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TEACHER MOTIVATION FOR LANGUAGE LEARNING AMONG ADOLESCENT LEARNERS

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ABSTRACT :
        The present study aimed to find out the teacher motivation for language learning among adolescent learners. Normative survey method was employed. The sample comprised 46 adolescent learners of IX, X, XI and XII standards studying in Chennai district. Data was analyzed by Mean, Median, SD, Percentage and MANOVA. Findings showed that .

KEYWORDS : Teacher Motivation, Language Learning, Adolescent Learners.

INTRODUCTION

        Teacher's enthusiasm may contribute to the student's expectations about intrinsic motivation in the context of learning. Also, enthusiasm may act as a "motivational embellishment"; increasing a student's interest by the variety, novelty and surprise of the enthusiastic teacher's presentation of the material. Finally, the concept of emotional contagion, may also apply. Students may become more intrinsically motivated by catching onto the enthusiasm and energy of the teacher. Today in the increasingly competitive environment maintaining a highly motivated student force is the most challenging task. The art of motivation starts by learning how to influence the behavior of the individual. This understanding helps to achieve both the individual as well as institutional objects.

NEED OF THE STUDY

        Motivation is a powerful tool in the hands of teachers. It can persuade, convince and propel learner to learn. A teacher requires creating and maintaining an environment in which learners work together in groups towards the accomplishment of learning objectives. A teacher cannot realize his/her objectives without knowing what motivates pupils. Motivation is the willingness to exert high levels of effort towards learning goals, conditioned by the efforts and ability to satisfy some individual needs. The most challenging task in teaching is motivating the learners. It comprises the abilities to communicate, to set an example, to encourage, obtaining feedback, to involve, to delegate, to develop and train, to inform, to brief and to provide a just reward.

OBJECTIVES OF THE STUDY

- To assess the level of teacher motivation for learning language among adolescent learners.
- To find out the extent of teacher motivation for learning language among adolescent learners with respect to the following dimensions:
1. Teaching
2. Interest
3. Encouragement

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4. Awareness
- To find out whether any significant difference exist in the teacher motivation for learning language among adolescent learners with respect to gender and medium of instruction.

HYPOTHESES
1. Gender will have no significant effect on teacher motivation and its dimensions among adolescent learners.
2. Medium of instruction will have no significant effect on teacher motivation and its dimensions among adolescent learners.
3. Gender and medium of instruction interaction will have no significant effect on teacher motivation among adolescent learners.

METHOD AND SAMPLE
Normative survey method is used for this study. A simple random sample of 46 students studying IX, X, XI and XII standards was selected in various schools from Chennai district, Tamil Nadu.

DESCRIPTION OF THE TOOL
Teacher Motivation Questionnaire under four dimensions (based on Factor Analysis) (Teaching, Interest, Encouragement and Awareness) (with 14, 6, 8, 8 statements respectively) on a 5-point scale (SA, A, NI, DA, SDA) constructed and validated by the researcher was used in this study. Reliability of the tool is found to be .878 and .863 (Cronbach's Alpha and Split-half respectively). Validity of the tool is found to be .93.

Data Analysis

Table 1: Level of Teacher Motivation for Learning Language among Adolescent Learners

	Level	N	Percentage (%)
Teacher Motivation for Language Learning among Adolescent Learners	Low	10	22%
	Moderate	28	61%
	High	8	17%

Table-1 shows that 22%, 61%, 17% of the sample have Low, Moderate, High level of Teacher Motivation respectively.
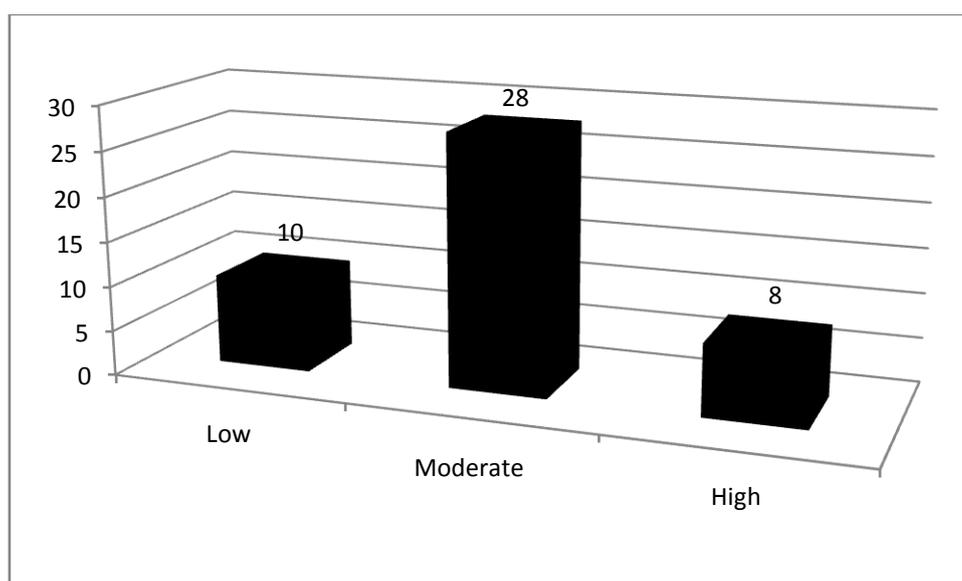

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Figure 1: Level of Teacher Motivation for Learning Language among Adolescent Learners

Table 2: Descriptive Statistics for Dimensions of Teacher Motivation for the Entire Sample

Dimensions	N	Mean	SD	Percentage (%)
Teaching	46	52.48 (55)	8.033	38%
Interest	46	23.35 (23)	4.207	17%
Encouragement	46	31 (31)	4.84	23%
Awareness	46	30.91 (31.5)	4.834	22%

Table-2 depicts that the mean scores for all the dimensions are almost nearer the mid-values of a particular dimension. (Mid values given in parentheses)

Table 3: Descriptive Statistics for Each Sub-scale with Dimensions of Teacher Motivation for the Entire Sample

Variable	Sub Groups (N)		Teaching	Interest	Encouragement	Awareness
Gender	Boys (32)	Mean	51.41	22.69	30.25	30.03
		SD	8.18	4.5	4.94	4.99
	Girls (14)	Mean	54.93	24.86	32.71	32.93
		SD	7.39	3.09	4.29	3.89
Medium	Tamil (17)	Mean	50.88	23.88	31.65	30.94
		SD	11.14	4.11	4.68	5.68
	English (29)	Mean	53.41	23.03	30.62	30.9
		SD	5.51	4.31	4.97	4.37

Table-3 shows that the mean scores of teacher motivation for language learning for all the dimensions are found to be higher for girls compared to boys.

Table 4: Multivariate Tests

Effect		Value	F	df	Error df	Sig.	Partial Eta Squared
Intercept	Wilks' Lambda	0.015	644.173[b]	4	39	0.000	0.985
Gender	Wilks' Lambda	0.879	1.342[b]	4	39	0.272	0.121
Medium of Instruction	Wilks' Lambda	0.918	.868[b]	4	39	0.492	0.082
Gender * Medium	Wilks' Lambda	0.917	.881[b]	4	39	0.484	0.083
a. Design: Intercept + Gender + Medium + Gender * Medium							
b. Exact statistic							

Table-4 reveals that there is statistically not significant difference in Teacher Motivation with respect to Gender, $F (4, 39) = 1.342$, $p > .0005$; Wilks' Lambda = 0.879; Partial n^2 = .121. There is statistically not significant difference in Teacher Motivation with respect to Medium of Instruction, $F (4, 39) = .868$, $p > .0005$; Wilks' Lambda = 0.918; Partial n^2 = .082. There is statistically not significant difference in Teacher Motivation with respect to Gender & Medium of Instruction interaction, $F (4, 39) = .881$, $p > .0005$; Wilks' Lambda = 0.917; Partial n^2 = .083. The mentioned partial eta squared tells us that Gender, Medium and Gender & Medium interaction account for 12.1%, 8.2% and 8.3% influence on Teacher Motivation for Language Learning.

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Table 5: Tests of Between-Subjects Effects							
Source	Dependent Variable	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	Teaching	232.838[a]	3	77.613	1.221	0.314	0.08
	Interest	48.409[b]	3	16.136	0.906	0.446	0.061
	Encouragement	69.465[c]	3	23.155	0.988	0.408	0.066
	Awareness	147.360[d]	3	49.12	2.281	0.093	0.14
	Teacher Motivation	1414.958[e]	3	471.653	1.758	0.17	0.112
Intercept	Teaching	103552.91	1	103553	1628.53	0.000	0.975
	Interest	21046.09	1	21046.1	1181.69	0.000	0.966
	Encouragement	36795.041	1	36795	1569.67	0.000	0.974
	Awareness	36287.667	1	36287.7	1685.39	0.000	0.976
	Teacher Motivation	721111.16	1	721111	2687.39	0.000	0.985
Gender	Teaching	164.104	1	164.104	2.581	0.116	0.058
	Interest	40.307	1	40.307	2.263	0.14	0.051
	Encouragement	55.715	1	55.715	2.377	0.131	0.054
	Awareness	101.944	1	101.944	4.735	0.035*	0.101
	Teacher Motivation	1348.366	1	1348.37	5.025	0.03*	0.107
Medium	Teaching	85.567	1	85.567	1.346	0.253	0.031
	Interest	2.441	1	2.441	0.137	0.713	0.003
	Encouragement	7.406	1	7.406	0.316	0.577	0.007
	Awareness	1.385	1	1.385	0.064	0.801	0.002
	Teacher Motivation	14.36	1	14.36	0.054	0.818	0.001
Gender * Medium	Teaching	3.434	1	3.434	0.054	0.817	0.001
	Interest	0.032	1	0.032	0.002	0.967	0.000
	Encouragement	6.25	1	6.25	0.267	0.608	0.006
	Awareness	63.373	1	63.373	2.943	0.094	0.065
	Teacher Motivation	156.047	1	156.047	0.582	0.45	0.014
Error	Teaching	2670.64	42	63.587			
	Interest	748.026	42	17.81			
	Encouragement	984.535	42	23.441			
	Awareness	904.292	42	21.531			
	Teacher Motivation	11269.912	42	268.331			
Total	Teaching	129586	46				
	Interest	25872	46				
	Encouragement	45260	46				
	Awareness	45010	46				
	Teacher Motivation	885400	46				
Corrected	Teaching	2903.478	45				

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Total	Interest	796.435	45				
	Encouragement	1054	45				
	Awareness	1051.652	45				
	Teacher Motivation	12684.87	45				
a. R Squared = .080 (Adjusted R Squared = .014)							
b. R Squared = .061 (Adjusted R Squared = -.006)							
c. R Squared = .066 (Adjusted R Squared = -.001)							
d. R Squared = .140 (Adjusted R Squared = .079)							
e. R Squared = .112 (Adjusted R Squared = .048)							

From Table-5, Gender has a statistically significant effect on overall Teacher Motivation $F_{(1, 42)}$ = 5.025; $p < 0.05$; partial n^2 = .107 and for the dimension Awareness $F_{(1, 42)}$ = 4.735; $p < 0.05$; partial n^2 = .101. For all other dimensions such as Teaching [$F_{(1, 42)}$ = 2.58; $p > 0.05$; partial n^2 = .058], Interest [$F_{(1, 42)}$ = 2.263; $p > 0.05$; partial n^2 = .051], Encouragement [$F_{(1, 42)}$ = 2.377; $p > 0.05$; partial n^2 = .054] has a not statistically significant effect on Gender. Hence, the formed Ho-1 is not accepted. The mentioned partial eta squared tells us that Gender accounts for 10.7%, 5.8%, 5.1%, 5.4%, 10.1% influence on Teacher Motivation and its dimensions respectively.

Medium of instruction has a not statistically significant effect on overall Teacher Motivation [$F_{(1, 42)}$ = 0.054; $p > 0.05$; partial n^2 = .001] and its dimensions such as Teaching [$F_{(1, 42)}$ = 1.346; $p > 0.05$; partial n^2 = .031], Interest [$F_{(1, 42)}$ = 0.137; $p > 0.05$; partial n^2 = .003], Encouragement [$F_{(1, 42)}$ = 0.577; $p > 0.05$; partial n^2 = .007], Awareness [$F_{(1, 42)}$ = 0.801; $p > 0.05$; partial n^2 = .002] respectively. Hence, the formed Ho-2 is accepted. The mentioned partial eta squared tells us that medium of instruction accounts for .1%, 3.1%, .3%, .7%, .2% influence on overall Teacher Motivation and its dimensions respectively.

Gender & Medium of instruction interaction has a not statistically significant effect on overall Teacher Motivation $F_{(1, 42)}$ = 0.582; $p > 0.05$; partial n^2 = 0.014 and its dimensions such as Teaching [$F_{(1, 42)}$ = 0.054; $p > 0.05$; partial n^2 = .001], Interest [$F_{(1, 42)}$ = 0.002; $p > 0.05$; partial n^2 = .000], Encouragement [$F_{(1, 42)}$ = 0.267; $p > 0.05$; partial n^2 = .006], Awareness [$F_{(1, 42)}$ = 2.943; $p > 0.05$; partial n^2 = .065] respectively. Hence, the formed Ho-3 is accepted. The mentioned partial eta squared tells us that gender & medium of instruction interaction accounts for 1.4%, .1%, 0%, .6%, 6.5% influence on overall Teacher Motivation and its dimensions respectively.

FINDINGS OF THE STUDY
- The level of Teacher Motivation foe Language Learning among Adolescent learners is Moderate in nature.
- Mean score values for all dimensions are almost nearer to the mid-values of a particular dimension.
- Mean scores for all dimensions are found to be high for girls.
- Gender has a significant effect on overall Teacher Motivation and for the dimension Awareness.
- Medium of Instruction has no significant effect on overall Teacher Motivation and its dimensions.
- Gender & Medium interaction has no significant effect on overall Teacher Motivation and its dimensions.

CONCLUSION
Teacher Motivation, occupies a central place in the teaching-learning process. It is, in fact, indispensable to learning. Every teacher, at one time or the other, is faced with the problem of motivating his students to learn. Therefore, it is essential to think of the ways and means for achieving motivation in the language learning.

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