Preface

Providing quality education is a cornerstone of development of any country. Various measures have been taken by the Government of Kerala for improving the quality of school education. The earliest of these measures dates back to the education reforms called DPEP, followed by SSA. The success of educational reforms depends on the effective implementation of policies formulated by the government. Teachers play a vital role for the implementation and evaluation of reforms initiatives. Human beings are always resistant to change and it is only natural that teachers oppose to the new system of education. Their resistance may be sidelined by the creation of proper awareness through training programmes and intervention of the Higher Secondary department. But unless teachers are motivated, the entire measures taken by the Government will go vain. Consequent to the introduction of new pedagogy for 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 levels of motivation.