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Professional Pleasure and Teacher Motivation: A Study with Reference to Teachers of Selected Schools in Mangalore, Dakshina Kannada

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Abstract

All problems of educational methodology are primarily problems of motivation and learning, perception and thought. There is a need to inculcate and stimulate interest in a child. Today students need to be motivated towards learning, especially at the primary levels. Not all students are motivated by the same values, needs, desires or wants. A teacher is no longer viewed as the transmitter of knowledge, or dispenser of wisdom, but as a diagnostician, guide, assistant whenever appropriate-encouragement, stimulator, promoter and an interaction participator in the education process. A teacher walks on a tightrope between the reality of today and the anticipation of tomorrow and the distant future. Therefore, the role of a teacher has taken on new dimensions. The teaching community is playing a crucial role in moulding the lives and character of the future citizens of the country. Whether the same teaching community are enjoying the profession of teaching and are motivated in it. This paper tries to investigate the interrelation between professional pleasure and motivation of teachers in primary schools in Mangalore. Teachers teaching in Government, Aided and Unaided Primary Schools were selected at random and administered with a semi structured questionnaire. The collected data are analysed with appropriate statistical tools to arrive at the conclusion. It was found that professional pleasure of interaction with students and parents and also developing their personality and satisfaction of helping build a strong society motivates a teacher. But financial incentives are lacking especially to the teachers teaching in unaided schools.

Keywords: Motivation, professional pleasure, student motivation, financial incentives, interaction

Introduction

There was a stage of human history when a teacher was so much revered and venerated that his status stood even above 'God'. Saint Kabir said "Guru and God both are standing before me, whom should I bow? I shall bow before Guru, who showed me the way of God." At one stage of human history, the teacher became equal to God Matra devo Bhava, Pitra devo Bhava, Acharya Devo Bhava.

The general belief is that God is the real creator and director of human life. Similarly, a teacher is the moulder of thought, a real maker of man's personality and hence the guide of one's life. The teacher has been considered as the preserver of civilization, transmitter of culture, knowledge, values, and a developer of society. The teacher's role has always been emphasised as a morale booster for harmonising the worldly agonies and celestial bliss. But today teachers are not motivated adequately in order to discharge their duties and responsibilities effectively. Teachers are found to be absent from school. They feel that they have lost their status. They are not on par with other public servants.

Teacher Motivation

Motivation as process or behaviour refers to a reinforced, selective and goal directed behaviour initiated and energised by a motive, which aims to maintain balance and equilibrium

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of the person in relation to his environment by keeping his basic need in the process of satisfaction.

Teacher motivation is related to what makes the teachers happy, satisfied, dedicated, and committed so that they show their best performance in teaching their students. Teachers who inspire and motivate the students are included in the category of effective teachers.

According to the Kothari Commission, 'the destiny of a nation is being shaped in the classroom'. The teacher has the responsibility to shape that destiny. He is an educational leader and decision maker who directly affects and indirectly influences the students. It is the responsibility of the teacher to guide and inspire students, to enrich his discipline, to inculcate values, which are in consonance with our cultural heritage and our social objectives. The motivation and empowerment of teachers is required to ensure the best possible future for our children and our nation. (NEP 2020)

Need for the Study

Literature review points out the research gap in the study of interrelation between professional pleasure and teacher motivation. Teacher motivation plays an important role in the behaviour of a teacher and teacher student relationship. A motivated teacher motivates students to learn. This has led to the present study.

Objectives of the Study

1. To study the effect of Professional pleasure on motivation of the teachers in primary schools.
2. To investigate the difference in the impact of Professional pleasure on the motivation of the teachers of primary schools.

Research Methodology

The article is developed mainly on primary data collected through the questionnaire administered to the teachers of primary schools. Secondary sources such as books, journals, annual reports of Education Departments, and earlier research work in the related field were also referred. A semi-structured questionnaire was prepared for the teachers. Depending on the type of information to be collected, open-ended, multiple-choice type questions, and Likert scale (1932) were included in the questionnaire. A five-point Likert scale was used in the questionnaire to ensure higher statistical variability among the survey responses. Government, Aided and Unaided primary schools were selected at random. Stratified sampling technique was used to choose 214 teachers from the selected schools. The data collected from the teacher respondents were evaluated and analysed with appropriate statistical tools to arrive at the conclusion. Data summarization and data association techniques such as mean, percentage, standard deviation, and percentage mean were used. The ANOVA test, t-test, Regression analysis were used to draw inferences from the data.

Scope of the Study

The study has been undertaken in primary schools in Mangalore. Basically, there are three types of schools, namely,

- i). The Government schools, managed completely by the Government,
- ii). Aided schools, managed by private individuals or trust but a part of the funding is done by the Government, and
- iii). Un-aided schools, managed by private individuals or trusts without any financial assistance from the Government.

For the present study, primary schools affiliated to the Karnataka State Board were selected. Teachers teaching in these primary schools are the teacher target population.

Limitation of the Study

1. As the respondents, i.e., Teachers are engaged with teaching, evaluation, co-curricular activities, and administrative work in school, the information given due to the time constraint may be partially accurate or biased.
2. The study was conducted in the primary schools in Mangalore, generalisation cannot be arrived at based on this study.
3. The sample size of 214 teachers may be small to come to any serious conclusions and there is a possibility of the results not being accurate or partial due to the size of the sample.
4. As compared to female teacher respondents, male teacher respondents were very few. So, the analysis of the result based on this data cannot be generalised.

Review of Literature

Research studies on professional pleasure and motivation of teachers have been carried out. The findings of these studies are presented in brief.

- i). Han & Yin, Cogent Education (2016) ^[7] conducted research on Teacher motivation and found the three motivational factors (expectancy, value and affective) have different effects on teacher engagement in professional learning activities. Of all the motivational components, teacher self-efficacy explains most of the variance in teacher learning and teaching practices; value component indirectly influences teachers' sense of self-efficacy and engagement in teacher learning to a great extent; and the affective component in terms of teacher well-being and job satisfaction inhibit teachers' motivation to engage in learning and improve teaching practice.
- ii). Triyanto, Rif 'ati Dina Handayani (2016) ^[7] conducts research on Teacher Motivation based on Gender, Tenure and Level of Education in Indonesia and found that male teachers are more motivated than female teachers. Junior teachers have a higher motivation than senior teachers. Teachers with a bachelor's degree are more motivated than teachers with a master's degree.
- iii). Chiong, Menzies & Parameshwaran (2017) ^[1] conducted a study on analysing the motivations of teachers with 10 or more years' experience in England. Two prominent retention factors are identified-teachers perceived professional mastery and altruistic reasons. Perceived professional mastery is particularly important due to its mutually reinforcing analytic relationships with other reasons. Also, teachers' identification with intrinsic, altruistic, and perceived professional mastery reasons become stronger with years of experience, but in some cases, paradoxically, so does their identification with extrinsic reasons.
- iv). Khanal & Phyak (2021) ^[6] conducted a study on the factors affecting teacher motivation found that multiple factors influence teacher motivation towards teaching profession, which are broadly categorised under four areas: individual, school related, sociocultural and political. Policy-related factors include salary and benefits, leave facility, promotion, training, pensions, and freedom to trade union. Similarly, school-related factors for teacher motivation include school management, leadership, teaching load, professional development opportunities and feedback and reinforcement mechanism. Student-related factors contain class size, student composition, regularity, and discipline. Socio-cultural factors for teacher motivation include social recognition of teachers, political interference, and teacher-parent cooperation. Finally, the issue of teacher performance and motivation should be tied up with the policies of teacher professional development.
- v). Onyefulu, Michalak & Bavli (2023) ^[2] conducted research to study Teachers' motivation to choose teaching and remain in the profession in three countries of Jamaica, Poland and Turkey found that extrinsic, intrinsic, and altruistic motivation, roles and responsibilities, and opportunities were the main reasons teachers in the three countries chose the teaching profession. Teachers in the different stages of their careers remain in the profession because of a strong sense of vocation, a passion for teaching, a need to make a positive difference in students' life, job satisfaction, and connected with its rewards of being a teacher.
- vi). Joti kumari & Jai Kumar (2022) ^[5] conducted a study to identify the factors influencing teachers' motivation and evaluate the influence of motivation on teachers' job

performance in private schools in Mirpurkhas, Pakistan concludes that self-determined and non-self-determined motivation and factors influencing teachers' motivation significantly impact teachers' job performance. The factors that motivate teachers are a fair promotion system, adequate resources, an excellent working environment, incentives, income, job security, pleasure at work, training, and development, good organisational guidelines, and performance appraisal.

interact, guide, and help young students. A teacher also enjoys special status in the society as teaching is considered to be the noblest of all professions. The data from teacher respondents was analysed to study the effects of components of professional pleasure, namely opportunity to interact with parents, students, and others, teaching profession gives happiness and satisfaction, it enables one to lead financially comfortable life, and teaching career helps to improve personality, on teacher motivation. Analysis of the data is presented in the following tables:

Professional Pleasure

The teaching profession gives an opportunity to a teacher to

Table 1: Teacher motivation due to interaction with parents, students, and others.

Type of schools	Opportunities to interact with parents, students, and others.									
	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Mean	S.D.	Percentage Mean	ANOVA F value	p value
Govt. taluk	1(2.8%)	0(0.0%)	1(2.8%)	20(55.6%)	14(39.9%)	4.28	.779	85.56	2.825	.017 Sig
Govt. city	4(13.3%)	0(0.0%)	1(3.3%)	21(70.0%)	4(13.3%)	3.70	1.149	74.00		
Aided taluk	0(0.0%)	0(0.0%)	0(0.0%)	11(73.3%)	4(26.7%)	4.27	.458	85.33		
Aided city	2(4.9%)	1(2.4%)	3(7.3%)	20(48.8%)	15(36.6%)	4.10	.995	81.95		
Un-aided taluk	0(0.0%)	0(0.0%)	1(2.5%)	21(52.5%)	18(45.0%)	4.43	.549	88.50		
Un-aided city	4(7.7%)	1(1.9%)	5(9.6%)	26(50.0%)	16(30.8%)	3.94	1.092	78.85		
Total	11(5.1%)	2(.9%)	11(5.1%)	119(55.6%)	71(33.2%)	4.11	.936	82.15		

Source: Survey Data

As seen in Table No. 1.1, the teachers are highly motivated when they get opportunities to interact with parents, students, and others (mean ± SD 4.11±0.936 with percentage mean 82.15). The ANOVA test results show significant differences in teacher motivation between the teachers of various schools (F=2.825 and p=0.017). High motivation was observed among teachers of Un-aided taluk school (percentage mean 88.5) and low motivation was observed among the teachers of Government city schools (percentage mean 74) in relation to the above factor. It is also observed that Government Taluk school teachers (percentage mean 85.56) are comparatively

more motivated than Government city school teachers (percentage mean 74). Aided taluk school teachers (percentage mean 85.33) are comparatively more motivated than Aided city school teachers (percentage mean 81.95). Un-aided taluk school teachers (percentage mean 88.5) are comparatively more motivated than Un-aided city school teachers (percentage mean 75.85) in relation to the above factor. It indicates that taluk school teachers are more motivated with the opportunity to interact with parents, students and others when compared to city school teachers.

Table 2: Teacher motivation due to teaching giving happiness and satisfaction

Type of schools	Teacher motivation due teaching gives happiness and satisfaction									
	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	Mean	S.D.	Percentage mean	ANOVA F value	p value
Govt. taluk	0(0.0%)	0(0.0%)	1(2.8%)	12(33.3%)	23(63.9%)	4.61	.549	92.22	1.010	.413 NS
Govt. city	0(0.0%)	0(0.0%)	0(0.0%)	18(60.0%)	12(40.0%)	4.40	.498	88.00		
Aided taluk	0(0.0%)	0(0.0%)	0(0.0%)	8(53.3%)	7(46.7%)	4.47	.516	89.33		
Aided city	1(2.4%)	0(0.0%)	0(0.0%)	9(22.0%)	31(75.6%)	4.68	.722	93.66		
Un-aide taluk	0(0.0%)	0(0.0%)	0(0.0%)	12(30.0%)	28(70.0%)	4.70	.464	94.00		
Un-aided city	2(3.8%)	0(0.0%)	1(1.9%)	12(23.1%)	37(71.2%)	4.58	.871	91.54		
Total	3(1.4%)	0(0.0%)	2(.9%)	71(33.2%)	138(64.5%)	4.59	.656	91.87		

Source: Survey Data

As seen in Table No. 1.2, the teachers are highly motivated in relation to happiness and satisfaction due to the teaching profession (mean ± SD 4.59±0.656 with percentage mean 91.87). The ANOVA test results show no significant

difference in teacher motivation between the teachers of various schools (F=1.010 and p=0.413). It implies that happiness and satisfaction due to the teaching profession highly motivates the teachers.

Table 3: Teacher motivation due to teaching profession enables to lead financially comfortable life

Type of schools	Teaching profession enables to lead financially comfortable life									
	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	Mean	S.D.	Percentage mean	ANOVA F value	p value
Govt. taluk	0(.0%)	0(.0%)	0(.0%)	18(50.0%)	18(50.0%)	4.50	.507	90.00	2.314	.045 sig
Govt. city	1(3.3%)	0(.0%)	0(.0%)	21(70.0%)	8(26.7%)	4.17	.747	83.33		
Aided taluk	0(.0%)	0(.0%)	0(.0%)	12(80.0%)	3(20.0%)	4.20	.414	84.00		
Aided City	7(17.1%)	0(.0%)	1(2.4%)	18(43.9%)	15(36.6%)	3.83	1.395	76.59		
Un-aided taluk	1(2.5%)	0(.0%)	1(2.5%)	21(52.5%)	17(42.5%)	4.33	.764	86.50		
Un-aided city	3(5.8%)	0(.0%)	5(9.6%)	25(48.1%)	19(36.5%)	4.10	.995	81.92		
Total	12(5.6%)	0(.0%)	7(3.3%)	115(53.7%)	80(37.4%)	4.17	.941	83.46		

Source: Survey Data

As seen in table 1.3, the teachers are highly motivated due to the teaching profession which enables them to lead a financially comfortable life (mean \pm SD 4.17 \pm 0.941 with percentage mean 83.46). The ANOVA test results show significant differences in teacher motivation between the teachers of various schools (F=2.314 and p=0.045). Higher

motivation was observed among teachers of Government taluk schools (percentage mean 90) and comparatively lower motivation was observed among teachers of Aided city schools in relation to the above factor (percentage mean 76.59).

Table 4: Teacher motivation due to teaching career helps to improve personality

Type of schools	Teaching career helps me to improve my personality									
	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	Mean	S.D.	Percentage mean	ANOVA F value	p value
Govt. taluk	0(.0%)	0(.0%)	1(2.8%)	16(44.4%)	19(52.8%)	4.50	.561	90.00	.630	.677 NS
Govt. city	1(3.3%)	0(.0%)	0(.0%)	15(50.0%)	14(46.7%)	4.37	.809	87.33		
Aided taluk	0(.0%)	0(.0%)	0(.0%)	6(40.0%)	9(60.0%)	4.60	.507	92.00		
Aided city	0(.0%)	0(.0%)	0(.0%)	16(39.0%)	25(61.0%)	4.61	.494	92.20		
Un-aided taluk	0(.0%)	0(.0%)	0(.0%)	18(45.0%)	22(55.0%)	4.55	.504	91.00		
Un-aided city	1(1.9%)	1(1.9%)	2(3.8%)	17(32.7%)	31(59.6%)	4.46	.828	89.23		
Total	2(.9%)	1(.5%)	3(1.4%)	88(41.1%)	120(56.1%)	4.51	.648	90.19		

Source: Survey Data

As seen in the Table No. 1.4, the teachers are highly motivated in relation to teaching career helps to improve their personality (mean \pm SD 4.51 \pm 0.648 with percentage mean 90.19). The ANOVA test results show no significant

difference in teacher motivation among the teachers of various schools in relation to the above factor (F=0.630, p=0.677). It implies that a teaching career helps to improve the overall development of a teacher's personality.

Table 5: Regression Analysis to evaluate the significant components of professional pleasure leading to teacher motivation.

Model	Unstandardized Coefficients		Standardised Coefficients	t	p
	B	Std. Error	Beta		
3 (Constant)	.424	.072		5.889	p<0.001
Teaching profession enables to lead financially comfortable life	.280	.010	.473	26.719	p<0.001
Opportunities to interact with parents, students, and others	.268	.011	.450	25.399	p<0.001
Teaching career helps in overall development of personality	.366	.015	.426	24.090	p<0.001

Table 6: Dependent Variable: Motivation due to Professional Pleasure

Model	R	R Square	ANOVA F value	p value
3	.971	.942	1137.485	p<0.001

Backward Regression analysis was performed to study significant components of professional pleasure which leads to motivation among the teachers (as seen in table 1.5). All the components of professional pleasure have a significant impact on teacher motivation with R square 94.2%. Among the components, the teaching profession enables to lead financially comfortable life (β =.473) has greater impact on teacher motivation followed by the factor of opportunities to interact with parents, students, and others (β =.450), and

teaching career helps in overall development of personality (β = 0.426).

Findings

In relation to professional pleasure, namely, opportunities to interact with parents and students, satisfaction in the teaching profession, and teaching profession develops one's personality, teachers are highly motivated. Teachers in Unaided schools are highly motivated with opportunities to

interact with parents and students (percentage mean 83.67) comparatively lower motivation was observed among the teachers of Government schools (percentage mean 79.78). Aided and unaided schools. Teachers of Government schools are highly motivated in terms of teaching profession to lead financially comfortable lives (percentage mean 86.67) compared to the teachers of other schools.

Recommendations

1. Teachers of Aided and Unaided schools should be remunerated for their services at par with teachers of Government schools.
2. There should be a systematic process of continuous and healthy interaction of parents and teachers for the overall development of students and satisfaction of teachers.

Conclusion

There is hardly a teacher who does not want his or her students to learn what is taught in the classroom. But the fact is many of the teachers are not truly equipped to achieve their goal. Only those teachers who employ effective teaching strategies and motivated, achieve the goal to a large extent. Teachers should be motivated to enjoy the process and profession of teaching with adequate support from Government, administration, parents, and students.

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