



A CASE STUDY OF FACTORS AFFECTING MOTIVATION LEVEL OF TEACHERS WORKING IN GRANTABLE SECONDARY SCHOOLS IN AHMEDNAGAR DISTRICT, MAHARASHTRA

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ABSTRACT :

There has been continuous changes in all the sectors of all the economies. Education is also not exception to it. Education is of utmost importance for all the countries because it provides human resources to all the sectors of the society. Quality education can bring positive changes in the society. It needs motivated teachers. If teachers are motivated, they can teach students properly and guide them according to the need of the country. There have been continuous changes in the needs of the society. Education should be able to make new generation capable to fulfill the changing needs of the society. The basic object of the current research project is to study factors affecting motivation level of secondary school teachers. Primary data are collected from 100 teachers who are working in grantable secondary schools in Ahmednagar District. It reveals the fact that secondary school teachers are less satisfied with the duties they have been assigned.

KEYWORDS : Factors, Motivation, Teachers, Grantable, Secondary Schools

INTRODUCTION

There has been continuous increase in the population. Almost all the classes of the society are aware of the importance of education. There is increase in the number of schools and number of students. Government has been spending a huge amount on education. Even though schools are private, grants are given by the government to these schools. If quality education is given to these students, they can change the society. It needs motivated teachers. There are many factors which affect motivation level of teachers. They are monetary as well as non-monetary. Policy decisions of the government and treatment teachers are getting from the society are also some of the important issues. Apart from teaching, teachers are also assigned some other duties which adversely affect their teaching. Election duty, census etc. are some other duties which are always assigned to the teachers. It should be avoided if we want to give quality education to new generation.

Theoretical part-

Motivation- According to Vance, "Motivation implies any emotion or desire which so conditions one's will that the individual is properly led into action."



Types of Motivation-

- 1) Intrinsic Motivation-** In such type of motivation, motives originate from the inside of human body. It includes-
- A) Biological Drives
 - B) Curiosity
 - C) Internal Fear
 - D) Internal Desires

2) Extrinsic Motivation- Motivation in which motives originate from outside of human body is called extrinsic motivation.

It includes-

A) Incentives B) Bonuses C) Allowances D) Promotion and Demotion E) Rewards and Punishment F) Merit Certificates G) Appreciation and Prizes

Significance- Education plays very important role in overall development of a country. Nobody can deny its importance. Human resources are supplied to all the sectors by our schools and colleges. Therefore performance of all the sectors depends upon the quality of education we are imparting to our students. Quality of education depends upon the quality of teachers. If teachers are motivated enough, they can work properly. If they are satisfied with their work, it can create positive learning environment in the schools. If students want to learn, it becomes quality education. There should be scope for creativity of students. Therefore factors affecting motivation of teachers are of utmost importance. There should not be negative impact of various factors on capability of teachers.

REVIEW OF LITERATURE-

Conboy, De Jesus (2001)-Their research reveals the fact that motivation of teachers is very important because motivated and satisfied teachers always create positive thinking among students. These teachers are able to give quality of education to students. Some other factors like sufficient learning material, well disciplined academic environment etc. are also helpful in good educational system. Progressive results which give satisfaction to teachers as well as students is possible only after providing all these things.

Ofoegbu (2004) -His study revealed the fact that effectiveness of classrooms and the improvement of schools is affected by teachers' motivation to a very great extent He also revealed the fact that team work of teachers, participation of teachers in decisions relating to their job development etc. are very important in the improvement of schools. Thus motivation of teachers is a very important factor in overall development of schools.

Choi & Tang (2009) - Their research revealed the fact that there is over burden of work to teachers which adversely affect on their work and creates dissatisfaction among them. They also observed there are long hours of non-teaching duties which is one of the reasons of diverting their actual teaching time. Being a subject teacher, some of the teachers are involved in some other activities like counseling and career advising.

Farah & Uzima (2013) - Their research is an investigation about work-load and job satisfaction of teachers in public as well as private schools in Lahore city, Pakistan. They selected 100 teachers for their research. The research revealed the fact that there was flexibility and satisfaction in teachers working in government schools whereas private school teachers were not satisfied about their working hours and working conditions. Their research recommended that there should be reasonable work-load to all the teachers. They also suggested that teachers should be given incentives and rewards in case of extra work-load.

Chugati & Perveen (2013) – Their research observed that work-load is a challenge before teachers. New syllabus is also a challenge. They recommended that there should be reduction in work-load of teachers; all the teachers should be given reasonable work-load. 52% of the respondents reported them that there is long distance between their residence and their school. They observed that not only teachers but also students reach school late only because of the problem of distance. It adversely affected on teaching duty of teachers and resulted into poor performance of students in the examination.

Need of the Study- There has been constant changes in the social and technological structure of the society. It has changes society into knowledge-based society. There is great impact of these changes on the education system. There has been a continuous change in the syllabus. Knowledge has been becoming outdated immediately after research in various fields. It has created a need of good teachers in all the

faculties of education. If teachers are motivated and satisfied, they will be able to adopt with the new changes and will be able to do their teaching duty properly and efficiently. Students also comprehend properly whatever taught in classroom if their teachers are in a good mood. Teachers under stress cant teach efficiently and effectively in the classroom. Career development of students depends upon effective teaching of teachers. Economic and social development of all the countries depends upon proper supply of human resources from education sectors to all the sectors of the society.

OBJECTIVES—

Following are the main objectives of the research.

- 1) To study motivation level of secondary school teacher regarding to monetary benefits they are getting.
- 2) To study motivation level of secondary school teachers in regarding to environment in schools.
- 3) To study treatment teachers are getting from the management and its impact on their motivation level.
- 4) To study the impact of not teaching duties assigned to secondary teachers on their motivation.

RESEARCH METHODOLOGY-

Primary information is collected from 100 teachers working in various grantable secondary schools in Ahmednagar District. Primary data are collected only from the secondary school teachers who are in service minimum for last 5 years. Study is based on primary information collected from these teachers. A questionnaire was distributed among these teachers and interviews were taken in personal face to face meetings. Observation method is used for interpretation and analysis of data.

Data Analysis and Interpretation-

Sr. No.	Statement	Yes (%)	No (%)	Total (%)
1.	Do you get adequate salary?	97	03	100
2.	Do you get salary on proper time?	88	12	100
3.	Do you get increment in salary per year?	100	00	100
4.	Do you get transport allowance?	100	00	100
5.	Do you get additional monetary benefits for additional work?	97	03	100
6	Do you have secured job?	100	00	100
7.	Is there healthy relationship with your colleagues?	87	13	100
8	Are you satisfied with behavior of student in school?	63	37	100
9	Are you satisfied with the treatment you get from your management?	89	11	100
10	Are you allowed to participate in decision making by your management?	56	44	100
11	Are you satisfied with you work-load?	87	13	100
12	Do you get appreciation from the management for your achievement?	81	19	100
13	Are you satisfied with the interest of parents in the education of their children?	47	53	100
14	Do you have extra work-load?	31	69	100
15	Do you have any extra non-teaching duty?	93	07	100
16	Are you satisfied with these extra non-teaching duties?	07	93	100

97% respondents reported that they get adequate salary and they are satisfied with it. Only 3% respondents were not happy with the salary they are getting. They are also getting the same salary like other teachers but they wanted more salary. 88% respondents told that they gat salary on right time. Only 12% respondents told that sometimes there is delay in getting salary on right time. 100% respondents reported

that they get annual increment without any delay. They also reported that they get transport allowance which is sufficient to meet their need of transportation from home to school. 97% Respondents reported that they get additional monetary benefits if they do any additional work. Only 3% respondents told that they don't get additional monetary benefits in case of additional work. 100% respondents told that they have secured job.

87% respondents reported that there is healthy relationship among their colleagues. Only 13% respondents reported that atmosphere at their work-station is not good. They further reported that there are some personal reasons for it. They refused to tell the reasons behind it.

63% respondents told that they are satisfied with the behavior of their students; whereas 37% respondents were not satisfied with the behavior of their students. They reported that students are not ready to take their studies seriously. They avoid to study at home. They do not complete their assignments. One of the most important complaints of these respondents is that students never ask them questions. Only a few students ask doubts.

89% of the respondents reported that they are satisfied with the treatment they get from their management. Only 11% respondents were not satisfied about it. 56% of the respondent reported that they allowed participating in decision-making process. 44% respondents reported that they are not allowed to participate in decision-making. It is observed that senior teachers reported that they get opportunities of taking decisions. 81% of the respondents reported that they get appreciation from their management in case of their achievements. 19% respondents told that their management neglect their achievements.

69% respondents reported that they have reasonable work-load and they are satisfied with it. 31% respondents reported that they have extra work-load. 93% respondents reported that they have been also assigned non-teaching duties. They are always given election duty and work of census. 93 % of the respondents were not satisfied with such type of work. They reported that such types of duties divert them from their original teaching work. Such duties adversely affect teaching which leads to loss of knowledge to students. They can't complete their syllabus because of such types of duties.

Surprisingly only 47% of the respondents are satisfied with the interest of parents in the studies of their children. 53% respondents were not satisfied about it. They reported that generally parents do not come to school to ask about the studies their children. Many of them don't take study of their children.

Scope-

- 1) Data are collected only from 100 teachers working in grantable secondary schools located at Ahmednagar District.
- 2) Data collection period is only of 1 month.
- 3) Random sampling method is used for the collection of data.
- 4) Current research focuses on factors affecting motivation level of secondary school teachers working in grantable secondary school.
- 5) Comparative study of motivation level between male and female teachers is avoided.
- 6) Data collection from non-grant teachers is avoided.

FINDINGS-

- 1) It is found that teachers working in grantable secondary schools are highly motivated about monetary benefits they are getting.
- 2) Healthy environment in secondary schools is also a type of motivation to the teachers.
- 3) Appreciation by the management for the achievement motivates teachers to work efficiently and effectively.
- 4) Adequate work-load increases efficiency of teachers.
- 5) Non-teaching duties assigned to teachers adversely affect on their morale.

RECOMMENDATIONS-

- 1) Young teachers should also be allowed to participate in decision-making process of school management.
- 2) There should be regular meetings of teachers and parents in secondary schools.
- 3) Management of secondary schools should offer some prizes and rewards for the achievement of teachers.
- 4) School teachers should be assigned extra duties which are related to their teaching duty only.
- 5) Duties which affect teaching adversely should not be allowed to teachers.

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