

Chapter V

Analysis of Data, Results and Discussion

V.1 Analysis of Data

The present study as explained earlier aims at exploring teachers motivation to work and studying some factors associated with motivation of teachers. The design and methodology employed for concluding the study have been discussed in the preceding chapter.

The analysis of the study has been reported in this chapter, in there sections. In the first section, (A) an attempt has been made to understand the factors responsible for motivation of teachers and their performance. In the second section. (B) deals with prioritization of factors identified motivating of teachers in order of their importance. In the third section. (C) delas with the dependence of motivation of teachers on various identified factors.

The data were got analysed using various statistical proceduces keeping in view of overall objective of the study. Analysis of data of question 1, 2 and 3 are, reported in Table V.1, Table V.2 and V.3 respectively.

Table V.1 Influence of Various Factors on Teachers Motivation

S.No.	Item	Frequency			Percentage			
		+ve	UN	-ve	+ve	UN	-ve	
1.	Individuals Ability of Teachers	84.25	7	3.75	83.52	7.83	4.16	III
1.1	Relevant knowledge, skill, qualification experience	89	01	00	98.79	1.21	00%	
1.2	Ability to control class room environment	86	04	00	95.51	4.5%	00	
1.3	Skill in interpersonal relationship	74	21	15	82.14	23.31	16.65	
1.4	Clear & effective communication skill	88	02	00	97.68	2.82	00	
2	Understanding of Role Responsibilities by Teachers	63.26	20.25	6.5	70.23	22.47	7.21	XI
2.1	Setting goals and adopt strategies for achievement of goals	90	00	00	100%	00	00	
2.2	Involve parents and motivate students	73	16	01	81.03	17.76	1.11	
2.3	Extend & Solicit support of all concerned for institutional performance	48	27	15	53.28	29.97	16.65	
2.4	Accept challenges and out perform set goals/performance standards	42	88	10	46.62	42.18	11.1	
3	Current Compensation Package for Teachers	86.5	25	1	96.01	27.7	1.11	II
3.1	Salary, fringe & other financial benefits	88	01	02	97.68	1.11	1.11	
3.2	Job security	85	04	01	94.35	4.44	1.11	
4	Attributes of School	55.01	12.21	22.71	55.41	13.56	25.07	XII
4.1	School managed by private management	38	32	20	42.18	35.52	22.2	
4.2	School managed by Govt. agencies	70	10	10	77.7	11.1	11.1	
4.3	School situated in rural areas	39	23	28	43.29	25.53	31.08	
4.4	School situated in urban areas	73	16	08	78.81	17.76	8.33	
4.5	School situated in slum area	27	19	44	29.97	21.09	48.84	
4.6	Big size school	49	13	23	54.39	14.43	34.08	
4.7	Small size school	59	13	18	65.49	14.48	19.98	
4.8	Favourable public opinion about school	72	11	07	57.74	12.21	5.78	

4.9	Unfavourable public opinion about school	37	12	41	41.07	13.32	45.51	
4.10	Unattractive & disturbing school surrounding	21	08	61	23.31	8.88	67.71	
4.11	Pleasant/peaceful school surrounding	82	00	08	91.02	-	8.88	
4.12	Inadequate Space/Utilities/Play ground/Drinking Water/ toilets etc.	33	08	49	36.68	8.88	54.39	
4.13	Adequate Space/Utilities/Play ground/Drinking water/Toilets etc.	85	04	01	84.35	4.44	1.11	
4.14	Adequate laboratory/library/class room facilities	88	02	00	97.68	2.32	-	
5	Prospects of Future Growth for Teachers	82	07	02	91.02	7.77	1.11	IV
5.1	Opportunities for further education	80	09	01	88.8	9.99	1.11	
5.2	Opportunities for professional training/development	84	04	02	98.24	4.44	2.22	
5.3	Opportunities for increased responsibilities & promotion	84	06	00	93.24	6.66	-	
5.4	Opportunities for rewards and recognition	80	09	01	88.3	9.99	1.11	
6.	Objective Evaluation in Incentives in School System				89.17		3.38	VI
6.1	Transparent and active system of performance appraisal, feed back, counseling, appreciation and recognition for achievement/performance	87	00	03	89.17	-	3.33	
7	Concern of Head of School (HOS) for Academic Efficiency	73.25	11.25	5.5	81.3	12.29	24.42	X
7.1	Close supervision of teaching	61	10	19	67.71	11.1	21.09	
7.2	Functioning of library, laboratory and class room facilities	80	08	08	88.8	8.88	2.22	
7.3	Support of teachers to cope up with curriculum & change	90	00	00	200	-	-	

7.4	Availability of requisite academic staff	62	27	01	68.82	29.97	1.11	
8	Concern of Head of School (HOS) for Administrative Efficiency	88.65	2.75	2.35	96.45	1.74	2.65	I
8.1	Proper and efficiency of administrative matters	90	00	0	100	-	-	
8.2	Transparency and efficiency in disposal of administrative matters	90	0	0	100	-	-	
8.3	Timely disbursement of salary, fringe benefits	89	00	01	98.79			
8.4	Updated record of service & benefits like PF/Leave/Gratuity/Seniority etc.	87	01	02	96.57	1.11	2.22	
8.5	Delegation of adequate power to HOS	85	05	0	94.38	5.55	-	
8.6	Availability of requisite non-teaching staff of supporting services	81	02	07	88.91	2.22	7.11	
8.7	Transparency in promotion / transfer / reward / punishment etc.	88	03	07	89.91	2.22	7.11	
9	Internal School (Organisational Environment)	88	03	07	95.46	3.33	1.11	IX
9.1	Supportive relationship in peer group	75.5	09	5.5	83.89	9.99	24.42	
9.2	Social recognition/mutual respect	82	04	04	31.05	4.44	4.44	
9.3	High concern of HOS for teaching & teachers	74	15	01	82.14	16.65	1.11	
9.4	Teacher's involvement in decision making in school affairs	78	00	17	81.08	-	18.87	
9.5	Improvement oriented supervisory practices	98	17	00	81.8	18.87	-	
10	Supportive Class Room Environment	81.6	8.6	1.8	90.5	11.9	3.10	V
10.1	Availability of requisite facilities	79	08	08	87.09	8.38	8.88	
10.2	Response, disciplined and well behaved students	87	03	00	96.57	3.33		
10.3	Availability of TL material/Aids	78	22	0	86.58	24.42		
10.4	Support for experimentation with new TL Strategies	82	08	00	91.02	8.88		

10.5	Reasonable class size (Low student/teacher ratio)	82	02	06	91.02	2.22	6.66	
11	Supportive External Environmental	77.5	11	11.5	86.02	12.21	1.66	VIII
11.1	Financial/resource support of local govt. to schools	79	10	1	87.69	11.1	1.11	
11.2	Supportive and interactive parents	76	12	2	84.36	13.32	2.22	
12	Teacher Motivation	79.25	9.75	1.0	87.71	10.8	1.11	VII
12.1	Willingness to work	87	03	00	96.57	3.33	0	
12.2	Job satisfaction/liking for teaching/enough challenge	75	14	1	83.25	15.54	1.11	
12.3	Perception of serving society/nation	78	10	02	85.58	11.1	2.22	
12.4	Need for reward, recognition	77	12	1	85.47	13.32	1.11	
13	Extra Duties, Assigned by Dte. Of Education (Election, Health Services, Census duties etc.)	16	12	62	17.77	13.33	68.88	XIII

**Table V.2 Priority Rating of Various Factors On The Basis
Of Their Influences On Teacher Performance**

S.No.	Item	Mean	MDN	MD	SD	Rank
1.	Individuals ability of teachers	84.70	85.00	90.0	09.20	II
2.	Understanding of role and responsibilities by teachers	84.05	85.0	90.0	08.32	III
3.	Current compensation package for teachers	70.15	70.00	75.00	07.90	V
4.	Attributes of schools	66.23	65.00	70.00	09.27	VII
5.	Prospects of future growth for teachers	67.40	67.00	70.00	11.70	VI
6.	Objective evaluation and incentives in school system	56.58	55.00	50.00	14.29	IX
7.	Concern of HOS for academic efficiency	52.15	55.00	53.00	08.46	X
8.	Concern of HOS for administrative efficiency	50.25	50.00	60.00	09.65	XI
9.	Internal school environment	48.88	45.00	45.00	14.03	XII
10.	Supportive class room environment	72.33	75.50	85.00	16.91	IV
11.	Supportive External Environment	64.25	70.00	80.00	17.57	VIII
12.	Teacher motivation	89.13	95.00	95.00	14.88	I
13.	Extra Duties assigned by Dte. Of Education	35.00	35.00	30.00	08.55	XIII

**Table V.3 Dependence of Motivation of Teachers
on Various Identified Factor**

S.No.	Item	AVE	SD	Mode	Medn.	Rank
1.	Individuals' Ability of Teachers	4.28	4.25	4.25	0.61	VI
1.1	Relevant knowledge, skill qualification, experience	4.36	0.78	5.00	4.50	
1.2	Ability to control class room environment	4.82	0.59	4.00	4.00	
1.3	Skill in interpersonal relationship	4.20	0.95	5.00	4.00	
1.4	Clear & effective communication skill	4.24	0.87	4.00	4.00	
2	Understanding of Role & Responsibilities By Teachers	4.36	0.37	4.00	4.00	II
2.1	Setting goals and adopt strategies for achievement of goals	4.46	0.52	4.00	4.00	
2.2	Involve parents and motivate students	4.40	0.51	4.00	4.00	
2.3	Extend & solicit support of all concerned for institutional performance	4.30	0.59	4.00	4.00	
2.4	Accept challenges and out perform set goals/performance standards	4.29	0.62	4.00	4.00	
3	Current Compensation Package for Teachers	4.30	0.51	4.00	4.00	IV
3.1	Salary, Fringe & other financial benefits	4.06	0.78	4.00	4.00	
3.2	Job Security	4.54	0.56	5.0	5.00	
4.	Attributes of School	3.73	0.37	3.79	3.79	
4.1	School managed by private management	4.07	0.74	3.79	3.79	
4.2	School managed by Govt. agencies	4.28	0.63	4.00	4.00	
4.3	School situated in rural areas	3.82	0.91	4.00	4.00	
4.4	School situated in urban areas	3.87	0.90	4.00	4.00	
4.5	School situated in slum area	3.43	1.23	4.00	4.00	
4.6	Big size school	4.13	0.81	4.00	4.00	
4.7	Small size school	3.73	0.93	4.00	4.00	
4.8	Favourable public opinion about school	3.96	1.02	4.00	4.00	
4.9	Unfavourable public opinion about school	2.94	1.17	2.00	3.00	
4.10	Unattractive & disturbing school surrounding	2.79	1.24	4.00	3.00	
4.11	Pleasant/peaceful school surrounding	3.72	1.18	4.00	4.00	
4.12	Inadequate Space/Utilities/Play ground/Drinking Water/toilets etc.	3.11	1.20	4.00	3.00	
4.13	Adequate laboratory/library/class room facilities	4.37	0.57	4.00	4.00	
5.	Prospects of Future Growth for Teachers	4.41	0.65	5.00	4.00	I
5.1	Opportunities for further education	3.89	1.12	4.00	4.00	
5.2	Opportunities for professional training/development	4.41	0.49	4.00	4.00	
5.3	Opportunities for increased responsibilities & promotion	4.42	0.56	4.00	4.0	
5.4	Opportunities for rewards and rewards and recognition	4.41	0.65	5.00	4.00	
6	Objective Evaluation in Incentives in School System					X
6.1	Transparent and active system of performance appraisal, feed back, counseling, appreciation and recognition for achievement/performance	4.14	0.71	4.00	4.00	

7	Concern of Head of School (HOS) for Academic Efficiency	4.03	0.58	3.25	4.00	
7.1	Close supervision of teaching	3.61	1.25	5.00	4.00	
7.2	Functioning of library, laboratory and class room facilities	4.21	0.51	4.00	4.00	
7.3	Support of teachers to cope up with curriculum & change	4.26	0.44	4.00	4.00	
7.4	Availability of requisite academic staff	4.02	0.76	4.00	4.00	
8	Concern of Head of School (HOS) for Administrative Efficiency	4.21	0.30	4.29	4.14	VIII
8.1	Proper and efficiency of administrative matters	4.22	0.51	4.00	4.00	
8.2	Transparency and efficiency in disposal of administrative matters	4.28	0.45	4.00	4.00	
8.3	Timely disbursement of salary, fringe benefits	4.48	0.52	4.00	4.00	
8.4	Updated record of service & benefits like PF/Leave/Gratuity/Seniority etc.	4.32	0.49	4.00	4.00	
8.5	Delegation of adequate power to HOS	4.29	0.45	4.00	4.00	
8.6	Availability of requisite non-teaching staff of supporting services	3.78	0.71	4.00	4.00	
8.7	Transparency in promotion / transfer / reward / punishment etc.	4.18	0.48	4.00	4.00	
9	Internal School (Organisational Environment)	4.25	0.37	4.00	4.25	
9.1	Supportive relationship in peer group	4.36	0.48	4.00	4.00	
9.2	Social recognition/mutual respect	4.29	0.50	4.00	4.00	
9.3	High concern of HOS for teaching & teachers	4.17	0.54	4.00	4.00	
9.4	Teacher's involvement in decision making in school affairs	4.20	0.50	4.00	4.00	
9.5	Improvement oriented supervisory practices					
10	Supportive Class Room Environment	4.18	0.45	4.40	4.20	
10.1	Availability of requisite facilities	4.20	0.67	4.00	4.00	
10.2	Response, disciplined and well behaved students	3.97	0.86	4.00	4.00	
10.3	Availability of TL material/Aids	4.13	0.81	4.00	4.00	
10.4	Support for experimentation with new TL Strategies	4.28	0.52	4.00	4.00	
10.5	Reasonable class size (Low student/teacher ratio)	4.30	0.48	4.00	4.00	
11	Supportive External Environmental	4.35	0.44	4.00	4.50	
11.1	Financial/resource support of local govt. to schools	4.33	0.52	4.00	4.00	
11.2	Supportive and interactive parents	4.37	0.55	4.00	4.00	
12	Teacher Motivation	4.29	0.32	4.00	4.25	
12.1	Willingness to work	4.38	0.51	4.00	4.00	
12.2	Job satisfaction/liking for teaching/enough challenge	4.32	0.47	4.00	4.00	
12.3	Perception of serving society/nation	4.23	0.42	4.00	4.00	
12.4	Need for reward, recognition	4.22	0.51	4.00	4.00	
13	Non-Teaching Duties of Local Govt. (Election, Health Services, Census duties etc.)	3.22	1.04	4.00	4.00	

V.2 Results and Discussion

The Factors Responsible for Teachers' Motivation

On the basis of data collected the respondent have given their indication in Qno. 1 on the positive, negative or no influence of the considered factors on teachers motivation and their performance. The results of the analysis indicate (Table 5.4) that the factor concerning Extra Duties Assigned by Directorate of Education has been assigned as an negative contribution by 68.88 percent of the responsible and not influencing factor by 13%, only 17.77% respondents feel it makes a positive influence towards teacher motivation and their performance. The priority teaching in the decreasing order of their assignment by the respondent is also given in (Table V.4).

The respondents have preferred various factors as contributes to teacher motivation and their performance in the order. concern of head of school (HOS) for administration efficiency (96.45%). Current compensation package for teachers (96.01%); individuals ability of teachers (93.52%), prospects of future growth for teachers (91.02%), supportive classroom environment (90.5%), objective evaluation and incentives in school system (89.17%), Teachers' motivation (88%), supportive external environment (86%), internal school environment (84%), concern of HOS for academic efficiency (81.3%) understanding of role and responsibilities by teachers (70.23%), attributes of schools (55%) extra duties of local government (68.88%).

Priority rating of various factors on the basis of their influencing teachers performance.

The respondent have given priority rating to these factors and the results are summarised in table 5.2 the priority of various factors of their decreasing influence on teachers performance could be arrange as: Teachers motivation (mean=89.13; S.D=14.98); individuals ability of teachers (m=84.70; SD=09.20); understanding of role and responsibilities by teachers (m=84.05;SD=08.82); supportive class room environment (m=72.33 SD=16.71), current compensation package for teachers (m=70.15, SD=07.90); prospects of future growth for teachers. (m=67.40, SD=11.70)

attributes of schools ($m=66.23$; $SD=9.270$, supportive external environment ($m=64.25$; $SD=17.59$) objective, evaluation and incentives in school system ($m=56.56$; $SD=14.29$); concern of HOS for academic efficiency ($m=52.15$; $SD=8.46$) concern of HOs for administrative efficiency ($m=50.25$, $SD=9.65$); internal school environment ($m=48.88$, $SD=14.03$); Extra duties of local government ($m=35.00$; $SD=08.55$).

Dependence of Motivation of Teachers on Various Identified Factors

The dependence of motivation of teachers on various factors is also shown in table V.3. The values of main factors used in table V.3 have been calculated by utilizing the score assigned to their respective sub factor and represent the weighted average values (table V.5).

The respondent have preferred motivation of teachers depends upon various factors in the order : Prospects of future growth for teachers ($m=4.41$; $SD=0.65$); understanding of role and responsibility by teachers ($m=4.36$; $SD=0.37$); supportive external environment ($m=4.35$; $SD=0.44$); current compensation package for teachers ($m=4.30$; $SD=0.51$); teachers motivation ($m=4.29$; $SD=0.32$); individuals ability to teachers ($m=4.28$, $SD=0.61$); internal school environment ($m=4.25$; $SD=0.37$); concern of HOS for administrative efficiency ($m=4.21$; $SD=0.30$), supportive class room environment ($m=4.18$, $SD=0.45$); objectives evaluation and incentives in school system ($m=4.14$, $SD=0.71$); concern of HOS for academic efficiency ($m=4.03$,; $SD=0.58$) attributes of schools ($m=3.73$; $SD=0.37$), Non-teaching duties of local government ($m=3.22$; $SD=1.04$).

Table V.4 Influence of Various Factors on Teachers Motivation

S.No.	Item	Frequency			Percentage			
		+ve	UN	-ve	+ve	UN	-ve	
1.	Individuals ability of teachers	84.2	07.0	04.0	94.0	08.0	04.1	III
2.	Understanding of role and responsibilities by teachers	68.2	20.2	06.5	70.2	22.5	07.2	XI
3.	Current compensation package for teachers	87.0	25.0	1.0	96.0	2.8	1.1	II
4.	Attributes of schools	55.0	12.2	23.00	55.4	13.6	25.1	XII
5.	Prospects of future growth for teachers	85.0	7.0	1.0	91.0	7.8	1.1	IV
6.	Objective evaluation and incentives in school system	87.0	0.0	3.0	89.1	0.0	3.33	VI
7.	Concern of HOS for academic efficiency	73.2	11.2	5.5	81.3	12.3	24.4	X
8.	Concern of HOS for administrative efficiency	87.0	3.0	3.0	96.4	2.0	2.0	I
9.	Internal school environment	75.5	9.0	5.5	84.0	10.0	24.4	IX
10.	Supportive class room environment	82.0	9.0	1.8	90.5	12.0	3.1	V
11.	Supportive External Environment	78.0	11.0	1.5	86.02	12.2	2.0	VIII
12.	Teacher motivation	79.2	10.1	1.0	88.0	11.0	1.1	VII
13.	Extra Duties assigned by Dte. Of Education	16.0	12.0	62.0	17.77	13.33	68.88	XIII



Table V.5 Dependence of Motivation on Various Identified Factors

S.No.	Item	Mean	MDN	MD	SD	Rank
1.	Individuals ability of teachers	4.28	4.25	4.25	0.61	VI
2.	Understanding of role and responsibilities by teachers	4.36	4.50	4.00	0.37	II
3.	Current compensation package for teachers	4.30	4.00	4.00	0.51	IV
4.	Attributes of schools	3.73	3.79	3.79	0.37	XII
5.	Prospects of future growth for teachers	4.41	4.00	5.00	0.65	I
6.	Objective evaluation and incentives in school system	4.14	4.00	4.00	0.71	X
7.	Concern of HOS for academic efficiency	4.03	4.00	3.25	0.58	XI
8.	Concern of HOS for administrative efficiency	4.21	4.14	4.29	0.30	VII
9.	Internal school environment	4.25	4.25	4.00	0.37	VII
10.	Supportive class room environment	4.18	4.20	4.40	0.45	IX
11.	Supportive External Environment	4.35	4.50	4.00	0.44	III
12.	Teacher motivation	4.29	4.25	4.00	0.32	V
13.	Extra Duties assigned by Dte. Of Education	3.22	4.00	4.00	1.04	XIII

A closer look at values of frequencies and percentage indicate that concern of head of the school for administrative efficiency, current compensation packages for teachers, individuals ability of teachers prospects of future growth for teachers and supportive class-room environment and also their sub factors are highly positively influencing motivation of teachers and their performance. These results indicate in order to improve the performance of teachers and their set-up attention is required to be given to make improvement in relation to above mentioned factors. This result are also matched with the result of a study done in New Delhi (Patel M.S. 2000) extra duties assigned by Govt. and Dte. of Education has been found to be highly negative influence on teachers motivation.

On the basis of results of priority rating it may be pointed out that when teacher is highly motivated then their performance will be better. In priority rating, the first priority is given to the teachers' motivation II, III and IV priority were given to individuals ability of teachers, understanding of role and responsibilities by teachers and supportive classroom environment, by most of the respondents. These priority indicates if we want to improve performance of teachers, we should give more attention to teachers ability and supportive class room environment includes.

Results also indicates that teachers motivation is also highly dependent upon prospects of future growth given to the teachers, understanding of role and responsibilities by teaches and supportive external environment. It means the teacher must given the opportunities for future growth and teachers must understood their role and responsibilities in the system.

Chapter VI

Conclusion, Recommendation, Limitation & Scope for Further Research

VI.1 Conclusions

The present study has been carried out using 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 number of parameters which are related to teachers' motivation and their performance. The factors identified on the basis of the study consist of concern of HOS for administrative efficiency, current compensation package for teachers, individual 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 on teachers' motivation.
- (ii) Priority importance scores 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 the following arrangement of factors in the order of their decreasing importance as under : Teacher motivation, individual 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 environment, 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.

VI.2 Recommendation

- (i) While the study has been carried out at pilot level and its findings cannot be generalised however certain significant factors influencing teachers motivation have been identified. The control of these factors

in the educational set-up likely to improve the performance of the set-up.

- (ii) The present study has generated some information related to teachers motivation and their performance. Which cannot be utilised in the formulation of a full scale study on the subject which could be beneficial towards the performance improvement of our educational system.

VI.3 Limitations of the Study

The findings of the present study must be viewed in the backdrop of the following limitations

- The study of factors influencing teacher motivation as been carried out using survey technique. The sample size is small in the context of the importance of the task and size of our educational set-up.
- A number of intervening variables such as social, economic educational, regional, residential etc., associated with the teachers may affect their perception of factors influencing teachers motivation. In view of small size of sample the effect of such variable cannot be studied. In a larger study this could be taken care of.
- The data are primarily based in the perceptions of the experts as recorded by them in the opininnaires. Supplementary additional data could not be obtained through the interviews and spot observation due to obvious limitations of the time and resources.
- The study is limited to teachers working in Elementary schools located in Funda block at Bhopal.
- The study is limited to the factors related to teachers motivation identified on the basis of literature survey and discussions with a small group of teachers. The study could be expanded through more systemic survey of literature and detailed discussion with a larger

group representing various interest groups concerned with the problem of teachers' motivation.

VI.4 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.