



**FACTORS POIGNANT TEACHER'S MOTIVATION WITH SPECIAL REFERENCE
TO KANAYAKUMARI DISTRICT**

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Abstract

The study was designed to examine the factors poignant motivational level of teachers at higher secondary school level in kanayakumari district. Major objectives of the study were to identify the factors responsible for low and high the motivation of teachers, to investigate the effects of examination stress, to determine the socio economic status, anxiety in classroom, and effect of peer group and examination stress. keeping in view the findings it was concluded that teachers were not satisfied with their socio economic status, choice of profession, student's behavior and examination stress. a number of teachers felt that they were not paid according to their abilities. it was recommended that teachers should get teacher training, should be given due



respect and should be paid according to their qualifications and abilities. teacher motivation plays an important role in the promotion of teaching and learning excellence. generally, motivated teachers are more likely to motivate students to learn in the classroom, to ensure the implementation of educational reforms and feelings of satisfaction and fulfillment. while teacher motivation is fundamental to the teaching and learning process, several teachers are not highly motivated.

Keywords: Motivation, Teacher, Stress, Rewards, Job satisfaction

Chapter - I

Introduction

Teachers play a very important role in the learning process of students who idealize teachers and try to copy them. The motivation of teacher is, therefore, very important as it directly affects the students. Employees in organizations and learning institutions like to feel that someone cares about their work and appreciates it which in turn motivates them to work more effectively. Teacher motivation plays an important role in the promotion of teaching and learning excellence. Generally, motivated teachers are more likely to motivate students to learn in the classroom, to ensure the implementation of educational reforms and feelings of satisfaction and fulfillment. While teacher motivation is fundamental to the teaching and learning process, several teachers are not highly motivated. This observation should be taken seriously and an investigation into the factors influencing teacher motivation is therefore



necessary to achieve the educational goals in every learning institution. Compared with other professions, teachers across various countries, school contexts, and subject fields exhibit higher levels of emotional symptoms.

Chapter - II

2.1. Statement of the Problem

This study was an effort to find out the factors poignant the motivational level of teachers at Higher secondary schools in Kanyakumari District . The main objective was to come up with the recommendations for the improvement of motivational level of teachers.

2.2. Objective of the Study

- a) To identify the factors responsible for level motivation of teachers.
- b) To find out the influence of job satisfaction on teacher motivation in Higher secondary schools in KanayaKumari District.
- c) To determine the effect of reward system on teacher motivation in Higher secondary schools in KanayaKumari District
- d) To find the effect of professional training and development on teacher motivation in Higher Secondary Schools in Kanayakumari District

2.3. Significance of the Study



This study is of great importance. This is the era of science and technology and the future of a student depends on the successful completion of the Higher secondary school education. We know that student's learning depends upon effective teaching; hence we need to know the factors that help in the enhancement of teachers' motivation. This study may help the teachers and parents who are the basic role players in an learning system.

2.4. The scope of the study

This study was carried out in higher secondary schools in Kanayakumari District. I selected for ten Private higher secondary schools in k k dist. The study targeted teachers and principals in the sampled schools in the district.

Chapter – III

3.1. Review of literature

According Owens (2004) describes motivation as the forces that cause people to behave as they do. He further points out that behaviorists think of it as extrinsic while others believe it is intrinsic. Generally, in schools, the challenge for administrators is to develop highly motivated teachers who are actively engaged in teaching and learning, open to new ideas and approaches, and committed to students and change over the lifetime of their teaching careers.

According Ifinedo (2003) employee motivation is a complex and difficult term to define; therefore a precise definition of this concept is elusive as the notion comprises the characteristics of individual and situation as well as the perception of that situation by the

INTERNATIONAL JOURNAL OF RESEARCH REVIEW IN ENGINEERING AND MANAGEMENT (IJRREM)

Tamilnadu -636121, India

Indexed by



Scribd impact Factor: 4.7317, Academia Impact Factor: 1.1610

ISSN NO (online) : Application No : 17003 RNI –Application No 2017103794

individual. Lewis, Goodman and Fandt (1995) assert that organization's liveliness comes from the motivation of its employees, although their abilities play just as crucial a role in determining their work performance as their motivation. Motivated and committed staff can be a determining factor in the success of an organization.

According to Locke (1976) defines job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. There are a variety of factors that influence a person's level of job satisfaction. These include income, perceived fairness of promotion system, quality of working condition, social relationships, leadership and the job itself. Job satisfaction or dissatisfaction of medical practitioners affects their relationship with co-workers, administration and patients. Job satisfaction and motivation are therefore very crucial to the long-term growth of any educational system around the world.

3.2. RESEARCH METHODOLOGY

This chapter describes the research design, study population, sampling design and procedure, data collection instruments, data collection procedures and data analysis. It explains various scientific methods used in achieving the study objectives. The population of the study included the teachers of Private higher secondary schools in Kanayakumari District. A random sample of 10 schools was taken for the purpose of research and 200 teachers were selected for the study. The questionnaire was distributed to the teachers and collected from them after 15 days. The responses were analyzed and interpreted on percentage basis.

Research Design

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This study used descriptive survey design. The main advantage of this type of design is that it enables the researcher to assess the situation within the study area at the time of the study. The researcher therefore used the design to assess the factors affecting teacher motivation in Higher secondary schools in Kanayakumari District.

Chapter - IV

4.1.Data Analysis and discussion

Table 1 Distribution of the Respondents by Gender

Gender	Frequency	Percentage
Male	8	8
Female	114	114
Total	200	2

The respondents were first asked to indicate their gender. It turned out that of the teachers were male 86% while were female 114%.

Table 2 Distribution of Teachers by Highest Academic Qualifications

Academic Qualifications	Frequency	Percentage
PH.D	24	24%
Master degree	150	150%

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Bachelor degree	25	25%
Diploma	1	1%
Total	200	200

Teacher respondents were asked to indicate their highest academic qualifications. It turned out that of the 25% respondents had Bachelors Degree in education. The study also found that 150% had Masters degree in education and that 1% had Diploma in education. The study also found that 24% had PhD degree in education. From the findings of the study, it can be said that teachers in Higher secondary schools in Kanyakumari District were qualified.

Table 3 Distribution of Teacher Respondents by Age Bracket

Age Bracket	Frequency	Percentage
18-25 Years	12	12%
26-35 Years	38	38%
36-45 Years	55	55%
46-55 Years	67	67%
Above 55 Years	28	28%
Total	200	200

Table shows that 67% of the teachers interviewed were between 46-55 years, 55% were



between 36-45 years, were above 55 years, 38% were between 26-35 years and 12% were between 18-25 years. This means that there are relatively few experienced teachers who can serve as mentors and provide professional support and leadership thus motivating teachers.

Table 4 Distribution of Teacher by Teaching Experience

Period of service	Frequency	Percentage
2-5 Years	75	75%
6-10 Years	52	52%
11-15 Years	55	55%
16-20 Years	18	18%
Total	200	200

Teachers were asked to indicate the period for which they had taught in school. It turned out that 55% of the respondents indicated that they had taught for a period between 11-15 years, 52% of the respondents had taught for a period between 6-10 years, 18% had taught for a period between 16-20 years, 75% had taught for a period between 2-5 years.

Job Satisfaction among Teachers

Teachers were asked to indicate whether they were satisfied with their jobs. The study found that 75% of the respondents indicated that they were satisfied with their jobs while 25% indicated that they were not satisfied with their jobs.



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Job Satisfaction among Teachers

Those who indicated that they were satisfied with their jobs mentioned the following reasons: That they like teaching, that they were trained to teach and therefore they were satisfied with the profession, that it was where they were earning their living and that teaching profession gave them time to do other things. Those who indicated that they were not satisfied mention that they were not getting the results they were expecting out of their input.

Factors Influencing Job Satisfaction

Statement	Very lar		Large Extent		Neutral		Small extent		No extent at all		Total (%)	
	F	%	F	%	F	%	f	%	F	%	F	%
Leadership and the job itself	66	66	10	10	14	14	9	9	6	6	200	200
Perceived fairness in teacher promotion system	60	60	48	48	23	23	51	51	18	18	200	200
Promotional opportunity else where	101	81	37	37	20	20	19	19	23	23	200	200
Work environment/condition	39	39	70	70	40	40	33	33	18	18	200	200
Supervision practices	26	26	35	35	18	18	41	41	70	80	200	200

Table shows that 66% of the respondents indicated that leadership and the job itself influence job satisfaction. The study also found that 60% of the respondents indicated that perceived fairness in teacher promotion system influence job satisfaction to a small extent. It was found that promotional opportunity else where influences job satisfaction to a very

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large extent as indicated by 101 % of the respondents. On work environment/condition, the study found that 39% of the respondents indicated that it influences job satisfaction among teachers to a large extent. The study finally found that 26% of the respondents indicated supervision practices influences job satisfaction among teachers to no extent at all. From the findings of the study, it can be said that leadership style, fairness in promotion opportunities, availability of promotion opportunities, work environment and supervision practices influences job satisfaction among teachers.

Effect of Reward System on Teacher Motivation

Statement	Strongly		Agree		Neither		Disagree		Strongly Disagree		Total (%)	
	f	%	F	%	F	%	f	%	f	%	F	%
The pay given to teachers is worth the services they render (teachers' salary)	27	27	30	30	28	22	42	42	73	73	200	200
Hardworking teachers are encouraged by giving them prizes	16	16	42	42	17	17	27	27	98	98	200	200
Teachers are promoted on the basis of their qualifications and performance	73	73	62	62	18	1	21	21	26	26	200	200

The findings on Table shows that 73% of the respondents strongly disagreed with the statement that the pay given to teachers is worth the services they render. The study also



found that 98% of the respondents strongly disagreed that hardworking teachers are encouraged by giving them presents. It was further found that 73% of the respondents strongly agreed with the statement that teachers are promoted on the basis of their qualifications and performance.

Chapter - V

5.1. Recommendations

- Regarding the result of job satisfaction, the study suggested that schools ought to make sure that school setting is contributory for teachers to confirm their motivation and satisfaction with their jobs.
- The study conjointly suggested that teachers ought to be paid well to inspire them in their job. it's conjointly suggested that the salaries of the teachers be inflated and glued consistent with their qualifications and incentives be provided to the nice teachers therefore on acknowledge their efforts and inspire them to continue with their higher performance.
- It can even be associate degree incentive for different teachers and that they will follow smart teaching practices..

5.2. Conclusions

From the findings of the study, it may be ended that job satisfaction, reward systems, skilled coaching and development and work situational factors have an effect on worker motivation. Teachers square measure the backbone of the educational institutes and way forward

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for our nation lies in their hands. In order to enhance the standard of education, there's a dire ought to pay on the teacher coaching, that reciprocally might offer quality education. Most of the Teachers weren't happy with their salaries and it absolutely was ended that low salaries of the teachers affected their teaching

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