CHAPTER 6

SUMMARY OF FINDINGS AND SUGGESTIONS

- Major Findings
- Suggestions
- Scope for Further Research
6.1. Introduction

Intended level of performance can be derived only through desired level of motivation. Motivation is crucial to both individual and organizational performance and even a very able and well-trained member of staff will not perform effectively unless they are motivated. Where there is a strong positive motivation, one’s output increases: but where it is weak, output decreases.

Consequent to the introduction of new pedagogy at 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 level of motivation.

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.

**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.

6.2. Findings

The major findings emerged from the study may be summarised as follows:

6.2.1. Motivation from Intrinsic Factors

Intrinsic factors pertain to those elements that are present in the job itself. As far as teachers are concerned, intrinsic motivation comes from classroom activities, student characteristics and perceptions of teacher in controlling the classroom environment. The findings on intrinsic factors were:

1. Training helps an organization to strengthen its employees' job performance by pinpointing the areas of performance that can be improved. It increases the efficiency of the employees by identifying areas where an employee needs improvement through training. Majority of the teachers opined that teacher training is inevitable. It should be noted that the response of female teachers towards the need of training was higher when compared to the response of male teachers. Promoted teachers
responded more positively towards the need for training in comparison with teachers who were directly appointed.

2. Training can be made effective only through training need analysis. Any organization that has existing training methods in place or that plans to implement training can benefit from training needs analysis. An organization which believes that it can strengthen its employees through training, needs to pinpoint the training methods for best results.

Teachers grouped on the basis of gender as well as mode of appointment regarded effectiveness of in-service training as ‘moderate’. Motivation from in – service training was slightly high in case of female teachers and teachers promoted.

3. According to male teachers ‘Lack of competency of the trainer’ was the most important reason for training ineffectiveness. In many of the training programmes at Higher Secondary level, both the trainer and trainee are of the same status being Higher Secondary School Teachers. This often led to the belief that the trainer was not competent. The second and third factors responsible for ineffective training according to male teachers were ‘teachers not taking the programme seriously and same status of the trainer’ respectively. Male teachers believed that the ‘Training Programmes conducted at the end of the academic year ‘were least beneficial for them.

Female teachers are of the opinion that the ‘training programmes conducted at the end of the academic year’ was the major reason for the ineffectiveness of the training programmes, followed by ‘lack of content
coverage’ and ‘same status of the trainer’ respectively. Only a few female teachers believed that teachers were ‘not taking the programme seriously’.

Teachers who got direct appointment ranked the factor ‘teachers not taking the programme seriously’ as the most important reason for inefficiency of training followed by ‘lack of content coverage’ and ‘same status of the trainer’. They expressed the view that ‘training programmes conducted at the end of the academic year’ was the least important factor that leads to inefficiency in training.

As far as promoted teachers are concerned, ‘training programmes conducted at the end of the academic year’ was the major factor responsible for ineffective training. They ranked ‘lack of competency of the trainer’ and ‘same status of the trainer’ as second and third factors respectively. The least important factor responsible for ineffective training as identified by promoted teachers was ‘teachers not taking the programme seriously’.

4. At present no additional incentive is given to teachers having additional qualification. This in turn affects the motivation of teachers having additional qualification. Further, teachers who do not have additional qualification are not inspired to acquire them. The overall level of motivation was ‘moderate’. Gender-wise analysis revealed that motivation of male teachers was slightly lower in comparison with the level of motivation of female teachers. But the level of motivation of teachers appointed directly and that of the teachers who were promoted were found almost identical. Additional Qualification provides opportunities for teachers to gain information in a particular subject area. It also helps them
to become aware of the strategies of teaching, expand the repertoire of teaching subjects and to qualify for salary increments.

5. Teachers believed that the support form monitoring and on-site system was very little. Level of motivation of female teachers was slightly higher in comparison with the level of motivation of male teachers. It was ‘low’ for teachers on the basis of mode of appointment also.

6. The overall level of motivation with regard to the quality of students was ‘low’. The level of motivation of female teachers was higher in comparison with the level of motivation of male teachers. Level of motivation of teachers on the basis of mode of appointment was also ‘low’. It was observed that there is a considerable degradation in the quality level of students during the post-grading period. Unless adequate steps are taken, the education system cannot sustain itself. The study points to this direction.

7. Teachers were asked to rank the four factors, which are lacking in the current education system in the order of their priority. Mann-Whitney Test was applied for ranking the factors. Analysis revealed that ‘Absence of updated curriculum’ was the most important factor, which are lacking in the current education system according to male teachers. The second and third factors, which were lacking in the present education system according to male teachers, were ‘Lack of curiosity among students’ and ‘Lack of teachers’ involvement in curriculum design’ respectively. Male teachers considered the factor ‘Lack of learning skills of students’ as the least important factor that is lacking in the current education system.
Female teachers are of the opinion that ‘lack of learning skills of students’ was the major factor, which is lacking in the present education system followed by ‘lack of teachers’ involvement in curriculum design’ and ‘lack of curiosity among students’ respectively. They considered ‘absence of updated curriculum’ was the least important factor, which are lacking in the current education system.

The opinion of teachers who were appointed directly coincide with the opinion of male teachers where both category ranked the factors ‘absence of updated curriculum’ and ‘lack of curiosity among students as the first and second rank respectively. ‘Lack of teachers’ involvement in curriculum design’ was ranked as the least important factor according to this category.

While ranking the challenging situations, which are lacking in the current education system teachers who were promoted opined that ‘lack of teachers’ involvement in curriculum design’ was the major factor. They ranked ‘lack of learning skills of students’ and ‘lack of curiosity among students’ as second and third respectively. They considered ‘absence of updated curriculum’ as the least important factor, which are lacking in the present education system.
8. Teachers considered monitory benefits to be reasonable. This factor gave a high degree of motivation for both male and female teachers as well as teachers who are promoted and directly appointed. It is to be noted that the level of motivation of promoted teachers in respect to monetary benefits was *higher* among all categories. In Kerala’s context whether money is a relevant factor is to be studied.

9. Supplementary income was not a major motivator for teachers. Since monetary benefits are reasonable, the teachers can maintain better standard of living without supplementary income.

10. Teachers had a *moderate* level of motivation on infrastructure of classrooms in terms of size and lighting facilities. There is no significant difference in the level of motivation of teachers on the basis of gender and mode of appointment.

11. Teachers derived *moderate* level of motivation from the accessibility of teaching aids. The level of motivation of female teachers was little more than that of male teachers. But there was a notable difference in the level of motivation of teachers on the basis of mode of appointment, where promoted teachers showed *high* level of motivation.

12. The overall motivation from other teaching facilities like lab, library and reading room were *moderate*. Analysis on the basis of gender and mode of appointment revealed the same result.

13. Teachers considered membership in teachers’ union as relevant. Majority of the teachers were members in teachers’ union. Membership of male teachers in teachers’ union was *higher* than that of female teachers.
The analysis also revealed that teachers who are promoted were more concerned about the membership than those who are appointed directly. Teacher’s association and union are relevant in the context of the state of Kerala as indicative of membership.

14. The overall motivation of teachers from the role of teachers’ union in resolving service matters and providing academic support was ‘moderate’. Gender-wise analysis revealed that motivation of male teachers was slightly high than that of female teachers. The response from promoted teachers indicated that their level of motivation from the role of teachers union was slightly higher than that of teachers appointed directly. Although, majority of the teachers are members in the teachers union, they do not consider the role of teachers’ union very significant in resolving service matters and providing academic support. It indicates that the functioning of teachers’ union was not highly effective. But teachers still have a hope in the same.

Analysis revealed that in totality, the level of motivation from intrinsic factors was ‘moderate’. It was similar for the entire sub category like male teachers, female teachers, teachers appointed directly and teachers who were promoted.

Level of motivation was high on the factor ‘reasonableness of monetary benefit’ and was ‘moderate’ on factors like;

- Effectiveness of present in-service training
- Absence of incentives for additional qualification
- Facilities in the classrooms
• Accessibility of teaching aids
• Other facilities like lab, library and playground
• Support from teachers’ union

The level of motivation was ‘low’ on factors like:

• Support from monitoring and on site mechanism
• Degradation in quality level of students
• Supplementary income

15. On testing, it was observed that there is no significant difference in the level of intrinsic motivation on the basis of gender. But Teachers appointed directly and teachers promoted differ significantly in their intrinsic motivation.

16. Multiple Regression Model summary of intrinsic motivation revealed that the intrinsic factors which have significant influence on the level of motivation were:

• Effectiveness of present in-service training
• Lack of additional incentives for additional qualification
• Reasonableness of monetary benefits
• Role of teacher’s union to resolve service matters

6.2.2. Motivation from Extrinsic Factors

Extrinsic factors pertain to those elements that exist outside the job content. Extrinsic factors can motivate teachers to remain in their
profession throughout their career. A variety of extrinsic factors have been associated with teacher motivation, including support from administrators, school safety and availability of school resources, status in the society and the like. The findings on extrinsic factors were:

1. The overall motivation with regard to the system for evaluating students was ‘low’. Analysis on the basis of gender disclosed that male teachers are little more demotivated than female teachers. The motivation of promoted teachers was slightly higher than the overall level of motivation. Dilution in the evaluation system will definitely result in deterioration of quality and in the long run, it will affect the morale of teachers. Every element in the evaluation system must be taken seriously on a step-by-step approach considering its significance in the overall value that determines the final result.

2. There is a definite relationship between students who are under stress and element of motivation among teachers. The study revealed that stress of students affected teachers to a ‘moderate’ extent. However, its ‘moderate’ impact in all categories of teachers indicates the fact that high levels of stress in future will demotivate teachers.

3. Teachers believed that they receive ‘high’ level of support from colleagues as the response from this factor was high. The result was same for all sub categories like male teachers, female teachers and teachers appointed directly as well as through promotion.
4. Teachers receive support from their Principals. However, the extent of support was regarded as ‘moderate’. With regard to gender, male teachers showed a high level of motivation as compared to the motivation of female teachers, which was ‘moderate’ on this factor. Analysis on the basis of mode of appointment revealed that the level of motivation of teachers who were appointed directly was high in comparison to the motivation of teachers who were appointed directly which was ‘moderate’. It is worth observing that the support from the Principal was regarded as a motivating factor more by male teachers and teachers who were promoted.

5. Response from teachers indicates that the overall support from the higher Secondary Department as a motivating factor was ‘low’. The result was same for all sub-categories like male teachers, female teachers, teachers appointed directly and those who were promoted. Gender-wise analysis showed that the level of motivation of male teachers was slightly lower than that of the female teachers. There was a slight difference in the level of motivation on the basis of mode of appointment where teachers who were appointed directly were little more motivated when compared to that of the promoted teachers. There was general dissatisfaction and ‘low’ motivation on support from higher Secondary Department. This points out to the need to strengthen the higher Secondary department, which in turn will increase the motivation of teachers.

6. Teachers perception on their status in the society was assessed. They neither consider their status to be high nor low a ‘moderate’ status was perceived. The motivation of male teachers is slightly higher than that of female teachers. The level of motivation of promoted teachers was slightly ‘lower in comparison with the teachers who were appointed directly.
7. The nature of management of the school did not provide high level of motivation in the work environment, as response received was ‘moderate’. Gender-wise analysis indicates the same result. Teachers who were appointed directly showed a highest motivation from this factor and the motivation of teachers who were promoted was slightly lower.

An effort was made to compare the status of teachers as perceived by themselves with that of teachers in earlier years. Results showed that status perception was ‘low’ today when compared to the past. Analysis on the basis of gender and method of appointment indicated the same result. The level of motivation of male teachers was the lower in comparison with female teachers. The level of motivation of promoted teachers was also lower as compared to the teachers appointed directly.

8. It can be concluded that the overall level of motivation from Extrinsic factors was ‘moderate’. It was similar for the entire sub category like male, female, teachers appointed directly and teachers who were promoted. Motivation was ‘low’ on factors like;

- Dilution in the evaluation work done by students
- Support from the higher Secondary Department
- Status of teachers when compared with the teachers of earlier generation.

Motivation was ‘moderate’ on factors like;

- Stress of students from compulsions to achieve higher performance
- Support from the principal
- Nature of management
- Status of teachers in society.

Level of motivation was ‘high’ on the factor:

- Support from colleagues

It was observed that there is no significant difference in the level of extrinsic motivation of teachers on the basis of gender. However, the level of extrinsic motivation of teachers who got direct appointment and teachers promoted differ significantly.

The result of Multiple Regression test revealed that the factors that have significant influence on the level of extrinsic motivation were:

- Support from co–staff
- Support from the principal
- Support form higher Secondary Department
- Status of teachers in the society

6.2.3. Motivation from General Factors

Those factors, which are beyond the control of employees, are called general factors. The findings on general factors were:

1. Research has shown that effective teacher-student ratio should be between 1:25 to 1:35. The current average ratio in India is 1:33. However,
in Kerala state the ratio is 1:50 for higher Secondary schools. The high teacher-student ratio has a negative impact on the quality of education. This creates problems in managing students and demotivates teachers. Teachers were not happy with the present teacher-student ratio and the overall motivation was ‘low’. The level of motivation was ‘low’ irrespective of gender and mode of appointment. Within the sub category, the motivation of teachers appointed directly showed the ‘lowest where as promoted teachers showed a higher level of motivation. Lower teacher-student ratio permits the instructor to know the students individually and they can identify the pitfalls of students in a better way. It would probably force the student to be more involved in activities and discussions as there would be less number of students to be taken care of and greater would be the span of attention.

Teachers were asked to suggest their opinion on appropriate teacher-student ratio. Majority of the teachers were of the opinion that 1:30 is the appropriate ratio. Teachers irrespective of gender and mode of appointment expressed the same opinion. The response from teachers indicates the need to reduce the present teacher-student ratio so as to make the classroom transaction effective and to increase the motivation of teachers. Lower teacher–student ratio permits teachers to know the strength and weakness of individual students and can personally help in their academic and non-academic fields. They could well be made responsible for the deviations from the desired standard when such standards are well known and the target group is easily manageable.

2. Teachers were not happy with the idea of working on Saturdays. The response on this matter showed a ‘low’ rating. The motivation of teachers
irrespective of gender and method of appointment showed that level of motivation from this factor was ‘low’. Under the new system of education, students need a lot of time for their C.E preparation. Similar is the case of teachers. Working on Saturdays, create stress both on teachers and students.

3. The level of motivation of teachers with regard to the evaluation system based on grades instead of marks was ‘moderate’. Teachers promoted from within showed lesser motivation on evaluation based on grades. They still had their old evaluation system in the back of their mind and hence they could not view the grading schemes as a fresh one.

4. Teachers were asked to rank the five factors in the order of priority, which inspired them to select teaching career. Analysis revealed male teachers considered the factor ‘less work pressure’ which inspired them to select teaching career followed by ‘status’ and ‘reasonable salary’. They considered ‘being vacation staff’ as the least important factor for selecting teaching as career.

    The important factor that inspired female teachers to select teaching career was ‘being vacation staff’. They considered ‘interest in teaching’ and ‘reasonable salary’ as second and third factor respectively for selecting teaching career. They ranked the factor ‘less work pressure’ as the least important one.

    Teachers appointed directly expressed the view that ‘interest in teaching’ was the major motivating factor for selecting teaching as their career. They ranked ‘reasonable salary’ as the second important factor
and ‘status’ as the third one. Least importance was given to the factor ‘being vacation staff’ by this category.

Teachers appointed through promotion considered the most important factor inspired them for selecting teaching career as ‘being vacation staff’ followed by the factors ‘less work pressure’ and ‘status’. They ranked the factor ‘interest in teaching’ as the fifth one.

5. The belief that students are being pressurized by parents and this had an impact on teaching-learning process was examined by the researchers. An attempt was made to see whether size of the family was causative factor. Nuclear family, with one or two children naturally creates deeper level of attention on the children and high expectation from the parents. This when not met has its impact on students. Teachers, however, did not regard this as a major determinant on their motivation. The overall motivation from this factor was ‘low’. Analysis on the basis of sex as well as method of appointment revealed the same result.

6. It can be concluded that the overall level of motivation from General factors was ‘moderate’. It was similar for the entire sub-groups like male teachers, female teachers, teachers who got direct appointment and teachers promoted. Analysis on the basis of individual factors disclosed that the level of motivation was ‘low’ on factors like;

- appropriateness of present teacher –student ratio
- working on Saturdays
- change in the size of family
The level of motivation was ‘moderate’ with regard to ‘evaluation of students based on grades instead of marks.

6.2.4. Overall Level of Motivation

Analysis revealed that the overall level of motivation of teachers was ‘moderate’. It was similar for teachers grouped on the basis of gender and mode of appointment. The level of motivation of male teachers and female teachers do not differ significantly whereas the difference in the level of motivation of teachers on the basis of mode of appointment was statistically significant.

Multiple Regression result revealed that 92.9 percentage of the overall motivation is contributed by intrinsic, extrinsic and general factors together. Among the three factors, extrinsic factors have highest influence on the level of motivation followed by Intrinsic factors and General factors.

6.2.5. Teachers’ Rating on Their Overall Motivation

The study made an attempt to judge the overall motivation in the teaching process in addition factor-wise analysis. It was interesting to observe that the motivation on factor-wise analysis showed a ‘moderate’ level for Intrinsic, Extrinsic and General factors whereas, it was high on a one-question assessment to overall motivation Gender-wise and mode of appointment-wise analysis indicate the same result. It is worth noting to see that the score of overall motivation as assigned by teachers do not coincide with the score of overall motivation computed in analysis of data. The scores assigned by teachers themselves regarding their overall
motivation were high and the overall motivation computed is ‘moderate’. This indicates that teachers consider specific factors different from the job as one entity. On the former, they critically considered and evaluated each aspect while on the latter; they were more or less happy with the job as a whole.

6.2.6. Reasons to Continue with the Present Teaching Profession

Continuance of the job is often indicative of job satisfaction and willingness to serve further, a positive sign. Majority of the teachers do not like to shift from the present job. Gender wise analysis revealed that a major portion of female teachers wish to remain with the present job in comparison with the male teachers. Similarly, majority of the promoted teachers wish to continue with the present job compared to the teachers appointed directly. There are several reasons to retain in the present job irrespective of ‘moderate’ level of motivation. One of the reasons was the absence of additional qualification. Analysis revealed that only 21% of the teachers possess additional qualification. Hence teachers have no other option to seek employment in higher education sector. Some inclination to seek alternative jobs was shown by male teachers and those who come through direct appointment. It is also worth noting that teachers remain in the present job because they consider the monetary benefits reasonable.
6.2.7. Quality Dimensions Consequent to Reforms in the Education Sector

Providing quality education is a cornerstone of development and a minimum necessary condition for any progress towards making India a knowledge society. Quality is the most important topic of discussion in education today. Education must be seen as a process under the system of Total Quality Management (TQM). Total quality implies quality that culminates him skill, competency and purposively designed outcomes. It is empowering and enriching. Grades and scores are mere means to that end. Here quality is isolated and not seen as part of empowerment. Hence it is less likely to influence the overall quality of education. The major findings with regard to quality dimensions were:

1. Study aids are not popular as a teaching tool in the higher Secondary sector. There is an urgent need to popularize the use of teaching aids so as to strengthen the teaching learning process.

2. Co-curricular and extra-curricular activities are not seen as a factor that promotes the overall growth of students. It is a neglected area especially among female teachers and teachers appointed through promotion. The positive link between co-curricular activities with the overall development of students needs to be established.

3. The possibility of co-ordinatorship in extra curricular activities at the Higher Secondary level is minimum. Although teachers involve in the activity assisting the co-ordinator, very few get an opportunity to co-coordinate. Co-ordinatorship was higher among male teachers than female
teachers. Co-ordinatorship was higher among teachers promoted than that of teachers appointed directly except on the co-ordinatorship of NSS.

4. Results of analysis on quality parameter in terms of the teacher’s perspective revealed quality level to be ‘low’ or ‘moderate’. This should have its replication on the final results. However, the pass percentages of the second year classes of Higher Secondary education were high. Low level of correlation between results and quality highlight the fact that the good result is not cause of quality parameters. Good result and low level of quality can co-exist.

5. Majority of the Principals opined that there was a slight improvement in the learning skills, communication skill and life skills of students due to reforms in education sector.

6. Majority of the Principals are of the opinion that there is severe deterioration in the quality of English language of students in the post-grading period.

Kerala is still far from establishing a school system where every child has access to a high quality education as expected by parents. There is no doubt, however, that the present government and people’s movements in the State are concerned with this issue, and are working on school reform to make a change. Kerala once led India in universalising school education, today it has taken the lead in attempting to improve the quality of mass school education. The social and economic policies of the Central and State governments and the mass movements in Kerala will determine the success of this effort in the years to come.
6.3. Suggestions

Based on the findings of the study, the following recommendations are made to improve the level of motivation of higher Secondary School Teachers and the quality of education in the state of Kerala.

At present, teacher training is imparted in a cascade mode. That is Core State Resource Group (Core SRG) is trained by the SCERT and they in turn train the State Resource Group (SRG) and District Resource Group (DRG). The teachers are being trained by DRG at the district level. This cascade mode of training has the problem of transmission loss, whereby the expertise of the master trainers gets diluted as it is filtered through the intermediate level of trainers by the time it reaches the trainees. The cascade mode also requires the government to prepare a large number of teacher trainers. For improving the effectiveness of in-service training, a permanent arrangement should be made at district level like District Institute for Educational Training (DIET). Selection of Resource Person should be made only on the basis of merit and they should have higher status than that of Higher Secondary teachers.

Department of Higher Secondary Education should take initiative in organizing the programme to be telecasted through Edusat. A separate wing should be established including officials from higher Secondary Department, State Council of Educational Research and Training (SCERT), State Institute of Educational Technology (SIET), State Institute of Educational Management and Training (SIEMAT) and teachers for organizing the programme. Communication relating to the programme schedule can be made through the Education Portal of Higher Secondary
Department (Every Principal has already allotted a specific login ID and password to enter the portal). Similarly Principals may be asked to make a report of the Edusat programme attended in the school and higher authorities should verify the same. Students should be asked to prepare a report of the programme they attended and the same should be made part of their evaluation. The monitoring committee while visiting the school should go through these reports in order to ensure participation in the programme.

Grading of schools by an external agency (like grading of colleges by NAAC) will help to develop a healthy competition among schools, and teachers will be motivated about working in a prestigious institution. Such certification will provide a central management tool to make sure that all internal and external stakeholders are satisfied. Through the use of internal and external audits, top administration receives ongoing feedback as to how well the school is performing from an "inside-out" perspective. It will also help to assess day-to-day operations to ensure consistency and better functioning. Similarly, discrepancies noted can be quickly resolved.

For making classroom transaction effective, teacher-student ratio should be reduced to 1:30 from the present ratio of 1:50. Since it is a matter of policy decision, immediate intervention of government in this regard is expected.

In order to improve the status of all teachers, educational authorities and governments must ensure that:
highly caliber young people are recruited to teaching profession. For ensuring the selection of right candidates in aided sector schools, an independent agency under the control of government, which can professionally manage the selection should be entrusted with the task of recruitment.

- teachers update themselves with the current knowledge in their subject. Periodical assessment in this regard is to be made and teachers whose performance was above the stipulated standard should be given incentives like good service entry, advance increment and the like.

- have an adequate working environment, including the technology and resources necessary for their teaching.

It was observed that teachers could not properly relate between advantages of progressive education, extention education, co-curricular activities, extra-curricular activities and performance in teaching. Performance appraisal of teachers is the key to ensure overall quality of education. Separate assessment of teachers performance in teaching, monitoring learning process and learner progression, research activities, extension activities, time spent for co-curricular and extra-curricular activities should be prepared and sent to the Department of Higher Secondary Education after verification of the senior most teacher in the concerned subject and the school principal.

Additional incentives may be provided to teachers having additional qualifications that help in strengthening teaching –learning process. This will encourage stronger learning and deeper involvement in the academic and related activities. Under the current systems of a salary scale,
teachers are rewarded on the basis of the number of years of experience, rather than their performance. This in turn demotivates higher performers. Performance-based pay will increase teacher motivation by adequately rewarding productivity gains.

In order to improve quality of evaluation of work done by students, teachers should strictly follow the evaluation indicators of the Continuous Evaluation (CE). External directions and pressures to assign scores should be checked. The factors that lead to such pressures should be blocked through a system that operates for the state. Political interference in this regard should be minimized.

To avoid inordinate delay in the Higher Secondary Department, the office should be computerized. Routine activity like countersigning the salary bill, assignment of invigilation duty for the public examination etc: should be decentralized to district level. The same may be assigned to the office of the Deputy Director of Education at every district. A database of teachers on gender-wise, subject-wise and district-wise should be created immediately. Lack of information of the department on the above factors was obvious in the course of collection of secondary data for the research. It shows the inefficiency of the department for co-ordinating and controlling the activity of teachers.

Teachers have expressed the need for in-service training and on the need to make it effective. Such a training programme should begin with creation of quality awareness and better self-management exercise. To create an increased “quality awareness” among teachers and to improve their teaching methodology and skills, teachers should systematically
evaluate their own performance. For this, student evaluation and peer evaluation can be used. Cluster meetings can be effectively utilized for getting peer evaluation.

There should be an effective co-ordination among different agencies like SCERT, SIET, SIEMAT and Department of Higher Secondary Education involved in educational reforms, training and management. Often programmes are assigned to each agency, which works without co-ordinate with other associate agency. Policy formulation and implementation must be viewed in terms of the efficiency of the implementing agencies and the role of each agency must be defined.

Monitoring and on-site support is designed as an extensive mechanism to ensure flawless Continuous Evaluation (CE) and its recording in all schools and to give support by participating in classroom activities. At present the function of monitoring and on site support system is limited to monitoring only i.e; verification of CE records. Giving support to teachers through participating in classroom activities (on–site support) by the monitoring team is not effective. This happen because monitoring team which visit the school usually consist of teachers from neighbouring schools. Under mutual consideration the rating is always treated as good. There is neither assessment nor advice on improvisation. The monitoring team must be an independent agency consisting of experts in the field of education, which examines matters on common parameters, and suggest ways and means for improvement.

Interaction with Principals revealed that there was significant decline in the use of English language skills. In a globalised world, the next
generation could not be expected to confine themselves to Kerala. Hence emphasis should be given for developing infrastructure for English learning in schools in the form of language labs.

Working on Saturdays is currently seen with reluctance by teachers. The activities to be assigned for Saturday’s work, its importance, purpose and outcome should be meaningfully conveyed to the teachers. It is only when a benefit is derived in teaching – learning process, that it motivates them. Such an exercise should be formulated by the Department of Higher Secondary Education and monitored regularly.

The success of any 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, teachers are at the root of education. The quality of education at higher level significantly depends on the quality of education at Higher Secondary level as it is a turning point for specialized learning. This stage of education needs deeper understanding as it must support choice of career and specialized learning. There can be no compromise at this stage.

The term quality needs a comprehensive understanding by all the stakeholders in education sector. Quality can not be measured in terms of results alone. The study revealed that ‘low’ quality of education and good result can co-exist. Inflating the results especially in post-grading period will marginalize the meritorious students. Similarly it will create unemployment and will affect the quality of higher education. Quality should be measured in terms of skills achieved by students as demanded
by the industry and societal beneficiaries and skills that will equip the students to face the realities of life. It mainly depends upon the skill and performance of teachers. Since performance of teachers and motivation are positively co-related, Government should take immediate steps for motivating the teachers with special reference to the demotivating factors identified in the present study.

6.4. Topics for Related Research

1. Implications of transplanting reforms in education sector without supportive system.


3. Learning environment and supportive system for education.

4. Relationship between teacher’s motivation and achievement of students

5. Socio – Personal correlates of motivation.