

A Study On Teacher Motivation Of Higher Secondary School Students In Relation To Their English Language Spoken Skills**M. Shenboo* & Dr. K.R. Selvakumar****

*Ph.D. Scholar (Reg. No. 12546), **Assistant Professor of Education,
Department of Education (DD & CE),
Manonmaniam Sundaranar University, Tirunelveli, Tamilnadu.

ABSTRACT

This research article focuses on the teacher motivation of higher secondary school students and its influence on their English language spoken skills. The authors used survey method of research. Using a self-constructed scale on Teacher Motivation and English language speaking skills of Josephine Mary (2012), the data were collected. The investigator randomly selected 598 students using simple random sampling technique. Mean, Standard Deviation, 't' Test, F Test and Pearson's Product Moment Correlation were used to analyse the data. The findings revealed that teacher motivation of higher secondary school students is significantly correlated with their English language spoken skills.

Keywords: *Teacher Motivation, English Language Spoken Skills.*

INTRODUCTION

A teacher must be a lover of his or her students. He/she should act as a guardian giving profuse love and regard to his students. His or her behaviour must be cordial, characterized by gentleness, honesty, simplicity and cooperativeness, with sympathy and tactfulness to guide the students. The teacher is the torchbearer of the human race. The future of the whole mankind depends on him. Humayun Kabir opines, "Without good teachers even the best system of education is bound to fail. With good teachers even the defects of the system can be largely overcome" (Madhavan Nair, 1989, P. 90).

FACTORS OF LANGUAGE LEARNING

There are so many factors identified by various researchers in the field of language learning viz., learning environment, parental encouragement or support, interest in learning the language, language aptitude and attitude towards the language, motivation on the part of parents, teachers and peer group members (Dechant, V. Emerald and Henry P. Smith. 1997). The authors adopted one among the factors namely 'teacher motivation', which may or may not significantly influence the language skills, especially English language spoken skills of the students.

Teacher Motivation

The motivation of a language teacher may have a remarkable impact on language learning among the students population. How does the teacher motivate the students in understanding the language skills? How does the teacher take different initiative steps for learning the language skills? By providing different real time experiences among the students, which help the students connect with their day-today situations, the students may pool their attention in language learning.

When a student understands the importance of understanding a language and can see how it directly applies to their life, they learn faster. People have found that a contextual, skill based curriculum can help get the students more excited to dive into learning of language skills (quoted by Murty, S.K., 1985). When the students are interested in learning a language and they see meaningful connections to their lives, they begin to take risks to produce language, which helps them to acquire it faster. These things are possible only because of the teacher motivation.

Language Skills

There are four language skills. They are Listening, Speaking, Reading and Writing. Among these four skills, 'listening' and 'reading' are comparatively passive, which require less hard work on the part of the students. The other two skills viz., 'speaking' and 'writing', are 'active skills'. Speaking skill is more and more important skill, which make the people to express their views or concepts or opinion either elaborately or in a nutshell. Speaking skill demands the exercise of the speech organs.

Spoken Skill

Speaking is a muscular activity. People use speech organs to produce sounds. In learning to speak our own language, we learn certain specific muscle habits. Where sounds of a second language are different from those of our mother tongue we have to learn new muscle habits (Frisby, 2004, P. 43).

Natural Process of Developing Spoken Skills

There must be some kind of exposure to language input, so that the natural learning mechanisms have something to work on. Learners have to be exposed to English through clearer pronunciation, slower pace, simpler structures and common vocabulary. Many writers believe that it is interaction with other people, which plays the most crucial role in enabling acquisition to take place. Natural learning depends on the learner's active engagement with the language taught by the language teacher with high level enthusiasm on the part of the teacher. Here teacher motivation is an important factor.

NEED AND SIGNIFICANCE OF THE STUDY

The teacher is a social engineer by reforming the educational activities of the younger generation. He must enforce discipline without fear or favour. He must have full faith in equality, fraternity, liberty and justice. He should have a positive attitude towards his profession and students. So, he should go to the class with adequate preparation, in addition, to his role of a judge of merit, a promoter of social integration and coordinator of pupils and parents. For the purpose of language learning, the learners are in need of motivation on the part of the teachers with easy way of language teaching and with the meaningful practices that are needed to adopt the language skills for their day-today usage.

It is very important to note that the teacher motivation may make the students in learning the language skills in an easy-going manner. Among the language skills, speaking skill is very important one because only through expressing the things, people can fulfill their needs and knowing others response. It would be necessary to know what interests the students must have, and what stimulates them to use the speaking skill. Hence, it is the general opinion that the students may feel very difficult to learn the English language spoken skill with a higher level anxiety and they could not understand the basic language concepts, and at the same time, they may not have good level of teacher motivation. In order to get a clear-cut picture on this fact, the investigator would like to take up this study.

TITLE OF THE STUDY

A STUDY ON TEACHER MOTIVATION OF HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR ENGLISH LANGUAGE SPOKEN SKILLS

DEFINITION OF THE KEY TERMS**Teacher Motivation**

By this, the investigator refers to the driving force shown by the teachers over their students' learning.

Higher Secondary School Students

By this, the investigator refers to the students studying standards XI and XII in the higher secondary schools.

English Language Spoken Skills

By 'English Language Spoken Skills', the investigator means that it is the one of basic language skills such as Listening, Speaking, Reading and Writing.

OBJECTIVES

1. To find the level of teacher motivation and English language spoken skills of higher secondary school students.
2. To find the significant difference in teacher motivation of higher secondary school students with regard to certain background variables - gender, birth order, locality of school and family type.
3. To find the significant difference in English language spoken skills of higher secondary school students with regard to certain background variables.
4. To find the significant relationship between teacher motivation of higher secondary school students and their English language spoken skills.

METHOD AND PROCEDURE

The authors used survey method of research. Using a self-constructed scale on Teacher Motivation and English language speaking skills of Josephine Mary (2012), the data were collected. The investigator randomly selected 598 students using simple random sampling technique. Mean, Standard Deviation, 't' Test, F Test and Pearson's Product Moment Correlation were used to analyse the data.

ANALYSIS AND FINDINGS**Percentage Analysis**

Table - 1: Level of Teacher Motivation and English language spoken skills of Higher Secondary School Students

	Low		Moderate		High	
	N	%	N	%	N	%
Teacher Motivation	60	10.00	438	73.20	100	16.70
English language spoken skills	111	18.60	396	66.20	91	15.20

From the above table, it is inferred that 10.00% of the higher secondary school students have low, 73.20% of them have moderate and 16.70% of them have high level teacher motivation.

18.60% of the higher secondary school students have low, 66.20% of them have moderate and 15.20% of them have high level English language spoken skill.

Null Hypothesis - 1

There is no significant difference in teacher motivation of higher secondary school students with regard to gender.

Table - 2: Difference in Teacher Motivation of Higher Secondary School Students with regard to gender

Gender	N	Mean	SD	Calculated 't' Value	Remark
Male	292	76.21	17.973	2.655	S
Female	306	79.99	16.829		

df = 596 and Table Value = 1.96 at 5% level of significance.

From the above table, it is found that the male and female students differed significantly in their teacher motivation. The female students are found to have better teacher motivation.

Null Hypothesis - 2

There is no significant difference in teacher motivation of higher secondary school students with regard to birth order.

Table - 3: Difference in Teacher Motivation of Higher Secondary School Students with regard to Birth Order

Birth Order	Mean	SSb	SSw	Calculated 'F' Value	Remark
First	79.83	10098.342	172424.000	17.424	S
Middle	74.35				
Last	85.16				

df = 2, 595; Table Value 3.00 at 5% level of significance.

From the above table, it is found that the first born, middle born and last born students differed significantly in their teacher motivation. The last born students are found to have better teacher motivation.

Null Hypothesis - 3

There is no significant difference in teacher motivation of higher secondary school students with regard to locality of school.

Table - 4: Difference in Teacher Motivation of Higher Secondary School Students with regard to Locality of School

Locality of School	N	Mean	SD	Calculated 't' Value	Remark
Rural	271	81.90	18.978	4.775	S
Urban	327	75.04	15.499		

df = 596 and Table Value = 1.96 at 5% level of significance.

From the above table, it is found that the students studying in rural and urban schools differed significantly in their teacher motivation. The rural school students are found to have better teacher motivation.

Null Hypothesis - 4

There is no significant difference in teacher motivation of higher secondary school students with regard to family type.

Table - 6: Difference in Teacher Motivation of Higher Secondary School Students with regard to Family Type

Family Type	N	Mean	SD	Calculated 't' Value	Remark
Joint	315	72.64	14.059	8.468	S
Nuclear	283	84.27	18.861		

df = 596 and Table Value = 1.96 at 5% level of significance.

From the above table, it is found that the students of joint families and nuclear families differed significantly in their teacher motivation. The students of nuclear families are found to have better teacher motivation.

Null Hypothesis - 5

There is no significant difference in English language spoken skills of higher secondary school students with regard to gender.

Table - 7: Difference in English Language Spoken Skills of Higher Secondary School Students with regard to gender

Gender	N	Mean	SD	Calculated 't' Value	Remark
Male	292	22.89	2.560	0.168	NS
Female	306	22.92	2.466		

df = 596 and Table Value = 1.96 at 5% level of significance.

From the above table, it is found that the male and female students do not differ significantly in their English language spoken skills.

Null Hypothesis - 6

There is no significant difference in English language spoken skills of higher secondary school students with regard to birth order.

Table - 8: Difference in English Language Spoken Skills of Higher Secondary School Students with regard to Birth Order

Birth Order	Mean	SSb	SSw	Calculated 'F' Value	Remark
First	22.93	1.295	3760.272	0.102	NS
Middle	22.86				
Last	22.97				

df = 2, 595; Table Value 3.00 at 5% level of significance.

From the above table, it is found that the first born, middle born and last born students do not differ significantly in their English language spoken skills.

Null Hypothesis - 7

There is no significant difference in English language spoken skills of higher secondary school students with regard to locality of school.

Table - 9: Difference in English Language Spoken Skills of Higher Secondary School Students with regard to Locality of School

Locality of School	N	Mean	SD	Calculated 't' Value	Remark
Rural	271	22.86	2.479	0.399	NS
Urban	327	22.94	2.539		

df = 596 and Table Value = 1.96 at 5% level of significance.

From the above table, it is found that the students studying in rural schools and urban schools do not differ significantly in their English language spoken skills.

Null Hypothesis - 8

There is no significant difference in English language spoken skills of higher secondary school students with regard to family type.

Table - 11: Difference in English Language Spoken Skills of Higher Secondary School Students with regard to Family Type

Family Type	N	Mean	SD	Calculated 't' Value	Remark
Joint	315	23.04	2.397	1.398	NS
Nuclear	283	22.75	2.626		

df = 596 and Table Value = 1.96 at 5% level of significance.

From the above table, it is found that the students of joint families and nuclear families do not differ significantly in their English language spoken skills.

Null Hypothesis – 09

There is no significant relationship between teacher motivation of higher secondary school students and their English language spoken skills.

Table - 12: Relationship between the Teacher Motivation of Higher Secondary School Students and their English Language Spoken Skills

Variable	N	Calculated 'r' Value	Table Value	Remark
Teacher Motivation vs. English Language Spoken Skills	598	0.842	0.083	S

It is inferred from the above table that the teacher motivation of higher secondary school students is significantly correlated with their English language spoken skills.

CONCLUSION

From the findings of the present investigation, the authors concluded that the female students studying in coeducation schools in rural schools belonging to nuclear families are found better in their teacher motivation. This is because, generally the students are motivated to score more marks in the examinations to get admission in colleges. This is generally done by their respective teachers by providing additional coaching classes to the weaker students. Hence, it is obvious that the role of teacher motivation is inevitable factor for the development of spoken skills of the students.

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