

Chapter VII

Summary of the Study

VII.1 Introduction

India has a long tradition of learning and education has always been valued. Traditionally, the search for knowledge and education were considered mostly to be individuals' endeavour. Now, it is appeared that education is not only the basic human need of people but is also of crucial importance for economic growth of the country. During the post independence period, there has been increasing realization about the importance of education towards progress and prosperity of an individual as well as the society and the nation. Accordingly, education has been assigned high priority in the national development strategy and conscious efforts have been made towards the massive expansion of educational facilities in the country. In absolute terms, the educational system created in the country is vast when viewed in respect of the number of institutions, students and teachers and the variety of educational activity. However, effective utilization and success of educational set-up to produce quality out-put has been a subject matter of concern. The problem, at least in part, is related to the quality and involvement of teachers as active human resources to strengthen the functioning and introduce possible improvements in the system. Several Commissions and Committees which have examined the functioning of educational set-up in the country have expressed concern about the quality, commitment, motivation and involvement of teachers towards an overall improvement of the system.

VII.2 Objectives

The main objectives of present study are :

- (i) to identify/understand the factors responsible for motivation of teachers and their performance.

- (ii) to prioritize the identified motivating factors of teachers in the order of their importance to influence performance.
- (iii) to understand the dependence of motivation of teachers on various identified factors.

VII.3 Scope of the Study

The domain of this study consist of teachers is Middle, Government Schools located in "Fanda Block" at Bhopal in view of the following:

- (i) there is a general impression that performance of govt. schools is relatively inferior as compared to private schools which at least in part is assigned to motivation and performance of teachers, it may be of interest to note that the teachers working in the government schools are adequately qualified and trained and in no way can be considered to be inferior on this account. Hence, the performance and motivation could be related to certain structural and functional factors in the system.

VII.4 Methodology

In order to accomplish the objectives of the present study the normative survey method was considered for indentifying various factors influencing teacher motivation and their performance.

The random sampling method were used and total 200 teachers were selected from 20 schools. The opionnaire for the data collection was developed.

VII.5 Findings

The present study has been carried outstanding survey technique keeping in view the objectives of the study. The important findings of the study may be summarised as follows :

- (i) The study had led to identification of a numbers of parameter which are related to teachers motivation and their performance. The factors identified on the basis of study consists of concern of HOS for

administrative efficiency, current compensation package for teachers, individuals ability of teachers, prospects of future growth for teachers, supportive class-room environment, objective evaluation and incentives in school system, teacher motivation, supportive external environment, internal school environment, concern of HOS for academic efficiency, understanding of role and responsibilities by teachers, attributes of school, only the factor non-teaching duties of local government has negative influence of teachers motivation.

- (ii) Priority importance score assigned to various factors were used to calculate the value of mean score and standard deviation of teachers motivation with other factors. On the basis of scores assigned by respondents to various factors affecting teachers performance which leads to following arrangements of factors in the orders of their decreasing importance as under : Teacher motivation, individuals ability of teachers : understanding of role and responsibilities by teachers, supportive class-room environment; current compensation package for teachers, prospects of future growth for teachers, attributes of schools, supportive external environmental, objective evaluation and incentives of school system, concern of HOs for academic efficiency, concern of HOs for administrative efficiency, internal school environment, duties of local government.
- (iii) On the basis of mean score assigned by respondent for the contribution of various factor towards teachers motivation in the following order:Prospects of future growth for teachers; understanding of role and responsibilities by teachers, supportive external environment, current compensation packages for teachers, teachers motivation, individuals ability of teachers, internal school environment; concern of HOS for administrative efficiency; supportive class-room environment; objectives evaluation and incentives in school system; concern of HOS for academic efficiency; attributes of schools; extra duties assigned by directorate of education.

- (iv) Results reported in above three section, only one factor in identified which has negative influence of teachers motivation and their performance, and this factor in extra duties assigned by Directorate of education. That in to say that teacher should not involve in extra duties like census, pulse polio, abhiyan, election, surveys etc., because it effects their main job i.e., teaching. Involvement in these activities will effect teachers efficiency as well as performance of the school.

On the basis of present study while it has been possible to identify significant factors influencing the order of their importance. However, the quantification of results needs further refinement. Similarly the study needs to be enlarged to have larger respondent group for generating the results of the study.

VII.6 Scope for Further Research

- In the context of present study a study with increased scope and sample size could be taken up.
- The identification of factors influencing teacher motivation may be done by considering a quite large sample consisting of experts giving adequate representation to private schools, Govt. schools, non government organisations and other interest groups.
- The effect of intervening variables such as social, economic educational, regional, residential on the perception of experts regarding their views various factors influencing teachers motivation could be studied.
- A number of factors influencing teachers motivation has been suggested. The list may not be considered exhaustive and efforts are necessary to expand/reasonable the list of the included items.