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1.1 INTRODUCTION

The quality of education depends to a large extent on the quality of its teachers. We are ever reminded of the magical feats of teachers as they transform educational objectives into knowledge, skill and educated human labour. With the rapid changes in the population, which is affecting the demographics of the schools, one is also reminded of the need to motivate teachers in order to produce the desired educational results. This is even more urgently necessary in this era of materialism and display of wealth in the face of widespread poverty and decay in many countries. The assumption is that motivation will ensure high level of teacher effort towards meeting school objectives and improvement in all its ramifications.

Teaching is an important part of the process of education. It is a relationship which is established among three focal points in education- the teacher, the student and the subject matter. Teaching is a process by which the teacher brings the student and the subject matter together. To play the role to an expected level teacher should be motivated along the intended direction. Teacher motivation plays a major role in the efficiency of teachers. A properly motivated teacher will perform his duties with utmost devotion, sincerity and commitment. Teachers who perform well with the above qualities can improve the innate abilities of the learner in an optimum level, which help not only to the development of the society but also to the nation. So education can be used not only for the purpose of survival but for a more enriched life, better use of leisure time, and improvements in social and cultural life.

The goal of the educator is to set up an environment in which students are willing to put forth their best effort to master important goals. When people engage in behaviors without coercion, it is usually because they were motivated by one or more of the individual or interpersonal factors. Teachers can stimulate learning by introducing more of these factors into the instructional setting. The specific factors that will influence particular students will
vary, depending on the personality and previous experiences of the learner and the specific subject matter.

If the teachers get motivation, they work with job satisfaction and the learners learn with a pleasant and interesting situation. The motivated teachers can motivate the learners towards a better learning situation. Satisfied teachers will work with sincerity, commitment and punctuality which improve the effectiveness of teachers and produce a mentally stable, emotionally matured and psychologically adjusted and socially useful citizens.

In this chapter the researcher explained the conceptual frame work of the study under various headings like, introduction, motivation, functions of motivation, motivational cycles, theories of motivation, biological motivation, social motives, achievement motivation, teacher motivation, factors related to teacher motivation, sources of motivation, measurement of human motivation, teaching, teaching at secondary level, effectiveness in teaching, dimensions of teacher quality, measurement of effectiveness in teaching, need and significance of the study, title of the study, present study, objectives of the study, terms used in the study, hypotheses of the study, delimitations of the study, and organization of the report.

1.2 MOTIVATION

Historically, the word ‘motivation’ comes from the Latin root ‘movere’ which means to move. Thus we can say that in its literal meanings motivation is the process of arousing movement in the organism. “Motivation refers to all those phenomena which are involved in the stimulation of action towards particular objectives where previously there was little or no movement towards those goals.”- H.W Bernard.

Atkinson defined motivation as, “The term motivation refers to the arousal of tendency to act to produce one or more effects.”

Motivation is defined as "some kind of internal drive which pushes someone to do things in order to achieve something" (Harmer, 2001:51). As stated by Brown (1994:152), motivation is a term that is used to define the success or the failure of any complex task. Steers and Porter (1991:6) deal with three matters while discussing motivation:

- what energizes human behavior,
Motivation is thought to be responsible for "why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it"
Maslow has advanced the theory of hierarchy of needs ranging from basic physiological needs to self actualization. According to him “Motivation is constant, never ending, fluctuating and complex and that it is an almost universal characteristic of particularly every organismic state of affairs.”

1.2.1 Motives as Inferences, Explanations, and Predictors.

An important characteristic of motives is that we never observe them directly. We infer their existence from what people say about the way they feel and from observing that people and animals work toward certain goals. In other words, motives are inferences from behaviour (the things that are said and done). For example, we might observe that a student works hard at almost every task that comes along; from this, we might infer a motive to achieve to master challenges, whatever they may be. But, of course, if we want to be reasonably sure our inference about achievement motivation is correct, we must make enough observations of the student’s behaviour to rule out other possible motives.

Note that we need not be conscious, or aware, of our motives. Others can make inferences about our motives even though we may not be aware of them. That behaviour can be driven by unconscious motivation as it is called, is perhaps the major concept of the psychoanalytic theory of personality.

If our inferences about motives are correct, we have a powerful tool for explaining behaviour. In fact, most of our everyday explanations of behaviour are given in terms of motives. Why are you in college? The answer is usually given in terms of your motivation. You are there because you want to learn, because you feel that you need a college degree to get a food job, because it is a good place to make friends and “connections” that you desire, or, perhaps, because it’s more fun than working for a living. You may be in college because you think it is expected of you and one of your goals is to conform to what is expected of
you. Or you may be in college to avoid the unpleasant consequences of disregarding social pressures from your parents and others. Most likely you are in college in response to some combination of these needs. Someone who understands your motives will understand why you do the thing you do. This is why clinical and personality psychologists who study the behaviour of individuals place so much emphasis on motives. In fact, many theories of personality are really theories about people’s motives.

Motives also help us make predictions about behaviour. If we infer motives from a sample of a person’s behaviour, and if our inferences are correct, we are in a good position to make predictions about what that express hostility in many different situations; a person who needs the company of others will seek it in many situations. Thus, while motives do not tell us exactly what will happen, they give us an idea about the range in school, in business, in play, and in many other situations. If a psychologist (or anyone) knows that Phil has a high achievement need, then he or she can make reasonably accurate prediction Phil will do his damnedest to beat Laura in this next tennis set.” Motives are thus, general states that enable us to make predictions about behaviour in many different situations.

1.2.2 Functions of Motivation

Psychologists have analyzed the motivated behaviour of an organism and observed the following functions of such type of behaviour.

   a) Motives energize and sustain behaviour.
   b) Motives direct and regulate our behavior.
   c) Behavior is selective

Motivation is both a fascinating and a frustrating subject. It is fascinating because it lies behind everything a person does. A child goes to school each morning, a college student studies to be a doctor, a politician runs for election, all these acts and any other we can name, are motivated. We spend a great deal of time trying to figure out what each person’s motive is in acting the way he or she does. It makes a fascinating game in which we are sometimes right and sometimes wrong.
Motivation is also frustrating. We never see a motive. We only see what a person does, and some times we understand how it is connected with a goal. But the motive that impels the person is hidden within. The best we can do, at least in everyday life, is guess what motive lies behind the action.

Several hundreds words in our vocabulary refer to motivation: “wants”, “striving”, “desire”, “need”, “motive”, “goal”, “aspiration”, “drive”, “wish”, “aim”, “ambition”, “hunger”, “thirst”, “love”, “revenge”, to name a few. Each can be defined somewhat differently from the others, but their meaning overlap so much that there is no uniformly accepted terminology.

1.3 MOTIVATIONAL CYCLE

“Motivation” is the all-inclusive term covering just about anything that psychologists want to say about the subject. It has three distinct aspects:

1) some motivating state that impels the person toward some goal,
2) the behavior displayed in striving for the goal, and,
3) achievement of the goal.

These three aspects of motivation normally occur in a cycle. The motivating state leads to behavior; behavior leads to the goal; and when the goal is reached, the motive subsides—at least temporarily. The general term used for the first phase of the cycle is “motive”.

It comes from the Latin word meaning “to move”, and we can think of motivation as the mover of behavior. Many motivational terms refer to this part of the cycle; drive, need, wish, want, striving, aim, ambition, hunger, thirst, for example. The two terms most often in discussions of physiological urges such as hunger, thirst, and sex.” Need” is more often applied to more complex motives for achievement, love social approval, status, and the like. Although all motives are regarded as internal states- that is, something within the organism causing it to strive toward a goal-motive are often aroused by external stimuli. A painful shock, for example, arouses a, motive to get away from the shock. Through learning, all sorts of problems in the environment may come to be motivating; they arouse a motive to solve them. Thus motives arise not only from within the person but also from stimuli in the environment. The second phase of a motivational cycle is some kind of behaviour evoked by the drive or need. This behaviour is operant behaviour is usually
instrumental in arriving at the goal and thus satisfying the underlying motive. A thirsty person, for example, moves about looking for water. The third phase is, as we have said, achievement of the goal. When the thirsty person finds water (the goal), he or she drinks and satisfies this thirst, ending the motivation cycle for the time being.

Intrinsic motivation is highly desirable; many of the activities in which teachers, students, and other human beings engage are directly influenced by extrinsic rather than intrinsic motivation (Csikszentmihalyi & Larson, 1984; Csikszentmihalyi & Nakamura, 1989). Therefore, it is important that extrinsic motivators be backed up by intrinsic motivators. If this does not happen, the result is likely to be a reduction in the very behavior we want to promote. One of the most serious problems that research has pointed out during the past two decades is that extrinsic motivation when used alone is likely to have precisely the opposite impact (Lepper & Hodell, 1989).
Motivation could therefore be viewed as any force that would reduce tension, stress, worries and frustration arising from a problematic situation in a person's life. Where such incidence of tension, stress and worries are traceable to a work situation it might be referred to as negative organizational motivation. This latter aspect may be recalled easily with the acronym NORM. Teacher motivation could therefore be referred to as those factors that operate within the school system which if not made available to the teacher could hamper performance, cause stress, discontentment and frustration all of which would subsequently reduce classroom effectiveness and student quality output. This implies that teacher motivation includes factors that cause, channel, sustain and influence teachers' behaviour towards high management and academic achievement standards in schools.

1.4 THEORIES OF MOTIVATION

Perhaps one way to understand the concept of motivation is to see what some representative theories have to say about it. Theories of motivation try to provide general sets of principles to guide our understanding of the urges, wants, needs, desires, strivings, and goals that come under the heading of motivation.

Drive Theories

These might be described as the “push theories of motivation”; behaviour is “pushed” towards goals by driving states within the person or animal. Freud, for example base his ideas about personality on innate, or inborn, sexual and aggressive urges, or drives. In general, drive theories say the following: when an internal driving state is aroused, the individual is pushed to engage in behaviour which will lead to a goal that reduces the intensity of the driving state. In human beings, at least, reaching the appropriate goal which reduces the drive state is pleasurable and satisfying. Thus motivation is said to consist of (1) a driving state, (2) the goal directed behaviour initiated by the driving state (3) the attainment of an appropriate goal, and (4) the reduction of the driving state and subjective satisfaction and relief when the goal is reached. After a time, the driving state builds up again to push behaviour towards the appropriate goal. The sequence of events just described is sometimes called the motivational cycle.
Drive theories differ on the source of the driving state which impels people and animals to action. Some theorists, Freud included, conceived of the driving state as being inborn, or instinctive. And students of animal behavior, notably the ethologists have proposed an elaborate set of inborn driving mechanisms. Other drive theorists have emphasized the role of learning in the origin of driving states. Such learned drives, as they called them, originate in the person’s or animal’s training or past experience and thus differ from one individual to another. Because of previous use of the drug, heroin addict, for example, develops a drive to get the substance and is therefore pushed in that direction. And in the realm of human social motives, people are said to have learned drives for power, aggression, or achievement, to name just a few of the social motives. Such learned driving states become enduring characteristics of the particular person and push that person toward appropriate goals, another person may learn other social motives and be driven toward different goals.

Incentive Theories

The drive theories of motivation perhaps apply best to some of the biological motives—hunger, thirst, and sex, for example. But even here they encounter problems. Suppose, for instance, that we compare the motivated, goal-directed behavior of two groups of rats which have equivalent hunger drives; the rats in both groups have starved for a day. One group is given a very tasty food, while the other group gets plain old laboratory rat chow. As you might expect, the chocolate-chip group would probably eat far more than would the lab-chow group. There is something about the goal itself that motivates behavior. Perhaps this is even clearer in the case of sexual motivation; rats (and people, too) are aroused and motivated by the perception of appropriate sexual goal objects. Thus the stimulus characteristics of the goal can sometimes start a train of motivated behavior. This is the basic idea behind theories of incentive motivation.

Thus, in contrast with the push of drive theories, incentive theories are “pull theories” of motivation; because of certain characteristics they have, the goal objects pull behavior toward them. The goal objects which motivate behavior are known as incentives. An important part of many incentive theories is that individuals expect pleasure from the attainment of what are called positive incentives and from the avoidance of what are known
as negative incentives. In a workday world, motivation seems to be more a matter of expected incentives—wages, salaries, bonuses, vacations, and the like—than of drives and their reduction.

**Opponent - Process Theory**

Hedonistic views of motivation say that we are motivated to seek goals which give us good emotional feelings and to avoid those resulting in displeasure. The opponent-process theory takes a hedonistic view of motivation. But this is just the beginning because the theory has some interesting things to say about what is pleasant and what is unpleasant. Because of what ist says about pleasure and displeasure, this theory might also be classed as a theory of emotion.

Basic to this theory is the observation that many emotional motivating states are followed by opposing, or opposite, states. Thus, feelings of pleasure and happiness follow feelings of fear and dread. The process can go the other way. For example, a person using heroin for the first time may feel an initial rush of intense pleasure; followed by a less-intense, good feeling; and then by craving and displeasure before the emotional motivating state returns to normal—the baseline.

Starting from baseline, Figure--- shows the general course followed by emotional states. The peak point of the emotional motivational state (called state A) occurs soon after the emotion provoking situation is encountered. Note that state A can be a pleasant or an unpleasant emotional state. Next, with the emotion provoking stimulus still present, the intensity of the emotional motivational state adapts and declined to a steady state. When the emotion provoking situation terminates, an after reaction occurs in which the emotional motivational state (state B) is the opposite of state A. State B (the opponent state) gradually declines until baseline is again reached. Thus, the sequence of emotional motivational changes goes like this:

Baseline $\longrightarrow$ Peak of state A $\longrightarrow$ Decline of state A to a steady state $\longrightarrow$ State B $\longrightarrow$ Decline of state B to baseline.
Now suppose that the same emotion provoking situation has happened many times (figure). Suppose the heroin user in the earlier example found the rush pleasurable and was motivated (perhaps by incentive motivation expectations of pleasure) to repeat the experience many times. Or suppose a parachutist, after a first jump, was induced (may be by social pressures) to continue jumping. With repeated usage, as drug tolerance develops, the heroin user will experience less pleasure (less state A) while the intensity of the unpleasant after response(state B) will increase. At first, the heroin user was motivated by the expected pleasure of the rush; after becoming confirmed user, he of she is now motivate to use the drug in order to reduce the discomfort felt in the drug free state. Either way, the user is hooked and is motivated to use the drug. After many jumps, the parachutist experiences much less terror(less state A) but much more of the opposite emotional motivational state of exhilaration (state B) after the jump. Now, the parachutist is motivated to jump for the after jump “high” and such a process my account for much thrill seeking behaviouir.

This theory gives us a way of thinking about the basis of some learned motives. The heroin addict acquires a need for the drug in order to prevent the unpleasant consequences of withdrawal; cone people acquire a need to seek thrills in order to experience elation after the danger is over.

**Optimal Level Theories**

In general, these are hedonistic theories which say that there is a certain optimal, or best level of arousal that is pleasurable. Optimal level theories might be called “just-right theories.” The individual is motivated to behave in such a way as to maintain the optimal level of arousal. For instance, if arousal is too low, a person will seek situations or stimuli to increase arousal; if arousal is too high, behaviour will be directed toward decreasing it. Imagine yourself on an extremely busy day at work; too much is happening, and you are highly aroused. More than likely, you find yourself doing things such as taking the telephone off the gook in order to reduce the overload of arousal to which you are being subjected. In doing so, you are behaving so as to move toward a level of optimal arousal. And low levels of arousal (such as occur when not much is happening and we are bored) may also motivate behaviour directed at increasing arousal levels to the optimum.
In the next session, on biological motivation, we will consider the concept of homeostasis—the tendency of the body to maintain its internal physiological processes at optimal levels. Body temperature, the acidity of bodily fluids, body water levels, and amounts of many substances circulating in the blood are maintained at certain optimal, or homeostatic, levels. Departures from such levels can initiate motivated behaviour directed toward restoring the state of equilibrium.

**Physiological Theory of Motivation.**
This theory was developed by Morgan and is popularly known as central motive state (CMS). He held that there is a central motive state which is the basis of all activities and behaviour can be explained in terms of CMS. Morgan conducted several experiments and gathered evidences in support of his theory of central motive state mentioned the following characteristic features in central motive state.

- a) Persistent
- b) General activity
- c) Selectivity
- d) Emission of certain behaviour pattern

**Maslow’s Theory of Self – Actualization:**
Theory of self actualization was developed by Abraham Maslow a professor of psychology. He was a humanist who believed that man can work out a better world for mankind as well as for himself. His approach to understand human personality and motivation is different from behaviourism and psycho analysis. He critically examined the traditional approach of pain avoidance and pleasure seeking and tension reduction as the major sources of motivating behaviour. He has consistently argued that needs are arranged in a hierarchy. As one general type of need is satisfied, another higher order need will emerge and become operative in life. He developed his own system of needs and categorized them into two divisions: a) deficit needs and b) growth needs. The needs of the first category include physiological needs such as hunger and thirst. Once these needs are satisfied, the person seeks to satisfy safety needs. Love needs, belongingness need and esteem needs. Under the second category, there is only one general need called self actualization. The second
important concept of Maslow is that each individual has different nature which should be supported and encouraged. He criticized the views of those psychologists who believed that man is selfish, evil and antisocial. Maslow believed that there are degrees of humanness. He is going slightly beyond other need theorists by postulating an order of potency or priority with regard to structuring of needs with in the person.

**Murray’s Theory of Motivation:**
Murray’s theory of motivation comes under need theory. His theory of motivation has been influenced by dynamic approach of psychoanalysts and field theorists. He developed detailed system of human behaviour on the basis of his extensive work on human psychology. He put forward the concept of need to explain human behaviour. He described need as “A need is a construct (hypothetical force) which stands for a force (the physico-chemical nature of which is unknown) in the brain region, a force which organizes perception, apperception, intellection, conation and action in such a way as to transform in a certain direction an existing, unsatisfying situation.” According to him an unsatisfied need would arouse the person to work that would be sustained until satisfaction had been attained.

**Theory of Achievement Motivation**
The theory of achievement motivation was developed by Mc Clell and his associates in 1951 at the University of Harward. He defined motive as “A reintegration of a change in a fact by a cue and anticipation of a future change in affect contingent upon certain actions”. The definition given by him has two important terms which need further explanation. The first term is reintegration which means reinstatement of psychological process in the conscious as a result of the stimulation by an environmental event. Second is cue which is the cause of affect in arousal in the individual. Thus for motivation two factors are important; environmental cue and affective arousal in the individual. According to him, all human motives are learned in the environment irrespective of their nature.
Psychoanalytic Theory

The psycho-analytic theory of motivation is a theory of the structure and historical development of motives. It is not applicable to all behaviour. Freud formulated the concept of unconscious motivation to make sense out of a relatively small class of clinical phenomena. It emphasizes the importance of underlying motives in behavior and denies the importance of superficial motives. It gives importance to the developmental determinant of behaviour. Early experiences are important in adult life. Freud proposed that instinctual drives are the principal motivator of behaviour of the organism.

Theory of Intrinsic Motivation

Harlow and associates have developed a theory of motivation called theory of intrinsic motivation. They have conducted experiments on monkeys to show the importance of intrinsic motivation. They have reported that monkeys solved problems without being offered extrinsic reward. They have also reported that introducing an extrinsic reward made learning less efficient. Several experiments have been conducted on manipulative, exploratory and curious behaviour on animals and small children which give evidence of intrinsic motivation.

Learning Based Theory of Motivation.

Motivation is the explanation of human behaviour which depends on our concept of the nature of man. According to S—R theories, man is a machine which is governed by fixed principles and motivation of behaviour originates from physiological drives. The behaviour of the organism can be predicted on the basis of cause-effect relationship in an objective way. Motivation is an urge to act which results from a stimulus, the stimulus may be internal or external. Behaviour is not related to any purpose. S—R theories emphasize the importance of past experiences to explain the causes of present behaviour. On the other hand cognitive field theorists view man as a purposeful, reflective and creative self. The concept of motivation is quite different from S—R theories in cognitive field theory. Motivation emerges from psychological situation which is created by disequilibrium in the life space of the individual. All behaviour is goal directed. The individual when moves towards a goal, is thwarted by barrier, a tension is created, which the individual tries to
remove. Release of tension by proceeding towards a goal is motivating. Success and failure work as motivator. When one successfully completes an act, this motivates him for further goal.

**Cognitive – Field Theory and Motivation**
According to this theory, patterns of human behaviour are regulated and directed by cognitive structure which the individual develops in course of his experience. Kurt Lewin proposed the following motivational constructs in his theory of motivation.

**Tension**
Tension within the organism is created by disequilibrium within the life space which the individual wants to release through activities. Those activities which help the individual to release tension are called to have positive valence and those which have opposite effect they are said to have negative valence.

**Need**
Lewin proposed two types of needs: genuine needs and quasi needs. Every individual has a characteristic structure of needs, which create tension and the organism in order to reduce tension is activated.

**Force and Valence**
Force and valence are two other constructs which are important to understand behaviour of the organism. The desirability of an activity is called valence and tendency to engage in it is called force.

**BIOLOGICAL MOTIVATION**
The biological motives are, to a large extent, rooted in the physiological state of the body. There are many such motives, including hunger, thirst a desire for sex, temperature regulation, sleep, pain avoidance, and a need for oxygen. This section will focus on the hunger, thirst and desire for sex motives.
Arousal of Biological Motives

Many biological motives are triggered, in part, by departures from balanced physiological conditions of the body. The body tends to maintain a state of equilibrium called homeostasis in many of its internal physiological processes. This balance is crucial for life. Body temperature must not get too high or too low, the blood must not be too alkaline or too acid, and there must be enough water in the body tissue, and so on.

Physiologists have discovered many of the automatic mechanisms that maintain this balanced condition. Consider the automatic physiological control of body temperature at a point near 98.6°F (37°C). The temperature usually stays around this point because of automatic mechanism that allows the body to heat and cool itself. If the body temperature raises too high, perspiration and the resultant cooling by evaporation lower the temperature. If the body temperature falls, the person shivers, causing the body to burn fuel faster and to generate extra heat.

The automatic physiological mechanisms that maintain homeostasis are supplemented by motivated behaviour. For instance, falling temperature leads to motivated behaviour – putting on a sweater, turning up the thermostat, closing the window, and so on. When the body lacks substances such as food and water, automatic physiological processes go to work to conserve the substances that are lacking, but sooner or later water and food must be obtained from the outside. Here the departure from homeostasis creates a drive state that pushes a person or animal to seek food and water. Thus the biological motive states are aroused, in large part, by departures from homeostasis; and the motivated behaviour driven by these homeostatic imbalances helps to restore the balanced condition.

Certain hormones or “chemical messengers” circulating in the blood are also important in the arousal of some biological motive states. For instance, sexual motivation in lower animals is tied to hormone levels. In human beings, however, sensory stimuli rather than hormone levels are the most important triggers of sexual drive.

Sensory stimuli, or incentives also play a role in the arousal of other drive states; the smell of a savory dish can arouse hunger in a person who is not, biologically, very far out of homeostatic balance. Perhaps the best example of a drive state aroused by sensory stimulation is pain. Pain acts as a motive and is aroused almost entirely by sensory stimulation.
Hunger Motivation
Of course we must eat to live. The biochemical processes which sustain life get their energy and chemical substances from food. Thus, in a sense, hunger is a primary, basic motive necessary for life. (The same might be said of certain other biological drives—thirst and temperature regulation, for example.) What activates hunger motivation, and what stops it? How is food intake regulated? The answers to these questions are not simple because the hunger drive and eating are influenced by many factors.

Activation of Hunger Motivation
Experiments done earlier in this century led to the conclusion that the source of the hunger motivation was stomach contractions. When the stomach is empty, contractions occur and are sensed; the sensed contractions were said to be the signal for feelings of hunger. But more recent research has shown that people report normal feelings of hunger even when, for medical reasons, the nerves from the stomach have been cut or the stomach has been entirely removed. So we must look elsewhere for the bodily conditions which initiate hunger motivation and feeding.
Most investigators of hunger motivation now believe that levels of rates of use of dissolved nutritive substances circulating in the blood are crucial for the activation of feeding. The homeostatic mechanism in feeding seems to be geared to keeping levels of nutritive substances, or the rates at which they are used, within certain limits. If the levels or rates of use fall below a certain point, called the set point, hunger drives is initiated and food is ingested to raise the blood levels of nutrients back to the set point.

Thirst Motivation
What drives us to drink (water that is)? Stimulus factors play a very large role in initiating drinking. We drink to wet a dry mouth or to taste a good beverage. Pulled by these stimuli and incentives, we tend to drink more than the body needs, but it is easy for the kidneys to get rid of the excess fluid.
But of course, since maintaining its water level is essential for life itself, the body has a set of complicated internal homeostatic processes to regulate its fluid level and drinking
behaviour. The body’s water level is maintained by physiological events in which several hormones play a vital role. One of these is the antidiuretic hormone (ADH), which regulates the loss of water through the kidneys. But the physiological mechanisms involved in maintaining the body’s water level are not directly involved in thirst motivation and drinking.

Thirst motivation and drinking are mainly triggered by two conditions of the body: loss of water from cells and reduction of blood volume. When water is lost from the bodily fluids, water leaves the interior of the cells, thus dehydrating them. In the anterior, or front, of the hypothalamus are nerve cells called osmoreceptors, which generate nerve impulses when they are dehydrated. These nerve impulses act as a signal for thirst and drinking. Thirst triggered by loss of water from the osmoreceptors is called cellular-dehydration thirst. Loss of water from the body also results in hypovolemia, or a decrease in the volume of the blood. When blood volume goes down, so does blood pressure. The drop in blood pressure stimulates the kidneys to release an enzyme called rennin. Through a several step process, rennin is involved in the formulation of a substance known as angiotensin II that circulates in the blood and may trigger drinking, although questions have been raised about the role of this hormone in drinking.

The idea that cellular dehydration and hypovolemia contribute to thirst and drinking is called the double depletion hypothesis. You can see how both mechanisms are at work after a sweaty tennis game: the body has lost water, the osmoreceptors have been dehydrated, and blood volume has gone down. Thirst is triggered, and you drink to rehydrate your cells and to bring your blood volume back to its normal level.

Why does drinking stop? Water-deprived rats, dogs, monkeys, and people stop drinking long before the water balance of their bodies has been restored. Therefore there must be some kind of monitoring mechanism in the mouth, stomach, or intestine which indicates that enough water has been consumed to meet the body’s needs. Receptors in the stomach and intestine seem to do this job.

Sexual Motivation
Since sexual behaviour depends, in part, on psychological conditions, it may be considered a biological motive. But of course sex is far more than a biological drive. Sexual
motivation is social because it involves other people and provides, according to many, the basis for social groupings in higher animals—baboon troops and the human family, for example; and sexual behaviour is powerfully regulated by social pressures and religious beliefs. Sex is psychological in the sense that it is an important part of our emotional lives; it can provide intense pleasure, but it can also give us agony and involve us in many difficult decisions. The Freudian theory of personality is based on emotions centered on sex. Sex is a biological motive and there is much more to sex than hormones and physiological responses. Even when we consider sexual motivation from a biological viewpoint, it has characteristics which set it apart from other biological drives. First, sex is not necessary to maintain the life of an individual, although it is necessary for survival of the species. Second, sexual behaviour is not aroused by a lack of substances in the body. And third, in higher animals at least, sexual motivation is perhaps more under the influence of sensory information from the environment-incentives than are other biological motives.

1.5 SOCIAL MOTIVES

Social motives are the complex motive states, or needs, that are the wellsprings of many human actions. They are called social because they are learned in the social groups, especially in the family as children grow up, and because they usually involve other people. These human motives can be looked upon as general states that lead to many particular behaviours. Not only do they help to determine much of what a person does, they persist, never fully satisfied, over the years. No sooner is one goal reached than the motive is directed toward another one. If, for example, a person has a need for affiliation—a need to make friends—he or she may establish friendly relations with one acquaintance, but this does not satisfy the motive. The person is driven to do the same with others and to maintain these patterns of friendship after they are established. Thus social motives are general, persisting characteristics of a person, and, since they are learned, their strength differs greatly from one individual to another. Consequently, social motives are important components of personality—the enduring and characteristic difference among people. Many social motives have been proposed. Three of the most studied social motives are need for achievement, need for affiliation and need for power.
1.6 MEASUREMENT OF SOCIAL MOTIVES

To measure social motives, or needs, psychologists try to find themes, or common threads, which run through samples of action and imagined action. To find these themes, they use-

1. Projective Tests to study imagined action
2. Pencil and paper questionnaires or inventories, containing questions about what a person does or prefers to do and
3. Observations of actual behaviour in certain types of situations designed to bring out the expression of social motives.

Projective Tests
These tests are based on the idea that people will read their own feelings and needs into ambiguous or unstructured material. In other words, their descriptions of the material will express their social motives because they will project their motives into it.

Personality Questionnaire
Several pencil-and-paper tests, called questionnaires or inventories, have been developed to measure the strength of social motives. These inventories consist of questions for people to answer about their typical behaviour and preferences-what they would do or prefer to do in certain situations.

Observation
The third way to assess social motives is to create situations in which a person’s actions will reveal his or her dominant motives. The observation may be participant or non-participant observation.

1.7 ACHIEVEMENT MOTIVATION

Need for achievement was one of the first social motives to be studied in detail, and research into this motive continues today. As a result, we know quite a bit about it.
People in whom the need for achievement is strong seek to become accomplished and to improve their task performance. They are task oriented and prefer to work on tasks that are challenging and on which their performance can be evaluated in some way, either by comparing it with other people’s performance or in terms of some other standard. More formally, “achievement is task oriented behaviour that allows the individual’s performance to be evaluated according to some internally or externally imposed criterion, which involves the individual in competing with others, or that otherwise, involves some standard of excellence.” Achievement motivation can be seen many areas of human endeavor -on the job, in school, in home making, or in athletic competition, for example.

**The Source of Achievement Motivation**

Why are some people high in the need for achievement? Since the social motives-including the need for achievement-are largely learned, the general answer must be that differences in early life experiences lead to variations in the amount of achievement motivation( and other social motives, as well). More specifically, children learn by copying the behaviour of their parents and other important people who serve as models. Through such observational learning, children take on, or adopt, many characteristics of the model, including the need for achievement if the model possesses this motive to a marked degree.

The expectations parents have for their children are also said to be important in the development of achievement motivation. Parents who expect their children to work hard and to strive for success will encourage them to do so and praise them for achievement directed behaviour. A specific set of parental expectations related to achievement motivation concerns ideas about when children should be come independent in skills such as “standing up for one’s rights”, “knowing one’s way around town,” playing with minimal supervision, and in general, doing things for one’s self.

**Achievement Motivation and Behaviour**

The degree to which people with strong underlying achievement motivation shows achievement on entered behaviour depends on many factors. One of these is another motive-fear of failure-which is said to inhibit the expression of achievement behaviour. For
people in whom fear of failure is low relative to the need for achievement, achievement motivation expresses itself in many ways.
High n – achievement people prefer to work on moderately challenging tasks which promise success. They do not like to work on very easy tasks, where there is no challenge and so no satisfaction of their achievement needs; nor do they like very difficult tasks where the likelihood of their success is low. Thus high in n-achievement are likely to be realistic in the tasks, jobs and vocations they select; they are likely to make a good match between their abilities and what will be demanded of them.
High n – achievement people like tasks in which their performance can be compared with that of others; they like feedback on how they are doing.
High n – achievement people tend to be persistent in working on tasks they perceive as career related or as reflecting those personal characteristics(such as intelligence) which have involved in getting a head.
When high n-achievement people are successful, they tend to raise their level of aspiration in a realistic way so that they will move on to slightly more challenging and difficult tasks.
High n – achievement people like to work in situations in which they have some control over the outcome; they are not gamblers.
The achievement related behaviours tend to be present in many men and some women who are successful in business and in certain professions. But many high n-achievement women do not show the achievement behaviours characteristic of men. Many women who are high on n-achievement do not for example, like to work on moderately risky tasks. To try to account for this gender difference, another motive –fear of success-was proposed for women.
Tests were developed which seemed to show that women believed their successful performance would have negative consequences such as unpopularity and a reduced feeling of femininity. Women were found to view success as counter to their roles in our culture and were therefore afraid of it. The existence of such a viewpoint could be expected to change women’s achievement oriented behaviour. Subsequent research has strongly questioned the existence of a general success avoidance motive in women, but there is evidence that some women especially those who have accepted the traditional view of women’s role in society and yet are placed in competitive situations do have a fear of success. So there are
individual differences in the fear of success motive. Beliefs about sex roles have changed in recent years, and fewer women now evidence a strong fear of success motivation. If present trends continue, the achievement motivated behaviour of women, in general can be expected to become more like that of men.

In business, in school, and in many professions, one would expect achievement motivation to be an important predictor of success, and indeed, it often is. Common sense would also predict that the most successful people would be those who coupled strong achievement motivation with strong competitive motivation. Some interesting current research, however, seems to question this common sense idea. The most successful people identified in this research scored high on achievement motivation or work orientation but low on competitive motivation.

1.8 TEACHER MOTIVATION

Teaching is a challenging position. Highly motivated teachers will perform their duties in a better way. The various factors related to motivation among teachers should be identified and taken care to make necessary changes in their professional commitment. Factors related to motivation can be identified by utilizing self rating techniques. Richard Ingersoll, a University of Georgia sociologist, defines teaching as "an occupation with a very high turnover rate and the graying workforce is only a piece of the puzzle" (Lawrence, 1999:13). Johnson (1986:55) states that there are three theories of motivation and productivity that teacher motivation is based on.

- **Expectancy theory**: It is probable for a person to struggle for work if there is an expected reward such a bonus or a promotion that is worth working.

- **Equity theory**: Unfair treatment for their efforts and achievements makes individuals displeased.

- **Job enrichment theory**: The more varied and challenging their work is, the more productive employees become.
While merit pay and career ladders are dealt with in the first two theories, the third one studies distinguished staffing and "reform-oriented staff development" (NAEN, 1999). There is a tight relation between performance-based pay and a career ladder to be climbed to take higher pay and higher status. Also, merit pay is known as "a compensation system" where employees are paid in terms of their performance. However, in educational practice, merit pay indicates a bonus plan that "supplements that standard pay scale and rewards teachers for special services, a multi-track pay scale that provides rapid salary advancement for outstanding teachers, or a bonus plan for accomplishment such as participating in extracurricular activities, or conducting in-service training" (Johnson, 1986:61).

According to Hawley (1985:58), in order to increase teacher competence career ladder plans should be done.

There are some principles to be designed for career ladder plans. These are:

- For high performance, economic rewards are important.
- In order to keep higher levels of pay and status, teachers carry on showing high performance.
- There should not be any competitive rewards which can discourage peer interaction and social approval, important to effective teaching.
- Fair and predictable assessment measures should be used.

"The need to avoid pain and the need for psychological growth" are two basic elements found in job enrichment theory (Silver, 1982:551). It is said that motivation factors should be intrinsic which present tasks that are more enjoyable, interesting and psychologically rewarding. Achievement, recognition, work, responsibility, advancement and possibility of growth take place in that group. On the other hand, other factors are extrinsic in terms of the context or setting where the work is performed. Organizational policy and administration, technical supervision, salary, working conditions, status, job security, effects on personal life, and interpersonal relations with superiors, peers and subordinates are in that group. Teacher motivation is an important variable which affect the effectiveness of teaching. Teacher motivation can be measured, based on that possible
changes can be made. Intrinsic or extrinsic, motivation plays a major role in the teacher effectiveness.

1.9 FACTORS RELATED TO TEACHER MOTIVATION

Teachers should be motivated towards their profession. The motivated teachers can work for achieving the expected outcome. The various motivational factors influence in different manners to improve the efficiency among teachers. Though there are many factors which determine motivation, institutional, social and psychological factors are more important. The factors present in the work place influence the employee in a great way. The higher authorities, colleagues, conditions in the institution, the ways and means to transact the curriculum etc have comes under the institutional factors. Social relations of the teacher, his interactions with others in the society, relationship he expects, the family relations and neighborhood relations etc. come under the social factors. His emotional needs, various emotional conditions, his expectations and experiences, the results of his works, the arousal of his emotional set up, feelings, beliefs etc come under the psychological factors.

According to Dörnyei (2001a:157), there are four motivational aspects in terms of teacher motivation.

**Intrinsic Component**

There is a high correlation between intrinsic motivation and teaching. Internal desire to educate people, to give knowledge and value is always in teaching as a vocational goal. Fulfillment of teaching is provided with intrinsic rewards. "Performing a behavior for its own sake in order to experience pleasure and satisfaction such as the joy of doing a particular activity or satisfying one’s curiosity" is the definition of intrinsic motivation (Dörnyei, 2001b:47). With the help of this definition, intrinsic reward is divided into most satisfying views of teaching as a profession: a) the educational process itself, and, b) the subject matter. The first one is about the teacher’s performance affected by working with students and perceiving the changes in the students’ performance and behavior. The second one is related to studying a valued field and new information in it so it leads to increase one’s own level of professional skills and knowledge.
Such intrinsic rewards make teachers forgo high salaries and social recognition. Professional effectiveness comes from being aware of one’s strengths and limitations (Kottler and Zehn, 2000:3). Not only being in an autonomous manner, which means that the worker is given control of what, how and when the work is done, but also "competence" replaced by "efficacy" are crucial aspects in intrinsic dimension of teacher motivation. Wheatley (2000:14) states that "teacher efficacy refers to teachers’ beliefs about their ability to influence student outcomes". It has also been defined as "teachers’ general beliefs about the possibility of producing student learning in the face of multiple obstacles such as an unsupportive home environment" (Dörnyei, 2001a:169).

**Contextual Factors**

Environment plays a key role in job motivation, in other words, it is not the worker but work itself which has a great influence on persistence and performance. Extrinsic influences on work motivation are thought to be a real domain. While its presence results in dissatisfaction, its absence does not make any sense in the increase of job satisfaction. These contextual influences are the negative sides of the positive part, intrinsic domain, of work motivation. There are two types of contextual influences on teacher motivation, called macro-contextual and micro-contextual influences. Macro-contextual motives are related to teaching as the job itself should fulfill the chief societal duties such as bringing up and educating the next generation of people. Thus, every level of society as an external influence deals with teaching. However, micro-dimension is featured with the organizational climate of the particular institution where teachers work, the class, and the traits of teaching environment, students.

The following factors affect teacher motivation:

- the school’s general climate and the existing school norms;
- the class sizes, the school resources and facilities;
- the standard activity structure within the institution;
- collegial relations;
- the definition of the teacher’s role by colleagues and authorities;
- general expectations regarding student potential;
• the school’s reward contingencies and feedback system;

• the school’s leadership and decision-making structure (Dörnyei, 2001a:161).

Temporal Dimension

Teacher motivation is not only about the motivation to teach but also about the motivation to be a teacher as a lifelong career. A career view emphasizes the temporal dimension of motivation in terms of a vocational situation. The steps on a career path, known as the "contingent path structure" (Dörnyei, 2001a:162) activate long-term success in a challenging manner as intrinsic pleasure of being involved in one’s profession and different extrinsic rewards which career advancement causes are important. Dörnyei (2001a:164) cites Pennington (1995) on possible advancement contingency paths as follows:

• the increased kinds of courses taught

• helping to develop curriculum

• monitoring role with new discipline

• being responsible for developing new courses / programs

• making conference presentations / preparing professional publications

• managing teacher-training workshops

Negative Influences

Dörnyei (2001a:165) defines teaching as a profession whose energy is supplied from intrinsic motives and states that there are some damaging elements which weaken and destroy the intrinsic character of teacher motivation. "Burnout is a professional hazard" (Kottler and Zehn, 2000:98). Teaching is known as one of the most stressful professions. There are three reasons why teachers burn out. Emotional exhaustion is the first element. It is the result of emotional and physical overextension. Trying to do too many things in a short time, in other words, the amount of work that has to be done within a time limit can cause emotional exhaustion. The next factor is depersonalization, which means being cynical, frustrated and critical when teachers have negative attitudes towards their colleagues. The lack of personal accomplishment is the
third one. Feeling discouraged and disillusioned are the signs of burned-out teachers as they are dissatisfied with their own needs for challenges, recognition and appreciation. There is no full satisfaction in their job. Humphreys (1996:8) says that burnout is the reason of personal vulnerability and occupational stress. Lack of intellectual challenge is another de-motivating factor. Without discovering and acquiring new knowledge, skills and abilities, many teachers teach the same subject so they can "lose spark" (Dörnyei, 2001a:169). The prescribed requirements and fixed, imposed course content do not let teachers have leeway to create "variations" and "intellectual detours".

Restricted autonomy is believed to be one of the negative influences on teacher motivation. Nationwide standardized tests, national curricula, and general mistrust reflected by the increasing administration demands are in this group. Growing centralized control will be an obstacle for teacher autonomy. Hargreaves (1998:850) states that the following suggestions are important for positive emotions:

- The centrality of the emotions to the processes and outcomes of teaching, learning and caring in schools must be honored and acknowledged by the discourse of educational reform.

- Government and other reformers should work together for the sake of the emotional dimensions of teaching and learning into learning standards or curriculum targets for students and into professional standards or competencies for teachers and administrators regarding the content of educational reform.

- Checklists, targets, meetings and paperwork should not take too much of the teacher's time.

There are three types of pressure that affect teachers’ self-determined motivation (Pelletier and et. al, 2002:193).

- Being responsible for students’ behavior and students performing up to standards.

- Being forced to follow colleagues’ teaching methods or involvement in school activities.
• Having limited freedom in determining the course’s curriculum or following a certain curriculum decided by the school’s administration.

1.10 SOURCES OF MOTIVATION

"Locus of control is one major construct of motivation" (Czubaj, 1996:372). Internal and external are the two types of locus of control. While the internal locus of control is defined as "a state of belief that one’s behavior determines the events of one’s life", external locus of control is regarded as "a state where one feels the events are beyond one’s control". These issues are concerned with self-determination theory. Self-determination theory highlights the three psychological needs -- competence, autonomy and relatedness which are universal. Satisfaction of these needs produces positive outcomes (Deci and et al., 2001: 932). Environmental factors that impede and weaken self-motivation, social functioning and personal well-being are studied in self-determination theory (Ryan and Deci, 2000b:69).

Extrinsic Motivation

"Tangible benefits" (Latham, 1998:82) related to job such as salary, fringe benefits and job security are known as extrinsic motivation or called extrinsic rewards. Wage increase or insufficient salary increase are in the salary category. Tenure and company stability are handled in job security.

In addition to this, physical conditions, the amount of work and the facilities available for doing the work are regarded as extrinsic rewards (Herzberg and et al., 1993:49). Latham (1998:83) points out that "sociologically extrinsic" elements play a role in disparity in job satisfaction. This particular research mainly highlights that the public school teachers have a small average class size and a much higher average salary when compared to the Catholic school teachers. However, the research also shows that public school teachers do not feel efficacious and satisfied despite the good condition. Ryan and Deci (2000b:71) define that extrinsic motivation is concerned with the
performance of an activity to succeed in getting separable outcomes, which contrasts sharply with intrinsic motivation.

**Intrinsic Motivation**

Ellis (1984:1) defines intrinsic motivation as self-respect of accomplishment and personal growth. That is, the emotional and personal benefits of the job itself are known as intrinsic rewards. Latham (1998 – 83) emphasizes that intrinsic rewards take an important role in the teachers’ lives. It argues that seeing the growth and development of students makes a teacher more satisfied, regardless of extrinsic elements, when compared with a teacher who does not feel anything with the success of his students. In a way he activities that satisfy curiosity or lead to enhance the effectiveness are regarded as intrinsically motivated behaviors (Boggiano and Pittman, 1992:3). Competence and autonomy are the important issues on intrinsic motivation. Social-contextual events such as feedback, communications, rewards which cause feelings of competence foster intrinsic motivation (Ryan and Deci, 2000b:70). While positive performance feedback increases intrinsic motivation, negative performance feedback decreases it. Intrinsic motivation is likely to be increased by a sense of relatedness. Raffini (1996:8) defines relatedness as "the degree of emotional security" that teachers feel. A sense of belonging and acceptance is developed by conforming to the social and academic expectations of their colleagues and administrator. A secure relational base is thought to be an important issue for intrinsic motivation. (Ryan and Deci, 2000b:71).

Czubaj (1996:372) states that the teachers with an internal locus of control are under less stress and more successful in teaching. Therefore, the students of these teachers feel less school related stress and take higher scores in their assessments. It is clear that teacher efficacy affects students directly. There is a tight correlation between teacher efficacy and students performance. "Good enough motivator" (Dörnyei, 2001c:135) is such a concept that a desired outcome by students can occur with the help of this certain teacher function.
1.11 MEASUREMENT OF HUMAN MOTIVATION

It is very difficult to measure the strength of human motives because they are interrelated with several variables and moreover it becomes more problematic when motivation is partly conscious and partly unconscious. Psychologists have been attempting to devise methods of measuring human motives since that development of experimental psychology. Several methods have been developed to measure human motivation. Some of them are as follows.

   a) Experimental method
   b) Self-rating technique
   c) Rating of motivation by outside observers
   d) Behavioral measures of motivation and
   e) Methods of story telling.

Motivation can be measured by using self-rating scale. Conclusions can be drawn based on the rating done in the rating scales.

1.12 TEACHING

The teacher is one who teaches. The word ‘teach’ is a derivation from Anglo-Saxon word ‘Taecon’ meaning to ‘impart’, to instruct, to train, to make aware of. In other words, when a person who has knowledge in any field tries to pass on his/her acquired and accumulated knowledge to any person who is ignorant about that kind of knowledge and needs that knowledge, the process can be termed as an act of teaching. The act of teaching is as old as human civilization. Since the evolution of man and society, the act of teaching has been prevalent in various forms. Man has been teaching so many things to his offsprings viz., to live a social life, earn livelihood, lead a family life, learning social, spiritual and moral values so on and so forth. As such man has continuously been preparing the youngsters to live in the society purposefully and cohesively and meet life situations.

In olden days when teaching was not done on such a large scale, it was done formally and non-formally in India. The teacher was called ‘Guru’, a term derived from a Sanskrit word
“Gur” meaning “a secret device for success”, and the man who used to pass on such a secret device was called Guru.

The knowledgeable instructor is aware of the need for consistently and specifically improving instruction as a means of upgrading student achievement. The beginning teacher generally has; a particular need for bettering himself and the conscientious experienced teacher is often plagued by a vivid awareness of his own deficiencies. However, the type of improvement occasioned by intermittent guilt feeling at not having done a better job or characterized by sporadic attempts to improve is not the kind of improvement that produces the true professional.

1.13 TEACHING AT SECONDARY LEVEL

Teachers are the most important factor in determining the quality of education those children receives. Teaching is a profession, whether it is elementary, secondary, higher secondary or at college level. Teachers play a major role in the system of education. Teaching has not achieved universal recognition as a mature profession. Though it is no doubt a profession, teachers are not considered as professionals. Teachers are among the oldest of society’s occupational groups. The status of teaching as a profession, however, has developed in comparatively recent times. In the United States, measured in terms of the numbers engaged in it, teachers constitute the largest group of professional workers. Teaching at secondary level requires many qualities in a teacher. Students at this level are in the adolescent period. Effective secondary school teaching is based upon sound psychology; thus, psychology becomes an essential tool in the basic equipment of any ambitious teacher who is willing to put forth the effort necessary to teach systematically. He should have proper knowledge and skills on the appropriate teaching learning process, which help him to understand the adolescent student behaviour, help him to plan his teaching, and useful in forming and using concepts.

The adolescent’s behaviour is affected by his needs, by his environmental influences, by parental, peer-group, and teacher expectations, and by developmental changes resulting from his growth. If the teacher understands the effect of such influences upon the teenager and the learning process, his teaching tends to become systematic and gives him both interest and pleasure. Teacher compensation is a critical, but not the only factor in teacher
motivation, it constitutes both a formal and a social recognition of their work. If teachers are not paid, they will not teach regularly or will leave the profession; if compensation is irregular, or frequently withheld, teacher motivation may be affected. Therefore, an established teacher compensation system only helps to stabilize the education system and decreases teacher absenteeism and turnover.

The conditions in the secondary school teaching appear to have deteriorated over the past decades. Teacher stress and alienation are at an all time high judging from the increase in work related illness, and from the numbers of teachers leaving or wanting to leave the profession. The range of educational goals and expectations for schools and the transfer of family and societal problems to the school, coupled with the imposition of multiple, disconnected reform initiatives, present intolerable conditions for sustained educational development and satisfying work experiences. Motivation received by the teachers is a cause for the deterioration of secondary school system. Though the teachers are put in to maximum work, they are not allowed to enjoy the profession or are not motivated with various gifts like reward, chances to promotion, utilization of their academic potentialities. They are compelled to work in the way, which was decided by the so called educational administrators. At the secondary schools levels no less than one fourth of the student’s total time is spent in the school related activities during the academic year. It is here that the teacher’s influence is felt mostly strongly. But this influence must compete with all the other influences connected with the school with after school activities, with members of the peer group with the administration, and even with the custodian. To prepare students in such a way the teacher should have proper efficiencies and he should be perfect in his profession. To make teachers effective it is necessary to motivate them in their profession Secondary teaching is based upon sound psychology, thus psychology becomes an essential aspect in the basic equipment of any ambitious teacher who is willing to put forth the effort necessary to teach systematically. In developing proper psychological awareness in teachers, they should be provided with situations which help them to balance themselves to the profession and energize with the motivation receive from various walks of their profession.
Teacher efficiency or effectiveness in teaching is defined in many ways. Ryan (1960), states “What constitutes effective teaching? What are the distinguishing characteristics of competent teachers? These are provocative and recurring questions. Unfortunately, no universally acceptable definitive answers can be given to these complex queries . . . Embarrassing as it may be for professional educators to recognize, relatively little progress has been made . . . “ Similarly Biddle and Ellena accepted in 1964 that nobody knew what a competent teacher was. They said, “Probably no aspect of education has been discussed with greater frequency, with as much deep concern, or by more educators and citizens, than has that of teacher effectiveness . . . how to define it, how to identify it, how to measure it, how to evaluate it, and how to detect and remove obstacles to its achievement . . . finding about the competency of teachers are inconclusive and piecemeal, and little is presently known for certain about teacher excellence”.

Researches study teacher effectiveness in three components: presage, process and product. Here the presage component refers to thought processes, training aspects and personality factors of the teachers. The process component refers to the teacher’s actions or classroom practices and the product component refers to the quality of the products, i.e. students produced.

Jangira (1979), states “teacher effectiveness has been considered into its three separate components for convenience of presentation. It should not be taken that these components are water tight compartments. It also follows that there are no clear cut lines to distinguish one component from the other”.

Attaining instructional excellence is a complicated process. The teacher must have a basic command of his subject matter. He must keep abreast of his field and be able to communicate his knowledge effectively to others at their level of comprehension. He must have a thorough acquaintance with psychological principles and be able to make practical use of them in teaching. Above all, the teacher must desire to improve. He would do well to devise, then follow, a carefully constructed plan for improvement. In a quest for betterment, consistency is a key concern. Without consistency, the teacher will soon find
that he cumulative effect of his efforts is diminished, continuity is thwarted, and improvement moves forward at an unsteady pace.

The individual instructor can develop his own program for self-improvement by

- Identifying what comprised effective teaching?
- Identifying personal weaknesses in teaching
- Establishing a systematic program of self-appraisal
- Devising and identifying procedures that will lead to improvement
- Using the suggestions of other professionals-teachers, supervisors, and administrators
- Making effective use of student opinions
- Identifying and using rating scales and other devices in self appraisal
- Appraising his subject-matter competence
- Carefully analyzing his personality
- Appraising the effectiveness of his methods
- Evaluating student-teacher relationships
- Analyzing the effect of membership and participation in professional organizations
- Recognizing the benefits of additional graduate work
- Recognizing the benefits of additional types of in-service training.

**Dimensions of Teacher Quality**

Conceptual distinctions concern three aspects or dimensions of teacher quality that are commonly used in making judgments about the quality of work performed by teachers. Medley (1982) and Medley and Shannon (1994) distinguished between teacher effectiveness, teacher competence and teacher performance. Teacher effectiveness is a matter of the degree to which a teacher achieves desired effects upon students. Teacher performance is the way in which a teacher behaves in the process of teaching, while teacher competence is the extent to which the teacher possesses the knowledge and skills (competencies) defined as necessary or desirable qualifications to teach. These dimensions are important because they influence the types of evidence that are gathered in order for judgments about teachers to be made. As Medley and Shannon (1994) pointed out, the main tools used in assessing teachers' competence are paper-and-pencil tests of knowledge, the main tools for assessing teachers' performance are observational schedules and rating
scales, and the main tools for assessing teachers' effectiveness involve collecting "data about the teacher's influence on the progress a specified kind of student makes toward a defined educational goal" (p.6020) and are most likely to be student achievement tests. Effectiveness is the "what of change" while improvement is the "how of change" (Stoll and Fink 1996). Teacher motivation, therefore, is anything done to make teachers happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work so that both students, parents and the society will greatly benefit from their services.

Teachers have both intrinsic and extrinsic needs. A teacher who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self-actualization. On the other hand, an extrinsically motivated teacher may perform the activity/duty in order to obtain some reward such as salary. Extrinsic motivation plays an important part in people's life. It is pre- eminent in influencing a person's behaviour. Therefore, the aim of the organization should be to build on and enhance the intrinsic motivation for teachers to teach effectively and at the same time, to supply some extrinsic motivation along the way for school improvement (O'neil, 1995).

1.15 NEED AND SIGNIFICANCE OF THE STUDY

Teacher in the emerging Indian society has a very pivotal role to play in the social reconstruction and in the transmission of wisdom, knowledge and experiences of one generation to another. Children are the potential wealth of a nation. They are always exposed to the information of the teacher. It is, therefore, necessary to realize that the emerging Indian society can achieve all round development with the help of the teacher who acts as a powerful agency in transmitting its cherished values. A teacher is not only a custodian of a nation’s values but is also an archit ect par excellence of new values. A teacher can help our country in the process of reconstruction. But so far we have not been able to harness this hugely useful manpower. This could be possible if teacher’s role is properly recognized and s/he is in a proper frame of mind to understand the problems of the country and make a sincere effort to create a climate in which society can move forward.
Now with the increasing complexity of modern times, education faces ever-changing new demands, and mostly teachers have to bear the brunt of the changes. Not only students, but also teachers, need motivation. Many tasks that teachers must perform are not pleasant; they need to be motivated to perform these tasks. It is desirable that motivation for teachers be as intrinsic as possible. For example, Shechtman, Reiter, & Schanin (1993) found that most teachers were aware of many negative elements that are likely to be present when students with special needs are mainstreamed into their classrooms. Many of these teachers resist mainstreaming and resist the consultation processes that could help them work with these students. On the other hand, other teachers see positive as well as negative elements in mainstreaming; for example, they may perceive working with mainstreamed students to be a professional challenge. Success at teaching these students would be a boost to their self-esteem, and so they are inclined to embrace the challenge of having these students in their classrooms. By viewing their work with these students as a challenge, these teachers are motivated to work harder than they would have to work if such challenges were not present. It is important both that others see to it that teachers find fulfillment and that teachers themselves look for intrinsic motivation in their work.

The bipolar process of education involves the inter-play of the educator and the learner. In this process, the personality of the educator acts on that of the learner in order to modify the latter’s development. Lack of motivation may cause teachers to be less successful in teaching. Unreasonable demands of administrators, discouraging team spirit, neglecting rewards, financial problems are the factors related to de-motivation. It should not be forgotten that every teacher is not motivated entirely by the same demands and needs. Job satisfaction of each employee is different from the other. Without having intrinsic motivation, lack of success is inevitable. If there are not any factors motivating teachers, the productivity will decrease drastically. It is obvious that intrinsic rewards outweigh extrinsic ones in educator motivation and job satisfaction. The criticism exists is that most of the schools and school authorities do not consider the needs of the teachers, they are not motivated in a proper order and they face difficulties to satisfy their needs and hence, they cannot perform their duties in an effective manner. There is no doubt that if the teacher is dissatisfied it affects the teaching-learning situations
and reduces the expected outcome. Hence, it is necessary to identify the factors which affect the motivation of teachers. The investigator decided to study the motivational factors that affect the effectiveness of the teachers. Mainly institutional, social and psychological factors are related with one’s motivation. How far these factors influence teachers’ motivation? Whether these factors have anything to do with teacher effectiveness? Etc are the queries to be answered through this study. The investigator planned to conduct a study on motivational factors leading towards efficiency among teachers and useful suggestions can be offered to the educationists, authorities and teachers to improve the teachers’ motivation.

The present system of education is changing according to need of the time. The constructivist theories, child centered and activity based curriculum of today empower the various faculties of child. To help the children towards the development, teachers scaffolding is very necessary. The year old traditional teacher centered classrooms are outdated and no longer valid. The role of the teacher must change according to the need of the educational system, since the educational system implies innovations and technological aspect of present day-to-day life the teachers have to cope up with the scenario accordingly. The learners can intake such kind of progress without any hesitation since they are the part and parcel of the new fast growing generation, hence only teacher should make up with the changes. From the experience of the investigator as a teacher understood the need of motivation and teaching effectiveness among the teachers at secondary level. Secondary education is the crucial stage of education which bridges the gap between primary and higher secondary education. The innate abilities of a secondary school student can only be developed if the teacher is prepared through a proper system of teacher education, which help him/her to develop a professional way of teaching for his society. Teachers should receive a proper environment of motivation and thereby they can become effective in the classroom. Otherwise they fail in the implementation of proper teaching learning strategies in the classroom, which affect the learning of the student. As a teacher in the secondary education system, the investigator felt it is a dire need to conduct a study of this kind. Hence, the investigator decided to conduct a study of secondary school teachers of Gujarat State with respect to their motivation and effectiveness in teaching. The investigator is hopeful that the findings and suggestions of the study will help all the stake holders of
education to prepare plans for proper implementation of programmes and to organize various in-service programmes to improve the motivation and teacher effectiveness in Gujarat State and the model can also be utilized by others.

The study has been stemmed from the thoughts of the investigator. As a teacher the investigator felt the need and significance of a study of this kind. Motivation has major role in enhancing efficiency of teachers. Teachers who are motivated properly can work their level best, which in turn result the empowerment of teacher, they can contribute to the field of education and national development. Hence, the investigator decided to conduct a research on study of secondary school teachers of Gujarat State with respect to their Motivation and Effectiveness in Teaching.

1.16 TITLE OF THE STUDY

Teaching is a complex activity which requires many skills. Though the teachers of today work hard, the result is not satisfactory and the standard of education in our country is not up to the mark. There is wide criticism among the people who are in the field of education that the teachers working in the school system are not efficient. There are many factors which directly or indirectly affect the efficiency of teachers. One of the main factors behind their inefficiency is lack of motivation. If the teachers of today get proper motivation, if they could satisfy their social and economic needs in a satisfactory manner they may perform their duty well and that will result to the professional development of teachers. The investigator has selected problem of the study on teacher motivation and teacher effectiveness in the secondary education system. It also empowers the scholastic achievement of students. Hence, the problem of the study has been stated as under,

“A STUDY OF SECONDARY SCHOOL TEACHERS OF GUJARAT STATE WITH RESPECT TO THEIR MOTIVATION AND EFFECTIVENESS IN TEACHING"

1.17 PRESENT STUDY

The present study is aimed at studying the relationship between the motivation of secondary school teachers and their effectiveness in teaching. This study analyses the
relationship of motivation and teacher effectiveness. It analyses the gender wise differences in the motivation and effectiveness in teaching. It is to study the difference in motivation and teacher effectiveness with regard to the locality, gender, subjects taught, teachers’ motivation and effectiveness, their status, stream of teaching, type of institution, and years of experience in the teaching profession.

1.18 OBJECTIVES OF THE STUDY

To realize the need of motivation and to understand the effect of motivation on the efficiency of teachers, the investigator planned to conduct the present study based on the following objectives.

Objectives of the study are-

1. To find out the correlation between motivation and teaching effectiveness of school teachers with respect to gender, age, area of school, status of teachers stream, experience and type of school.
2. To compare the means scores of motivation of school teachers with respect to gender, age, area of school, status of teachers, stream, experience and type of school
3. To compare the means scores of teaching effectiveness of school teachers with respect to gender, age, area of school, status of teacher, stream, experience and type of school

1.19 TERMS USED IN THE STUDY

Motivation: The scores obtained on self constructed Teacher Motivation Scale were considered as the motivation of teachers. This scale included Institutional, Social and Psychological as components of the scale.

Arts Stream Teachers: Teacher who teaches subjects Social Science and Languages.

Science Stream Teachers: Teacher who teaches Science subjects Mathematics and Science

Teaching Effectiveness: the scores obtained on Kulsum Teacher Effectiveness Scale represent the teaching effectiveness of teachers. This scale included items from preparation and planning for teaching, classroom management, knowledge of subject matter, teacher characteristics, inter personal relations as components
**Shikshan Sahayak:** Secondary School teachers who are appointed on fixed salary for the first five years (consolidated payment/contractual) as per the Govt. rules and regulations.

**Permanent Teachers:** Teachers are appointed on regular basis and draw full scale of pay with all facilities of Government servant.

**Self Finance Schools:** Schools which are managed by private organizations/trust or societies and find their own financial resources by themselves. The teachers of such schools are not paid any salary from government.

**Grant-in-Aid Schools:** The schools which obtain at least salary of teachers from government and fully aided are considered as grant in aid schools.

**Standard:** In the present study, the grade or class in which the student is studying is meant as standard.

**Board:** The term Board here in this study means Gujarat Secondary Education Board.

**Medium:** The term medium in the present study refers to the language of study in school.

### 1.20 HYPOTHESES OF THE STUDY

In order to obtain the objectives of the present study, the researcher formulated the following hypotheses for testing. Hypotheses of the present study are presented in null form. The hypotheses of the study are-

1. There is no significant correlation between motivation and teaching effectiveness of teachers.
2. There is no significant correlation between motivation and teaching effectiveness of male teachers.
3. There is no significant correlation between motivation and teaching effectiveness of female teachers.
4. There is no significant difference between the correlation of motivation and teaching effectiveness of male and female teachers.
5. There is no significant correlation between motivation and teaching effectiveness of teachers till the age of 40 years.
6. There is no significant correlation between motivation and teaching effectiveness of teachers above the age of 40 years.
7. There is no significant difference between correlation of motivation and teaching effectiveness in teachers till 40 years and above 40 years age teachers.
8. There is no significant correlation between motivation and teaching effectiveness of rural teachers.
9. There is no significant correlation between motivation and teaching effectiveness of urban teachers.
10. There is no significant difference between the correlation of teaching motivation and teaching effectiveness of rural and urban teachers.
11. There is no significant correlation between motivation and teaching effectiveness of Shikshan Sahayak teachers.
12. There is no significant correlation between motivation and teaching effectiveness of permanent teachers.
13. There is no significant difference between the correlation of motivation and teaching effectiveness of Shikshan Sahayak Teachers and Permanent Teachers.
14. There is no significant correlation between motivation and teaching effectiveness of arts teachers.
15. There is no significant correlation between motivation and teaching effectiveness of science teachers.
16. There is no significant difference between the correlation of motivation and teaching effectiveness of Arts and Science teachers.
17. There is no significant correlation between motivation and teaching effectiveness of teachers till the experience of 20 years.
18. There is no significant correlation between motivation and teaching effectiveness of teachers above the experience of 20 years.
19. There is no significant difference between the correlation of motivation and teaching effectiveness of teachers below experience of 20 years and above experience of 20 years.
20. There is no significant correlation between motivation and teaching effectiveness of grant in aid teachers.
21. There is no significant correlation between motivation and teaching effectiveness of self finance teachers.
22. There is no significant difference in type of school on relationship between motivation score and teaching effectiveness of teachers.
23. There is no significant difference in mean scores of motivation of male and female teachers.
24. There is no significant difference in mean scores of motivation of till 40 and above 40 years of age teachers.
25. There is no significant difference in mean scores of motivation of urban and rural area school teachers.
26. There is no significant difference in mean scores of motivation of shikshan Shayak and Permanent teachers.
27. There is no significant difference in mean scores of motivation of arts and science stream school teachers.
28. There is no significant difference in mean scores of motivation of till 20 and above 20 years experience teachers.
29. There is no significant difference in mean scores of motivation of grant in aid and self finance school teachers.
30. There is no significant difference in mean scores of teaching effectiveness of male and female teachers.
31. There is no significant difference in mean scores of teaching effectiveness of till 40 and above 40 years of age teachers.
32. There is no significant difference in mean scores of teaching effectiveness of urban and rural area school teachers.
33. There is no significant difference in mean scores of teaching effectiveness of Shikshan Sahayak and Permanent teachers.
34. There is no significant difference in mean scores of teaching effectiveness of arts and science stream school teachers.
35. There is no significant difference in mean scores of teaching effectiveness of till 20 and above 20 years experience teachers.
36. There is no significant difference in mean scores of teaching effectiveness of grant in aid and self finance school teachers.
1.21 LIMITATIONS AND DELIMITATIONS OF THE STUDY

This study is delimited to the following-

1. It was delimited to the English Medium Secondary School teachers of GSEB, Gandhinagar.
2. It was delimited to English Medium Secondary School only.
3. It was delimited to the teacher motivation and effectiveness in teaching.

Limitations of tools were the Limitations of the study.

1.22 PLANNING OF THE SUBSEQUENT CHAPTERS:

Chapter I of the present report contains introduction and theoretical overview of the problem, need and significance of the study, title of the problem, objectives of the study, definition of terms used in the investigation, hypotheses, specific questions to be answered and delimitations of the study.

Chapter II presents a summary of related studies conducted reviewed by the Investigator.

Chapter III describes the methodology of the study covering the design of the study, selection of sample and sampling procedure, description of tools used for data collection, scoring procedure and statistical techniques used for analysis.

Chapter IV The details of the analysis of the data and interpretations are given in.

Chapter V presents a summary of the study, major findings, and tenability of hypotheses, educational implications of the study, discussion and suggestions for further research in this area.

The researcher after a thorough study of the set conceptual framework has extensively surveyed the literature on the motivational factors leading towards efficiency among teachers. A systematic treatment of review of related research is reported in Chapter II.