation. The three personality traits that are dominantly influencing teachers' perceptions about student motivation are:

1. politeness,
2. cheerfulness, and
3. responsibility.

Hence the fifteenth hypothesis of the study is rejected.

Influence of Dimensions of Teacher Motivation

In the present study, ten dimensions of teacher motivation to work have been taken into consideration. The teacher motivation scale is appended.

Hypothesis-16

The sixteenth hypothesis of the study states that no dimension of teacher motivation significantly influence

primary teachers' motivation to work. In order to verify this hypothesis stepwise multiple regression analysis is carried out. The results of stepwise multiple regression analysis are presented in the following tables.

Table 3.5.27: Stepwise - Multiple regression analysis - dependent variable-teacher motivation

Dimension entered	Multiple R	R square	Adjusted R square	SE	F	Sig F
Personal (Prsl)	0.75	0.56	0.56	17.90	279.49	0.00
Inter-personal Relations (IR)	0.86	0.74	0.73	13.87	307.28	0.00
Working Conditions (WC)	0.90	0.81	0.80	11.87	306.53	0.00
Climatic Factors (CF)	0.92	0.85	0.85	10.35	320.42	0.00
Societal (Scl)	0.95	0.90	0.89	8.75	375.77	0.00
School Adminis-tration (SA)	0.96	0.93	0.92	7.47	443.21	0.00
Professional Development (PD)	0.97	0.95	0.94	6.36	536.62	0.00
Student Behaviour (SB)	0.98	0.96	0.96	5.46	646.19	0.00
Classroom Teaching (CT)	0.99	0.97	0.97	4.53	844.37	0.00
Professional Pleasure (PP)	0.99	0.98	0.98	3.82	1079.81	0.00

The multiple regression analysis is carried out in ten steps and all the dimensions of teacher motivation to work are entered. This reveals that all the dimensions are influencing primary teachers' motivation to work.

Table 3.5.28: Step ten-dimensions in the equation-dependent variable-teacher motivation

Dimensions	B	SEB	Beta	Corr.	Partial corr.	T	Sig T
Personal (Prsl)	0.86	0.09	0.14	0.75	0.09	9.26	0.00
Inter-personal Relations (IR)	1.03	0.10	0.13	0.70	0.09	9.87	0.00
Working Conditions (WC)	0.94	0.07	0.16	0.67	0.12	13.02	0.00
Climatic Factors (CF)	1.07	0.08	0.17	0.68	0.14	14.33	0.00
Societal (Scl)	1.05	0.07	0.17	0.67	0.14	14.28	0.00
School Adminis-tration (SA)	1.03	0.08	0.15	0.56	0.13	13.69	0.00
Professional Development (PD)	1.10	0.08	0.20	0.73	0.14	14.40	0.00
Student Behaviour (SB)	1.03	0.09	0.16	0.71	0.11	11.97	0.00
Classroom Teaching (CT)	0.83	0.08	0.10	0.36	0.09	9.91	0.00
Professional Pleasure (PP)	0.87	0.09	0.11	0.62	0.09	9.41	0.00
(Constant)	3.30	2.33				1.42	0.16

All the dimensions of teacher motivation to work are included in the equation. The dimensions, which are influencing the primary teachers' motivation to work, are:

1. Personal
2. Interpersonal Relations
3. Working Conditions
4. Climatic Factors
5. Societal
6. School Administration
7. Professional Development
8. Student Behaviour
9. Classroom Teaching
10. Professional Pleasure.

Hence the sixteenth hypothesis of the study is rejected.

Influence of Dimensions of Classroom Practices

In the present study ten dimensions of classroom practices have been taken into consideration. The classroom practices scale is appended.

Hypothesis-17

The seventeenth hypothesis of the study states that no dimension of classroom practices significantly influence primary teachers' classroom practices. In order to verify this hypothesis stepwise multiple regression analysis is carried out. The results of stepwise multiple regression analysis are presented in the following tables.

Table 3.5.29:Stepwise-multiple regression analysis-dependent variable-classroom practices

Dimensions	Multiple R	R square	Adjusted R square	SE	F	Sig F
Remedial Measures (RM)	0.78	0.60	0.60	31.58	333.43	0.00
Use of Operation Blackboard Kit (OBK)	0.93	0.86	0.86	18.89	665.97	0.00
Child Centred Practices (CCP)	0.96	0.92	0.91	14.68	783.84	0.00
A.V. Aids Utility (AVA)	0.97	0.95	0.95	11.39	1013.39	0.00
Evaluation Strategies (ES)	1.00	0.97	0.97	8.77	1398.13	0.00
Display Technique (DT)	1.00	0.98	0.98	6.62	2073.14	0.00
Use of Support Material (SM)	1.00	0.99	0.99	4.62	3678.28	0.00
Multigrade Teaching (MT)	1.00	1.00	1.00	3.43	5855.45	0.00
Use of Local Environment (LE)	1.00	1.00	1.00	2.53	9576.96	0.00
Activity Based Teaching (ABT)	1.00	1.00	1.0	0.00	-	-

The multiple regression analysis is carried out in ten steps and all the dimensions of classroom practices are entered. This reveals that all the dimensions are influencing classroom practices of primary teachers.

Table 3.5.30: Step ten-dimensions in the equation-dependent variable-classroom practices

Dimensions	B	SEB	Beta	Corr.	Partial corr.
Remedial Measures (RM)	1.00	0.00	0.11	0.78	0.05
Use of Operation Blackboard Kit (OBK)	1.00	0.00	0.47	0.65	0.45
Child Centred Practices (CCP)	1.00	0.00	0.09	0.69	0.05
A.V. Aids Utility (AVA)	1.00	0.00	0.15	0.51	0.14
Evaluation Strategies (ES)	1.00	0.00	0.11	0.77	0.05
Display Technique (DT)	1.00	0.00	0.10	0.71	0.05
Use of Support Material (SM)	1.00	0.00	0.11	0.71	0.07
Multigrade Teaching (MT)	1.00	0.00	0.11	0.73	0.07
Use of Local Environment (LE)	1.00	0.00	0.10	0.73	0.05
Activity Based Teaching (ABT)	1.00	0.00	0.11	0.72	0.05

All the dimensions of classroom practices are included in the equation. The dimensions, which are influencing the primary teachers classroom practices, are:

1. Remedial Measures
2. Use of Operation Black Board Kit
3. Child Centred Practices
4. A.V. Aids Utility
5. Evaluation Strategies
6. Display Technique
7. Use of Support Material
8. Multigrade Teaching
9. Use of Local Environment
10. Activity Based Teaching

Hence the seventeenth hypothesis of the study is rejected.

Influence of Dimensions of Student Motivation

In the present study, four dimensions of student motivation have been taken into consideration. The student motivation scale is appended.

Hypothesis-18

The eighteenth hypothesis of the study states that no dimension of student motivation significantly influence perceptions of primary teachers about student motivation. In order to verify this hypothesis stepwise multiple regression analysis is carried out. The results of stepwise multiple regression analysis are presented in the following tables.

Table 3.5.31: Stepwise - Multiple regression analysis dependent variable student motivation

Dimensions	Multiple R	R square	Adjusted R square	SE	F	Sig F
Pertaining to Teacher (PT)	0.95	0.90	0.90	7.48	1981.86	0.00
Pertaining to School (PS)	0.98	0.96	0.96	4.56	2850.31	0.00
Pertaining to Learning Material (PLM)	1.00	1.00	1.00	1.19	28779.01	0.00
Family Atmosphere (FA)	1.00	1.00	1.00	0.00	-	-

The multiple regression analysis is carried out in four steps and all the dimensions of student motivation are entered. This reveals that all the dimensions are influencing perceptions of primary teachers about student motivation.

Table 3.5.32: Step four - dimensions in equation dependent variable student motivation

Dimensions	B	SEB	Beta	Corr.	Partial corr.
Pertaining to Teacher (PT)	1.00	0.00	0.41	0.95	0.20
Pertaining to School (PS)	1.00	0.00	0.26	0.83	0.19
Pertaining to Learning Material (PLM)	1.00	0.00	0.33	0.95	0.13
Family Atmosphere (FA)	1.00	0.00	0.10	0.86	0.05
(Constant)	0.00	0.00			

All the dimensions of student motivation are included in the equation. The dimensions, which are influencing the primary teachers' perceptions about student motivation are:

1. Pertaining to Teacher
2. Pertaining to School
3. Pertaining to Learning Material
4. Family Atmosphere.

Hence the eighteenth hypothesis of the study is rejected.

CHAPTER IV

DISCUSSION

Teacher motivation to work has a significant positive relationship with classroom practices and student motivation. Classroom practices and student motivation are also significantly related. Primary teachers, who are motivated to work, are effective in their classroom practices and have positive perception about student motivation. Significant positive relationship between all the dimensions of teacher motivation, classroom practices and student motivation indicates that each dimension is a measure of these variables.

As regards inter-relationship between dimensions of teacher motivation and classroom practices, classroom teaching dimension of teacher motivation has no significant relationship with all the dimensions of classroom practices except A.V. aids utility. All the dimensions of classroom practices except A.V. aids utility are independent of classroom teaching dimension of teacher motivation. The primary teachers, who are motivated by classroom teaching, are not effective in all the dimensions of classroom practices except AV aids utility. Similarly, use of operation blackboard kit has no relationship with all the dimensions of teacher motivation. This implies that use of operation blackboard kit is independent and has nothing to

do with any of the dimension of teacher motivation. Excepting classroom teaching and use of operation blackboard, there is an inter-nexus between all the other dimensions of teacher motivation and classroom practices.

With regard to the inter-correlation between dimensions of teacher motivation and student motivation, all dimensions of teacher motivation are in nexus with all the dimensions of student motivation, except classroom teaching. Relationship between classroom teaching. Relationship between classroom teaching and dimensions of student motivation is not significant. The primary teachers, who are motivated by classroom teaching do not perceive any of the dimension of student motivation facilitate motivation of students.

All the dimensions of classroom practices, except use of operation blackboard kit, are significantly related to all the dimensions of student motivation. Use of operation blackboard kit has no significant relationship with all the dimensions of the student motivation.

On the whole, out of all the dimensions of teacher motivation, classroom practices and student motivation, classroom teaching and use of operation blackboard kit are independent of other dimensions.

There is gender difference in classroom practices. Male primary teachers are better than their female

counterparts in classroom practices. There are no gender differences in teacher motivation and perceptions about student motivation. Influence of gender is evident in classroom practices, but not in teacher motivation and perceptions about student motivation.

Gender differences are observed in student behaviour dimension of teacher motivation and A.V. aids utility dimension of classroom practices. Male primary teachers are more motivated to work than their female counterparts as a result of student behaviour. Male primary teachers are motivated to work due to student performance. Further male teachers are more effective than their female counterparts in utilising audio-visual aids in classroom transaction.

The influence of educational qualification is observed in teacher motivation and classroom practices. Educational qualification of primary teachers determine their motivation to work and classroom practices. Educational qualification of teachers has no influence on their perceptions about student motivation.

The influence of educational qualification is evident in professional pleasure, climatic factors, student behaviour, societal, professional development and personal dimensions of teacher motivation; child centred practices activity based teaching, use of support material, evaluation strategies, remedial measures, multigrade teaching, use of

local environment, display technique, and AV aids utility dimensions of classroom practices; and family atmosphere dimension of student motivation.

There is no influence of teaching experience of primary teachers on their motivation to work, classroom practices and perceptions about student motivation. Further teaching experience has no influence on any one of the dimensions of teacher motivation, classroom practices and student motivation. This reveals that teaching experience of primary teachers has nothing to do with their motivation to work, classroom practices and perceptions about student motivation.

There is no influence of type of school in which primary teacher is working on their motivation to work, classroom practices and perceptions about student motivation. Further, type of school has no influence on any one of the dimensions of teacher motivation, classroom practices and student motivation. From this it may be implied that the type of school in which a primary teacher working has nothing to do with their motivation to work, classroom practices and perceptions about student motivation.

A significant difference is observed between primary teachers belonging to DPEP and nonDPEP districts in their motivation to work, classroom practices and perceptions

about student motivation. Primary teachers working non-DPEP districts are superior to their DPEP counterparts in their motivation to work, classroom practices and perceptions of student motivation. The reason for this supremacy of nonDPEP district may due to the fact that West Godavari district is a developed district when compared to Vizianagaram in Andhra Pradesh.

Further differences among primary teachers belonging to DPEP and nonDPEP districts are evident in classroom teaching, student behaviour and working conditions dimension of teacher motivation; use of support material, evaluation strategies, remedial measures, multigrade teaching. Use of local environment, display technique and AV aids utility dimensions of classroom practices; and student motivation pertaining to the teacher. The supremacy of primary teachers belonging to nonDPEP districts over their counterparts in DPEP districts is observed in all the above dimensions of teacher motivation, classroom practices and student motivation.

Married primary teachers do differ from their unmarried counterparts in their motivation work. But they do not differ from each other in their classroom practices and perceptions about student motivation. Unmarried primary teachers are better motivated to work when compared to their married counterparts. Marital status of primary teachers has influence on teacher motivation.

Further the influence of marital status of primary teachers is evident in professional development dimension of teacher motivation; and child centred practices, activity based teaching, evaluation strategies, remedial measures and use of local environment dimensions of classroom practices. In all the above dimensions unmarried primary teachers are superior to their married counterparts.

The influence of nature of job is evidenced in classroom practices. Permanent teachers do differ from their temporary counterparts in classroom practices. Temporary teachers are superior to permanent teachers in their classroom practices. With regard to primary teachers' motivation and their perceptions about student motivation, there is no difference between permanent and temporary teachers.

Further, permanent and temporary teachers differ from each other in school administration and working conditions dimensions of teacher motivation; activity based teaching, remedial measures and use of local environment dimensions of classroom practices; and student motivation due to family atmosphere. In all the above dimensions temporary teachers are superior to their permanent counterparts.

Location of school has no influence on teachers' motivation to work, classroom practices and perceptions about student motivation.

There is a significant difference between high, moderate and low motivated primary teachers in respect of their classroom practices. From this it may be infered that primary teachers' motivation to work has its influence on their classroom practices. High, moderate and low motivated teachers do differ from each other in child centred practices, activity based teaching, use of support material, evaluation strategies, remedial measures, multigrade teaching, use of local environment, display technique and AV aids utility. Motivation of teachers to work is influencing all the above dimensions of classroom teaching. Further, there is no difference between primary teachers with high, moderate and low motivation to work in their use of operation blackboard kit. Hence motivation of primary teachers is nothing to do with their use of operation blackboard kit.

As regards, perception of primary teachers about student motivation, there is no difference between high, moderate and low motivated teachers. This implies that teachers motivation is influencing their perceptions about student motivation. Primary teachers with high, moderate and low motivation do differ from each other in their perceptions about factors of student motivation pertaining to school, teacher, learning material and family atmosphere.

Primary teachers with high, moderate and low motivated teachers do differ from each other in classroom

teaching, school administration, professional pleasure, climatic factors, interpersonal relations, student behaviour, societal, working conditions, professional development and personal dimensions of teacher motivation. Hence all these dimensions are contributing to motivation of teachers to work.

The classroom behavioural traits that are influencing motivation of teachers to work are - preparing well in advance, commitment to the profession, and encouraging students for the active participation.

Primary teachers who are motivated to work do possess the above classroom behavioural traits. Hence these behavioural traits are the predictors of motivation of teachers to work.

The classroom behavioural trait, that is influence classroom practices of the primary teacher, is preparing well in advance. Primary teachers who are effective in their classroom practices do prepare well in advance.

The classroom behavioural traits that are influencing perceptions of teachers about student motivation are - preparing well in advance, sense of humour and patience and tolerance.

The personality traits that influence motivation of primary teacher to work is friendliness. Primary teachers, who are friendly, are motivated to work.

The personality traits that influence classroom practices of teachers are - politeness and emotional stability. The primary teachers who are effective in their classroom practices do possess these personality traits. Politeness and emotional stability are the dominant predictors of classroom practices of primary teachers.

Personality traits that are influencing perception of primary teachers about student motivation are politeness, cheerfulness and responsibility.

All the dimensions of teacher motivation are predictors of motivation of primary teachers to work as follows.

1. Personal
2. Interpersonal Relations
3. Working Conditions
4. Climatic Factors
5. Societal
6. School Administration
7. Professional Development
8. Student Behaviour
9. Classroom Teaching
10. Professional Pleasure

From this it is implied that all the ten dimensions are the factors of motivating teachers to work.

All the dimensions of classroom practices are the predictors of primary teachers' classroom practices as follows.

1. Remedial Measures
2. Use of Operation Black Board Kit
3. Child Centred Practices
4. AV Aids Utility
5. Evaluation Strategies
6. Display Techniques
7. Use of Support Material
8. Multigrade Teaching
9. Use of Local Environment
10. Activity Based Teaching

All the said dimensions are the factors contribution to effective classroom practices.

All the dimensions of student motivation are the predictors of student motivation as follows.

1. Pertaining to Teacher
2. Pertaining to School
3. Pertaining to Learning Material
4. Family Atmosphere

Hence all the above dimensions are the factors contributing to student motivation.

CHAPTER V

IMPLICATIONS

Inspite of many innovative strategies of classroom practices available, now-a-days, primary teacher is not able to initiate desired changes in the learners to the fullest extent possible. The reasons for this failure may be many but one important and significant reason is, perhaps, lack of proper motivation among primary teachers to work. This study reveals that the motivation of teachers to work, their classroom practices and perceptions about student motivation are highly related to each other. Motivation of teachers to work is an essential pre-requisite for effective classroom practices. It activates and arouses their behaviour towards fulfilling activated need, i.e. to motivate their students. There is a need to motivate primary teachers.

As regards influence of background variables of teachers, educational qualification of teachers do influence their motivation to work and classroom practices; gender differences are evident in classroom practices; effect of marital status is noticed in teacher motivation; and nature of job found to have influence on classroom practices. A difference is found between DPEP and nonDPEP in both teacher motivation and classroom practices. Teaching experience, location of school and type of school has no influence on teacher motivation and classroom practices. This implies

that motivation of teachers to work, may be, dependent on their gender, educational qualification and marital status. It is observed that male and unmarried teachers are superior to their female and married counterparts in their classroom practices and motivation respectively. Hence there is a need to improve the classroom practices of female teachers and motivation of married teachers. NonDPEP teachers are more motivated to work and effective in their classroom practices than DPEP teachers. Training of DPEP teachers in motivation and classroom practices is essential. Teaching experience, type and location of school has no influence on teacher motivation and classroom practices. This implies that motivation of teachers to work and their classroom practices have no bearing on their teaching experience, type and location of school in which they are working.

Classroom behavioural traits that are influencing motivation of teachers are - 'preparing well in advance', 'commitment to profession' and 'encouraging students for the active participation'. The classroom behavioural traits, that is dominant in classroom practices of teachers is 'preparing well in advance'. The educational implication of this is that primary teachers should be encouraged to prepare well in advance for better classroom practices.

The classroom behavioural traits, such as, 'preparing well in advance', 'commitment to the profession' and

'encouraging students for active participation' should be inculcated among primary teacher. A training programme may be developed to increase primary teachers' commitment to the profession.

The personality traits, that influence motivation of teachers is 'friendliness' and that influence classroom practices are, 'politeness', and 'emotional stability'. This implies that these personality traits are to be developed among primary teachers for their effective classroom practices and motivation.

The factors that contribute to teachers' motivation to work are - personal, interpersonal relations, working conditions, climatic, societal, school administration, professional development, student behaviour, classroom teaching and professional pleasure. Efforts to improve these factors facilitate primary teachers' motivation to work.

The aspects that contribute to effective classroom practices are - remedial measures, use of operation black board kit, child centred practices, A.V. aids utility, evaluation strategies, display technique, use of support material, multigrade teaching, use of local environment, and activity based teaching. This implies that a primary teacher is supposed to undertake the above mentioned tasks for effective classroom practices. Hence an inservice training programme may be developed to enrich primary teachers in these aspects of classroom practices.

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APPENDIX-I

D P E P R E S E A R C H P R O J E C T

REGIONAL INSTITUTE OF EDUCATION
(NCERT)
MYSORE-570 006

IMPACT OF TEACHERS' MOTIVATION TO WORK
ON THEIR CLASSROOM PRACTICES

Dear Friend,

A study in the field of Primary Education has been undertaken under the auspices of DPEP (NCERT), New Delhi. The success of this research project depends on your response to this enclosed questionnaires. There are six parts in this booklet. Suitable instructions are provided in each part for responding to the items. Kindly go through this booklet and give us the complete information.

Your responses will be kept in confidence and will be used only for the purpose of research. Please be frank in giving your responses.

Yours sincerely,

DR. U. LAKSHMI NARAYANA
PRINCIPAL INVESTIGATOR

PART-I
PERSONAL INFORMATION SCHEDULE

Name of the Teacher :

Name of the School and Address :

Instructions: Please complete the following by entering the appropriate number in the box provided and wherever choice is not provided, fill in the blanks with suitable response.

I. Sex 1. Male 2. Female	
II. Age	____ years
III. Marital Status 1. Married 2. Divorced/separated	
IV. Annual income Rs. _____ approximately	
V. Working status of spouse 1. Employed 2. Unemployed	
VI. Qualifications 1. Non-graduate 2. Graduate/Post-Graduate 3. Non-graduate with TTC 4. Graduate/Post-Graduate with TTC 5. Graduate/Post-Graduate with B.Ed.	

VII. Teaching experience 1. Less than 2 years 2. 2-5 years 3. 6-10 years 4. 11-15 years 5. 16-20 years 6. More than 20 years	
VIII. Location of school 1. Urban 2. Rural	
IX. Type of school 1. Government 2. Private Aided 3. Private Unaided	
X. Nature of job 1. Permanent 2. Temporary	

PART-II TMS

TEACHER MOTIVATION SCALE

Instructions: A number of statements are given in this part. Read each statement carefully and encircle, SA - if you strongly agree; A - if you agree; UD - if you are undecided; DA - if you disagree and SDA - if you strongly disagree. None of the responses are right or wrong. Try to respond to all the statements fairly and frankly.

I. Classroom Teaching (CT)	
1. Adequate preparation makes my classroom teaching easy and effective.	SA A UD DA SDA
2. I use innovative techniques to make teaching effective.	SA A UD DA SDA
3. I enjoy multiple class teaching by taking it as a challenge.	SA A UD DA SDA
4. Over crowded classrooms are discouraging.	SA A UD DA SDA
5. Using suitable methods inspires my classroom teaching.	SA A UD DA SDA
6. Teachers need not strive hard to make classroom teaching effective.	SA A UD DA SDA
II. School Administration (SA)	
1. Headmaster's attitude do not influence my functioning.	SA A UD DA SDA
2. Professional guidance of headmaster and the inspecting staff is useful to improve my teaching competency.	SA A UD DA SDA
3. My work in the school however good is not appreciated by my authorities.	SA A UD DA SDA
4. I feel that my administrators do not assign responsibilities as per my calibre.	SA A UD DA SDA
5. Head teachers give opportunity to participate in decision making.	SA A UD DA SDA
6. I feel difficult to carry out teaching work.	SA A UD DA SDA

III. Professional Pleasure (PP)	
1. I derive pleasure in teaching.	SA A UD DA SDA
2. I love my profession because it develops my personality.	SA A UD DA SDA
3. I feel happy by the appreciation of students.	SA A UD DA SDA
4. Finding an old student highly placed in the society gives me pleasure.	SA A UD DA SDA
5. I derive pleasure in guiding students even at spare time.	SA A UD DA SDA
6. I feel happy by using the support materials supplied to me.	SA A UD DA SDA
IV. Climatic Factors (CF)	
1. Congenial atmosphere of my school improves my efficiency.	SA A UD DA SDA
2. Meager amenities of my school pulls down my interest.	SA A UD DA SDA
3. Instead of complaining about lack of facilities I use the available resources.	SA A UD DA SDA
4. Freedom in framing and planning the time-table for multigrade teaching gives me pleasure.	SA A UD DA SDA
5. Unhealthy school surroundings reduce my professional interests.	SA A UD DA SDA
6. I make my class more inspiring.	SA A UD DA SDA

V. Interpersonal Relations (IR)	
1. I get encouragement from my colleagues.	SA A UD DA SDA
2. Indifferent attitude of parents hinders school activity.	SA A UD DA SDA
3. I feel depressed when teachers are blamed by parents for their wards' problems.	SA A UD DA SDA
4. I maintain cordial relations with students.	SA A UD DA SDA
5. I maintain good relation with higher authorities.	SA A UD DA SDA
VI. Student Behaviour (SB)	
1. Creativity in children improves my teaching.	SA A UD DA SDA
2. I feel teaching a tedious task because of students indiscipline.	SA A UD DA SDA
3. I feel happy in making students actively involved in different activities.	SA A UD DA SDA
4. I encourage students to express their views freely.	SA A UD DA SDA
5. Absentism makes me feel unhappy.	SA A UD DA SDA
6. I get annoyed at low performance of my students inspite of my efforts.	SA A UD DA SDA

VII. Societal (Scl)	
1. Parent Teacher Associations play a significant role in making my teaching effective.	SA A UD DA SDA
2. I am satisfied with the functioning of Village Education Committees.	SA A UD DA SDA
3. I mobilise community resources for school improvement.	SA A UD DA SDA
4. I get cooperation from agencies of primary education in the village.	SA A UD DA SDA
5. I am able to perform to the expectations of the society.	SA A UD DA SDA
VIII. Working Conditions (WC)	
1. I am satisfied with the salary.	SA A UD DA SDA
2. I prefer to stay in the place of my work.	SA A UD DA SDA
3. I am happy with the existing advancement schemes.	SA A UD DA SDA
4. Extra activities interfere with my class work.	SA A UD DA SDA
5. I am dissatisfied with the lack of medical reimbursement.	SA A UD DA SDA
6. I feel exhausted with the over work load.	SA A UD DA SDA

IX. Professional Development (PD) 1. Participation in teacher centre meetings improves my professional competency.	SA A UD DA SDA
2. Inservice training programmes enables me to know modern techniques.	SA A UD DA SDA
3. I wish to improve my academic qualifications.	SA A UD DA SDA
4. Innovative practices cannot be implemented.	SA A UD DA SDA
5. Experimental teaching in the classroom gives me satisfaction.	SA A UD DA SDA
6. My association with the professional organisation helps me in solving my problems.	SA A UD DA SDA
X. Personal (Prsl) 1. My home conditions make my profession effective.	SA A UD DA SDA
2. My place of work hampers the future of my children.	SA A UD DA SDA
3. Success of my children's performance makes me happy.	SA A UD DA SDA
4. I forget all my burdens before entering the classroom.	SA A UD DA SDA
5. My energies are exhausted in reaching the school itself. So I could not perform my job well.	SA A UD DA SDA

PART-III CPQ

CLASSROOM PRACTICES SCALE

Instructions: A number of statements are given in this part. Read each statement carefully and encircle, SA - if you strongly agree; A -if you agree; UD - if you are undecided; DA - if you disagree and SDA - if you strongly disagree. None of the responses are right or wrong. Try to respond to all the statements fairly and frankly.

I. Child Centred Practices (CCP)	
1. To cater the children's needs, I adopt teaching strategies.	SA A UD DA SDA
2. I take into consideration the individual differences of students.	SA A UD DA SDA
3. I use to easy local language to make my students understand better.	SA A UD DA SDA
4. I encourage optimum participation of pupils.	SA A UD DA SDA
5. I divide pupils into groups for active participation.	SA A UD DA SDA
II. Activity Based Teaching (ABT)	
1. I enlist suitable learning activities to adopt.	SA A UD DA SDA
2. I provide suitable learning activities to children.	SA A UD DA SDA
3. I feel happy when pupils learning by doing.	SA A UD DA SDA
4. I encourage expression of group activities.	SA A UD DA SDA
5. I find difficult to conduct activities in the available accommodation.	SA A UD DA SDA
6. I plan and guide the students in accomplishing innovative activities.	SA A UD DA SDA

III. Use of Operation Blackboard Kit (OBK)	
1. I am familiar with all material supplied under Operation Blackboard Scheme.	SA A UD DA SDA
2. I use Operation Blackboard material effectively whenever necessary.	SA A UD DA SDA
3. Inservice training helped me for the effective use of Operation Blackboard material.	SA A UD DA SDA
4. Use of Operation Blackboard enhanced student participation in learning activities.	SA A UD DA SDA
5. Operation Blackboard Kit helped me in improving teaching-learning material.	SA A UD DA SDA
6. Material supplied under Operation Blackboard Scheme is not adequate.	SA A UD DA SDA
IV. Use of support material (SM)	
1. I prefer and make use of low cost teaching material to supplement my teaching.	SA A UD DA SDA
2. I spend the allotted amount in preparing and using the support material as I wish.	SA A UD DA SDA
3. I encourage pupils to collect no cost, low cost material to prepare support material.	SA A UD DA SDA
4. I consider the needs and interests of pupils in the preparation of relevant supporting material.	SA A UD DA SDA
5. I appreciate the creative ability of children in preparation of suitable supporting material.	SA A UD DA SDA

V. Evaluation strategies (ES)	
1. I adopt stagewise activity evaluation.	SA A UD DA SDA
2. I evaluate students performance on entire lesson.	SA A UD DA SDA
3. I use different types of evaluation techniques.	SA A UD DA SDA
4. I use simple and suitable language infusing question.	SA A UD DA SDA
5. I adopt comprehensive evaluation.	SA A UD DA SDA
6. I use self-appraisal for improving my efficiency.	SA A UD DA SDA
VI. Remedial (instruction) measures (RM)	
1. I identify learning difficulties of student.	SA A UD DA SDA
2. I adopt appropriate remedial measures.	SA A UD DA SDA
3. Depending upon the feedback, I change my teaching strategies.	SA A UD DA SDA
4. I use guidance approach to solve student problems.	SA A UD DA SDA
5. I develop good work and study habits.	SA A UD DA SDA
VII. Multigrade Teaching (MT)	
1. I budget my time to suit multiple class teaching.	SA A UD DA SDA
2. I feel space management a problem in multigrade teaching.	SA A UD DA SDA
3. I plan the content to suit the multigrade teaching.	SA A UD DA SDA
4. I effectively develop and utilise materials that suits multigrade teaching.	SA A UD DA SDA
5. I employ student monitoring system in multigrade situation.	SA A UD DA SDA
6. Though multigrade teaching a difficult task I take it a challenge.	SA A UD DA SDA

VIII. Use of Local Environment (LE)	
1. I use local environment to sustain the interest among students.	SA A UD DA SDA
2. I motivate my students to collect and use local resources.	SA A UD DA SDA
3. I ably tap the local resources.	SA A UD DA SDA
4. I plan and organise the field trips.	SA A UD DA SDA
5. I inculcate awareness among students about surrounding environment.	SA A UD DA SDA
IX. Display Techniques (DT)	
1. I manage the space provided properly for the display of teaching learning materials.	SA A UD DA SDA
2. I organise the display of teaching learning materials skilfully.	SA A UD DA SDA
3. I change the display items according to need.	SA A UD DA SDA
4. I inspire children through display of teaching learning material.	SA A UD DA SDA
5. I encourage students to produce work good enough for display.	SA A UD DA SDA
X. A.V. Aids Utility (AVA)	
1. I allocate time suitably for T.V./Radio lessons.	SA A UD DA SDA
2. I successfully prepare students about T.V./Radio lessons before their telecast.	SA A UD DA SDA
3. I discuss and evaluate the impact of T.V./Radio lessons.	SA A UD DA SDA
4. I effectively use Audio and Video cassettes.	SA A UD DA SDA
5. I face problems in maintaining audio-visual equipment.	SA A UD DA SDA

PART-IV BTC

CLASSROOM BEHAVIOURAL TRAITS SCALE

Instructions

Here is a list of Behavioural Traits of a Teacher. Read them carefully. A teacher may not possess all these traits. Please put a tick mark (✓) in the space provided at the left side of the item, if you possess it. If you possess a trait, rate the extent of possession of it at the right side of item in one of the brackets provided.

	High	Moderate	Low
* Encourages students for the active participation.	( )	( )	( )
* Shows concern for the students.	( )	( )	( )
* Has sense of humour.	( )	( )	( )
* Gives more examples from the life situation.	( )	( )	( )
* Creates interest in children.	( )	( )	( )
* Adaptive and changes in the strategies as and when necessary.	( )	( )	( )
* Never finds fault with the system/policy.	( )	( )	( )
* Regular and punctual	( )	( )	( )

	High	Moderate	Low
* Prepares well in advance.	( )	( )	( )
* Enrich knowledge upto-date.	( )	( )	( )
* Patience and tolerance.	( )	( )	( )
* Readiness to attend inservice programmes.	( )	( )	( )
* Strong feeling for professional advancement.	( )	( )	( )
* Commitment to the profession.	( )	( )	( )
* Able to mobilise and use community resources.	( )	( )	( )

PART-V
PERSONALITY TRAITS SCALE

Instructions

In this part, you are asked to indicate according to the scale below how well each of the individual characteristics describes yourself. For each item circle the BEST number from the following alternatives.

1	2	3	4	5
Never True	Rarely True	Sometimes True	Mostly True	Always True

I am ...	
P.01 Decisive	1 2 3 4 5
P.02 Gentle	1 2 3 4 5
P.03 Friendly	1 2 3 4 5
P.04 Aggressive	1 2 3 4 5
P.05 Efficient	1 2 3 4 5
P.06 Adaptive	1 2 3 4 5
P.07 Individualistic	1 2 3 4 5
P.08 Polite	1 2 3 4 5
P.09 Systematic	1 2 3 4 5
P.10 Sportive	1 2 3 4 5
P.11 A person who loves children	1 2 3 4 5
P.12 Tactful	1 2 3 4 5
P.13 Ambitious	1 2 3 4 5
P.14 Responsible	1 2 3 4 5
P.15 Confident	1 2 3 4 5
P.16 Democratic	1 2 3 4 5
P.17 Optimistic	1 2 3 4 5

P.18	Enthusiastic	1 2 3 4 5
P.19	Practical	1 2 3 4 5
P.20	Nervous	1 2 3 4 5
P.21	Sensitive	1 2 3 4 5
P.22	Emotionally stable	1 2 3 4 5
P.23	Conservative	1 2 3 4 5
P.24	Analytical	1 2 3 4 5
P.25	Sympathetic	1 2 3 4 5
P.26	Jealous	1 2 3 4 5
P.27	A person who has leadership abilities	1 2 3 4 5
P.28	Willing to take risk	1 2 3 4 5
P.29	Understanding	1 2 3 4 5
P.30	Secretive	1 2 3 4 5
P.31	Sincere	1 2 3 4 5
P.32	Humble	1 2 3 4 5
P.33	Self-reliant	1 2 3 4 5
P.34	Yielding	1 2 3 4 5
P.35	A person who defends my own beliefs	1 2 3 4 5
P.36	Cheerful	1 2 3 4 5
P.37	Shy	1 2 3 4 5
P.38	Conscientious	1 2 3 4 5
P.39	Assertive	1 2 3 4 5
P.40	Loyal	1 2 3 4 5

PART-VI SMS

STUDENT MOTIVATION SCALE

Instructions

A number of items that motivate the student are given in this part. Read each item carefully and indicate to what extent they motivate students by putting '✓' mark in the brackets provided against each item. There are no right or wrong responses. Try to respond to all the items frankly.

	Always/	Some / times/	Never
I. Pertaining to the school (PS)			
1. Healthy locality of the school	( )	( )	( )
2. Attractive building of the school	( )	( )	( )
3. Adequate equipment	( )	( )	( )
4. Comfortable seating arrangement	( )	( )	( )
5. Facilities for play activities	( )	( )	( )
6. Drinking water facilities	( )	( )	( )
7. Toilet facilities	( )	( )	( )
8. Accessability of the school (within easy reach)	( )	( )	( )
II. Pertaining to the teacher (PT)			
1. Phasing manners of the teacher	( )	( )	( )
2. Clear voice and attracting stature of the teacher	( )	( )	( )
3. Interest shown by the teacher in teaching	( )	( )	( )
4. Ability of the teacher to create lively atmosphere in the class	( )	( )	( )
5. Sense of humour of the teaching	( )	( )	( )
6. Kind and sympathetic attitude of the teachers towards pupils	( )	( )	( )

	Always/	Some / times/	/Never
7. Concern for the students	( )	( )	( )
8. Rapport established by the teacher with students	( )	( )	( )
9. Regularity and punctuality of the teacher	( )	( )	( )
10. Organising ability of the teacher	( )	( )	( )
11. Sincerity of the teacher	( )	( )	( )
12. Commitment of the teacher	( )	( )	( )
13. Encouragement from the teacher			
III. Pertaining to the Learning Material (PLM) 1. Topics that arouse interest and curiosity	( )	( )	( )
2. Useful curriculum	( )	( )	( )
3. Problems related to day-to-day life	( )	( )	( )
4. Narration of stories	( )	( )	( )
5. Demonstration of simple skills	( )	( )	( )
6. Scope for learning by doing	( )	( )	( )
7. Recognition and appreciation	( )	( )	( )
8. Attractive text books	( )	( )	( )
9. Freedom to learn	( )	( )	( )
10. Frequent evaluation of pupils	( )	( )	( )
11. Pleasure of learning	( )	( )	( )
IV. Family Atmosphere and Other Factors (FA) 1. Parental education and concern for the child's education	( )	( )	( )
2. Influence of peer group	( )	( )	( )
3. Understanding the importance of education for a better living in the society	( )	( )	( )

APPENDFIX-II

COMPREHENSIVE CORRELATION MATRIX

	CI	SA	PP	CF	IK	SB	Scl	WC	PD	Prsl	Total 1	CCP	ABT	OBK	SM	ES	RM	MT	LES	DT	AVA	Total 2	PS	PT	PLM	FA	Total 3
CI	1.00	0.25**	0.24**	0.20*	0.25**	0.20*	0.16	0.23**	0.10	0.03	0.36**	0.08	0.02	0.04	0.08	0.10	0.12	0.08	0.15	0.12	0.18*	0.12	0.00	0.11	0.10	0.08	0.09
SA		1.00	0.36**	0.36**	0.39**	0.35**	0.20*	0.32**	0.23**	0.31**	0.56**	0.29**	0.27**	0.04	0.30**	0.27**	0.33**	0.24**	0.28**	0.30**	0.16*	0.28**	0.20*	0.29**	0.31**	0.26**	0.30**
PP			1.00	0.46**	0.38**	0.35**	0.39**	0.25**	0.36**	0.49**	0.62**	0.43**	0.39**	0.09	0.46**	0.51**	0.51**	0.42**	0.55**	0.53**	0.12	0.46	0.14	0.39**	0.42**	0.37**	0.37**
CF				1.00	0.44**	0.40**	0.34**	0.36**	0.39**	0.51**	0.68**	0.47**	0.44**	0.03	0.44**	0.48**	0.51**	0.47**	0.56**	0.59**	0.29**	0.47**	0.30**	0.41**	0.41**	0.41**	0.42**
IK					1.00	0.61**	0.45**	0.36**	0.36**	0.43**	0.70**	0.42**	0.35**	-0.05	0.37**	0.37**	0.39**	0.34**	0.40**	0.45**	0.23**	0.34**	0.29**	0.41**	0.45**	0.37**	0.43**
SB						1.00	0.39**	0.44**	0.43**	0.48**	0.71**	0.44**	0.40**	0.08	0.40**	0.42**	0.43**	0.43**	0.46**	0.50**	0.29**	0.45**	0.33**	0.45**	0.43**	0.41**	0.46**
Scl							1.00	0.36**	0.52**	0.44**	0.67**	0.39**	0.36**	0.11	0.35**	0.41**	0.39**	0.32**	0.44**	0.45**	0.27**	0.42**	0.18**	0.32**	0.37**	0.33**	0.33**
WC								1.00	0.51**	0.49**	0.67**	0.40**	0.38**	0.01	0.44**	0.43**	0.37**	0.32**	0.36**	0.39**	0.30**	0.38**	0.27**	0.34**	0.32**	0.26**	0.34**
PD									1.00	0.66**	0.73**	0.64**	0.59**	0.14	0.54**	0.58**	0.55**	0.52**	0.48**	0.48**	0.20*	0.56**	0.28**	0.40**	0.42**	0.37**	0.41**
Prsl										1.00	0.75**	0.60**	0.59**	0.08	0.62**	0.64**	0.62**	0.61**	0.56**	0.57**	0.21*	0.58**	0.29**	0.40**	0.46**	0.36**	0.45**
Total 1											1.00	0.65**	0.59**	0.09	0.62**	0.65**	0.65**	0.59**	0.65**	0.68**	0.34**	0.63**	0.36**	0.54**	0.57**	0.51**	0.55**
CLP												1.00	0.64**	0.13	0.57**	0.74**	0.68**	0.61**	0.61**	0.63**	0.29**	0.70**	0.35**	0.43**	0.48**	0.45**	0.47**
ABT													1.00	0.17*	0.62**	0.77**	0.72**	0.61**	0.55**	0.57**	0.27**	0.72**	0.32**	0.39**	0.45**	0.38**	0.43**
OBK														1.00	0.22**	0.17*	0.19*	0.20*	0.19*	0.15	0.21*	0.65**	0.14	0.12	0.15	0.16	0.15
SM															1.00	0.69**	0.72**	0.62**	0.62**	0.56**	0.26**	0.72**	0.40**	0.44**	0.49**	0.48**	0.49**
ES																1.00	0.81**	0.75**	0.67**	0.69**	0.28**	0.77**	0.36**	0.50**	0.56**	0.53**	0.54**
RM																	1.00	0.73**	0.69**	0.70**	0.29**	0.78**	0.37**	0.50**	0.54**	0.49**	0.53**
MT																		1.00	0.58**	0.66**	0.31**	0.73**	0.41**	0.49**	0.52**	0.50**	0.53**
LES																			1.00	0.83**	0.38**	0.73**	0.53**	0.58**	0.62**	0.58**	0.64**
DT																				1.00	0.36**	0.72**	0.52**	0.63**	0.68**	0.66**	0.68**
AVA																					1.00	0.51**	0.29**	0.27**	0.30**	0.29**	0.31**
Total 2																						1.00	0.45**	0.52**	0.57**	0.55**	0.57**
PS																							1.00	0.67**	0.68**	0.64**	0.83**
PT																								1.00	0.87**	0.76**	0.95**
PLM																									1.00	0.85**	0.95**
FA																										1.00	0.86**
Total 3																											1.00

APPENDIX III

LIST OF SCHOOLS

Sl.No.	School
1	Vudikalapeta
2	Bobbadipeta
3	J.D. Peta
4	S.V. Palem
5	Kallempudi
6	Pedamedapalli
7	Sadunuguda
8	S.T. Colony
9	Lakkaguda
10	Thota, G.L. Puram
11	Tikkabai
12	Krishnapalli
13	Lingamvalasa
14	Kanimerika
15	Chinabondapalli
16	Korada
17	Gotlam
18	Reddayyavalak
19	M.R. Nagaram
20	Pedabondapalli (R)
21	Malicherla-I
22	Rajupeta

Sl.No.	School
23	Narsipuram (R)
24	G.R. Peta
25	Gopalapuram
26	Malicherla-II
27	G.S. Puram
28	Penta
29	G.T. Valasa
30	Pedabondapalli (SW)
31	Jagannadhapuram
32	Rajupeta
33	Kantakapalli
34	Yerravanipalem
35	Kothapeta
36	Koradapeta
37	R.K.B. Valasa
38	Venkampeta
39	Kunukuvari valasa
40	Peda Bondapalli (Spl)
41	Putturu
42	Duvvupeta
43	M. Burjavalasa
44	Narsipuram SC Colony
45	Appayyapeta
46	Vijinigiri

Sl.No.	School
47	Moida
48	Puthikapeta
49	Pedathadivada
50	Nadipenapeta
51	Dummeda
52	Chintada
53	Kotipam
54	Ramabhadrapura
55	Reddiyyavalasa
56	Nallabilli
57	Veldam
58	K.R. Peta
59	Vepada
60	Narayanapuram
61	Pedakhandepalli
62	T.P. Colony
63	Dharmavaram
64	Malliveeda
65	V.B. Peta
66	K.G. Budi
67	Pedavenali
68	Gajapathinagaram