



A Study of Motivational Level of Higher Secondary School Teachers

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Abstract:

The investigation was carried out with the objective of finding out the motivational level of school teachers. The difference based on gender, subject, locality, experience and type of institution etc., were found. The findings of the present study are there. There is no significant difference found between male and female school teachers with respect to their motivational level. There is no significant difference between general and science school teachers with respect to their motivational level. There is no significant difference between rural and urban school teachers with respect to their motivational level. There is no significant difference between teachers up to 10 years and above 10 years experience teachers with respect to their motivational level. There is no significant difference between self financed and aided teachers with respect to their motivational level. The climatic condition, drastic changes taking place in the academic and non academic duties of teachers in a short duration of time, curriculum reforms, professional responsibilities, structure of education system etc., may affect the social and environmental atmosphere of the teaching community, which directly and indirectly affect the motivational level of teachers.

Keywords: Education, Human personality, Motivation level

1. Introduction

Education is conceived as a powerful agency, which is instrumental in bringing about the desired changes in the social and cultural life of a nation. The whole process of education is shaped and molded by the human personality called the teacher, who plays a pivotal role in any system of education. The preparation of such an important functionary must conceivably get the highest priority. Teaching is a challenging profession and only the teachers who are effective in their profession can only shoulder the heavy responsibilities of nation building. They can prepare the learner in an adequate and professional manner. This adequacy of preparation, of course, signifies development of adequate skills, dedication to teaching and a determination for continuous growth and learning. Teachers are expected to use the best practices and strategies to meet challenge demands of their career. If the teachers are well trained and highly effective, learning will be enhanced. The teaching profession demands clear set goals, love for profession and obviously the more teaching efficiency. Recent research reveals that most variation in overall school effectiveness is due to classroom level factors rather than school level factors. For these reasons it is important to try to identify what makes an effective teacher. The teacher should have a positive attitude towards teaching, which helps him work with commitment in his profession. The positively motivated teacher will be able to the development of a pleasant social / psychological climate in the classroom. He will be having high expectations of what pupils can achieve. He is competent to teach the lessons with clarity and

effective time management. The strong lesson structuring of an effective teacher help him in the proper transaction of the content to be taught. He will be effective in the use of a variety of teaching methods. He will be using and incorporating pupil ideas. The present study is an attempt to study the motivational level of school teachers.

Higher Secondary education system is the bridge between primary education and higher education system. Though the primary education pave the foundation for learning , it is higher secondary education which prepare the learners towards the expected outcome of education, they gain confidence, train values and culture and prepare for a better higher education criteria. Educational psychology attempts to define, describe and explain the changes that take place in individuals in their various stages of development. It deals with the conditions that promote or retard human development. It describes and often formulates certain principles, which are worthy of consideration in directing and fostering the programmes of school education on humanistic lines. Educational psychology is concerned with two cardinal problems, namely the construction of good teaching procedures and the measurement and evaluation of effects of teaching in and objective manner. It explores and explains the psychology of pupil, his patterns of responses, his hereditary nature and the impact of their forces in his learning and development. Educational psychology investigate the methods of imparting education to the child, discover a number of general rules and applies these to the practical problems of learning.

“Educational psychology is a subject to be studied, an area of field of knowledge, a set of applications of laws and principles from a field of knowledge to a social process, a set of tools and techniques, and a field for research”. Educational psychology considers work motivation and teaching competence as an important area which require maximum care and attention of all stakeholders of education.

Motivation could perhaps be defined in terms of a set of independent/dependent variable relationships that explain the direction, aptitudes/and persistence of an individuals ‘behaviour holding constant effects of aptitude, skill and understanding of the task and the constraints operating in the environment. Work motivation is one of the key areas of organizational psychology. It has been variously defined and understood.

Motivation is influenced by variables like organizational structure, i.e. whether the organization is tall or flat in structure; automated or semi automated monetary incentives like pay, wages , bonus etc. benefits like housing, social security, contributory provident fund, gratuities, medical aid, education of children, cooperatives, loans and advances and psychological incentives like utilization of creative energies, satisfaction of doing the work, recognition, freedom to plan one’s own work and friendly and helpful supervision The present study is an attempt to study the teacher motivation of secondary school teachers.

2. Need and Importance of the problem

Higher Secondary education helps the students to develop talents and interest for collegiate level education. The knowledge acquired from the higher secondary education helps them to select their career in future, prepare for a better selection of higher education courses. Hence, teacher at higher secondary level has the responsibility to prepare the children for the national objectives. He has to help the children to attain the all round development, which make them good citizen, fit for the society and they can play their role actively for the upliftment of the society.

There is wide criticism that the quality of Higher Secondary Education has gone down due to many unknown reasons. The condition of higher secondary schools do not create a favourable work motivation, many teachers says that they could not work properly due to the work load, they are unable to develop professional competence in a proper manner, many of the higher secondary school teachers disagree with the various activities of the institution etc. are some of the other criticisms

which require immediate attention of the authorities. Hence, the investigator has taken up this study to study the teacher motivation of secondary school teachers.

3. Objectives of the study

To realize the need of teacher motivation and to understand the level of teacher motivation of school teachers, the investigator planned to conduct the present study based on the following objectives.

The objectives of the present study are the following:

1. To study the difference between men and women teachers in their teacher motivation.
2. To study the difference between general and science stream teachers in their teacher motivation.
3. To study the difference between rural and urban teachers in their teacher motivation.
4. To study the difference between teachers up to ten years and above ten years experience in teacher motivation.
5. To study the difference between Self-Finance and Aided School teachers with respect to their teacher motivation.

4. Hypotheses of the study

In order to obtain the objectives of the present study, the researcher formulated the following hypotheses for testing. Hypotheses of the present study are presented in null form. The hypotheses of the study are-

- Ho₁:** There will be no significant difference between the motivational level of male and female teachers.
- Ho₂:** There will be no significant difference between the motivational level of general and science stream teachers.
- Ho₃:** There will be no significant difference between the motivational level of rural and urban teachers.
- Ho₄:** There will be no significant difference between the motivational level of teachers having experience up to ten years and above ten years.
- Ho₅:** There will be no significant difference between the motivational level of Self-Finance and Aided School teachers.

5. Design of the study

The present study is a conducted in survey method which analyzes the motivational level of school teachers, the present study studied the difference between men and women teachers, general and science stream teachers, rural and urban teachers , teachers up to ten years and above ten years experience and Self-Finance and Aided School teachers with respect to their motivational level were studied by this investigation. To study the above aspects, descriptive and survey method was used in this study.

6. Population

Teachers teaching in English Medium higher secondary Schools were the Population of the present Study. The study is conducted on a sample selected from the English Medium School of Gujarat State.

7. Sample

The present study is conducted on a sample of 372 higher secondary school teachers selected from Gujarat State. Stratified Random Sampling technique has been carried out while selecting the sample for the present study.

8. Tool used for the study

The Investigator used the following tool to collect the data for the study.

- a) Teacher Motivation Scale (Self Constructed) to measure motivation of higher secondary school Teachers.

9. Data Collection

The investigator contacted the proper persons from the sample institutes, took their permission for administering teacher motivation scale. The need and importance of the study, the objectives of the study etc. were explained to them at first and necessary instructions were given to respond properly without doubt or confusion. Doubts were cleared and technical terms were explained wherever needed. The data collected through the teacher motivation scale were then tabulated and then made ready for analysis

10. Analysis and Interpretation of Data

The data collected were tabulated and entered in to computer for analysis. The computer softwares like Excel, Statistical Package for Social Sciences (SPSS) etc were used for analysis. Data were analyzed using simple statistical techniques, such as, mean, median, mode, standard deviation and Statistical techniques like t-test etc., were used to test the significant difference of means.

11. Testing of hypotheses

The hypotheses formulated were tested with suitable statistical tools to find out the relationship or significant difference between the total and various sub samples for the present study.

11.1 Teacher Motivation and Gender

Hypothesis-1

There will be no significant difference between male and female teachers in their teacher motivation.

The above hypothesis is tested by using t-test and the result is interpreted below. The result of t-test is presented in the table below.

Table 1: Mean Standard Deviation and computed t-value of scores in teacher motivation based on gender

Group	N	Mean	S.D	t-value	Remarks
Male	152	489.026	89.326	1.44	NS*
Female	220	472.709	128.747		

NS*-Not Significant

To assess the above null-hypothesis H_{01} , critical ratio was calculated. It was observed from the table that the calculated value of critical ratio was 1.44 while the table value of C.R. at 0.05 and 0.01 levels are 1.96 and 2.58 respectively. That means the calculated value of critical ratio is lower than that of the table value at 0.05 level. So, H_{01} is not rejected. Thus, it means that there was no significant difference between male and female teachers in their teacher motivation.

11.2 Teacher Motivation and Subject

H_{02} :

There will be no significant difference between general and science teachers in their teacher motivation.

The above hypothesis is tested by using t-test and the result is interpreted below. The result of t-test is presented in the table below.

Table 2: Mean Standard Deviation and computed t-value of scores in teacher motivation based on subject

Group	N	Mean	S.D	t-value	Remarks
Male	152	489.026	89.326	1.44	NS*
Female	220	472.709	128.747		

NS*-Not Significant

To assess the above null-hypothesis H_{02} , critical ratio was calculated. It was observed from the table that the calculated value of critical ratio was 1.08 while the table value of C.R. at 0.05 and 0.01 levels

are 1.96 and 2.58 respectively. That means the calculated value of critical ratio is lower than that of the table value at 0.05 level. So, H_{02} is not rejected. Thus, it means that there was no significant difference between general and science teachers in their teacher motivation.

11.3 Teacher Motivation and Locality

H_{03}

There will be no significant difference between rural and urban teachers in their teacher motivation.

The above hypothesis is tested by using t-test and the result is interpreted below. The result of t-test is presented in the table below.

Table 3: Mean Standard Deviation and computed t-value of scores in teacher motivation based on locality

Group	N	Mean	S.D	t-value	Remarks
Rural	202	481.06	101.67	0.27	NS*
Urban	170	477.85	127.67		

NS*-Not Significant

To assess the above null-hypothesis H_{03} , critical ratio was calculated. It was observed from the table that the calculated value of critical ratio was 0.27 while the table value of C.R. at 0.05 and 0.01 levels are 1.96 and 2.58 respectively. That means the calculated value of critical ratio is lower than that of the table value at 0.05 level. So, H_{03} is not rejected. Thus, it means that there was no significant difference between rural and urban teachers in their teacher motivation.

11.4 Teacher Motivation and Experience

H_{04}

There will be no significant difference between teachers' upto 10 years and above 10 years experience in their teacher motivation.

The above hypothesis is tested by using t-test and the result is interpreted below. The result of t-test is presented in the table below.

Table 4: Mean Standard Deviation and computed t-value of scores in teacher motivation based on Experience

Group	N	Mean	S.D	t-value	Remarks
Upto 10 years	230	486.387	104.465	0.27	NS*
Above 10 years	142	468.021	128.55		

NS*-Not Significant

To assess the above null-hypothesis H_{04} , critical ratio was calculated. It was observed from the table that the calculated value of critical ratio was 1.43 while the table value of C.R. at 0.05 and 0.01 levels are 1.96 and 2.58 respectively. That means the calculated value of critical ratio is lower than that of the table value at 0.05 level. So, H_{04} is not rejected. Thus, it means that there was no significant difference between teacher's upto 10 years and above 10 years experience in their teacher motivation.

11.5 Teacher Motivation and Type of institution

H_{05}

There will be no significant difference between self financed and Aided teachers in their teacher motivation.

The above hypothesis is tested by using t-test and the result is interpreted below. The result of t-test is presented in the table below.

**Table 5: Mean Standard Deviation and computed t-value
of scores in teacher motivation based on type of institution**

Group	N	Mean	S.D	t-value	Remarks
Self financed	193	475.78	97.43	0.622	NS*
Grant-in-Aided	179	483.21	130.49		

NS-Not Significant*

To assess the above null-hypothesis H_{05} , critical ratio was calculated. It was observed from the table that the calculated value of critical ratio was 1.43 while the table value of C.R. at 0.05 and 0.01 levels are 1.96 and 2.58 respectively. That means the calculated value of critical ratio is lower than that of the table value at 0.05 level. So, H_{05} is not rejected. Thus, it means that there was no significant difference between self financed and Aided teachers in their teacher motivation.

12. Major Findings of the Study

The major findings of the present study are the following

- There is no significant difference between male and female school teachers with regard to their teacher motivation.
- There is no significant difference between general and science school teachers with regard to their teacher motivation.
- There is a significant difference between rural and urban school teachers with regard to their teacher motivation.
- There is no significant difference between teachers up to 10 years and above 10 years experience in teacher motivation.
- There is no significant difference between self financed and Aided teachers in teacher motivation

13. Educational Implications and Conclusions

The school teachers receive an average level of motivation in their profession. This may be due to the lack of institutional facilities in their school, proper social climate and lack of proper psychological support. There exists no significant difference between male and women teachers with regard to their teacher motivation. Both get equal support from the authorities and may receive maximum exposure in working conditions that may be the reason helped them in teacher motivation. There exists no significant difference between General teachers and Science teachers with regard to teacher motivation. It may be in the content of the subject, possibilities to use various teaching learning aids and materials. Urban and rural area teachers are possess equal level of teacher motivation. Rural teachers can be motivated more and must be trained in such a way that they should get maximum exposure to develop teacher motivation; they should be prepared to make use of educational technology and innovative classroom teaching learning practices. Opportunities, facilities and chances should be given to the rural teachers of Gujarat State. Experience has nothing to do with teacher motivation. They should be motivated towards their work with incentives or proper motivational techniques. This confirms that during the early years of teaching profession, the teacher is very enthusiastic and receives much motivation to be in the profession. Due to advancement of age the motivation decreases with age. Self financing and Aided teachers do not differ significantly with regard to their teacher Busy life experienced by the urban teachers, the climatic condition, drastic changes taking place in the academic and non academic duties of teachers in a short duration of time, curriculum reforms , professional responsibilities, structure of education system etc., may affect the social and environmental atmosphere of the teaching community, which directly and indirectly affect the teacher motivation of teachers at secondary level. The administrators and all other stakeholders of education should plan for the improvement of teacher motivation in the secondary school system.

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