Abstract

Motivation is crucial to both individual and organisational performance and even a very able and well-trained member of staff will not perform effectively unless they are motivated. In this study, the researchers made an attempt to determine the level of motivation of Higher Secondary school teachers working in the State of Kerala and to assess the quality dimensions consequent to reforms in the education sector. 350 teachers and 60 Principals from various Higher Secondary schools in the State were identified as the sample for the present study. Multi stage sampling technique was used to select the sample by giving proper representation to gender and mode of appointment. Two different questionnaires and one interview schedule were used to collect information.

The study is based on factors that influence the level of motivation of school teachers in Kerala. These factors are classified into three groups namely intrinsic factors, extrinsic factors and general factors. To analyze data in accordance with the research objectives and hypothesis, different statistical tools such as t test, $\chi^2$ test, Mann-Whitney test, Karl Pearson’s coefficient of correlation, Wilcoxon W and Multiple regression were used. Level of motivation of male teachers and female teachers was compared. Similarly, motivation of teachers appointed on a direct basis and through promotion was taken as basis for comparison. The study revealed that the overall level of motivation of teachers was moderate irrespective of gender and mode of appointment. There is no significant difference in the level of
motivation of teachers on the basis of gender. But the level of motivation of teachers appointed directly and teachers promoted differ significantly. Analysis also revealed that extrinsic factors have highest influence on the level of motivation followed by intrinsic factors and general factors. The study highlights the fact that quality of Higher Secondary education was low and points out to the need for motivating teachers in a phased manner which in turn will improve the quality of education.

Key words: Motivation, intrinsic factors, extrinsic factors, general factors, Edusat.