

**MOTIVATION OF SCHOOL TEACHERS IN KERALA  
– AN ASSESSMENT OF QUALITY DIMENSIONS  
CONSEQUENT TO REFORMS IN THE EDUCATION  
SECTOR**

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*By*  
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**June 2008**

## DECLARATION

I, Bino Joy, hereby declare that the thesis entitled *Motivation of School Teachers in Kerala – An Assessment of Quality Dimensions Consequent to Reforms in the Education Sector* is a record of bonafide research carried out by me under the supervision and guidance of Dr. Gabriel Simon Thattil, Reader, Department of Commerce, University of Kerala, Thiruvananthapuram and no part of it has been submitted for any other degree or diploma.

Thiruvananthapuram  
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### *Certificate*

This is to certify that the thesis entitled *Motivation of School Teachers in Kerala - An Assessment of Quality Dimensions Consequent to Reforms in the Education Sector* being submitted by Bino Joy for the award of degree of Doctor of Philosophy in Commerce is a bonafide record of research work done independently by him during the period of January 2005 to June 2008 under my guidance and supervision. No part of the thesis has been submitted for any Degree, Diploma, Fellowship, Title or recognition before.

He is permitted to submit the thesis.

Place: Thiruvananthapuram  
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Dr. Gabriel Simon Thattil



Counter signed:

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## Preface

Providing quality education is a cornerstone of development of any country. Various measures have been taken by the Government of Kerala for improving the quality of school education. The earliest of these measures dates back to the education reforms called DPEP, followed by SSA. The success of educational reforms depends on the effective implementation of policies formulated by the government. Teachers play a vital role for the implementation and evaluation of reforms initiatives. Human beings are always resistant to change and it is only natural that teachers oppose to the new system of education. Their resistance may be sidelined by the creation of proper awareness through training programmes and intervention of the Higher Secondary department. But unless teachers are motivated, the entire measures taken by the Government will go vain. Consequent to the introduction of new pedagogy for Higher Secondary education, considerable significance has been put on quality of teachers, quality of learning and quality based outcome from education. This calls for a radical change in the working of teachers who needs to be highly motivated and well trained. The level of motivation at work of teachers' consequent to reforms is a matter that needs to be addressed. It is in this backdrop that a study was undertaken to ascertain whether reforms in education has triggered high levels of motivation.

## Abstract

Motivation is crucial to both individual and organisational performance and even a very able and well-trained member of staff will not perform effectively unless they are motivated. In this study, the researchers made an attempt to determine the level of motivation of Higher Secondary school teachers working in the State of Kerala and to assess the quality dimensions consequent to reforms in the education sector. 350 teachers and 60 Principals from various Higher Secondary schools in the State were identified as the sample for the present study. Multi stage sampling technique was used to select the sample by giving proper representation to gender and mode of appointment. Two different questionnaires and one interview schedule were used to collect information.

The study is based on factors that influence the level of motivation of school teachers in Kerala. These factors are classified into three groups namely intrinsic factors, extrinsic factors and general factors. To analyze data in accordance with the research objectives and hypothesis, different statistical tools such as t test,  $\chi^2$  test, Mann-Whitney test, Karl Pearson's coefficient of correlation, Wilcoxon W and Multiple regression were used. Level of motivation of male teachers and female teachers was compared. Similarly, motivation of teachers appointed on a direct basis and through promotion was taken as basis for comparison. The study revealed that the overall level of motivation of teachers was moderate irrespective of gender and mode of appointment. There is no significant difference in the level of

motivation of teachers on the basis of gender. But the level of motivation of teachers appointed directly and teachers promoted differ significantly. Analysis also revealed that extrinsic factors have highest influence on the level of motivation followed by intrinsic factors and general factors. The study highlights the fact that quality of Higher Secondary education was low and points out to the need for motivating teachers in a phased manner which in turn will improve the quality of education.

Key words: Motivation, intrinsic factors, extrinsic factors, general factors, Edusat.

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