



A Study of Teacher's Motivation of Teachers in Relation To Certain Factors

KEYWORDS

Teacher's Motivation, Teachers, Management, Locality and Qualification.

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ABSTRACT The fundamental nature of the process of education also continues unchanged throughout although as a person matures and is called upon to operate at higher conceptual levels and to cope with even new and complex. Situations, he has to adopt highly sophisticated techniques of learning. The main objective of the present study is to study the influence of management, locality and qualification on the teachers motivation of teachers. Teachers motivation questionnaire was developed by Lakshmi Narayana, U. (2005) was adopted. A sample of 160 teachers representing all categories of schools is selected in Chittoor District of Andhra Pradesh by following the standardized procedures. 't' – test and ANOVA ('F' – test) were employed for analysis of the data. Management, locality and qualification have significant influence on the teacher's motivation of the teachers.

INTRODUCTION

Education is the process through which an individual is developed into an individuality and a person into a personality. Each person is different from the other and every individual has same unique potential in some field or other education refers to the change in behavior, attitude and culture brought about in the individual as a result of having undergone education during a particular period.

At the employee level, the primary motivating influence is peer pressure or pressure from the informal group. Other key influences on employee attitudes and behavior (actions) are whether the job is important and meaningful to the employees, the degree of employee involvement and participation in the important aspects of the job and how much recognition is given for good performance.

Conflict Theory Argyri's theory provides safety managers with insight into why people commit errors. Argyri takes human nature as a starting point and analyzes the process of growing up and maturing. Children, he says, are passive and dependent upon their parents; they exhibit few behavior. Their interests are shallow and short-term.

The conventional division of education according to stages – primary – Secondary. University and the rest is a matter of convenience and largely reflect changes in emphasis and one of the aspects of learning of another. The primary stage is more concerned with the tools of teaching acquisition of the schools of learning cultivation of habits of body and attitudes of mind necessary for efficient acquisition of knowledge formation of sound judgment and skilled performance of tasks. Which have to be done at a later stage there may be greater emphasis on understanding of relations between abstracts concepts and other retired intellectual processes. But educational continues right through life in schools and out side walking life an in sleep.

According to Argyri, all organization - whether industrial, governmental, mercantile, religious, or educational - are structured under certain principles.

- They have a chain of common.
- The span of control is small.
- There is a unity of command.

- They are characterized by specialization.

Argyri, one of the most famous of the behavioral scientist, proposed "leveling." The use of group decision making and supervision means that the boss does not necessarily make all decisions alone. The emphasis here is on the involvement of people in the decision-making process to the extent that their perceptions of problems are sought, their ideas on alternative solutions are cultivated, and their thoughts on implementing decisions which have already been made are solicited.

Another important role played by very few teachers is that of a motivator or a facilitator, the teacher is a catalytic agent. If children are motivated, they will learn on their own. You can shape the behavior of a child through motivation. On many occasions, I have asked the following two questions to teachers at the time of in-service – programmes conducted by various Zilla – Parishads in Maharashtra.

Regarding hygiene factors, school administrations is similar to teachers and different from business employees in having more problems involving interpersonal relations with subordinates. Schmidt considers this to be understandable in light of the increased tension between teachers and administration.

Review of Literature

Kamala, S. Pillai (2000) investigated that Language Aptitude and Attitude towards Education were the best correlates of Achievement in English. (2) Attitude towards English Teachers and Teaching had significant relationship with Achievement in English and Achievement motivation did not show any significant relation with achievement in English. (3) High mean achievement in English scores were found to be associated with high language aptitude group and favorable – attitude towards education group.

Whitehead, J. M. (2003) investigated that Masculinity, Motivation and academic success. The research looks at the relationship between social class, notions of masculinity, intelligence and achievement in 16- year-old boys in co-educational comprehensive schools in England and Wales. The obvious link between educational qualifications and occupational success, central to the middle –class ideal of mas-

culinity, along with the strong relationships between social class and academic achievement has led to the assumption that males extrinsic motivation is the key to academic success the result of the research reported here challenge that assumption by showing that intrinsic motivation is a much stronger predictor of achievement than extrinsic motivation. The research also showed that boys who gave the strongest support to the maintenance of the traditional sex roles in society and who themselves intended to follow that role were the least successful boys in the sample.

Kenneth Applet (2004) investigated that Findings are Eighty-four percent of teacher in the study were considered completers, and 95 % of the completers showed at least some change in knowledge on the topic. Researchers arranged the types of change into a spectrum from minimal change, which includes changers not sustained over time (28%), to non-integrated change in thinking (35%) or acting (13%), to integrated change (24%). Several teachers (5%) at the upper level of integrated change increased their knowledge, reflected on their learning, made plans for taking action, implemented their plans, and reflected on how each strategy worked with students. The group changed in more ways and sustained the changed over time. The study identified four arenas of change related to teachers roles; teachers changed in their roles as class room teachers (53%), as program members (20%), as independent learner (7%), and as members of the field of adult education (1%)

Wang, J.H.Y. & Guthrie, J.T. (2004), investigated that motivational processes facilitate the comprehension of texts and the extent of cultures role in children's motivational process of text comprehension. Relationships between intrinsic and extrinsic motivation, the amount of reading, past reading achievement and text comprehension were examined by utilizing structural equation modeling. Fourth-grade students (187 U.S. and 197 Chinese) were administered a reading test and two questionnaires regarding reading motivation and reading amount. A final model fit the data well, showing that intrinsic motivation predicted text comprehension for both students groups after controlling for all other variables. Extrinsic motivation negatively predicted text comprehension expect when associated with intrinsic motivation.

Wigfield, A. Guthrie, J. T. and Tonks, K. C. (2004), investigated that examined how 2 reading Instructional Programs, Concept Oriented Reading Instruction (CORI) and Multiple Strategy Instruction (SI), influenced 3rd grade children intrinsic motivation to read and reading self efficiency. Each reading program occurred during the fall of the school year and lasted 12 weeks. Approximately 150 3rd grade children participated in CORI: 200 3rd grade children participated in SI. Results of pre and posttest analysis of children's responses to a reading motivation questionnaire showed that children's intrinsic motivation to read and reading self efficiency increased in only in the CORI group.

Guru Prasad (2005) inferred that there is no significant difference between male and female teachers in teacher motivation in secondary level. There is no significant difference in teacher motivation in secondary level with respect to experience (above 15 years and below 15 years). There is no significant difference in teacher motivation in secondary level between local bodies' schools and private schools teachers. The consideration of mean score values the mean is favorable to local bodies school teachers. It shows that the level of the teacher and motivation is higher than that of private school teachers.

Byrla Kantha Kumari (2008) investigated that there is a significant difference between different age groups of teachers in teacher motivation in secondary level. There is a significant difference between different qualifications of teachers in teacher motivation in secondary level. There is a significant difference between married and unmarried teachers in

teacher motivation in secondary level. Since the mean score values of teachers are differ in their motivation. There is a significant difference between urban and rural school teachers in teacher motivation in secondary level. Since the mean score values of teachers are differ in their motivation.

Gandhi (2009) investigated that age, qualification, marital status, number of dependents in the family and management have significant on the teacher's motivation of secondary school teachers.

Scope of the Study: The main intention of the study is to find the relation of teacher's motivation of teachers with management, locality and qualification.

Objective of the Study: To study the influence of management, locality and qualification on the teacher's motivation of teachers.

Hypothesis of the study: management, locality and qualification do not have significant influence on the teacher's motivation of teachers.

Tools for the Study

Teacher's Motivation Questionnaire: A standardized teacher motivation questionnaire was used. The most popular standardized tool to measure teacher's motivation, this questionnaire was derived, standardized and used by Lakshmi Narayana, U. (2005). There are 35 statements in the scale. For the purpose of scoring numerical values (weightages) were assigned to each of the five categories namely Strongly Agree (SA), Agree (A), Doubtful (D), Disagree (DA) and Strongly Disagree (SDA) based on the Likert (1932) method.

Personal data regarding the teachers – 1. Teacher's Name, 2. Educational Qualification, 3. Management and 4. Type of family.

Data Collection

The sample for the investigation consisted of 160 teachers. The stratified random sampling was applied. The male and female teachers are 77 and 83, Government and Private teachers are 87 and 73. The investigator personally visited primary schools with the permission of the head masters of the schools. The teachers who attended to the school on the day of collection of data are considered for the purpose of the investigation. It was provided to the concerned head masters and teachers of the school. The teachers were given necessary instructions about the instruments and motivated to respond genuinely to all the items. The teacher's motivation questionnaire and personal data sheet were administered. The data on each variable in the investigation is properly coded to suit for computer analysis. The analysis was carried out on the basis of objective of the investigation and hypothesis formulated by employing appropriate statistical techniques. The inferential statistical technique 'F' and 't' – tests was employed to test hypothesis.

RESULTS AND DISCUSSION

1. Management

The relationship of teacher's motivation of teachers with their management is studied in the present investigation. On the basis of management, the teachers are divided into two groups. The Government school teachers form with the Group – I and Group – II forms with the Private school teachers. The teacher's motivation of teachers of the two groups were analyzed accordingly. The teacher's motivation of teachers for the two groups were tested for significance by employing 't' - test. The following hypothesis is framed.

Hypothesis – 1

There would be no significant impact of 'management' on the teacher's motivation of teachers.

The above hypothesis is tested by employing 't' - test. The

results are presented in **Table – 1**.

Table – 1: Influence of management on the teacher's motivation of teachers

S. No.	Management	N	Mean	S.D.	't' - Test
1.	Government	87	152.09	6.23	5.283**
2.	Private	73	145.36	9.28	

**** Indicates significant at 0.01 level**

It is found from the Table – 1 that the computed value of 't' (5.283) is greater than the critical value of 't' (2.61) for 1 and 158 df at 0.01 level of significance. Hence the Hypothesis – 1 is rejected at 0.01 level. Therefore it is concluded that the management has significant influence on the teacher's motivation of teachers.

2. Locality of school

The relationship of teacher's motivation of teachers with their locality of school is studied in the present investigation. On the basis of locality of school, the teachers are divided into two groups. The rural school teachers form with the Group – I and Group – II forms with the urban school teachers. The teacher's motivation of teachers of the two groups were analyzed accordingly. The teacher's motivation of teachers for the two groups were tested for significance by employing 't' - test. The following hypothesis is framed.

Hypothesis – 2

There would be no significant impact of 'locality of school' on the teacher's motivation of teachers.

The above hypothesis is tested by employing 't' - test. The results are presented in **Table – 2**.

Table – 2: Influence of locality of school on the teacher's motivation of teachers

S. No.	Locality of school	N	Mean	S.D.	't' - Test
1.	Rural	84	146.48	7.80	4.198**
2.	Urban	76	151.83	8.23	

**** Indicates significant at 0.01 level**

It is found from the Table – 2 that the computed value of 't' (4.198) is greater than the critical value of 't' (2.61) for 1 and 158 df at 0.01 level of significance. Hence the Hypothesis – 2 is rejected at 0.01 level. Therefore it is concluded that the locality of school has significant influence on the teacher's motivation of teachers.

3. Qualification

The relationship of teacher's motivation of teachers with their qualification is studied in the present investigation. On the basis of qualification, the teachers are divided into

two groups. The teacher's qualification is UG form with the Group – I and Group – II forms with the teacher's qualification is PG. The teacher's motivation of teachers of the two groups were analyzed accordingly. The teacher's motivation of teachers for the two groups were tested for significance by employing 't' - test. The following hypothesis is framed.

Hypothesis – 3

There would be no significant impact of 'qualification' on the teacher's motivation of teachers.

The above hypothesis is tested by employing 't' - test. The results are presented in **Table – 3**.

Table – 3: Influence of qualification on the teacher's motivation of teachers

S. No.	Qualification	N	Mean	S.D.	't' - Test
1.	UG	104	150.23	8.22	2.495*
2.	PG	56	146.77	8.46	

*** Indicates significant at 0.05 level**

Findings

There is significant influence of management and locality at 0.01 level on the teacher's motivation of teachers and there is significant influence of qualification at 0.05 level on the teacher's motivation of teachers.

Conclusions

Management, locality and qualification have significant influence on the teacher's motivation of teachers.

EDUCATIONAL IMPLICATIONS

The findings of the present research have raised some important questions related to the educational needs of the students with special reference to teacher's motivation.

Management is the highly influenced in the teacher's motivation of teachers. Government teachers have positive teacher's motivation scores than the Private teachers. The administrators to provide employment facilities for the Private school teachers.

Locality of school is the highly influenced in the teacher's motivation of teachers. Urban school teachers have positive teacher's motivation scores than the Rural school teachers. The administrators to provide physical facilities for the Rural school teachers.

Qualification is the highly influenced in the teacher's motivation of teachers. Under graduate teachers have positive teacher's motivation scores than the Post - graduate teachers. The administrators to provide facilities for the under graduate teachers.

In addition to above administrators should try to create betterment life among teachers.

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