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A STUDY ON MOTIVATION OF AIDED SCHOOL AND UN AIDED SCHOOL TEACHERS

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Abstract

Teacher motivation is an important factor that drives educators commitment and effort in their roles. Motivated teachers are more likely to invest time and energy in to their teaching. Teacher's motivation is a fundamental factor influencing the quality of education. As it directly affects teaching effectiveness student engagement and overall school success .This present study examines the motivational difference between teacher in aided and un aided schools. Focusing factor such as job satisfaction, financial incentives, administrative support and work life balance. Data collected through survey from both types of institutions. The finding the revels distinct motivational pattern with aided school teachers reporting higher job security but lower financial incentives compared to their un aided counterpart the study concludes while both group face unique motivation. The study concludes with recommendation for school administration and policy makers to address specific motivational needs of teachers in aided and un aided institutions.

Introduction

Education is the corner stone of societal progress and teacher's stand at the heart of this transformative process. Teachers Motivation is the driving force that propels. Educators to pursue professional Excellence, it encompasses the inner 3rd dedication, and passion teachers bring to their classrooms, it is an powerful forces that determines the quality of Instruction, student involvement and the overall success of Educational Efforts. Motivated teachers are more inclined to go the Extra Mile, inspire their students and adapt to the Evolving landscape of Education.

Importance of the study

Teacher Motivation is operationally defined as the combination of intrinsic motivation, originating from a teachers genuine passion for teaching and learning and extrinsic motivation, arising from External rewards and recognition. Intrinsic Motivation is reassured using self report scales asserting teacher.Assessing Enthusiasm for their subject Master, in contract surveys Measure Extrinsic Motivation by evaluating the impact of rewards, promotions and administrative support on teacher Motivation levels. In the present study teacher Motivation refers to the scores obtained on teachers Motivation scale developed by Prashanth.N.S.

Teacher Motivation plays a pivotal role in the quality of Education delivered to students, the enthusiasm, dedication and commitment of teacher's are essential factors influencing the learning Environment and student outcomes.

Objectives of the study

1) To study the difference between Aided and Unaided school teachers with respect to the Motivation scores.
2) To study the difference between Aided and Unaided Male school teachers Motivation.
3) To study the difference between Aided and Unaided school Female teachers Motivation.
4) To study the Motivation of Male and Female teachers of Aided schools.
5) To study the Motivation of Male and Female teachers of unaided schools.

Methodology

For the present study researcher has used survey method under descriptive method.

Sample

Sl. No.	Name of the Schools	Types of the Schools	Number of Teachers
1	Indian International school, Chitradurga	Unaided	18
2	Bapuji High school, Chitradurga	Aided	4
3	Bapuji Girls High school, Chitradurga	Aided	6
4	M.M. High school, chitradurga	Aided	2
5	Bharathiya High school, Madakaripura	Aided	4
	Total		**36**

Tools used for the collection of the data

1) Teacher Motivation scale

Variables of the study

1) Teacher Motivation scale-Independent variable.
2) Gender-Moderator variable
3) Type of Institution- Moderator variable

Statistical techniques used for data Analysis

t-test

Null hypothesis: 1) There is no significant difference between aided and unaided high school teachers with respect to teacher motivation scores

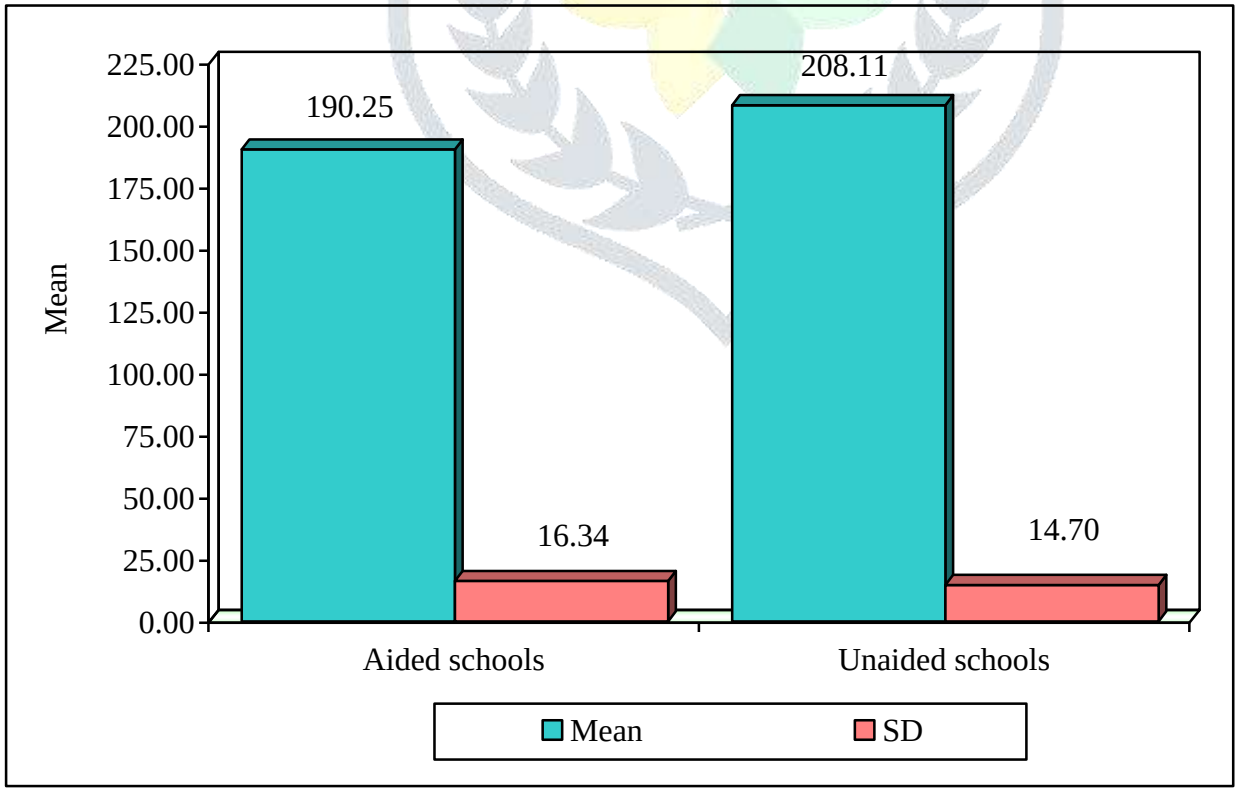
To test the above null hypothesis, the independent t test was applied and the results are presented in the following table.

Table: Results of independent t test between aided and unaided high school teachers with respect to teacher motivation scores

Management schools	n	Mean	SD	SE	t-value	P-value
Aided schools	16	190.25	16.34	4.09	-3.3553	0.0021,S
Unaided schools	18	208.11	14.70	3.46		

From the results of the above table, it can be seen that, a significant difference was observed between aided and unaided high school teachers with respect to teacher motivation scores (t=-3.3553, p=0.0021) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teacher motivation scores are significantly higher in teachers of unaided high schools as compared to teachers of aided high schools. The mean scores are also presented in the following figure.

Figure: Comparison between aided and unaided high school teachers with respect to teacher motivation scores



Null hypothesis: 2) There is no significant difference between aided and unaided high school male teachers with respect to teacher motivation scores

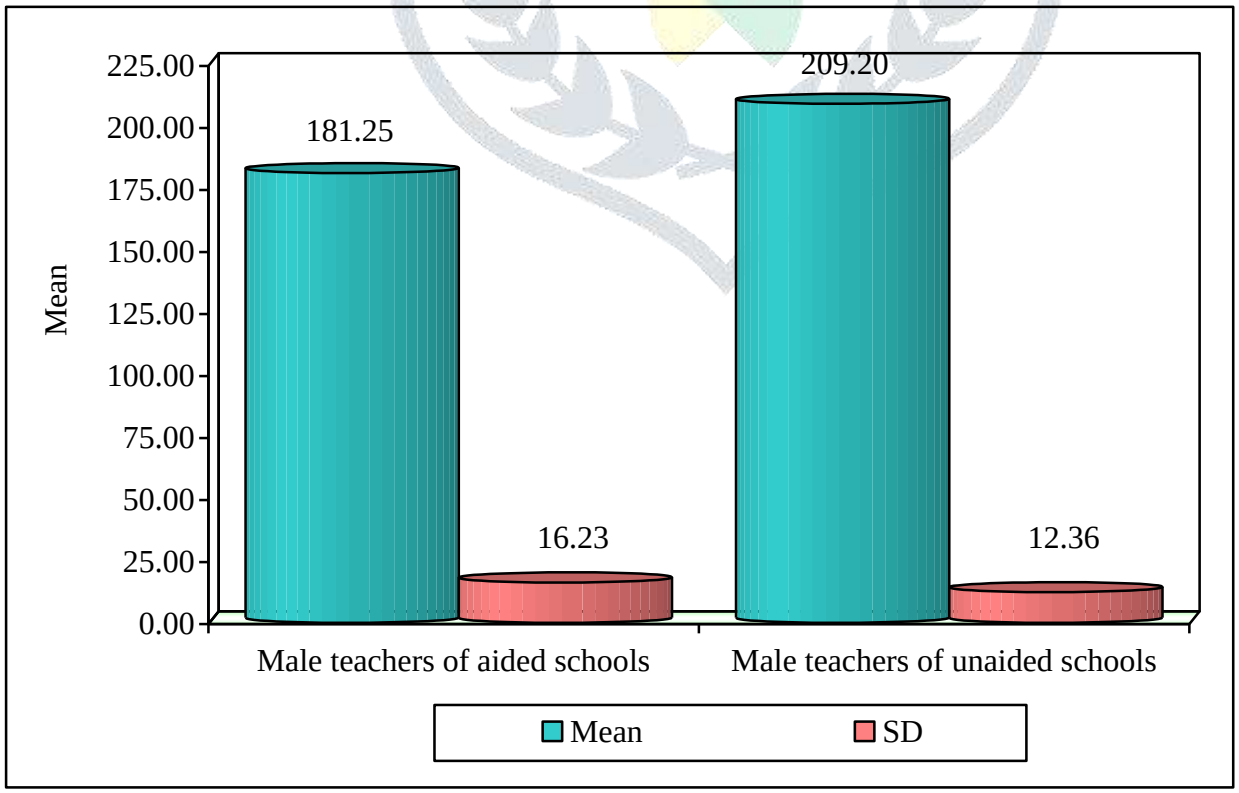
To test the above null hypothesis, the independent t test was applied and the results are presented in the following table.

Table: Results of independent t test between aided and unaided high school male teachers with respect to teacher motivation scores

Management schools	n	Mean	SD	SE	t-value	P-value
Male teachers of aided schools	8	181.25	16.23	5.74	-3.2823	0.0073,S
Male teachers of unaided schools	5	209.20	12.36	5.53		

From the results of the above table, it can be seen that, a significant difference was observed between aided and unaided high school male teachers with respect to teacher motivation scores (t=-3.2823, p=0.0073) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teacher motivation scores are significantly higher in male teachers of unaided high schools as compared to male teachers of aided high schools. The mean scores are also presented in the following figure.

Figure: Comparison between aided and unaided high school male teachers with respect to teacher motivation scores



Null hypothesis: 3) There is no significant difference between aided and unaided high school female teachers with respect to teacher motivation scores

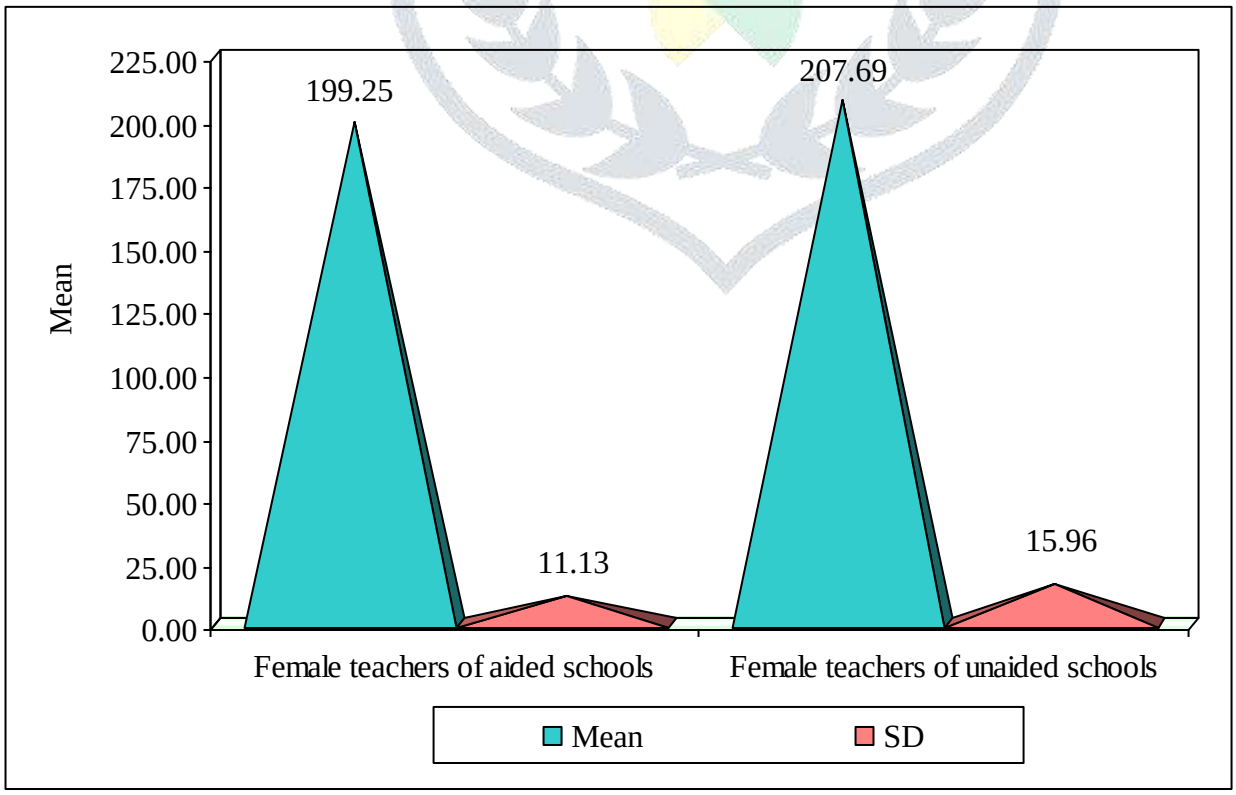
To test the above null hypothesis, the independent t test was applied and the results are presented in the following table.

Table: Results of independent t test between aided and unaided high school female teachers with respect to teacher motivation scores

Management schools	n	Mean	SD	SE	t-value	P-value
Female teachers of aided schools	8	199.25	11.13	3.94	-1.3076	0.2066, NS
Female teachers of unaided schools	13	207.69	15.96	4.43		

From the results of the above table, it can be seen that, no significant difference was observed between aided and unaided high school female teachers with respect to teacher motivation scores (t=-1.3076, p=0.2066) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the teacher motivation scores are similar in female teachers of aided and unaided high schools. The mean scores are also presented in the following figure.

Figure: Comparison between aided and unaided high school female teachers with respect to teacher motivation scores



Null hypothesis: 4) There is no significant difference between male and female teachers of aided high school with respect to teacher motivation scores

To test the above null hypothesis, the independent t test was applied and the results are presented in the following table

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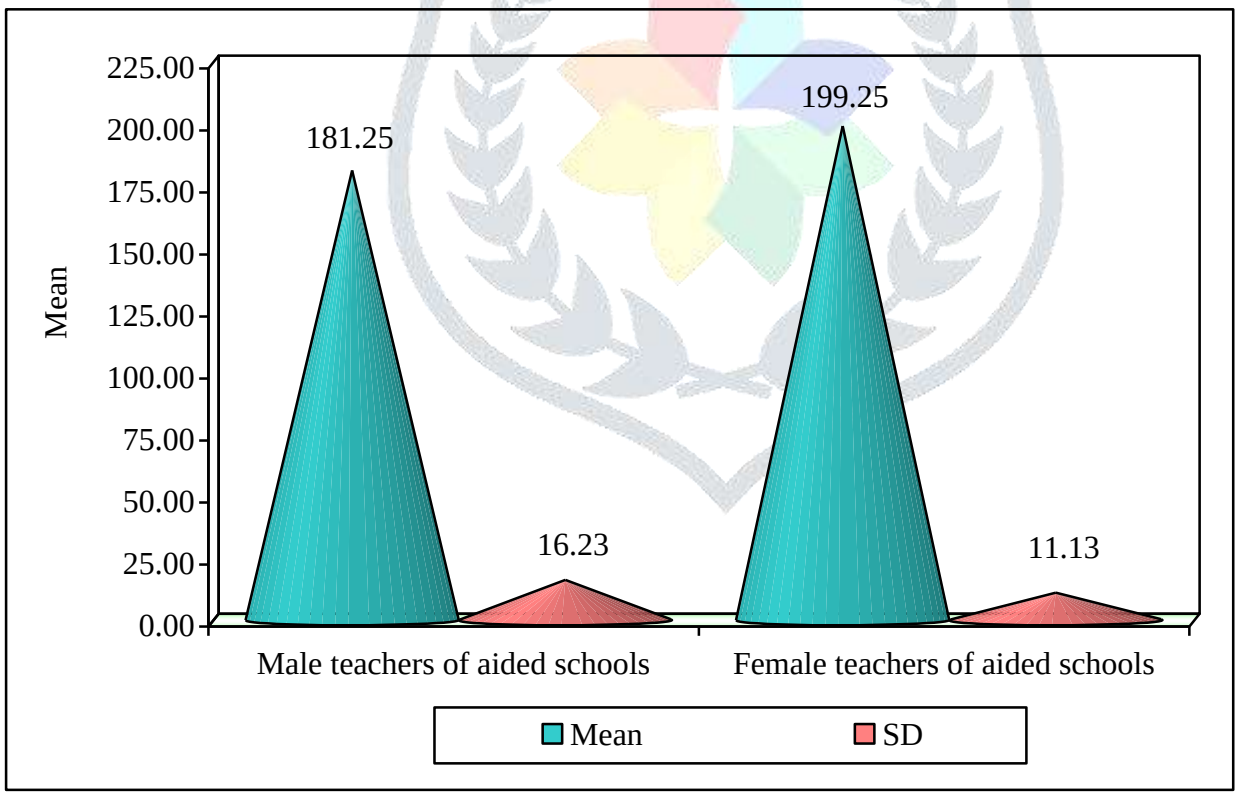
Table: Results of independent t test between male and female teachers of aided high school with respect to teacher motivation scores

Gender	n	Mean	SD	SE	t-value	P-value
Male teachers of aided schools	8	181.25	16.23	5.74		
Female teachers of aided schools	8	199.25	11.13	3.94	-2.5870	0.0215,S

From the results of the above table, it can be seen that, a significant difference was observed between male and female teachers of aided high school with respect to teacher motivation scores (t=-2.5870, p=0.0215) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teacher motivation scores are significantly higher in Female teachers of aided schools as compared to Male teachers of aided schools. The mean scores are also presented in the following figure.

Figure: Comparison between male and female teachers of aided high school with respect to teacher motivation scores



Null hypothesis: 5) There is no significant difference between male and female teachers of unaided high school with respect to teacher motivation scores

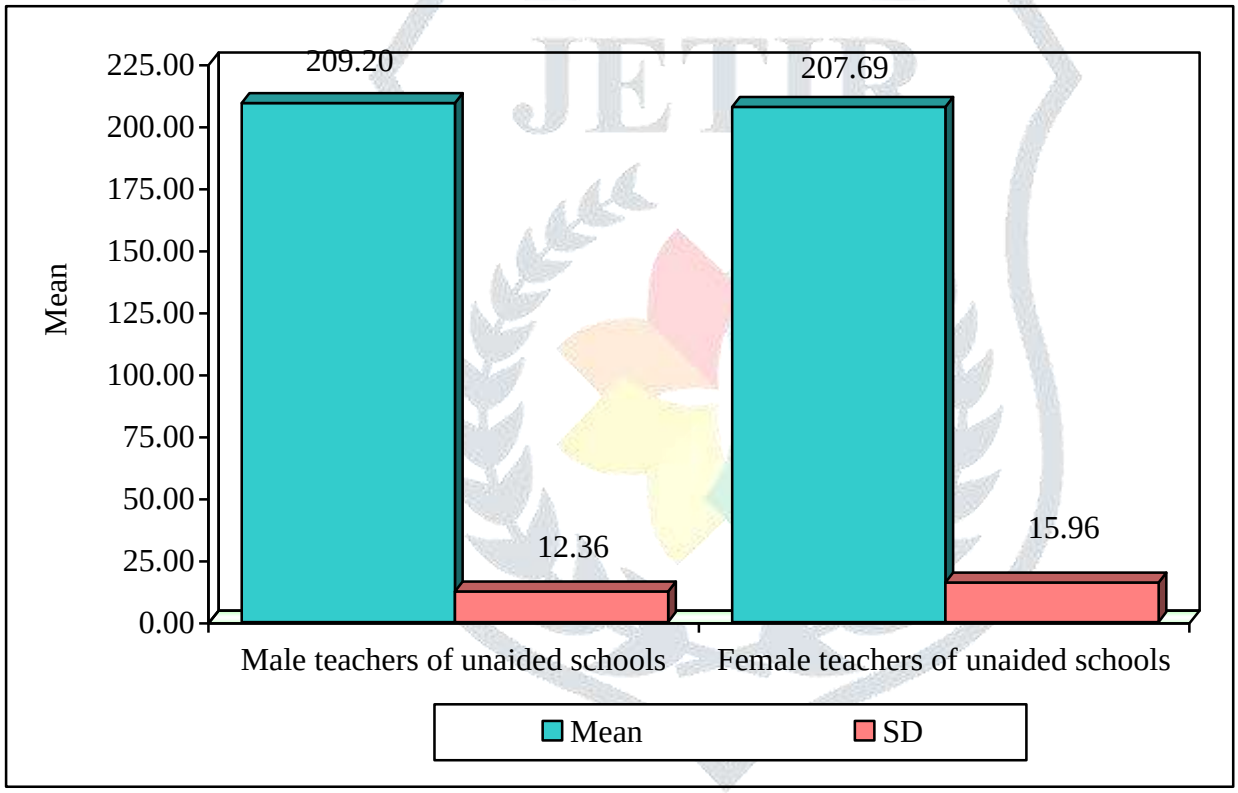
To test the above null hypothesis, the independent t test was applied and the results are presented in the following table.

Table: Results of independent t test between male and female teachers of unaided high school with respect to teacher motivation scores

Gender	n	Mean	SD	SE	t-value	P-value
Male teachers of unaided schools	5	209.20	12.36	5.53	0.1893	0.8522,NS
Female teachers of unaided schools	13	207.69	15.96	4.43		

From the results of the above table, it can be seen that, no significant difference was observed between male and female teachers of unaided high schools with respect to teacher motivation scores (t=0.1893, p=0.8522) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the teacher motivation scores are similar in male and female teachers of unaided high schools. The mean scores are also presented in the following figure.

Figure: Comparison between male and female teachers of unaided high school with respect to teacher motivation scores



Result of the study

1) There is a significance difference between Motivation of Aided and Unaided school Teachers.
2) There is a significance difference between Aided and Unaided school Male Teachers with respect to Teacher Motivation scores.
3) There is a significance difference between Aided and Unaided school Female Teachers with respect to Teacher Motivation scores.
4) There is a significance difference between Male and Female Teachers of Aided School with respect to the Motivation scores.

5) There is a significance difference between Male and Female Teachers of Unaided School with respect to the Motivation scores.

Conclusion

Education is an integral part of life and it plays a fundamental role in shaping individuals values and ethical beliefs teacher motivation is vital factor in the educational process, motivated teachers are more likely to implement educational reforms, engage students effectively and contribute to the overall success of the educational system. This study on teachers motivations can shed light on the factors that drive professional development recognizing and supporting these motivations can lead to a more dynamic and adaptable educational workforce. By understanding the value of motivation of teacher educators we can develop strategies to address their challenges. As a result of this study unaided ie private school female and male teachers motivation is high compared with female and male teachers of aided Schools as per there scores.

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