CHAPTER 1

INTRODUCTION

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1.1. Introduction

The success of an educational system depends on the quality of its teachers. It is no exaggeration to say that any system of education cannot rise above the level of the quality of its teachers. If education is the root of the progress of any nation, the teacher is at the root of education. Thus every country must be able to attract and retain the most talented to the teaching profession providing all facilities to their work, so that the desired ends of education are attained.

The teachers’ position is pivotal in the school. He can instill a sense of discipline, build up the character and personality of the children. The importance and role of the teachers in a society cannot be over emphasized. The nations well being depends on the teachers’ well being, though the converse may not be true in all cases. Thus the teachers have a significant role to play for the betterment of human life and progress of the nation.

The level of performance of a teacher is a function of his/her abilities and motivation. The former determines what he/she can do; the latter determines what he/she will do. The gap between what one can do and what one actually does is bridged through motivation. Where there is a strong positive motivation, one’s output increases: but where it is weak, reverse is the result.

Researchers have pointed to the importance of the motivation of teachers towards their jobs. In a research report on motivation of teachers in developing countries, undertaken by VSO (an international charitable
organization) one of the main findings was that teachers' motivation was fragile and gradually declining. The report noted “There is a strong link between teachers' motivation and performance, and education quality, but improving teachers' motivation is not uniformly prioritized as a major concern of national and international policy-makers”. The report added: “Addressing the factors that reduce teachers' motivation should be a major concern of policy makers. This will create conditions for the success of other education interventions”. (VSO 2002,p.2)

Motivation was one of the earliest concepts with which managers and management researchers wrestled. The study of motivation involves the examination of two aspects of behaviour. Firstly, motivation is concerned with the influences, which cause specific actions in human beings-the direction of behaviour, secondly, motivation involves consideration of the intensity of strength of behaviour. Although human beings can be motivated to act in a similar fashion, the degree of effort or commitment can vary enormously. For example, employees will normally attend work in return for an agreed wage or salary; the level of effort of employees receiving the same wage or salary is likely to be significantly different. Motivation is therefore concerned with both the direction and intensity of behaviour-what causes specific action, and what determines the intensity of such action. There are many motivation theories. Each theory attempts to describe what human beings are and what they can become.

Before discussing the motivation theories, it would be appropriate to understand the context in which motivation is discussed. The present
Introduction

study relates to the motivation of Higher Secondary School teachers in the State of Kerala.

The Higher Secondary (Pre-degree) course was part of the higher education in the State of Kerala until the academic year 2001-02. Keeping in tune with the National Education Policy 1986, Government decided to delink Pre-degree courses from colleges in a phased manner and to introduce 10+2 system in the High Schools of Kerala. Accordingly, Higher Secondary Course was introduced in selected Government, Aided and Unaided High schools in the State to reorganize secondary and collegiate education in Kerala. The two-year course was named as "Higher Secondary (Plus -Two) Course". The process of de-linking Pre-degree from colleges was started during 1990-91 and completed within a decade in the academic year 2000-2001. Three groups viz.Science, Humanities and Commerce are offered at the Higher Secondary stage. (Directorate of Higher Secondary Education, www.dhsekerala.gov.in)

At present the Higher Secondary course is being conducted in 1697 schools. Out of this 729 (42.96%) schools are in Government sector, 529 (31.17%) are in Private Aided sector and the remaining 439 (25.87%) are unaided schools. There are 5804 batches with 348240 numbers of seats. 22114 teachers are working in Higher Secondary section including 1232 Principals. In Government sector the total number of teachers is 10622. Out of this 59.60 percent are Senior Higher Secondary school teachers and 40.40 percent are Junior Higher Secondary School teachers. The total number of teachers in Private Aided schools is 10509, of which 58.15 percent are Senior Higher Secondary school teacher and 41.85 percent constitute Junior Higher Secondary school teachers. The total
number of Principals in Government sector and Aided sector is 699 and 523 respectively. (Economic Review 2007, p.336)

1.2. Theories of Motivation

In order to examine some of the motivation theories, it is useful to categorise the various theories into three schools of thoughts, namely physiological theories, cognitive theories and social/behaviourist theories (Hume 1995, p.9). The physiological theories are based on the assumption that humans have a set of innate needs or drives and that these needs or drives constitute the biological determinants of our behaviour. Such theories suggest that human beings are motivated to act in a specific way to satisfy or fulfill a series of innate needs. These needs are with us when we are born and remain with us throughout life. Human beings merely react to their innate needs and will act in such a way that needs are satisfied. Such an approach can be described as passive reaction-reacting in a spontaneous fashion to the innate drives which are present at any point of time.

Hierarchy of needs developed by Maslow (1954), has probably received more attention from managers than any other theory of motivation. Maslow viewed human motivation as a hierarchy of five needs, ranging from the most basic physiological needs to the highest needs for self-actualization. According to Maslow, individuals will be motivated to fulfill whichever need is prepotent, or most powerful, for them at a given time. Need theory is a challenge for managers to practice for two reasons. First any manager works in a complex web of relationships with people whose needs probably differ widely. Thus people in cultures that have
other value systems may be concerned about social or self-esteem needs before security needs become major focus of their activities. Second, any one person’s needs can change over time. Although Maslow thought in terms of people progressing up his hierarchy, sometimes circumstances dictate moving down the hierarchy. A recent Wall Street journal report gives an example of this among “survivors” of corporate downsizing. These people’s esteem, belonging, and even security needs can quickly become unsatisfied, even though they retain their jobs. You can have very meaningful work but still, as you see your co-workers fired, “worry-am I next to go?” That’s a question about your basic security needs.

Herzberg (1959) concluded that job dissatisfaction and job satisfaction arouse from two separate sets of factors ie: Dissatisfiers and satisfiers. Dissatisfiers (hygiene factors) included salary, working conditions, and company policy - all of which affects the context in which work was conducted. Satisfiers (motivating factors) include achievement, recognition, responsibility and advancement - all related to the job content and the rewards of work performance. Herzberg’s work was influenced in the growth of job enrichment programs. This more complicated model of needs –whereby both satisfiers and dissatisfiers can be present for a person –underscores how important it is that managers understand differences between human beings when designing motivational approaches. For evidence of how needs vary among people and over time, talk to your classmates, friends, colleagues at work and professors about satisfiers and dissatisfies in their lives-and then do it again a year from now and understand the difference.
McGregor (1969) identified two different sets of assumptions about employees. The traditional view, known as Theory X, holds that people have an inherent dislike of work. Although workers may view it as a necessity, they will avoid it whenever possible. In this view, most people prefer to be directed and to avoid responsibility. As a result, the work is secondary importance and managers must push employees to work. Theory Y is more optimistic. It assumes that work is as natural as play or rest. In theory Y, people want to work and can derive a great deal of satisfaction from work. In this view, people have the capacity to accept – even seek-responsibility and to apply imagination, ingenuity and creativity to organizational problems. The problem, according to Theory Y, is that modern industrial life does not fully tap the potential of human beings. To take advantage of their employees’ innate willingness and ability to work, managers using Theory Y should provide a climate that give employees scope for personal improvement. Participative management is one way to do this.

Alderfer (1969) agreed with Maslow that workers motivation could be gauged according to a hierarchy of needs. However, his ERG theory differs from Maslow’s theory in two basic ways. First, Alderfer broke needs down into just three categories: Existence needs (Maslow’s fundamental needs), Relatedness needs (needs for interpersonal relations) and Growth needs (needs for personal creativity or productive influence). Some research indicates that workers themselves tend to categorise their needs much as Alderfer does. Second, and more important, Alderfer stressed that when higher needs are frustrated, lower needs will return, even though they were already satisfied. Maslow, in
contrast, felt that a need, once met, lost its power to motivate behavior. Where Maslow saw people moving steadily up the hierarchy of needs, Alderfer saw people moving up and down the hierarchy of needs from time to time and from situation to situation. This again is a phenomenon that is all too familiar to people affected by corporate downsizing in recent years.

McClelland’s (1965) research has indicated that a strong need for achievement—the drive to succeed or excel—is related to how well individuals are motivated to perform their work tasks. People with high need for achievement like to take responsibility for solving problems: they tend to set moderately difficult goals for themselves and take calculated risk to meet those goals: and they greatly value feedback on how well they are doing. There is considerable evidence of the correlation between high achievement needs and high performance. McClelland found, for example, that people who succeeded in competitive occupations were well above average in achievement motivation. Successful managers, who presumably operated in one of the most competitive of all environments, had a higher need than other professionals. For managers, this work by McClelland’s and others highlights the importance of matching the individual and the job. Employees with high achievement needs thrive on work that is challenging, satisfying, stimulating and complex. They welcome autonomy, variety and frequent feedback from supervisors. Employees with low achievement needs prefer situations of stability, security and predictability. They respond better to consideration than to impersonal, high pressure supervision, and they look to the workplace and co-workers for social satisfaction. McClelland’s research also suggests that managers can, to some extent, raise the achievement need level of
employees by creating the proper work environment. Managers can do this by permitting employees a measure of independence, increasing responsibility and autonomy, gradually making tasks more challenging, and praising and rewarding high performance.

The main strength of the Physiological theories is that they identify a number of innate needs, which are present within all human no matter what age, nationality or cultural background. The main weakness of the Physiological theories is that there is no consideration of motivation resulting from behavioural or environmental influences.

In contrast to the physiological theories, the cognitive theories suggest that motivation is an active response by humans to factors both inside and outside the individual. Thus, the cognitive theories of motivation are based on the assumption that the behaviour of individuals is determined by a process of conscious and rational evaluation of outcome and values of such behaviour. The cognitive theorists emphasise the thinking, judging and rational processes, which take place prior to action.

Tolman (1983) proposed an expectancy theory of motivation which suggests that the behaviour of individuals is not based on needs or drives but is determined by the presence of goals and the probability or expectancy that their behaviour will lead to the attainment of these goals. Tolman argues that the behaviour of individuals is determined by their expectations of the consequences of such behaviour. Individuals will behave in a specific manner once they have established that there is a high expectancy that such behavior will have desired results such as the attainment of goals.
Vroom (1964) supported the Expectancy theory approach of Tolman and extended the idea further and introduced the concept of valence and instrumentality. Valence refers to the value of outcomes or goals which can be positively or negatively valent. We can value some outcome highly and hence desire them (positive) or we can value outcomes lowly and try to avoid them (negative). Instrumentality is concerned with how additional goals are attained as the result of behaviour. Thus motivation of an individual depends on a cognitive process, which evaluates:

- The expectancy that specific behaviour will result in the attainment of a specific goal.
- The value of the desired goal.
- The degree to which such behaviour is instrumental in the attainment of other additional goals.

The Phenomenal field theory of motivation owes much of its development to Lewin (1935) who suggest that each individual has a Phenomenal field where everything of which we are conscious at any time (every thought, feeling, percept, memory) falls into a pattern of consistent organization, and whenever anything disrupts the organization of the field, a state of tension is set up inside the person, and this tension prods the person into taking action to restore organization. The sum of our consciousness makes up our phenomenal field and that we are motivated at all time to keep this field as consistent as possible. If there is any tension or irregularities in the field then we will be motivated to seek goals, which reduce and resolve tension.
The strength of Cognitive theories relates to the identification that behaviour and motivation can be determined/influenced by conscious judgments of the outcome of specific behaviour. The criticism of the approach relates to the suggestion that all behaviour is preceded by a cognitive process of reasoned judgments. Such an approach does not allow for the possible presence of reflexive/instinctive actions or innate needs.

Social/behaviourist theories form the third school of thought and draw together two approaches to motivation: social theory and behaviourist theory. The social theorists are especially interested in the interaction between individuals and groups and the effect of society on behaviour. The behaviourist theory places great emphasis on the effect of learning and reinforcement, and as a result the behaviourist theory of motivation is closely connected to the psychological theories of learning and reinforcement. Bringing both approaches together, the Social/behaviourist theories of motivation are concerned with the effect of the environment on the behaviour of individuals and place a specific emphasis on the effect of social interaction.

A traditional model of motivation is associated with Taylor (1947) and Scientific management. He determined the most efficient way to perform repetitive tasks and then motivated workers with a system of wage incentives – the more the worker produce, the more they earn. The underlying assumptions were that managers can well understand the work than workers, who were essentially lazy and could be motivated only by money. A legacy of this model is the practice of paying sales persons on a commission basis.
Human relations model is often associated with Mayo Elton (1933) and his contemporaries. Mayo and other human relations researchers found that the boredom and repetitiveness of many tasks actually reduced motivation, while social contacts help to create and sustain motivation. The conclusion is that managers could motivate employees by acknowledging their social needs and by making they feel useful and important. Modern day legacies of this model include suggestion boxes, company uniforms, organization newsletters and employee input in the performance evaluation prices. Demonstration of such legacies is seen in the famous retail outlet Wal-Mart.

The strength of the social/behaviourist approach is that it takes account of behaviour modification and social interaction as aspects inherent to any theory of motivation. This approach therefore, suggests that human action or motivation can be influenced firstly by behavior modification through processes such as learning and reinforcement, and secondly through social interaction and the corresponding social pressure from individuals or groups. The main criticism of this approach is that it suggests that humans always react to social/behaviorist influences in a reflexive and instinctive manner. This suggestion leaves no room for the possibility of cognitive processes, which can influence actions and behavior.

To be able to draw some conclusions regarding the importance and effect of motivation, especially in workplace, it is necessary to examine each approach to the subject of motivation and assess their value and worth.
Some scholars have criticized the validity of all research done on motivational issues. They claim that superimposing a model that has inherent Western assumptions about the nature of human needs may not apply to non-western cultures. For example, a Cambodian manager may understand concepts such as self-actualisation differently from a North American or a European manager.

One problem for research is that it is often difficult to translate survey questionnaires so that the meaning of critical work like “achievement” is understood by the reader of the questionnaire. In some languages western concepts like achievement cannot even be translated, that there is no word in those languages that captures the meaning of the concept. Therefore critics of these studies feel that the findings might be worthless because all of the respondents in the studies do not interpret the question in similar way.

1.3. Statement of the Problem

The growth of society mainly depends on the type of educational system adopted. Education makes tremendous impact in the society. Right education makes the people to build character, values, ethics, and prepares the society and country as a whole to catch up with the rest of the world. Kerala has a unique distinction of having a literacy rate, which is comparable to the most developed countries of the world. The literacy rate of Kerala is 90.92 percent against the all India average of 65.38 percent. The literacy rate for female in Kerala is 82.86 percent, one of the highest in all of Asia. Even in rural areas, more than half the women are literate, compared with 43 percentage for all India (Economic Review 2007,p.332)
It encouraged other States to contribute their best so as to attain total literacy. Kerala has rather become a model State to be imbibed by the rest of the states in providing importance to education. Kerala’s achievement in the field of social development and high quality of living conditions of the State are mainly attributed to the advancement in education the State has made over several years. The State is striving hard for sustaining the existing momentum attained in the field of education and aim for high quality education.

Amid the development in the field of education, the existing school education in Kerala seems to be in a state of inertia due to many reasons. The system, which is exclusively based on success in examination and mechanical ways of instruction, constitute the main reason for this condition. The insufficiency of the system to face the challenges from globalisation, decentralized development, information technology, and consumerism also contributed in the creation of this inertia. This demanded innovations in curriculum. Consequently, the curriculum of Primary classes was revised under the programme of District Primary Education Programme (DPEP) followed by the revision of curriculum of Higher Secondary classes. The curriculum revision envisaged a paradigm shift in the pedagogy and evaluation system, the success of which mainly depends on the efficiency of teachers.

A high quality teaching staff is the strong pillar of a successful educational system. Daily interaction between teachers and students is at the center of the educational process: attracting and retaining high quality teachers is thus a primary necessity for education. One step in developing
a high quality faculty is to understand the factors associated with teaching quality and retention.

The level of performance of a teacher is a function of his/her abilities and motivation. The former determines what he/she can do; the latter determines what he will do. The gap between what one can do and what one actually does is bridged through motivation. Where there is a strong positive motivation, one's output increases: but where it is weak, output decreases. Teachers, as individuals, have their own goals and objectives, which resulted in their career, and the organization (School) is the work environment in which they operate to achieve their goals. But there is a need to recognize the basic fact that the organization and the system have a goal, which is society oriented and are far-reaching in terms of its value. However, there is a need to look at motivational factors of teachers within the environment they work. The issue is to examine how teachers view what they can do with what they have. Do they consider what they have as inadequate or what they are doing as inadequate?

Intended level of performance can be derived only through desired level of motivation. A motivated teacher alone can perform in a challenging environment within a set of constraints. A demotivated teacher breeds under performers through installing in them a sense of helplessness, hopelessness and low morale. Teachers as a community are highly sensitive in terms of societal growth. School education reforms attempted to bring change in quality. The study attempts to find out the level of motivation in the backdrop of reforms that support quality in education.
1.4. Scope of the Study

The current study is confined to the level of motivation of Higher Secondary teachers only. It covers the reforms initiated in the Higher Secondary sector of Kerala which was made effective from the academic year 2005-06. The study is confined to Intrinsic factors, Extrinsic factor and General factors that influence level of motivation of Higher Secondary School Teachers in Kerala. It basically examines the impact on quality in terms of what the policy makers envisages and how the same is being achieved in operational level. The study is based on data collected from Higher Secondary School Teachers and Principals working in Kerala State.

1.5. Relevance of the Study

Dissatisfaction in work is undesirable and dangerous in any profession and more dangerous in the teaching profession. A demotivated teacher is lost not only to himself but also to the entire society. He spells disaster to the country’s future.

However, in the context of national development, it is very essential that teachers should get full satisfaction in their job. This is because they are human engineers who mould our future society. Their success in fulfilling the task entrusted to them depends on the level of motivation each one has.

With this end in mind, experts in the field of education and Ministry of Human Resource have continuously strived to improve the quality of
education. Number of recommendations on this line has come right from the Kothari Commission 1966. In tune with the international and national scenario, the Kerala State is also engaged in reforming the school education system starting from curriculum content ending with classroom transaction and evaluation. There is a paradigm shift from teacher-oriented system to learner-oriented system and from theoretical conceptualization to skill development.

All this has necessitated continuous training for teachers and effective assessment on their performance. This has put in pressure to deliver in a challenging environment. The present study examines the level of motivation and satisfaction of teachers who are working in the current state of transmission and hence the study is relevant.

1.6. Objectives of the Study

The general objective of the study is to evaluate the level of motivation of school teachers in the State of Kerala. The specific objectives are:

1. To determine the extent of influence of job related factors - Intrinsic factors on level of motivation to work.
2. To determine the extent of influence of factors which are present outside the job - Extrinsic factors on level of motivation to work.
3. To determine the extent of influence of factors which are beyond the control of employees – General factors on level of motivation to work.
These objectives include determining the degree of influence of each set of factors on the level of motivation.

4. To identify the motivating and de-motivating factors among school teachers.

5. To ascertain whether there is a significant difference in the motivation of male and female school teachers.

6. To examine whether there is a significant difference in the motivation of teachers appointed directly and teachers promoted.

7. To ascertain whether there exists any relationship between quality at work and results attained at Higher Secondary level.

8. To evaluate the quality dimensions consequent to reforms in the education sector.

1.7. Hypotheses of the Study

The following hypotheses have been formulated on the basis of the objectives of the study.

1. Intrinsic factors influence the level of motivation of teachers significantly.

2. Extrinsic factors influence the level of motivation of teachers significantly.

3. General factors influence the level of motivation of teachers significantly.

4. There is no significant difference in the level of motivation of male and female school teachers.
5. There is no significant difference in the level of motivation of teachers appointed directly and teachers promoted.

6. There is a considerable increase in the level of quality of education after the reforms in education sector.

1.8. Methodology

The present study is exploratory in nature and based on survey method. In order to meet the objectives of the study, it was necessary to identify a comprehensive sample of respondents representing the teaching faculties and Principals of Higher Secondary sector in the State of Kerala. The research design and methodology adopted for the study is given below.

1.8.1. Sampling Technique and Sample Design

20882 Higher Secondary teachers and 1232 principals of Kerala State form the universe of the study. Sample size of teachers was fixed at 420 (2% of the population). For collecting the primary data, the entire population was divided into three regions namely south, central and north. From each region, three districts having the highest number of Higher Secondary batches were selected. Thiruvananthapuram, Kollam and Alapuzha districts were identified from south region, Kottayam, Ernakulam and Thrissur districts were selected from central region and Malappuram, Kozhikode and Kannur districts were selected from north region. 15 schools were selected from each region on a random basis and 140 teachers were identified as respondents from these schools. Since 25 percent of Higher Secondary teachers constitute promoted category,
(teachers promoted from upper primary/ high school) the same proportion was also maintained in the sample size. The classification of teachers on the basis of gender is available neither in the Department of Higher Secondary Education nor in the Planning Board. To seek such data, the researchers filed a request under Right to Information Act to the Information Officer of Directorate of Higher Secondary Education, Government of Kerala (see Appendix 4). In reply to the same, non-availability of data was given by the concerned Department (See Appendix 5). Hence an investigation was carried out in 30 selected schools representing 10 schools from each region and made discussion with the Research Officers of SCERT who are responsible for conducting training programmes to Higher Secondary School Teachers (HSST) to determine the ratio of female to male teachers. The investigation revealed that the number of female teachers is more in comparison with male teachers and as a consequence the ratio of female to male in the sample was fixed at 60:40.

Similarly, 60 Principals (5% of the population) representing 20 from each region were selected on an arbitrary basis. After collection, it was found that certain questionnaires from teachers were incomplete and not conclusive for further analysis. Hence they were excluded and the total sample was finally fixed to 350 teachers and 60 principals.

The Region - wise and Gender - wise distribution of the sample is given in table 1.1.
Table 1.1
Distribution of Sample According to Gender, Region and Mode of Appointment

<table>
<thead>
<tr>
<th>Region</th>
<th>Male Teachers</th>
<th>Female Teachers</th>
<th>Total</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Direct</td>
<td>Promotion</td>
<td>Total</td>
<td>Direct</td>
<td>Promotion</td>
<td>Total</td>
<td>Direct</td>
<td>Promotion</td>
<td>Total</td>
<td>Direct</td>
</tr>
<tr>
<td>South</td>
<td>35</td>
<td>12</td>
<td>47</td>
<td>52</td>
<td>18</td>
<td>70</td>
<td>104</td>
<td>36</td>
<td>140</td>
<td>156</td>
</tr>
<tr>
<td>Central</td>
<td>35</td>
<td>12</td>
<td>47</td>
<td>52</td>
<td>18</td>
<td>70</td>
<td>104</td>
<td>36</td>
<td>140</td>
<td>104</td>
</tr>
<tr>
<td>North</td>
<td>34</td>
<td>12</td>
<td>46</td>
<td>52</td>
<td>18</td>
<td>70</td>
<td>104</td>
<td>36</td>
<td>140</td>
<td>104</td>
</tr>
<tr>
<td>Total</td>
<td>104</td>
<td>36</td>
<td>140</td>
<td>156</td>
<td>54</td>
<td>210</td>
<td>350</td>
<td>104</td>
<td>36</td>
<td>104</td>
</tr>
</tbody>
</table>

Source: Sample design

Multi stage sampling technique was used to select the sample.

1.8.2. Collection of Data

The study is mainly based on primary data. It was collected from three different groups ie: Teachers, Principals and Officer-in-charge of Edusat studio. Two different Questionnaires and one interview schedule were used to collect information. The questionnaire meant for teachers basically elicited information on the factors influencing motivation, performance, attitudes towards reforms in education sector. The questionnaire for Principals was designed to collect data with respect of quality dimensions consequent to reforms in the education sector. Interview schedule was used to seek information from the officer-in-charge
of Edusat studio for identifying the reasons for low programme direction and implementation through Edusat.

The questionnaire was finalized on the basis of Protocol analysis. The draft questionnaires were distributed among 25 Higher Secondary School Teachers in Pathanamthitta district to be filled in. After one week, the purpose of the question as meant by the researchers was explained to the same teachers and they were again asked to fill the questionnaire. Necessary modifications were effected in the sentence structuring on the basis of feedback.

A pilot survey was initially carried out in the southern region by selecting 50 teachers and 20 Principals. Necessary changes and modifications were effected in the questionnaire in the light of the pilot survey. In addition to this, for gaining more information regarding the Higher Secondary education sector, discussions were made with officials of Higher Secondary Department, Planning Board, SCERT and other experts related to education sector.

Besides primary data, secondary data was also used. The secondary data was collected from various publications of State Planning Board, Department of Higher Secondary Education, Center for Developmental Studies and office of the Commissioner of Entrance Examination. Books, newspaper reports, articles, working papers (both published and unpublished) and research dissertations were also used.
1.8.3. Techniques of Analysis

The primary data collected was classified, tabulated and analyzed keeping in view the objectives of the study. Data was analysed on the basis of gender and mode of appointment. Percentages are expressed to the nearest multiple of one. The mathematical tools applied are weighted averages to measure the level of motivation and percentages.

The statistical tools include 't'test at 5% level of significance to ascertain whether there exists a significant difference on selected variables on the basis of gender and mode of appointment and chi-square test for testing the association between the sample – gender-wise and mode of appointment-wise. The other tools used for analysis were Mann-Whitney Test for ranking the variables, Wilcoxon W, Z test and Mann-Whitney U for ascertaining the significance of variations in ranking the variables on the basis of gender and mode of appointment, Karl Pearson’s coefficient of correlation to test the co-relation between results of Higher Secondary examination and quality of Higher Secondary Education, Multiple Regression to identify the variables and factors that have significant influence on the level of motivation.

Analysis was made on the basis of weighted mean. Weightage given to the attributes of each question is furnished in table 1.2
Table.1.2
Weightage to Parameters

<table>
<thead>
<tr>
<th>Parameters</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>5</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
</tr>
<tr>
<td>No opinion</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
</tr>
</tbody>
</table>

In case of negative questions, the order of weightage was reversed where the maximum weightage (5) was given to ‘strongly disagree’ and the minimum weightage (1) was given to ‘strongly agree’.

Data processing and analysis were done by using SPSS 12.0 version. In SPSS, for large sample size (of atleast 120), the ‘t’ distribution becomes closer approximation of a ‘Z’ distribution or the critical value of ‘Z’ test and ‘t’ test becomes closer (Maddan and Walker 2005, p.374). In the present study, the sample size is 350 and hence ‘t’ test is equal to ‘Z’ test

1.9. Variables Selected for the Study

The study is based on factors that influence the level of motivation of school teachers in Kerala. Motivation is basically derived out of perceived and achieved level of satisfaction from the job. The study attempts to identify the influence of intrinsic
The three basic variables identified for the study are:

1. **Intrinsic factors** – Those factors which are included in the job such as in-service training, additional incentives for those having additional qualification, quality of students, lack of challenging situations in the classrooms, monetary benefits, supplementary income, working conditions like availability of teaching aids, class rooms having enough space and furniture and membership in teachers’ union were identified for the present study.

2. **Extrinsic factors** – Those factors which are present outside the job like dilution in evaluation system, stress of students from compulsions to achieve higher performance, nature of management, support from co-staff, support from the principal, support from Department of Higher Secondary Education and status of teaches in the society were included under extrinsic factors.

3. **General factors** – Those factors, which are beyond the control of employees, are called general factors. It consists of teacher – student ratio, working in Saturdays, change in evaluation system, change in the size of family and factors inspired to select teaching career.
1.10. Period of Study

The primary data from teachers of Higher Secondary section were collected during April to October 2007 and data from Principals and Officer- in- charge of Edusat Studio were collected during the month of February 2008.

1.11. Limitations of the Study

The accuracy of the study is based on the response received from the respondents. Even though efforts were made to elicit accurate information, there were cases where situational bias affected results. Such identified cases were corrected through refinement of sample and repeated data verification.

1.12. Scheme of Reporting

The study is presented in six chapters;

Chapter one deals with an introduction to the study. It contains the relevance of the study, its objectives and methodology.

Chapter two gives the review of related literature. Findings of both national and international studies have been included here.

The third chapter specifically deals with reforms in the education sector in the State of Kerala. It discuss in detail the projects implemented to enhance the quality of education and the theoretical background for implementing the new pedagogy at Higher Secondary level.
The survey results of Higher Secondary school teachers in respect of motivation are presented in chapter four.

The fifth chapter analyses the impact of educational reforms with regard to quality.

The final chapter summarizes the findings and suggests certain recommendations for improving the level of motivation of Higher Secondary school teachers.