Job Motivation, General Self-Efficacy and Academic Achievement

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Received: 10 May Revised: 18 May Accepted: 26 May

Abstract
India has a long tradition of learning and education has always been valued. Accordingly, education has been assigned high priority in the national development strategy and conscious efforts have made towards the massive expansion of educational facilities in the country. In absolute terms, the educational system created in the country is vast when viewed in respect of the number of institutions, students and teachers and the variety of educational activity. However, effective utilization and success of educational set-up to produce quality output has been a subject matter of concern. Several commissions and committees who examined the functioning of educational set-up in the country have expressed concern about the quality, job satisfaction and work motivation of teachers towards an overall improvement of the education system.

Keywords: Motivation, self efficacy, prospective, achievement, correlation and significance.

1. Introduction
Motivation is one of the most important factor affecting human behaviour. It not only affects other cognitive factors like perception, learning self-efficacy and academic achievement but affect the total performance of an individual in organizational setting. This is the reason why managers attach great importance to motivation in organization. Motivation is an effective instrument in the hands of a manager for inspiring the workforce and creating a confidence in it. By motivating the workforce, management creates ‘will to work’ which is necessary for achievement of the organizational goals. This is the reason why managers attach great importance to motivation in organization. Likert (1961) has called motivation as the core of management. Keeping an employee working at full potential is the ultimate goal of employee motivation. A prerequisite to effective employee motivation in the workplace and therefore effective management and leadership is an understanding and appreciation of motivation.

2. Need and significance of the study
It has been rightly observed that the destiny of India is being shaped in its classrooms. What India needs today is highly motivated and committed teachers who would teach with a spirit of mission. But teaching is not an easy task, as it requires grueling endeavors on the part of the teachers. To be successful, what a teacher requires is to have high levels of job motivation, achievements and self-efficacy. Teacher trainees with high self-efficacy actively involved in their own learning...
process, plan and monitor the task they are focusing on their own attitudes and the task and the study attitudes fits together. High self-efficacy in the prospective teachers affects their real and professional life. With the help of good abilities they make their teaching effective and interesting. Prospective teachers can bring constructive, productive and quality education in the society through job motivation because under whose charge the parents are placing the destiny of their children. Good self-efficacy is necessary to attain the success in educational field. This is possible only when those abilities are present in the prospective teachers because they are future teachers and a teacher is the top most academic and professional person in the educational pyramid. Work motivation to undertake the job and self-efficacy to develop a faith in their abilities to successfully accomplish the task. The findings of this study will be of demand is importance to teacher and administrators working in colleges of educations in Jammu Since the prospective teachers are still in the process of receiving training and developing motivation and self-efficacy is not only possible, but rather easy also, so, the investigator was inspired to study the work motivation of the prospective teachers and also to see if it was in any way related to their self-efficacy and academic achievements.

3. Objectives of the study

1. To study significance different mean score of Job motivation of prospective Teacher in relation to their stream of study (Science and Arts).
2. To find out the significance difference in Mean Score of self-efficacy of Prospective teacher in relation to their stream of studies (Science and Arts).
3. To find out the relationship among job motivations, self-efficiency and Academic Achievement of Prospective teachers.

3.1 methodology

The proper direction in any research work yield positive and meaningful results. The directions are determined by the research methodologies and strategies the investigator has adopted for completing the task. This provides the information about sample, which has been the basis of research and provides a picture of the instrument used, collection and procedure employed for sampling and tabulation of data and along with the statistical technique used.

A research design describes in detail the methodology adopted for the study, the nature and size of the sample and the sampling techniques used in selecting the sample, the tool used and the process of preparation of the tools, the data collection process and the techniques of data analysis. It provides blue print of the research.

3.2 design of the study

A Quantitative Survey Design with a focus on Correlation Analysis, Mean, S.D and t-value were used to achieve the research objectives and to test research questions of the study. In other words, the present study was a quantitative descriptive survey which was conducted on prospective teachers of colleges of education of Jammu district.
3.2.1 Sampling

The process by which a relatively small number of individual objects or events are selected and analyzed in order to find out something about the whole population from which they are selected called sampling. Sampling is the essence of research. The whole process of investigation demands a representative sample, which would truly reflect the population. Selection of the sample has a great utility in research. Sampling is the basis of all statistical methodology of research. It is practically impossible to work with the population or universe, i.e., surveying the whole population. Sampling is the foundation of research. There are many techniques for obtaining a sample, which may be the representative of the whole population.

3.2.2 The Sample

In the present study random sampling technique was applied for the selection of the sample. The sample was drawn from the five B.Ed. colleges of education of Jammu district. The investigator selected 200 prospective teachers from five B.Ed. colleges of education of Jammu district by employing random technique. The number of the prospective teachers (science and arts) selected from B.Ed. colleges of education is given in table 3.1.

<table>
<thead>
<tr>
<th>S.NO.</th>
<th>Name of the colleges of Education</th>
<th>Science Prospective teachers</th>
<th>Arts Prospective teachers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MIER College of Education, Jammu</td>
<td>17</td>
<td>23</td>
<td>40</td>
</tr>
<tr>
<td>2</td>
<td>Khalsa College of Education, Jammu</td>
<td>25</td>
<td>15</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td>K.C Gurukul College of Education, Jammu</td>
<td>17</td>
<td>23</td>
<td>40</td>
</tr>
<tr>
<td>4</td>
<td>K.C College of Education, Jammu</td>
<td>21</td>
<td>19</td>
<td>40</td>
</tr>
<tr>
<td>5</td>
<td>Luthra College of Education, Jammu</td>
<td>20</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
<td><strong>200</strong></td>
</tr>
</tbody>
</table>

3.2.3 Variables of the Study. Job Motivation, General Self-Efficacy and Academic Achievement were taken as variables for the present investigation.
Delimitation of the study

In view of the limited time and resources at disposal of the investigator, the study had to be delimited with regard to variables, design and statistical tools.

- The study is delimited to B.Ed. students of Jammu district only.
- The study was delimited to 200 prospective teachers.
- The study was delimited to science and arts students.

Job Motivation

Job motivation is a set of energetic force that originates both within as well as beyond an individual’s being, to initiate work-related behaviour and to determine its form, direction, intensity and duration. Job motivation for this study is the scores given to each student on Work Motivation Questionnaire by Aggarwal (2006).

Self-efficacy:

The term self-efficacy has been used to mean general self-efficacy which is a broad and stable sense of belief in one’s competence to tackle noble tasks and to cope with adversity in a broad range of stressful or challenging encounters across various domains of functioning and measured. Self-Efficacy for this study is the scores given to each student on The General Self-Efficacy Scale by Matthias Jerusalem and Ralf Schwarzer (1995)

Prospective Teachers

The term Prospective teachers is used for the individuals undergoing B.Ed. course in various colleges of education affiliated to Jammu University in the session 2014-15.

Academic Achievement

Achievement is the measurement of proficiency in a given skill or knowledge which means the extent to which teaching and learning have regulated in mastery in the classroom situation. Academic achievement is the outcome of education the extent to which student, teacher or institution has achieved their educational goals. In this case the Academic achievement is the result of BA/B.Sc./B.Com course as which the admission to this course is granted.

4.2 RESULTS AND FINDINGS

4.2.1 Job Motivation of prospective teachers in relation to their stream of studies

To study the Job Motivation in relation to stream of studies of the Prospective Teachers of Colleges of Jammu, t-test was applied to test the significance of Mean difference of Job Motivation of Prospective Teachers in relation to Science and Arts. The findings are presented in the table 4.1
Table 4.1 shows that the calculated value of 't' comes to be 0.85 for job motivation of prospective teachers in relation to Science and Arts stream. The calculated of 't' is less than the table value. Hence 't' is insignificant at 0.05 level. We can infer that there is no significant difference between Science and Arts stream in relation to job motivation of prospective teachers.

Fig.4.1 Graph showing Mean score of Job Motivation student studied in Science and Arts Streams of Prospective.

4.2.2 Self-efficacy of prospective teachers in relation to their stream of studies

Table 4.1 shows that the calculated value of 't' comes to be 0.34 for self-efficacy of prospective teachers in relation to Science and Arts stream. The calculated of 't' is less than the table value. Hence 't' is insignificant at 0.05 level. We can infer that there is no significant difference between Science and Arts stream in relation to self-efficacy of prospective teachers.
Table 4.2 shows that calculated value of ‘t’ comes to be 0.34 for Self-efficacy of prospective teachers in relation to Science and Arts stream. The calculated value of t is insignificant at both the levels of significance that is at 0.01 and 0.05 levels. We can infer that there is no difference between Self-efficacy of prospective teachers in relation to Science and Arts stream.

![Graph showing Mean score of Self Efficacy of students studied in Science and Arts Streams.](image-url)

**Table 4.2**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Stream</th>
<th>N</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>t-value</th>
<th>Levels of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Efficacy</td>
<td>Science</td>
<td>100</td>
<td>30.05</td>
<td>4.15</td>
<td>0.34</td>
<td>Not significant at 0.05 level</td>
</tr>
<tr>
<td></td>
<td>Arts</td>
<td>100</td>
<td>29.84</td>
<td>4.35</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Fig.4.1** Graph showing Mean score of Self Efficacy of students studied in Science and Arts Streams.
4.2.3 Correlation Analysis

4.2.3.1 To find out the relationship among Job Motivation, Self-Efficacy and Academic Achievement of Prospective Teachers of Jammu.

Karl Pearson’s Product Moment method was used to calculate (r) the coefficient of correlation.

Table 4.3

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>df</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Coefficient of Correlation (r)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-efficacy</td>
<td>200</td>
<td>198</td>
<td>29.94</td>
<td>4.25</td>
<td>+0.89</td>
</tr>
<tr>
<td>Job Motivation</td>
<td>200</td>
<td>198</td>
<td>49.52</td>
<td>6.44</td>
<td></td>
</tr>
</tbody>
</table>

The table 4.3 shows that the calculated value of co-efficient of correlation between self-efficacy and job motivation of prospective teachers is +0.89. The calculated value of r which is + 0.89, this value was converted into Fisher’s Z, the value of r +0.89 against Z is 1.42 at df 198 (N-2). Furthermore, the table value of r to be significant when N is 200 and df 198 is 0.138 and 0.181 at 0.05 and 0.01 levels of significance. Thus, a positive correlation exists between Job Motivation and Self-Efficacy of prospective teachers. The positive correlation shows that as Self-Efficacy increases, Job Motivation also increases.

Table 4.4

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>df</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Coefficient of Correlation (r)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Motivation</td>
<td>200</td>
<td>198</td>
<td>49.52</td>
<td>6.44</td>
<td></td>
</tr>
</tbody>
</table>

International journal of basic and applied research
www.pragatipublication.com
ISSN 2249-3352 (P) 2278-0505 (E)
Cosmos Impact Factor-5.960
The table 4.4 shows that the calculated value of co-efficient of correlation between job motivation and Academic Achievement of prospective teachers is +0.27. The calculated value of r which is +0.27, this value was converted into Fisher’s Z, the value of r +0.27 against Z is 0.28 at df 198 (N-2). Furthermore, the table value of r to be significant when N is 200 and df 198 is 0.138 and 0.181 at 0.05 and 0.01 levels of significance. Thus, a positive correlation exists between Job Motivation and Academic Achievement of prospective teachers. The positive correlation shows that as Academic Achievement increases, Job Motivation also increases.

Table 4.5

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>df</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Coefficient of Correlation (r)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-efficacy</td>
<td>200</td>
<td>198</td>
<td>29.94</td>
<td>4.25</td>
<td>+0.26</td>
</tr>
<tr>
<td>Academic Achievement</td>
<td>200</td>
<td>198</td>
<td>32.03</td>
<td>4.80</td>
<td></td>
</tr>
</tbody>
</table>

The table 4.4 shows that the calculated value of co-efficient of correlation between Self-efficacy and Academic Achievement of prospective teachers is +0.26. The calculated value of r which is +0.26, this value was converted into Fisher’s Z, the value of r +0.26 against Z is 0.27 at df 198 (N-2). Furthermore, the table value of r to be significant when N is 200 and df 198 is 0.138 and 0.181 at 0.05 and 0.01 levels of significance. Thus, a positive correlation exists between Self-efficacy and Academic Achievement of prospective teachers. The positive correlation shows that as Academic Achievement increases, Self-efficacy also increases.

5.3 Conclusions

The results of the research can be summarized as under:

- No significant mean differences were found in the Job Motivation of the prospective teachers in relation to science and arts streams. There is slight difference in means.
- No significant mean differences were found in the Self-Efficacy of the prospective teachers in relation to science and arts streams. There is slight difference in means.
- Significant high positive correlation was found between Job Motivation and Self-Efficacy of Prospective Teachers.
Positive correlation was found between Job Motivation and Self-Efficacy of Prospective Teachers.

Significant positive correlation was found between Job Motivation and Self-Efficacy of Prospective Teachers.

5.4 Educational implications of the study

On the basis of conclusions and inferences drawn following are the implication of the present study. In making vision India 2020 a reality, the role of Education is pivotal. Education does not just need teachers, but dedicated and committed missionaries. Unfortunately, a vast majority of teachers, especially in the state Government Schools, which are the leading providers of education to large masses, are often found to be ill-equipped. The present system of pre-service training does give them knowledge of methodology but overlooks the importance of development of their personalities. Most of the items they are low in personality factors like Self-Efficacy and in factors like Job Motivation.

Since the findings of the study emphasis that Self-Efficacy is related with Job Motivation, educational institutions should make developing the Self-Efficacy of Prospective teachers a pivotal issue.

5.5 Suggestions for further research

- Similar research can be conducted on larger samples drawn from more varied population covering more districts.
- Researches could be conducted on in-service teachers.
- Studies should be undertaken to see the relation or effects of other factors/variables on Job Motivation than Self-Efficacy.
- Effects of streams of studies should be explored further to see the effect of Self-Efficacy on Job Motivation through more detailed studies.
- Studies could explore what factors in relation to stream of studies cause differences in Self and Job Motivation.
- Regression analysis should be used to see the degree of effect of Self-Efficacy on Job Motivation.
- Experimental studies should be undertaken after giving training in Self-Efficacy to see its effect on Job Motivation.
- Studies should be undertaken to explore what factors enhance Job Motivation of teachers.
- Relation of Self-Efficacy of teachers should be studied with the factors like their performance, well-being, locus of control etc.
- Parallel studies could be conducted to study the influence of Pessimism-optimism (which is very similar to Perceived Self-Efficacy) and other attitude constructs on Job Motivation.
- After conducted the study, the investigator is in position to put forth a few suggestions for further studies in related areas.
References