



TO STUDY THE IMPACT OF MOTIVATION OF TEACHERS ON ACADEMIC ACHIEVEMENT OF STUDENTS WITH LEARNING DISABILITIES, IN RELATION TO GENDER AND EXPERIENCE

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Abstract

Learning disabilities are disorders that affect the ability to understand, or use spoken or written language, do mathematical calculations, coordinate movements, or direct attention. Children with learning disabilities need to study in normal schools for their normal development. Inclusive education is the solution for this objective. Teachers are the pillars of the education system and are responsible for proper implementation of educational policies, then whether it's related to a normal school, a special school or an inclusive school. Teachers have been shown to have an important influence on students' academic achievement and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating educational objectives into action and principles based on practice during interaction with the students. Motivation is the fuel, necessary to keep the human engine running. It is human motivation that moves the wheels of civilization. It is human motivation that moves the wheels of work in all spheres of life. Surely, it is the motivation of teachers that moves the wheels in educational institutions. There are many factors which plays the role of motivators among teachers. The present article discusses the impact of motivation of teachers on the academic achievement of students with learning disabilities in relation to background variables gender and experience.



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Introduction:

Learning disability, learning disorder, or learning difficulty is a condition in the brain that causes difficulties comprehending or processing information and can be caused by several different factors. Given the "difficulty learning in a typical manner", this does not exclude the ability to learn in a different manner. Therefore, some people can be more accurately described as

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having a "learning difference", thus avoiding any misconception of being disabled with a lack of ability to learn and possible negative stereotyping.

In inclusive classrooms all children with and without special educational needs are enriched by having the opportunity to learn from one another, and gain the attitudes, skills and values necessary for our communities. When proper arrangements are present, inclusion works for all students in terms of mutually held positive attitudes, gains in academic and social skills, and preparation for community living.

In India, Ministry of Human Resource Development in its draft document on Inclusive Education (2003) has defined Inclusive Education as:

Inclusive education means the education of all children, with and without disabilities together in regular schools. It is an approach, which takes into account unique characteristics, interests, abilities and learning needs of all children.

"A system which aims to provide a favorable setting for achieving equal opportunities and full participation for all children with disabilities within general educational system."

Teachers are key actors who shape the learning environment and whose main tasks include motivating students to learn. Teachers can differ in the way in which they try to motivate students to learn, and their motivational strategies can vary from person to person.

No society can shut its eyes to the significance of teacher motivation. Several benefits flow from the motivation of teachers to teach. If they are duly motivated to teach, they would have no difficulty in boosting the motivation of students to learn. The learning motivation of students would straightaway lead to positive results bearing upon the quality of education. The motivation of students to learn is substantially connected with the motivation of teachers to teach. When motivation to learn is high, the chances of discrepancy between predicted achievement and actual achievement are significantly minimized. Motivation of teachers to teach creates an atmosphere of respect for them. This kind of situation enhances the status of teaching profession and contributes to the longing for professional growth.

Thus, it can be said that the motivation of teachers teaching to the students with learning disabilities plays an important role in implementation of inclusion and also proper educational development of the students. If it is so, do the background variables such as gender, professional training, experience, job satisfaction, pay scale, physical environment, in-service training, time

management, etc. play the role of factors for motivation among teachers teaching the students with learning disabilities? Does the teacher's motivation have impact on academic achievement of students with learning disabilities? All these questions arise in the mind of the researcher. So, the present study was undertaken.

Objectives:

- 1) To study the impact of motivation of male teachers and female teachers on academic achievement of students with learning disabilities.
- 2) To study the impact of motivation of teachers with experience less than 5 years and teachers with experience more than 5 years, on academic achievement of students with learning disabilities.

Hypothesis:

- 1) There is no significant difference between impact of motivation, of male teachers and female teachers on academic achievement of students with learning disabilities
- 2) There is no significant difference between impact of motivation, of teachers with experience less than 5 years and teachers with experience more than 5 years on academic achievement of students with learning disabilities

Methodology:

Sample and sampling technique-

Purposive sampling technique was used to select the sample. Students with learning disabilities and teachers teaching those students, of various schools were selected from Mumbai and Thane region.

Size of sample-

517 teachers teaching students with learning disabilities and 517 learning disabled students at same schools, constituted the sample.

Tools used-

The following tools were used by the researcher for the present study: -

- a) Motivation questionnaire by Agrawal (2006), for school teachers teaching students with learning disabilities
- b) Academic achievement (in percentage form) of the students with learning disabilities

Data collection-

The researcher personally visited schools of Mumbai and Thana region with prior permission from heads of the concern schools and administered the tools. From March 2020 due to COVID situation when schools were not operating on attendance basis, the researcher also used digital mode for collecting data.

Analysis and interpretation:

The main purpose of the research is the discovery of general principle based upon the observed relationship between the variables.

Descriptive analysis-

Table no. 1 shows the descriptive analysis of the motivation of teachers teaching students with learning disabilities, on the basis of various background variables.

Sr. No.	Background variables	No. of teachers	Motivation mean
1	Male	138	111.71
2	Female	379	108.58
3	Experience less than 5 years	170	108.35
4	Experience more than 5 years	347	109.94

Table no. 1

Fig. 1 shows the number of teachers and difference between mean of the motivation level of teachers, in relation to the background variables.

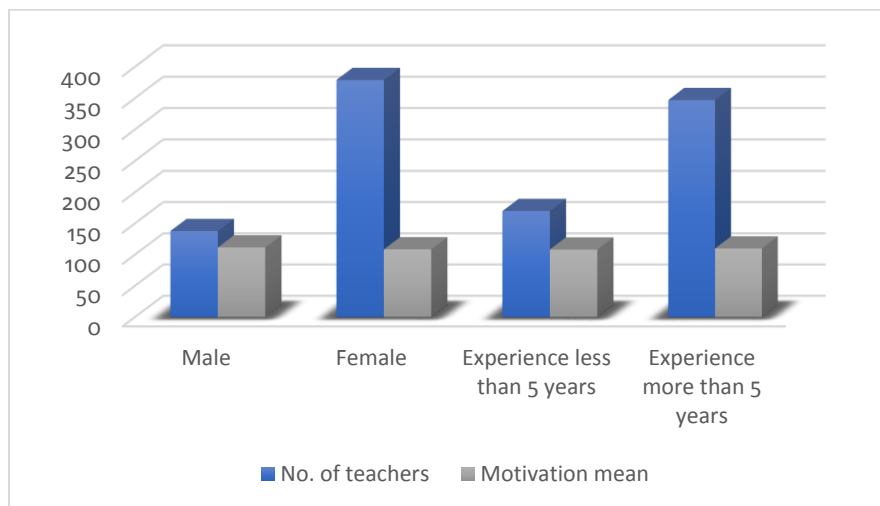


Fig. 1

Testing hypothesis:

Hypothesis 1:

There is no significant difference between impact of motivation of male teachers and female teachers on academic achievement of students with learning disabilities.

Table no. 2 shows the difference of relation of motivation of male and female teachers, and academic achievement of students with learning disabilities

Category	N	Pearson ' r ' value	Calculated ' z ' value
Male	138	0.047	0.41
Female	379	0.006	

Table no. 2

Interpretation:

Table no. 2, shows that the relation (Pearson's Co- efficient Correlation) between academic achievement of students with learning disabilities and motivation of male teachers is 0.047 and of female teachers is 0.006. The z value of these correlations is 0.41. Since the z observed value is less than critical value 1.96, hypothesis 1 is not accepted.

Hypothesis 2:

There is no significant difference between impact of motivation of teachers with experience less than 5 years and teachers with experience more than 5 years, on academic achievement of students with learning disabilities.

Table no. 3 shows the difference of relationship of motivation of teachers with experience less than 5 years and teachers with experience more than 5 years, and academic achievement of students with learning disabilities.

Category	N	Pearson ' r ' value	Calculated ' z ' value
Experience less than 5 years	170	0.101	1.18
Experience more than 5 years	347	-0.010	

Table no. 3

Interpretation:

Table no. 3, shows that the relation (Pearson's Co-efficient Correlation) between academic achievement of students with learning disabilities and motivation of teachers with experience less than 5 years is 0.101 and of teachers with experience more than 5 years is -0.010. The z value of these correlations is 1.18. Since the z observed value is less than critical value 1.96, hypothesis 2 is not accepted.

Conclusion:

1. There is significant difference between impact of motivation of male teachers and female teachers on academic achievement of students with learning disabilities.
2. There is significant difference between impact of motivation of teachers with experience less than 5 years and teachers with experience more than 5 years on academic achievement of students with learning disabilities.

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