



A STUDY OF TEACHER MOTIVATION ON TEACHER SELF-EFFICACY AMONG TEACHER EDUCATORS

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Abstract

The present study aims to examine the teacher motivation and teacher self-efficacy among teacher educators. The investigator has adopted correlation cum causal comparative method under descriptive method of research. The sample consists of 300 teacher educators from different colleges affiliated to Davangere University, Kuvempu University and Vijayanagara Sri Krishnadevaraya University through stratified random sampling technique. The investigator developed a self-made tool to measure the teacher motivation and also used the standardized tool to measure the teacher self-efficacy among teacher educators. To interpret the raw scores, data were analyzed using mean, standard deviation, t-test and correlation. The finding shows that significant and positive relationship was observed between teacher motivation and teacher self-efficacy among teacher educators. It is to be noted that, there is no significant difference in the mean score of teacher motivation between male and female teacher educators however female teacher educators are having more self-efficacy scores compare male teacher educators. The unaided teacher educators have higher self-efficacy and teacher motivation scores values compared to aided teacher educators.

Further, the teaching experience does not have a significant impact on teacher self-efficacy and teacher motivation scores among the teacher educators.

Key words: *Teacher Motivation, Teacher Self-Efficacy, Teacher Educators*

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INTRODUCTION

Education is a multidimensional process, that it is essential for individual's life to train them socially, mentally, intellectually, and morally. It is a continuous process and it should help creative and productive individuals to contribute to society. To achieve this goal, continuous effort is required from teacher educators. If teacher educators have generous attitude, knowledgeable, self-motivation and effective involvement then only true educational objectives can be achieved which helps in nation building process.

D S Kothari stated that “**Destiny of the nation is shaped in four walls of the class room**”. So, true educational objectives can be achieved only if the teacher educators provide quality education to student teachers. Teacher educators are facing lack of motivation, lack of effective thought oriented activities, lack of updating the knowledge, values behaviors and lack of dedicated attitude and their commercial attitude. With these challenges present study is going to focus on studying teacher educators' motivation, broad analysis of self-efficacy and other related information.

Teacher educator's motivation makes any student teacher to behave in a productive way. Good teacher educators have to create different teaching situations which are able to provide knowledge to student teachers. Teacher educators' self-efficacy means which consists of motivational methods, adjusting according to the situation and courage to face any kind of situation. Teacher educator's self-efficacy is the indicator of professional development. So, one must develop self-efficacy.

The present study is essential for career development of teacher educators which is going to study the motivation and self-efficacy in the context of educational scenario.

NEED OF THE STUDY

Teachers are role models for students, and their motivation directly affects learning. Motivated teachers drive educational reforms and enhance productivity. Student success depends on effective teaching, making teacher motivation important. Self-efficacy influences

motivation, with people high in self-efficacy taking on challenging tasks. Recent research shows a growing interest in teacher self-efficacy, which is crucial for teachers to plan, organize, and achieve educational goals. Teachers face the challenge of meeting diverse student needs, making this study necessary. Previous research has focused on individual aspects like teacher motivation and self-efficacy, with limited exploration of their interrelationships. This study explores teacher motivation, and self-efficacy, addressing gaps in existing research among teacher educators.

STATEMENT OF THE PROBLEM

“A Study of Teacher Motivation on Teacher Self-Efficacy Among Teacher Educators”.

OBJECTIVES OF THE STUDY

1. To study the relationship between Teacher motivation and Teacher Self-efficacy among Teacher Educators.
2. To Study the difference in Teacher self-efficacy among teacher educators with respect to their Gender.
3. To Study the difference in Teacher motivation among teacher educators with respect to their Gender.
4. To Study the difference in Teacher self-efficacy among teacher educators with respect to Aided and Unaided colleges.
5. To Study the difference in Teacher motivation among teacher educators with respect to Aided and Unaided colleges.
6. To Study the difference in Teacher self-efficacy among teacher educators with respect to their Teaching Experience.
7. To Study the difference in Teacher motivation among teacher educators with respect to their Teaching Experience.

VARIABLES OF THE STUDY

1. Independent Variables;

- ✓ Teacher motivation

2. Dependent Variables:

- ✓ Teacher self-efficacy

3. Moderator Variables:

- ✓ **Gender:** Male, Female
- ✓ **Types of college:** Aided and Unaided
- ✓ **Teaching experience:** Below 05 years, 5 to 10 years, 11 years and above

TECHNICAL TERMS USED FOR THE STUDY:

- **Teacher Motivation:** The internal or external factors that drive teacher educators to engage in their work and strive for excellence. Intrinsic motivation is motivation that comes from within, such as personal satisfaction in teaching, while extrinsic motivation involves external rewards or recognition. In the present study teacher motivation refers to the scores obtained on teacher motivation scale developed and validated by the Researcher.

- **Teacher Self-Efficacy:** A teacher educator's belief in their own capability to effectively teach and positively impact their students' learning outcomes. It reflects their confidence in their instructional skills and their ability to overcome challenges in teaching. In the present study teacher's Self-efficacy refers to the ability of teachers to secure at a specific task that is the scores obtained by administering and validated by Sushma Talesara and Farzana Irfan.

- **Teacher Educators:** Educators who specialize in preparing and mentoring future teachers, they are responsible for imparting pedagogical knowledge, teaching strategies, and guiding aspiring teachers through their training and development.

TOOLS USED FOR THE COLLECTION OF DATA

The following tools were used for the collection of data in the present study

1. **Teacher Self-efficacy Tool:** Teacher Self-efficacy Tool was developed by the Sushma Talesara and Farzana Irfan
2. **Teacher Motivation Tool:** Teacher Motivation Tool was developed by the researcher with 50 items to assess the motivation with five options like strongly agrees, agree, neutral, disagree and strongly disagree.

METHODOLOGY: The investigator has used correlation cum casual-Comparative Method under Descriptive Method of Research.

SAMPLE: A sample consists of three hundred teacher educators elected by using stratified random sampling technique.

STATISTICAL TECHNIQUES USED FOR THE ANALYSIS:

- ❖ Mean, Standard Deviation, t-Test
- ❖ Correlation analysis

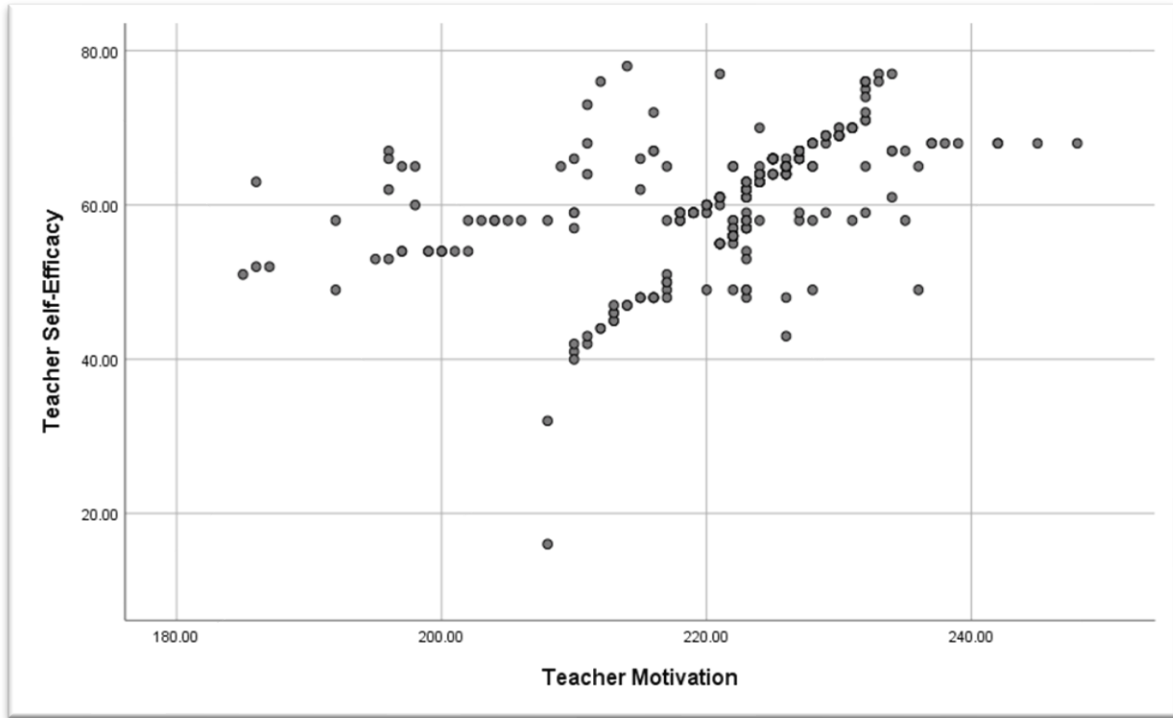
ANALYSIS OF THE DATA:

Hypothesis-1: There Is No Correlation Between Teachers Motivation and Teachers Self-Efficacy Among Teacher Educators.

Table 1: Coefficient of Correlation Between Teachers Self-Efficacy and Teachers Motivation Among Teacher Educators.

		Teachers Motivation
Teachers Self-Efficacy	Pearson Correlation	0.480**
	Sig. (2-Tailed)	0.000
	N	300
** . Correlation Is Significant at the 0.01 Level (2-Tailed).		

Table 1: shows that the obtained Pearson Correlation Coefficient is 0.480, the correlation is statistically significant at the 0.01 level. The interpretation rejects the null hypothesis, which typically states that there is no significant relationship between the variables being studied. In this case, the null hypothesis is: "there is a significant Relationship between Teachers Self Efficacy and Teacher Motivation among Teacher Educators." The correlation is statistically significant and has a magnitude of 0.480, the interpretation suggests that there is a moderate level of correlation between Teachers Self Efficacy and Teacher Motivation among Teacher Educators. The Positive sign indicates that as one variable (Teachers Self Efficacy) increases, the other (Teachers Motivation) tends to increase significantly. The interpretation continues to suggest that Teachers Self Efficacy depends on Teachers Motivation among Teacher Educators. This implies that the level of Teachers Self Efficacy experienced by Teacher educators has a significant impact on their Teachers Motivation. The interpretation further suggests that Teacher Educators who experience High level of Teachers Self Efficacy tend to have high Teachers Motivation. This suggests that as teachers' motivation levels increase, their belief in their ability to perform effectively in their role as educators (self-efficacy) also tends to increase. This finding supports the idea that motivation can play a role in enhancing teachers' confidence and belief in their teaching capabilities.



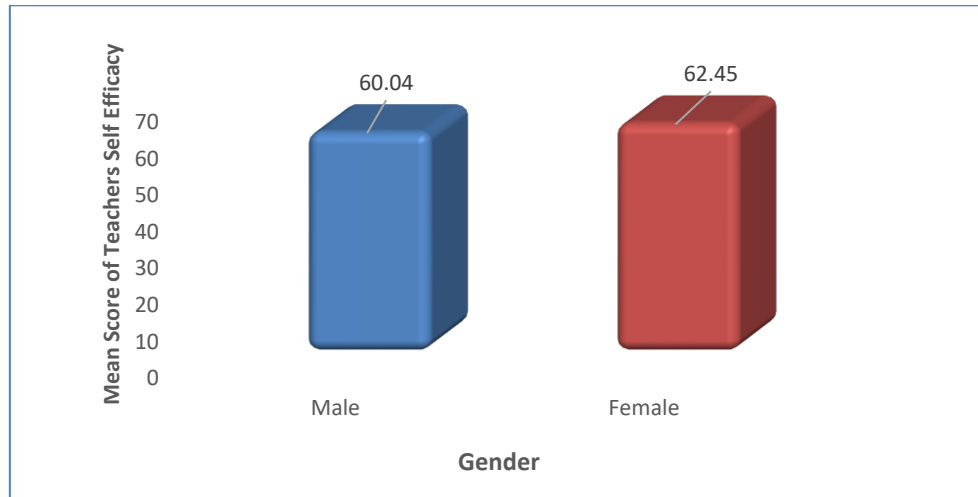
Graph 1: Scatter plot on Teachers Self-Efficacy and Teachers Motivation Among Teacher Educators.

The significance level (p-value of 0.480) indicates that this relationship is highly unlikely to have occurred by chance. In the scatter plot, this would be represented by the points closely adhering to the upward-sloping line, with minimal scattering away from the trend line. The scatter plot would visually demonstrate the directional relationship between teachers' motivation (x-axis) and their self-efficacy (y-axis). As data move along the x-axis (motivation), on average, the corresponding points on the y-axis (self-efficacy) tend to move upward, indicating that higher motivation is associated with higher self-efficacy scores.

Hypothesis-2: There Is No Mean Significant Difference in The Teachers Self Efficacy Scores Among Teacher Educators with Respect to Their Gender.

Table 2: Table Shows Levels of Teachers Self Efficacy, N, Mean, Standard Deviation And 't' Of Teachers Self Efficacy of Teacher Educators with Respect to Their Gender.

	Gender	N	Mean	Std. Deviation	t
Teachers Self Efficacy	Male	200	60.0400	8.15542	2.486
	Female	100	62.4500	7.40512	



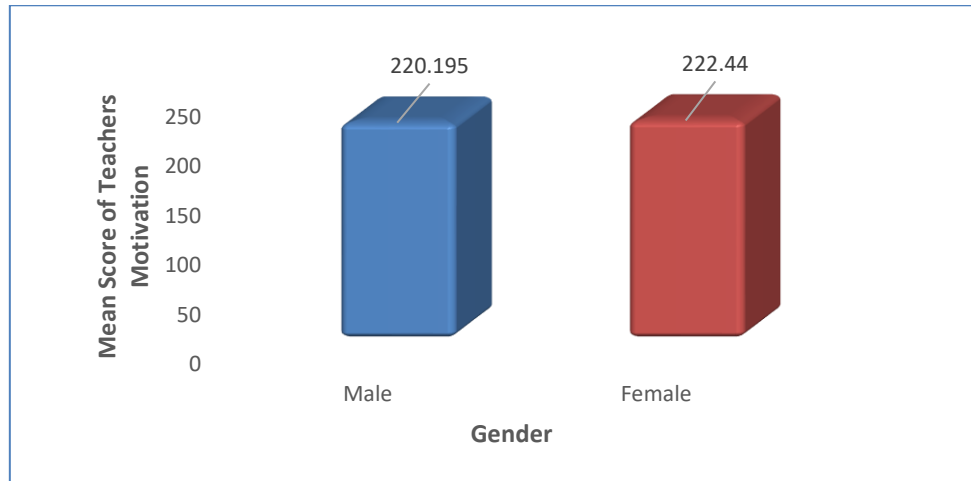
Graph 2: Graph Shows comparison in mean Score of The Teachers Self Efficacy Among Teacher Educators with Respect to Their Gender.

The above table 2 and graph 2, shows that the obtained t-value is 2.486, it is higher than the theoretical table value 1.96 with degrees of freedom 298 at 0.05 level of significance. Hence, the null hypothesis is rejected and formulated the alternative hypothesis, i.e., "There is a significant difference in the mean scores in teacher's self-efficacy between male and female teacher educators". Gender may influence on teacher's self-efficacy among teacher educators. It can be concluded that the mean score of male is 60.0400 and female is 62.4500, the result shows Female teacher educators are more self-efficacy compare to male teacher educators.

Hypothesis-3: To Study the difference in the mean scores of Teachers Motivation among Teacher Educators with respect to their gender.

Table 3: Table Shows Levels of Teachers Motivation, N, Mean, Standard Deviation and 't' of Teachers Motivation of Teacher Educators with Respect to their Gender.

	Gender	N	Mean	Std. Deviation	t
Teachers Motivation	Male	200	220.1950	10.21906	1.816
	Female	100	222.4400	9.83122	



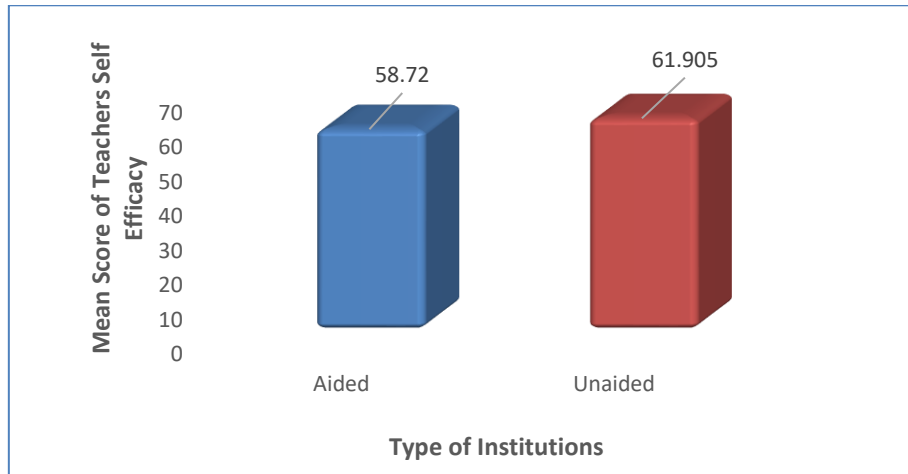
Graph 3: Graph Shows comparison in mean Score of The Teachers Motivation Among Teacher Educators with respect to their gender.

From the above table 3 and Graph 3, shows that the obtained t-value of 1.816, which is lower than the theoretical table value of 1.96 at a 0.05 significance level, you have concluded that there is no significant difference in the mean scores of teacher motivation between male and female teacher educators. In other words, your analysis suggests that gender may not influence teacher's motivation among teacher educators. This means that, there isn't enough evidence to support the idea that there is a statistically significant difference in motivation scores between male and female teacher educators. Therefore, researcher accept the null hypothesis, indicating that gender does not appear to be a significant factor affecting teacher motivation among the educator group you studied.

Hypothesis-4: There Is No Significant Difference in the Mean Scores of Teachers Self Efficacy among Teacher Educators with Respect to Type of Institution.

Table 4: Table Shows Levels of Teachers Self Efficacy, N, Mean, Standard Deviation and 't' of Teachers Self Efficacy of Teacher Educators with Respect to their Type of Institutions.

Teachers Self Efficacy	Type of Institutions	N	Mean	Std. Deviation	t
	Aided	100	58.7200	9.90264	
	Unaided	200	61.9050	6.59953	3.312



Graph 4: Graph Shows comparison in mean Score of The Teachers Self Efficacy Among Teacher Educators with Respect to Type of Institution.

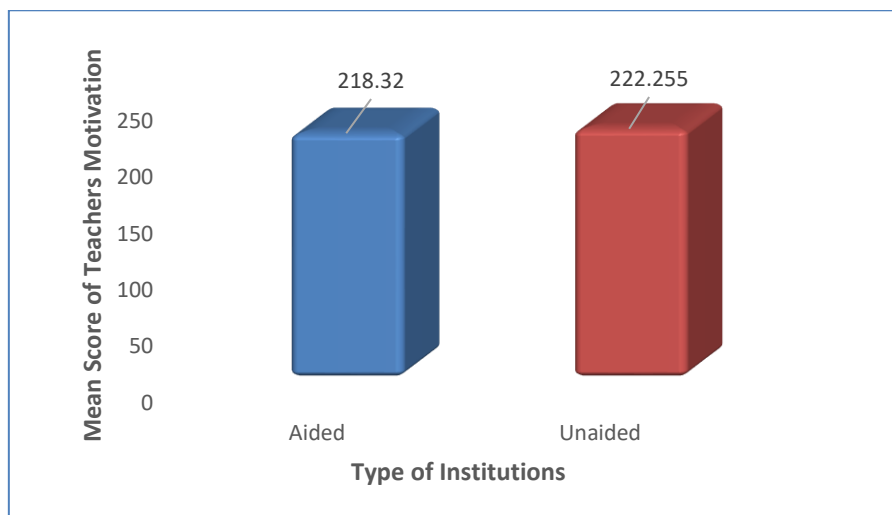
From the above table 4 and Graph 4, shows that the obtained t-value of 3.312, which is higher than the theoretical table value of 1.96 at a 0.05 significance level, you have concluded that there is a significant difference in the mean scores in teacher's self-efficacy between Aided and Unaided teacher educators. In other words, the type of college (Aided or Unaided) may influence teacher's self-efficacy among teacher educators.

Furthermore, the mean scores for both Aided and Unaided teacher educators, with a mean difference of 3.185. This indicates that, on average, Unaided teacher educators have higher self-efficacy scores (61.9050) compared to Aided teacher educators (58.7200). This finding implies that the type of college (Aided or Unaided) may play a role in shaping the self-efficacy levels of teacher educators. It's important to consider potential factors or reasons behind this difference. The nature of the college, resources available, teaching environment, or support systems could be contributing to variations in self-efficacy between these two groups.

Hypothesis-5: There Is No Significant Difference in The Mean Scores of Teachers Motivation Among Teacher Educators with Respect to Type of Institution.

Table 5: Table Shows Levels of Teachers Motivation, N, Mean, Standard Deviation and 't' of Teachers Motivation of Teacher Educators with Respect to their Type of Institutions.

	Type of Institutions	N	Mean	Std. Deviation	t
Teachers Motivation	Aided	100	218.3200	11.43791	3.221
	Unaided	200	222.2550	9.16131	



Graph 5: Graph Shows comparison in mean Score of The Teachers Motivation Among Teacher Educators with Respect to Type of Institution.

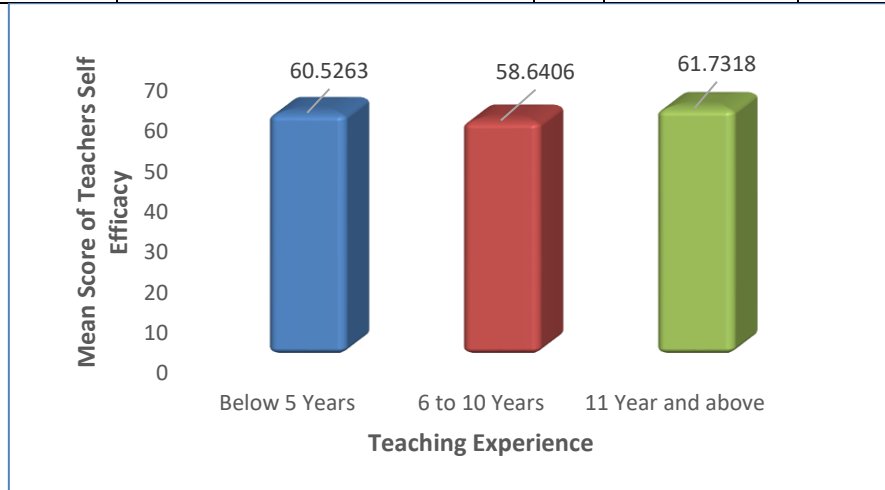
From the above table 5 and Graph 5, shows that the obtained t-value of 3.221, which is higher than the theoretical table value of 1.96 at a 0.05 significance level, you have concluded that there is a significant difference in the mean scores in Teachers Motivation between Aided and Unaided teacher educators. In other words, the type of college (Aided or Unaided) may influence Teachers Motivation among teacher educators.

Furthermore, the mean scores for both Aided and Unaided teacher educators, with a mean difference of 3.935. This indicates that, on average, Unaided teacher educators have higher motivation scores (222.2550) compared to Aided teacher educators (218.3200). The mean difference of 3.935 points between these two groups indicates that Unaided teacher educators, on average, have higher motivation scores compared to Aided teacher educators. This finding implies that the type of college (Aided or Unaided) may play a role in shaping the motivation levels of teacher educators. Factors related to college resources, teaching environment, or support systems could potentially contribute to variations in motivation between these two groups.

Hypothesis-6: To Study the Difference in The Mean Scores of Teachers Self Efficacy Among Teacher Educators with Respect to Teaching Experience.

Table 6: Table Shows Levels of Teachers Self Efficacy, N, Mean and Standard Deviation of Teachers Self Efficacy of Teacher Educators with Respect to their Teaching Experience.

Teachers Self Efficacy	Teaching Experience	N	Mean	Std. Deviation
	Below 5 Years	57	60.5263	9.43607
	6 to 10 Years	64	58.6406	8.53632
	11 Year and above	179	61.7318	7.11745
	Total	300	60.8433	7.98235



Graph 6: Graph Shows comparison in mean Score of The Teachers Self Efficacy Among Teacher Educators with Respect to Teaching Experience.

The above table 6 and Graph 6, shows that Teacher educators with more than 10 years of teaching experience tend to have higher self-efficacy scores compared to those with 6 to 10 years of experience. Interestingly, teacher educators with less than 5 years of experience also have relatively high self-efficacy scores, indicating that novice educators may have confidence in their teaching abilities. Teacher educators with 6 to 10 years of experience have the lowest self-efficacy scores among the groups. This could be due to various factors, such as mid-career challenges or changing roles and responsibilities.

Table 6.1: Table Shows F Value of Teachers Self Efficacy Among Teacher Educators with Respect to Teaching Experience.

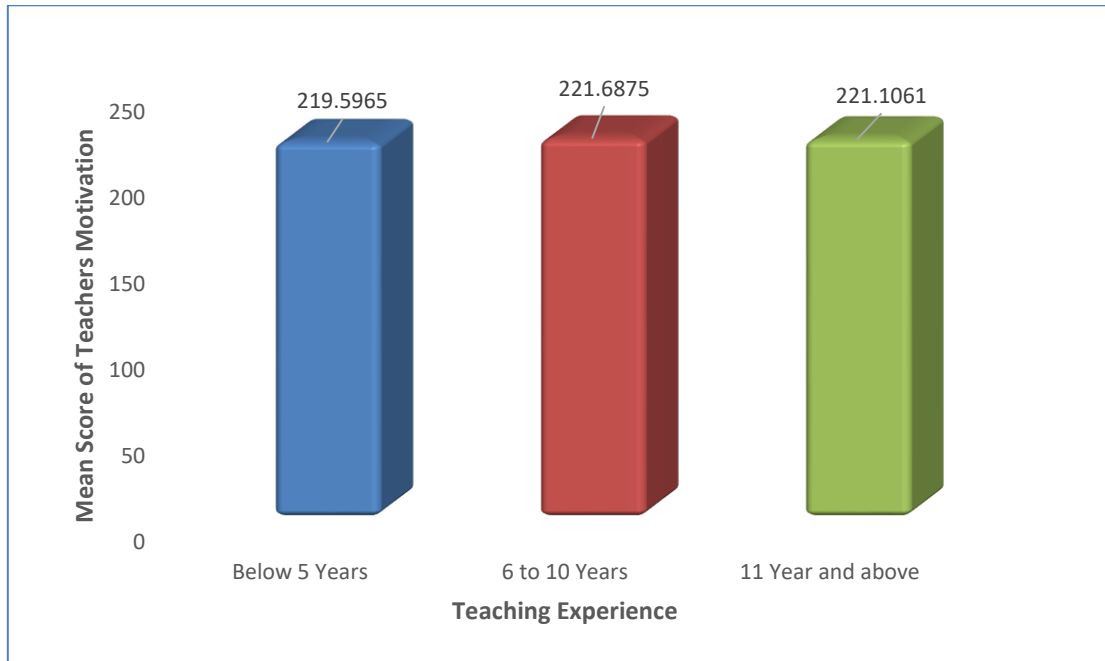
		Sum Of Squares	Df	Mean Square	F	Sig.
Teachers Self Efficacy	Between Groups	457.563	2	228.782	3.654	.027
	Within Groups	18594.073	297	62.606		
	Total	19051.637	299			

The above table 6.1, shows that the reveals that obtained F-value of 3.654, which is less than the theoretical table value of 2.996 at a 0.05 significance level, you have concluded that there is no significant difference in the mean scores of Teachers Self-Efficacy among teacher educators with respect to teaching experience. In other words, teaching experience does not have a significant impact on teacher self-efficacy scores among the teacher educators. teaching experience does not appear to be a significant factor influencing teacher self-efficacy. This means that the number of years of teaching experience does not lead to significant variations in self-efficacy scores among the teacher educators in the present study.

Hypothesis-7: To Study the difference in the mean scores of Teachers Motivation among Teacher Educators with respect to Teaching Experience.

Table 7: Table Shows Levels of Teachers Motivation, N, Mean and Standard Deviation of Teachers Motivation of Teacher Educators with Respect to their Teaching Experience.

	Teaching Experience	N	Mean	Std. Deviation
Teachers Motivation	Below 5 Year	57	219.5965	10.15920
	6 to 10	64	221.6875	8.08659
	11 and above	179	221.1061	10.76902
	Total	300	220.9433	10.13059



Graph 7: Graph Shows comparison in mean Score of The Teachers Motivation Among Teacher Educators with respect to Teaching Experience.

The above table 7 and Graph 7, shows that Teacher educators with 6 to 10 years of teaching experience have the highest motivation scores on average. This may indicate that mid-career educators are particularly motivated in their roles. Teacher educators with 11 or more years of teaching experience also have high motivation scores, suggesting that experienced educators remain motivated in their roles. Teacher educators with less than 5 years of teaching experience have slightly lower motivation scores on average, but the difference is not substantial. The overall mean motivation score for all teacher educators falls between the means of the three experience groups, indicating a moderate level of motivation across the entire sample.

Table 7.1: Table Shows F Value of Teachers Motivation Among Teacher Educators with Respect to Teaching Experience.

		Sum Of Squares	Df	Mean Square	F	Sig.
Teachers Motivation	Between Groups	143.584	2	71.792	0.698	.498
	Within Groups	30542.453	297	102.837		
	Total	30686.037	299			

The above table 7.1, shows that the obtained F-value of 0.698, which is less than the theoretical table value, and it is not significant at the 0.05 level, concluded that there no significant difference in the mean scores of Teachers Motivation among teacher educators

with respect to teaching experience. In other words, that teaching experience does have a significant impact on teacher motivation scores among the teacher educators.

FINDINGS

- A significant and positive relationship was observed between teacher self-efficacy and teacher motivation among teacher educators ($r=0.480$) at 0.01% level of significance.
- The teacher self-efficacy and teacher motivation of teacher educators are dependent on each other.
- The female teacher educators are more self-efficacy compare to male teacher educators.
- There is no significant difference in the mean scores of teacher motivation between male and female teacher educators.
- The unaided teacher educators have higher self-efficacy scores compared to aided teacher educators.
- The unaided teacher educators have higher teacher motivation scores compared to aided teacher educators.
- Teaching experience does not have a significant impact on teacher self-efficacy scores among the teacher educators.
- Teaching experience does not have a significant impact on teacher motivation scores among the teacher educators.

CONCLUSION

The present study clearly indicates that, a significant and positive relationship was observed between teacher motivation and teacher self-efficacy among teacher educators. It is observed that, the female teacher educators are having more self-efficacy scores compared male teacher educators. However, there is no significant difference in the mean scores of teacher motivation between male and female teacher educators. The unaided teacher educators have higher self-efficacy scores and higher teacher motivation scores compared to aided teacher educators. Further, the teaching experience does not have a significant impact on teacher self-efficacy and teacher motivation scores among the teacher educators.

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