

A Study on Teachers Motivation towards Students Learning Process in Kumbakonam Town

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ABSTRACT - This article discusses student's perception of those college classes likely to result in high and low classroom motivation. The theory of motivation relates to the reason for the learner believes are responsible for his/her success or failure. There is evidence to suggest that those learners who believes that success or failure result from "fixed" causes such as ability or causes which the learner sees as external to her, such as task difficulty, tend not to persist when they fail and so overall are less successful the they might be. By contrast, people who believe that success or failure results from their own effort tend to take responsibility for their own learning and persist after failure. We use theoretical fields about aspects of the teaching and learning process related to the motivation process and review elements of conceptualisation of motivation, as a process who involves external/extrinsic and internal/intrinsic components including elements of interpersonal relationship. For this research we have taken the sample size of 20 and by using the frequency distribution, chi-square test.

KEYWORDS: *interpersonal relationship, Motivation, success and failure.*

I. INTRODUCTION

Motivation is the reason for people's action, willingness and goals. Motivation is derived from the word "MOTIVE" which is define as a need that require satisfaction this needs could also be want or desire that are acquired through influences of culture, society, lifestyle and etc... or generally initiated. One of the most difficult aspect of becoming a teachers is learning how to motivate your students. They will look at teaching through a different lens, and in doing so, motivate their students in their learning too, motivation helps to energies, direct and sustain positive behaviour over a long period of time. In this research we are going to analyze the teacher's motivation towards the teaching and learning process from the students. The present study is attempted to study of teacher with respect to their motivation and effectiveness in motivating the student towards learning. This research is attempted to know the effectiveness of teachers to motivating the students towards learning process.

II. REVIEW OF LITERATURE

Breanne M. Harms and Neil A. Knobloch (2005) conducted a study on " Pre-service Teachers' Motivation and Leadership Behaviours Related to Career Choice" The purpose of the descriptive survey was to explore and describe why graduates who were certified to teach agriculture in secondary education chose teaching as a career. Twenty-nine student teachers from four universities in a Midwestern state participated in the study. The study found that 24 out of 29 pre-service teachers in

the study planned to become teachers. Career choice was related to intrinsic and extrinsic career choice motives. Pre-service teachers choosing formal education as a career had intrinsic motives. On the other hand, pre-service teachers who anticipated careers in non-formal education had extrinsic career choice motivation. Pre-service teachers who plan to pursue formal education careers were more efficacious than their peers who planned to pursue non-formal education careers or were undecided about their careers. The pre-service teachers identified as having transformational and transactional leadership behaviours and these leadership behaviours were not related to career choice.

III. RESEARCH METHODOLOGY

3.1:OBJECTIVES

To find out the relationship between teachers and students.
To analyze teacher's motivation towards students within the institution.
To find out how teachers approach the students.
To analyze the student success towards learning by teacher's motivation.

3.2:RESEARCH DESIGN

3.2.1: SAMPLING TECHNIQUES

Simple random sampling is used for this study.

3.2.2: SAMPLE SIZE

The sample size for this study was 20 employees from idhaya college for women, kumbakonam.

3.2.3: METHODS OF DATA COLLECTION

data collection Primary by questionnaire method is used for this research.

3.2.4: TOOLS FOR ANALYSIS

Frequency distribution & chi-square test are the tools used in this research.

3.2.5: LIMITATION OF THE STUDY

Time conflicts is the major barrier we faced in this research.

Respondents are not able to respond quickly because of their work. They are engaged on their own works.

IV. DATA ANALYSIS & INTERPRETATION

TABLE 4.1 Encouraging students to give suggestion to improve teaching.

S NO	PARTICULARS	NO OF RESPONDANTS	PERCENTAGE
3	Strongly agree	10	50%
2	Agree	6	30%
	Neutral	4	20%
4	Disagree	0	0%
5	Strongly disagree	0	0%
	TOTAL	20	100%

INTERPRETATION: From the above table it's clearly shown that 50% of respondents are strongly agreed, 30% of respondents are agreed & 20% of respondents are neutral that teachers are encouraging their student's to give suggestions for improving their teaching.

FIGURE 4.1: Encouraging students to give suggestion to improve teaching

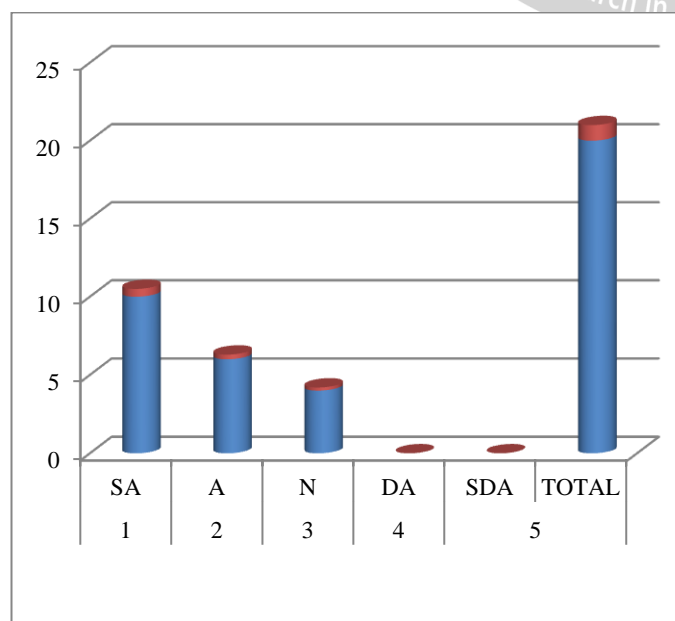


TABLE 4.2: Teacher's investigating student's learning needs.

S NO	PARTICULARS	NO OF RESPONDENTS	PERCENTAGE
1	Strongly agree	7	35%
2	Agree	4	20%
3	Neutral	8	40%
4	Disagree	0	0%
5	Strongly disagree	1	5%
	TOTAL	20	100%

INTERPRETATION: From the above table, it's clearly shown that 35% of respondents are strongly agreed, 20% of respondents are agreed, 40% of respondents are neutral & 5% of respondents are strongly disagreed that the teachers are investigate the learning needs of the student's.

FIGURE 4.2: Teacher's investigating student's learning needs.

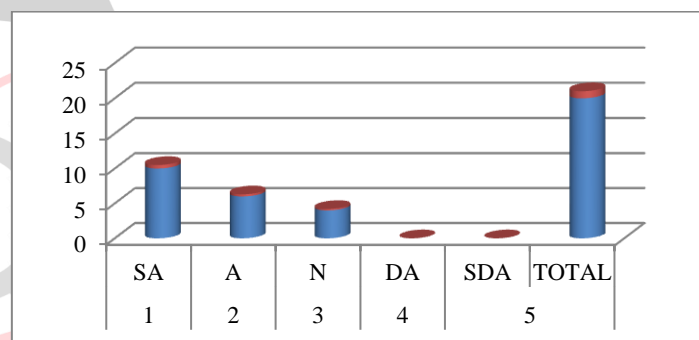


Table: 4.3 Association between highlighting and reviewing class learning goals with their students and giving opportunities to experience success in their learning.

Null Hypothesis (H_0): There is no significant relationship between teachers highlighting and reviewing class learning goals with the students and giving opportunities to experience success in their learning.

Alternative Hypothesis (H_a): There is a significant relationship between teachers highlighting and reviewing class learning goals with the students and giving opportunities to experience success in their learning.

Chi-Square Test

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.111 ^a	8	.195
Likelihood Ratio	15.132	8	.057
Linear-by-Linear Association	.373	1	.541
N of Valid Cases	20		

- a. 15 cells (100.0%) have expected count less than 5. The minimum expected count is 10.

Result:

Expected value:0.195

Degree of freedom:8

Therefore, the table value at 5% level of significance is 0.195. As calculated value < Tabulated value, null hypothesis is accept null hypothesis, were there is no significant association between highlight and reviewing class learning goals with their students & teachers give their students opportunities to experience success in their learning.

V. CONCLUSION

This study reveals, that the teachers teach their students how to use their motivation strategies apart from their subject. Teacher's motivation are improving the learning skill of the students, and also the students response towards teacher's motivation are good working. The response of the student's towards the teacher's motivation also encourages the teachers to carry on teaching.

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