



## TEACHER MOTIVATION IN RELATION TO TEACHER PROFESSIONAL PLEASURE AMONG DEGREE COLLEGE TEACHERS

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**Abstract:** *The present study focused on the relationship between teacher motivation and teacher professional pleasure among Degree College teachers in Vizianagaram District, Andhra Pradesh, India. Teacher motivation is the factors influencing the teacher in class room teaching, school administration, professional pleasure, climatic factors, interpersonal relations, student behaviour, working conditions, professional development and personal aspects. Teacher professional pleasure is the enthusiastic relationship between the individual with his environment. So in both factors of teacher motivation and teacher professional pleasure the individual factors like personal, intellectual, professional factors involved where as in environmental factors inter personal aspects, class room factors and school activities involving in teaching and learning profession.*

*The data were collected from 145 degree college teachers working in 17 Degree colleges in Vizianagaram District by using 'the teacher motivation scale' previously developed and standardized by Undurty (1988) and 'teacher professional measurement scale' previously developed and standardized by Rao (1998). The data were analyzed by using the statistical procedures like means, standard deviations, critical ratio's values and r-values. The results were discussed according to the significant values obtained. Based on the results certain conclusions were drawn. On overall observation of the study, some implications were mentioned.*

**Key words:** *Degree College, Degree College teachers, teacher motivation.*

### Introduction:

Motivation is an inner state of mind or aroused feeling generated through basic needs or drives which compel an individual to respond by creating a kind of tension or urge to act. It is a preparation for responding in some selective manner for the satisfaction of the related need and it is a goal directed activity, pursued till the attainment of goal. A change in goal may bring about changes in the nature and strength of the motive, while attainment of the goal helps in the release of tension aroused by a specific motive. Motivation may be considered to be a learned response or tendency and also an innate disposition.

Rosen, Fox and Gregory (1972) defined motivation as a readiness or disposition to respond in some ways and not others to a variety of situations.

Carroll (1969) defined motivation as a rather specific process which has been learned. It is directed towards a goal.

Persons who work with zeal, enthusiasm and commitment feel utmost happy and they feel proud to be teachers in our democratic country, such vast happiness, beautiful joy and a feeling of pride make them to be really happy, pleasure some. Thus it gives professional pleasure, which is in higher hierarchy as than acquisition of satisfaction by doing the job. Professional pleasure gives happiness, success and efficiency in one's professional activity. It indicates individual ability to strike a balance between the requirement of the job and his potentialities. Professional pleasure is generally defined as effective responses to discriminate characteristic facts of the task and work environment.

Teacher motivation may influence the professional pleasure of the teacher. Several factors such as personal, professional, intellectual and interpersonal factors contribute for the teacher pleasure. As motivation and professional pleasure of the teacher are considered to be positive ideologies, both

motivation and professional pleasure are also treated to be directly proportional to each other.

Mittal Jaiprakash (1997) studied on teachers' motivation to work and some factors associated with high and low work motivation of teachers. He concluded that high and low motivated teachers differed along the following personality variables respectively Low vs. High anxiety, extraversion vs. introversion, and tender minded emotionality vs. alert poise and independence vs. Subdued. The teachers' motivation to work was significantly related to job satisfaction. Those higher on work motivation perceived organizational climate to be characterized by less disengagement and alienation, more spirit, more openness and autonomy than those low on the same.

Bhattacharya (2000) established that intrinsic motivation is essential for elevating level of teaching competency and improving attitude towards teaching profession of primary teachers.

Joseph (2004) in his study concluded that sex, experience, designation and locality act as influencing factors in enhancing professional pleasure. Male teachers, more experienced teachers, head masters and B.Ed assistants, urban teachers possess more professional pleasure than female teachers, less experienced teachers, secondary grade assistants and rural counterparts. Regarding the type of management, teachers of aided schools, municipal schools, missionary schools, government schools and Zillah parishad schools possess professional pleasure in the hierarchical order. High positive and significant correlation prevails between professional competency and professional pleasure, age and educational qualifications do not have the significant influence on professional pleasure.

Sastry (2005) conducted a study and the conclusions are sex has no impact on teacher efficacy and professional pleasure. Regarding locality and urban teachers profession, more teacher effectiveness as well as more job satisfaction than their rural counter parts. Age though do not possess an impact on teacher effectiveness, it acts as an enhancing factor on professional pleasure. Span of

teaching experience possess more teachers, probably by virtue of their seniority but teaching experience does not influence professional pleasure. Designation has no influence in making teaching neither effectiveness nor professional pleasure and type of management though do not influence effectiveness with slightly asks as a factor to influence professional pleasure.

Uday Koundinya (1998) in his study found that sex and type of institution influencing professional pleasure among teachers and teacher educators. The variable locality, experience and age do not influenced professional pleasure. The number of teacher educators and teachers who possess maximum professional pleasure is more than the number of teachers and teacher educators who possess maximum professional competency. This finding clearly denotes that some teachers are quite happy to be in the profession though they lack required professional competency. A highly significant and positive relationship prevails between professional competency and professional pleasure.

**Problem:**

The problem selected was the study was Teacher motivation and Teacher professional pleasure among Degree college teachers in Vizianagaram District, Andhra Pradesh, India.

**Variables of the study:**

The variables like gender (male and female), locality (Rural and Urban), Qualifications (Post graduates and post graduates with research), designation (Lecturers and Readers), Age (below 40 years and above 40 years), Experience (Below 20 yrs and above 20 years), teaching subjects (Sciences and Arts), Marital status (Married and unmarried) and type of management (Govt. Aided and private unaided) were adopted for the study.

**Objectives:**

- To study about the teacher motivation of Degree college teachers among different socio-demographic variables.
- To study about the teacher professional pleasure of Degree college teachers among different socio-demographic variables.

- To study about the relationship between teacher motivation and teacher professional pleasure of Degree College teachers.

**Hypotheses:**

- There is no significant difference between the categories of gender, locality, qualification, designation, age, experience, teaching subjects, marital status and type of management in teacher motivation.
- There is no significant difference between the categories of gender, locality, qualification, designation, age, experience, teaching subjects, marital status and type of management in teacher professional pleasure.
- There is no significant relationship between teacher motivation and teacher professional pleasure.

**Tools used:**

Two scales were used in the present study. 'The teacher motivation scale' is a standardized tool developed by Undurthy (1988) consisting of 35 items with nine dimensions viz. class room teaching, school administration, professional pleasure, climatic factors, inter personal relations, student behaviour, working conditions, professional development and personal factors were used in the present test. The each item in the scale consisting of 50 options strongly agree, Agree, Neutral, Disagree and Strongly disagree with the score of 5,4,3,2 and 1 respectively. All the items in the scale are positive items. So the range of the score lies in between 35-175. The reliability of the test is 0.70 and the validity is 0.83 which is a highly reliable and valid test.

The second scale i.e. 'Teacher professional pleasure self rating scale' was constructed and developed by Rao (1998). The tool initially consists of 36 items with five dimensions viz. activity based teaching and hurdles in teaching, child centred practices, teaching learning material, evaluation strategies and remedial techniques and novel strategies. The scale again re-standardized with a pilot study by a tryout of 100 sample and item analyses were conducted for upper 27% and lower

27% of the sample. After item analyses one item whose value is below 1.96 was discarded and 35 items were retained for the study. The items consist of four options of marking viz. High priority, some priority, low priority and no priority. The scoring procedure consists of 4-1 marks for positive items and 1-4 marks for the negative item respectively for each item. The total score lies in between 35-140.

**Administration:**

The two scales along with the preliminary information were collected from the degree college teachers. Proper instructions were given while the lecturers are giving responses for the tools. Likewise the data were collected from some selected Degree colleges from Vizianagaram district.

**Sample:**

To measure the motivation and professional pleasure among Degree college teachers working in Degree colleges, the collected data were 145 was categorized as gender (94 Male and 51 female), locality (59 Rural and 86 urban), qualifications (97 Post graduation and 48 PG with research), designation (98 Lecturers and 47 readers), age (77 below 40 yrs and 68 above 40 yrs), Experience (81 Below 20 yrs and 64 above 20 yrs), teaching subjects (58 science and 87 arts teachers), marital status (101 married and 44 unmarried) and type of management (95 government aided and 50 private unaided teachers). The data were collected by way of randomized sampling technique. Thus the total sample 145 was adequate to test the hypotheses in the above mentioned variables.

**Statistical Procedures:**

To measure the significant difference between the two dimensions of each demographical variable, means, standard deviations, critical ratio and correlation values are computed. The scores were analyzed according to the statistical procedures given by Guilford (1978) and Garret (1971).

**Limitations of the study:**

- The study is restricted to Vizianagaram District Degree Colleges only.
- In this study only nine variables that are gender, locality, qualifications, designation, age,

experience, teaching subjects, marital status and type of management variables were taken.

**Results & Discussion:**

**Table 1: The comparisons across different variables in teacher motivation**

S.No.	Variable	Category	N	Mean	S.D.	C.R.
1.	Gender	Male	94	102.65	21.25	2.59**
		Female	51	113.17	24.47	
2.	Locality	Rural	59	109.36	23.47	2.36*
		Urban	86	118.32	20.65	
3.	Qualifications	Post graduate	97	114.79	19.68	2.26*
		PG with Research	48	105.54	24.52	
4.	Designation	Lecturers	98	110.31	17.43	2.24*
		Readers	47	118.68	22.56	
5.	Age	Below 40 yrs	77	111.78	17.89	3.26**
		Above 40 yrs	68	121.52	17.94	
6.	Experience	Below 20 yrs	81	112.14	17.46	2.41*
		Above 20 yrs	64	119.23	17.74	
7.	Teaching subjects	Science	58	113.62	17.86	1.57
		Arts	87	108.86	18.05	
8.	Marital status	Married	101	117.72	17.05	2.74**
		Unmarried	44	108.61	18.92	
9.	Type of management	Govt. Aided	95	111.85	18.68	2.19*
		Private unaided	50	118.67	17.38	

\* P< 0.05      \*\* P< 0.01

With regard to motivation among the Degree college teachers considered under various variables as mentioned in table: 1, it is concluded that the variables like Gender (male and female), Locality (Rural and Urban), qualifications (PG and PG with research), designation (lecturers and readers), Age (below 40 and above 40 yrs), experience (Below 20

yrs and above 20 yrs), marital status (married and unmarried) and Type of management (Government aided and private unaided teachers) were differed significantly and the null hypotheses are rejected. While in the case of obtained CR value in respect of teaching subjects (sciences and arts) do not differ significantly and the null hypothesis was accepted.

**Table 2: The comparisons across different variables in teacher professional pleasure**

S.No.	Variable	Category	N	Mean	S.D.	C.R.
1.	Gender	Male	94	110.86	8.54	2.04*
		Female	51	105.97	12.61	
2.	Locality	Rural	59	97.11	11.17	2.43*
		Urban	86	101.54	10.23	
3.	Qualifications	Post graduate	97	90.54	10.63	3.38**
		PG with Research	48	97.69	12.58	
4.	Designation	Lecturers	98	93.44	10.47	3.45**
		Readers	47	99.76	11.36	
5.	Age	Below 40 yrs	77	98.42	10.49	2.59**
		Above 40 yrs	68	93.89	10.65	
6.	Experience	Below 20 yrs	81	95.29	10.16	2.16*
		Above 20 yrs	64	98.99	10.37	
7.	Teaching subjects	Science	58	93.56	10.43	2.34*
		Arts	87	97.78	10.97	
8.	Marital status	Married	101	92.89	9.96	2.47*

		Unmarried	44	97.58	10.79	
9.	Type of management	Govt. Aided	95	97.70	10.58	3.51**
		Private unaided	50	91.21	10.47	

\* P< 0.05      \*\* P< 0.01

With regard to professional pleasure among the Degree college teachers considered under various variables as mentioned in table: 2, it is concluded that all the variables like Gender (male and female), Locality (Rural and Urban), qualifications (PG and PG with research), designation (lecturers and readers),

Age (below 40 and above 40 yrs), experience (Below 20 yrs and above 20 yrs), teaching subjects (sciences and arts), marital status (married and unmarried) and Type of management (Government aided and private unaided teachers) were differed significantly and all the null hypotheses are rejected.

**Table 3: Relationship between Teacher motivation and Teacher professional pleasure**

S.No.	Category of variables	N	df=(N-2)	r-value
1.	Teacher motivation	145	143	0.62**
2.	Teacher professional pleasure			

\*\*P<0.01

The co-efficient of correlation value of teacher motivation and teacher professional pleasure was tabulated in Table: 3. It can be observed that the higher teacher motivation, greater will be their teacher professional pleasure. It is further stated that the theoretical assumption that the teacher motivation and the teacher professional pleasure are inter related and inter dependent. So the null hypothesis is rejected and there is significant relationship between teacher motivation and teacher professional pleasure.

**Conclusions:**

1. There were significant differences between male and female, rural and urban, PG and PG with research, lecturers and readers, below 40 yrs and above 40 yrs aged teachers, below 20 yrs and above 20 yrs experienced teachers, married and unmarried teachers and Govt. aided and private unaided teachers in their teacher motivation.
2. There were significant differences between male and female, rural and urban, PG and PG with research, lecturers and readers, below 40 yrs and above 40 yrs aged teachers, below 20 yrs and

above 20 yrs experienced teachers, sciences and arts subject teachers, married and unmarried teachers and Govt. aided and private unaided teachers in their teacher professional pleasure.

3. There is significant and positive relationship between teacher motivation and teacher professional pleasure.

**Educational Implications:**

- Teachers shall maintain pleasure full and healthy atmosphere at home, classroom and society.
- The teachers have to equip with motivation towards their profession with dedication and determination.
- There is a dire need to attend the personnel and administrative problems of the Degree college teachers to create better environment in the Degree colleges, classrooms and teacher community.
- The educational planners and administrators are needed to concentrate on their attention into the teacher professional problems at all levels to provide better education to the future generation.

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