

RELATIONSHIP BETWEEN TEACHER MOTIVATION AND TEACHER VALUES AMONG HIGHER SECONDARY SCHOOL TEACHERS

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Abstract : In this study, an attempt has been made to study the relationship between Teacher motivation and Teacher values among higher secondary school teachers. The Teacher Motivation Scale (TMS) constructed and validated by the investigator and Teacher Values Inventory (TVI) constructed and validated by Harbhajan Singh and Ahluwalia (1998) were used to collect the data from a sample of 480 higher secondary school teachers in Cuddalore district of Tamilnadu, India. The survey method has been followed and random sampling technique was used in administration of the research tools. The result of the analysis reveals that the higher secondary school teacher's teacher motivation is average and also teacher values are average. There is significant difference in the teacher motivation of higher secondary school teachers with regard to gender and locality and also there is significant difference in the teacher values of higher secondary school teachers with regard to gender; there is no significant difference in the teacher values of higher secondary school teachers with regard to locality; there exists a significant and positive relationship between Teacher motivation and Teacher values of higher secondary school teachers.

IndexTerms - Higher Secondary School Teachers, Teacher Motivation, Teacher Values, Gender and Locality

I. INTRODUCTION

Teacher motivation involves both the desire to teach and one's interpersonal style toward students. A teacher's own personal motivation revolves around the extent of psychological need satisfaction experienced during the act of teaching, and it manifests itself in terms of teacher enthusiasm and job satisfaction. A teacher's motivating style toward students revolves around what teachers say and do during instruction to motivate students to engage in learning activities, and it manifests itself in terms of autonomy-supportive versus controlling teaching.

Values relate to the aims of human life. For the achievement of the aims, men frame certain notions and these notions are called values. In the words of W.HL Kilpatrick (1967), that out of man's capacity for goal seeking behaviour arise his wants and efforts and out of these come in consciously chosen ends (goals) and means. Because a goal ends in conflict, man is let to with his goals against each other. When this is done critically, enough values emerge. According to Henderson (1992), it has been pointed out that man acts to satisfy his wants, at anything which satisfies, a human want becomes thereby a value. To say, then that our conduct is motivated by our value and it is another way of saying that we act to satisfy our wants.

Objectives of the Study

1. To find out the level of teacher motivation among higher secondary school teachers.
2. To find out the level of teacher values among higher secondary school teachers.
3. To find out whether there is any significant difference in the teacher motivation among higher secondary school teachers with regard to sub-samples a) Gender and b) Locality.
4. To find out whether there is any significant difference in the teacher values among higher secondary school teachers with regard to sub-samples a) Gender and b) Locality.
5. To find out whether there is any significant relationship between teacher motivation and teacher values among higher secondary school teachers.

Hypotheses of the Study

1. The level of teacher motivation among higher secondary school teachers is low.
2. The level of teacher values among higher secondary school teachers is low.
3. There is no significant difference in the teacher motivation among higher secondary school teachers with regard to sub-samples a) Gender and b) Locality.
4. There is no significant difference in the teacher values among higher secondary school teachers with regard to sub-samples a) Gender and b) Locality.
5. There is no significant relationship between teacher motivation and teacher values among higher secondary school teachers.

Method and Sample of the Study

The normative survey method has been adopted in this study. The random sampling technique has been used in the selection of a sample of 480 higher secondary school teachers in Cuddalore District in Tamilnadu State.

Scoring Procedure

For this purpose the teacher motivation scale constructed and validated by the Investigator was used the high range is 262 and above, average range is 221-261 and low range is 220 and below. Teacher values inventory constructed and validated by Harbhajan Singh and Ahluwalia (1998) was used the high range is 571 and above, average range is 468-570 and low range is 467 and below

II. ANALYSIS AND INTERPRETATION DATA

The following statistical techniques have been used in the present study

- (i) Descriptive Analysis
- (ii) Differential Analysis
- (iii) Correlation Analysis

The analysis and interpretation are given the following tables

Hypothesis 1

The level of teacher motivation among higher secondary school teachers is low.

Table-1

Showing the Mean and Standard Deviation scores of teacher motivation among higher secondary school teachers

Variable	N	M	SD
Teacher Motivation	480	240.75	20.93

It is evident from the Table 1, that the calculated mean score of entire sample is found to be 240.75 and the standard deviation value is 20.93. The mean score is average value of 221-261. Therefore Hypothesis 1 is rejected and hence it is inferred that the teacher motivation among higher secondary school teachers is average.

Hypothesis 2

The level of teacher values among higher secondary school teachers is low.

Table-2

Showing the Mean and Standard Deviation scores of teacher values among higher secondary school teachers

Variable	N	M	SD
Teacher Values	480	519.08	52.11

It is evident from the Table 2, that the calculated mean score of entire sample is found to be 519.08 and the standard deviation value is 52.11. The mean score is average value of 468-570. Therefore Hypothesis 2 is rejected and hence it is inferred that the teacher values among higher secondary school teachers is average.

Hypothesis 3

There is no significant difference in the teacher motivation among higher secondary school teachers with regard to the sub-samples a) gender, b) locality

Table-3

Showing the Mean and Standard Deviation scores of teacher motivation among higher secondary school teachers with regard to the sub-samples

Variable	Sub-Samples	N	M	SD	't' value	Level of Significance at 0.05 level
Teacher Motivation	Male	210	239.09	20.57	2.32	Significant
	Female	270	241.84	21.33		
	Rural	139	241.04	21.97	2.25	Significant
	Urban	341	240.49	20.37		

It is evident from the Table 3, that the calculated 't' values are found to be 2.32 and 2.25 for gender and locality respectively which are significant at 0.05 level. Hence, the framed null hypothesis 3(a) and 3(b) are rejected and it is concluded that the gender and locality among higher secondary school teachers differ significantly in their teacher motivation.

Hypothesis 4

There is no significant difference in the teacher values among higher secondary school teachers with regard to the sub-samples a) gender, b) locality

Table-4
Showing the Mean and Standard Deviation scores of teacher values among higher secondary school teachers with regard to the sub-samples

Variable	Sub-Samples	N	M	SD	't' value	Level of Significance at 0.05 level
Teacher Values	Male	210	519.25	63.40	3.33	Significant
	Female	270	517.98	49.26		
	Rural	139	517.61	56.06	1.94	Not Significant
	Urban	341	520.78	57.94		

It is evident from the Table 4, that the calculated 't' values are found to be 3.33 for gender respectively which is significant at 0.05 level. Hence, the framed null hypothesis 4(a) is rejected and it is concluded that the gender among higher secondary school teachers differ significantly in their teacher values.

It is evident from the Table 4, that the calculated 't' values are found to be 1.94 for locality respectively which is not significant at 0.05 level. Hence, the framed null hypothesis 4(b) is accepted and it is concluded that the locality among higher secondary school teachers do not differ significantly in their teacher values.

Hypothesis-5

There is no significant relationship between teacher motivation and teacher values among higher secondary school teachers.

Variables	N	'r' value	Level of significance
Teacher motivation and Teacher values	480	0.251	Significant

Table - 5

Showing the correlation values between teacher motivation and teacher values among higher secondary school teachers

The co-efficient of correlation between teacher motivation and teacher values among higher secondary school teachers is found to be 0.251 at 0.01 level, which indicates that there is a significant correlation between teacher motivation and teacher values scores. Hence, it is concluded that there is a significant and positive relationship between teacher motivation and teacher values among higher secondary school teachers.

Findings of the Study

1. The teacher motivation among higher secondary school teachers is average.
2. The values among higher secondary school teachers are average.
3. There is significant difference between male and female higher secondary school teachers with respect to their teacher motivation.
4. There is significant difference between rural and urban area higher secondary school teachers with respect to their teacher motivation.
5. There is significant difference between male and female higher secondary school teachers with respect to their teacher values.
6. There is no significant difference between rural and urban area higher secondary school teachers with respect to their teacher values.
7. There exists significant and positive relationship between teacher motivation and teacher values among higher secondary school teachers.

III. CONCLUSIOON

The higher secondary school teacher's teacher motivation is average and also teacher values are average. There exists significant and positive relationship between teacher motivation and teacher values among higher secondary school teachers.

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