

## Motivational Strategies to Raise the Quantity and Quality of Teachers in Secondary and Primary Education in India

Anugamini Priya, Lecturer, St. Michael's Convent School, [srivastavaanu0@gmail.com](mailto:srivastavaanu0@gmail.com)

### Abstract

*The purpose of this empirical study is to highlight the dearth of teachers in India and prospective steps to be taken to multiply their number in terms of quality and quantity. The demand and supply gap is required to be planned, organized, directed and controlled using various motivational tools to boost its organizational attractiveness. In India, teachers are considered next to god, but in the present setting, we lack the quantity and quality of teachers in our schools. It is an urgent need to fill all the vacant places of teachers in schools and colleges to maintain proper pupil teacher ratio which in turn will lead to the growth of the nation. This study, ARCS strategy of motivation propounded by John Keller is suggested to be used to develop an instructional plan.*

### Introduction

Today, the education sector is considered to be one of the most profitable business sectors in our economy. With initial motive to impart knowledge and skills to students, this industry is shifting to a business and profit making mind set. Due to lack of service motive and proper leadership, this profession is drifting towards perfect organizational setup consisting of all major aspects that an organization may have. Organizational politics, perceptive issues, interpersonal and intra personal disputes, employer-employees conflict, lower participation, higher turnover and absenteeism and like issues are dynamically rising in schools in today's scenario. Though major steps are often taken by the government and other authorities, the motive still cannot be considered fulfilled as it considerably lags behind in attracting a greater number of qualified as well as good candidates to such institutions i.e. a good teacher. This single recruitment issue is surpassing all the measures taken, as an institution needs a good teacher to be successful.

The significance of a teacher can be easily defined as a person who leads students towards a better future, the one who directs, cares, guides, and supervises students and moulds a better future for them. The success of any educational institution depends upon the quality of teaching provided. Teachers are the kingpin of any educative process. It is also true that only a motivated teacher can create motivated, creative and an innovative future for India. Proper teaching methodologies, interactive classrooms, feedback systems, etc accompanied with quality teaching makes an influencing atmosphere for better education. They are the ones who make a difference in the lives of their students. Rousing students from their apathy and watching their curiosity grow, is one of the biggest rewards of teaching.

But, the importance of a teacher is no more given proper priority and significance from the organizational side nor from the candidates themselves. It is a well known fact, that the nation is confronting heavy crisis of teachers in primary and secondary schools as reported and analyzed through several surveys and research reports. Current scenario exhibits that most of the schools in urban and

rural areas are not having proper pupil teacher ratio as revealed from survey report (Smitha Verma, 2012). Reports have discovered that teachers in schools are short in supply and the situation is going to be worse with the passage of time. The implementation of Right to Education has become mandatory, but still the schools do not have sufficient number of teachers. The Supreme Court upheld a government decision to implement the Right to Education (RTE) Act in all schools except unaided minority institutions. One of the key features of this ambitious plan is to maintain a healthy pupil-teacher ratio (PTR) in schools. For every 30 students, there should be at least one teacher.

An attempt is made in this study to consider an educational institution as a business unit and a teacher as an employee in an organization. The recruitment related issues are explained to attract more percentage of bright candidates to the teaching profession. Motivational problems are discussed in this organizational setup to avail prospective suggestions on the basis of theories and its desirable implications.

### Shortage of Teachers

Labor crisis is the most prominent problem in all the sectors of the economy and labor shortage will continue to develop & persist in the next century also. Our education system is also facing similar crisis. The attractiveness of this career is declining day by day. Human resource and development minister Kapil Sibal has mentioned that there is a shortage of 12 lakh government school teachers. The Unesco Institute of Statistics goes one step further. India will need 20 lakh new teachers by 2015 (UNESCO report, 2011). "In Delhi alone, 12,000 posts in government schools are lying vacant," says, Ambarish Rai, national convener, RTE Forum, a civil society collective comprising around 10,000 non-government organizations and education networks (Smitha Verma, 2012). It is estimated that in addition to filling existing vacancies, the government will need to appoint another 5.1 lakh teachers to meet the new PTR norm.

Almost 53.2 per cent of India's schools have a poor PTR. The situation is going to get worse with the RTE seeking to ensure education for all. It is expected to reach out to an estimated 8.1 million out-of-school children in the 6-14 age group. The shortage will be more acute as new government schools come up to accommodate the student surge. (report- The Telegraph, 2012, The Times of India, 2013) "An acute shortage of primary teachers is one of the biggest hurdles to achieving the goal of universal primary education," (the UNESCO report, 2011). Policies that effectively address teacher training and retention should be at the core of national education policies."

### Teaching as a Career Option

It has always attracted meritorious students all over the world. Main reason for choosing this career could be interest in the subject, secured professional career and regular annual vacations. Teaching is a highly noble profession; most suited, especially for women. Teachers are always a boon to society. Through their intelligence, patience and wisdom, they attempt to not only hone the learner's intellect and aptitude, but also, create a well-rounded personality. Teaching has an influence on developing one's mind and character and also gives the satisfaction of having sparked the light of knowledge and dispelled the clouds of ignorance.

Teaching is a special calling. It is not a job well-suited to everyone. In fact, many new teachers leave within the first 3-5 years of teaching. However, there are many rewards that come with this often maligned career. Teaching as a career option provides several benefits and advantages as listed below

- Provides challenges to learn from changing student behavior and potentials.
- Teaching helps you to dig deeper and learn more about the subject.

- Affects the future of the society.
- Conducive to family life
- Provides a recession free job security etc.

The percentage of applicants for teacher training has increased over the last decade. But when compared to other job options, the number seems to be small. Mushrooming jobs across other sectors has brought new choices for job seekers. Research has been made to find out apt methods to motivate existing teachers, but very few attempts have been made to attract more applicants for the post of teachers in schools, both in terms of quality and quantity. To raise the pupil teacher ratio, it is required to motivate meritorious students and scholars towards this profession.

### Grounds for Decline in Quantity and Quality of Teachers

Lesser the number of qualified employees, lesser will be the quality of product. Educational organization is facing failure to recruit the required number of teachers, which is lowering the standard of education in schools and the crisis is getting worse. There are many reasons causing the said problem. A continuous approach to check the quantity and quality of teaching is required. The reasons are not the big ones, but when seen in a comprehensive manner, the obscurity seems to be at a critical stage.

Toppers in India are not looking towards this profession as it is no more a high status job (D. Hall and B. Langton, 2006). Due to lack of competitiveness and professional approach, it is now the last option among students. Mushrooming of jobs in other sectors is adversely affecting the number (Smitha Verma, 2012). Both private and public organizations are providing better growth opportunities and competitive environment for the job seekers. The pay package in private schools is low (Helen F. Ladd, 2007). Most of them do not adhere to 6<sup>th</sup> pay commission salary package. The teachers in India are the low paid ones, if not lowest, around the globe (Vivek Khemka, 2006). Compared to other job options the pay is very low. The income of a call centre employee is double that of a mid-level teacher in a top private school (Smitha Verma, 2012). Due to this teachers feel unhappy about their profession and do not encourage their students to become teachers in future.

Professionalism is a reflection of the teacher's goals and abilities, which also impacts the teacher's effectiveness inside the classroom. The level of self-efficacy is determined by the level of performance a teacher believes he or she is capable of accomplishing (Vivek Khemka, 2006). In rural India, most of the teachers have low level of professionalism which results in poor performance and lack of interest towards their jobs. Teachers with low level of self-efficacy may not challenge their students, because of their perceived incompetence to succeed (Kate MacFarlane, Lisa Marks Woolfson, 2013).

Several researches show that neither motivating factor nor hygiene factor (Frederick Irving Herzberg, Two factor theory, 1959) have much impact over the level of job satisfaction and level of motivation of teachers. Lack of both the external and internal factors of motivation leads to minimal interest in joining this job. (Thomas, Judy Irene, 1983). Existing teachers also, do not popularize the positive aspects of their job. They try to rely on the negative side of their job and remain negligent to external motivators which adversely influence their responsibilities.

It is observed that in search of good pay, teachers shift towards coaching institutions which are luring them with attractive pay schemes. In the present system, even administrative services qualified candidates also move on to coaching institutes for more money. Qualified and experienced teachers are also more

in demand in corporate and training institutes, abroad. The language teachers are employed in corporates as trainers & they are provided with good pay and other allowances (Robert C. Kleinsasser, 2013, Smitha Verma, 2012).

Absence and turnover is another problem faced by our education system. In an unannounced visit to 3700 primary schools and secondary schools it was found that only 45% of teachers are actively participating in school activities while others remain ignorant of their duties and responsibilities ( Kremer, Chaudhury, Muralidharan, Hammer, Rogers ) Even with better pay and other allowances in government schools, many of the teachers remain negligent towards the jobs assigned to them and the absence rate and turnover ratio is still on the rise.

To teach well, you need to know well (Kyunghee So, 2013). But it is found in most of the rural schools that teachers are lacking proper knowledge of their subjects. When asked for simple theory of subjects they are teaching in the schools, they fail to answer them (Kremer, Chaudhury, Muralidharan, Hammer, Rogers). Several families in rural and urban India who do not allow female members to take up other private jobs/assignments except teaching because of the respectability factor. But due to lack of interest in the job and poor communication and interactive skills such female teachers fail to comply with the assigned task and project a bad image in front of the society regarding teachers. This worsens the situation of teaching in India and keeps away those who want to attain professionalism and better status in the society.

Teaching involves oratory skills, spontaneity and presence of mind. This calls for great communication skills. In Indian context, those who opt for this profession though very intelligent fail to communicate with their students and behave as an information provider only (Yash Aggarwal, 2000). In spite of various reforms in Indian education, most of the modern teachers are not genuinely and adequately equipped with necessary knowledge, skills and personality profile to bring out desirable changes in the learner's behavior ( Yash Aggarwal, 2000)

All of the above aspects suggest why the teaching profession is no more an attractive job for youth or why teaching quality is declining in our country. When seen in comparison to other nations, Indian teachers are in great need of better incentives and more of intrinsic motivation towards their service for the society and the future of the nation. Lack of quality teaching is harming our country's present and future.

### **Need for Motivation**

Increase in productivity is the ultimate goal of every industrial organization, and motivation of employees at all levels is the most critical function of management (Martin V. Covington, Elizabeth Dray 2002). To motivate means to provide an employee with his own generator to produce a goal directed behavior (John Keller, 1987). A motivated person does not need outside stimulation again and again. He is driven by the forces within him and not outside to achieve organizational goals. Teachers are the important assets of any institution and a motivated teacher can only enable the institution to achieve its goals of good results, innovative students, better education etc.

Once a teacher feels happy, motivated, confident and satisfied with his job and related conditions, he / she does not require any other motivator to induce them to perform better. Using motivational approaches, new candidates can also be encouraged to take up this profession (Martin V. Covington, Elizabeth Dray, 2002). A proper educational plan accompanied with leadership, learning and motivational policies can surely help our country to fight against the major scarcity of teachers. Along with raising

the level of quality in teaching, professionalism can also be attained in this profession by provision of proper training opportunities. This study is an attempt to validate the use of ARCS Model (John Keller, 1987) of motivation to provide changes in training and instruction process for proper motivational design to attract quality teaching in our country.

### **ARCS Strategy of Learning and Motivation**

The ARCS model (Attention, Relevance, Confidence and Satisfaction) is an intrinsic motivation model propounded by John Keller. It is a problem solving approach to designing the motivational aspects of learning environments, to stimulate and sustain students' motivation to learn (Keller, 1983, 1984, 1987). There are two major parts to the model. The first is a set of categories representing the components of motivation. These categories are the result of a synthesis of the research on human motivation. The second part of the model is a systematic design process that assists you in creating motivational enhancements that are appropriate for a given set of learners. The synthesis allows you to identify the various elements of student motivation, and the design process helps you profile the motivational characteristics of students in a given learning environment and then design motivational tactics that are appropriate for them. Holistic approaches like the ARCS model are grounded in the research literature on human motivation and its ability to integrate successful practices within motivational categories. The systematic motivational design process has been validated in numerous contexts. The four major categories (concepts) and a number of subordinate ones can be used to represent the components of human motivation:

**ATTENTION** Strategies for arousing and sustaining curiosity and interest

**Perceptual Arousal** : *What can I do to capture their interest?*

**Learn** : Use novel approaches; inject personal or emotional material

**Work** : match people to jobs

**Inquiry Arousal** : *How can I stimulate an attitude of inquiry?*

**Learn** : Ask questions; create paradox; stimulate inquiry

**Work** : Provide stimulation

**Variability** : *How can I maintain their attention?*

**Learn** : Use variations in presentation style, concrete examples and analogies

**Work** : Reduce stress, adapt tactics to situation.

**RELEVANCE** Strategies that link learners/employee's needs, interests, and motives

**Goal Orientation** *How can I best meet my learner's/employee's need?*

**Learn** : Develop goals with learners, demonstrate utility of instruction

**Work** : Develop the perception of being the best, set goals with employees

**Motive Matching** *How and when can I provide my learners/employees with appropriate choices, responsibilities, and influences?*

**Learn** : Use authentic exercises; match individual and group activities to learning styles

**Work** : Use competition based on standards defined by benchmarks or internal expectations

**Familiarity** *How can I tie the instruction to learner's/employee's experience?*

**Learn** : Use concrete examples and analogies to relate material to learners' lives

**Work** : Provide ways for employees to work cooperatively to achieve goals.

**CONFIDENCE** Strategies that help develop positive expectations

**Performance Requirements** *How can I assist in building a positive expectation for success?*

**Learn** : Explain learning requirements, criteria for success and assessments

**Work** : Share control in areas where worker can be responsible for achieving goals

**Success Opportunities** *How will the learning experience support or enhance the student's/employee's beliefs in their competence?*

**Learn** : Provide frequent and varied experiences that increase learning success

**Work** : Build your belief that you can lead your employees to success (self-fulfilling prophecy)

**Personal Control** *How will the learners/employees clearly know their success is based upon their efforts and abilities?*

**Learn** : Give learners, chance to make decisions and help them associate success to effort and ability

**Work** : Set challenging but achievable goals and quotas.

**SATISFACTION** Strategies that provide extrinsic and intrinsic reinforcement

**Natural Consequences** : *How can I provide meaningful opportunities for learners/employees to use their newly acquired knowledge/skill?*

**Learn** : Give learners opportunities to use new skills in natural, authentic settings

**Work** : Give employees feedback related to their personal growth and meaningfulness of effort

**Positive Consequences** : **What** *will provide reinforcement to the learner's/ employee's success?*

**Learn** : Use praise, positive feedback when appropriate, symbolic rewards, and incentives

**Work** : Use symbolic rewards that are recognized and valued by others; use incentives

**Equity** *How can I assist the students/employees in anchoring a positive feeling about their accomplishments?*

**Learn** : Use fair testing and grading practices, and be sure tests are authentic

**Work** : Provide incentives and feedback consistently and fairly.

The model has been used and validated by teachers and trainers in elementary and secondary schools, colleges, and universities, and in adult learning settings in corporations, government agencies, nonprofit organizations, and military organizations. In other words, in virtually every setting in which there

is a requirement for people to learn. It has also been used around the world, and has been used extensively in Asia, Europe, and Latin America. Numerous research reports verify its validity and usefulness.

### Use of ARCS Model in Attracting New Applicants into Teaching Profession

As the data reveals, we need to focus on how we can increase the organizational attractiveness of the field of education, so as to accomplish our aim of 'education for all' policy. Following are the steps which can be suggestively used for the purpose.

**Attention** : To be a teacher, self interest in the job is required. A job taken with own interest always motivates a person internally to give their best to the job. Not much effort is to be made, when the person is attentive towards his tasks and responsibilities. Such interest can be generated through the first step of the model i.e. *Attention*. Through the use of perceptual arousal and inquiry arousal methods, an instructor can direct their student's attention towards this noble job. For example-Use of familiar stories, film, documentary, past experience etc can be made to gain and direct students' interest and attention towards this job.

**Relevance** : After gaining attention of the students, an instructor needs to emphasize relevance within the instruction to increase motivation by using concrete language and examples with which the learners are familiar. It is necessary for the students to relate their attention towards the present and future opportunities . The teaching job is completely related to work for society. Students need to understand their role towards society and related aspects. Provision of competitive environment is also desired.

**Confidence** : to provide a change in the society, leadership skills are desired among the youth of a nation. Those having high level of confidence and self efficacy in them, believe in themselves and their capability, but those who have low level of confidence, need a push up support. In this model, confidence level of any person completely relates to their level of attention and their ability to define its relevance in their life. Clearly defined learning goals, self evaluation tools, evaluation of performance, proper planning to attain those goals, helping students in setting realistic goals etc are some of the confidence strategies. These strategies are to be used by the instructor occasionally or whenever needed in the curricula.

Confidence level is the key to success of any plan. The realistic goals will enable the candidates to evaluate themselves properly. In schools also, clear direction from the head can enable teachers to raise their confidence level. Allowing teachers to use their creativity and innovativeness to set goals and provide solution to the problem can also raise their confidence to achieve the target.

**Satisfaction** : This strategy of the model relates to gaining satisfaction in the students after attaining the goals set by them. Attitude to learn and sustain will provide job satisfaction in the students. Students targeted for this study are required to feel pride on achieving success. Reinforcement of this success and related pride, verbal praise, and recognition etc can be used to increase the satisfaction level.

### Conclusion

Success of any organization depends upon the quality of workforce and so is the case with educational institutions. Teachers and teaching in any country decides the future of their youth and the nation altogether. An educated person generates innovation, creativity, decision making and problem solving ability within himself and to his surroundings. A teacher cultivates optimism towards society in a child and motivates them to bring their best to society and community and to the nation. Many states

in India are deprived of good teachers. Attracting more candidates towards this career option is posing hardships before the government and the nation. Our country is facing problems regarding quantity as well as the quality of teachers especially in primary and secondary schools.

To improve teacher quality, better recruitment and selection policies along with training and development programs are required to be employed. Enrollments of candidates for the position of teachers should be done keeping in mind the specifications and descriptions of the job. Analysis of personality and proper utilization of personal ability is needed to allow new talents to enter and sustain in this profession. Training plans should be made on the basis of the current requirements of teaching methodology and skills in international market. To augment the organizational attractiveness of this sector, current scholars and students can be given proper training and counseling. Lucrative promotional tactics are to be adopted to draw the attention of youth. Conferences, lectures, and seminars can also be conducted for the purpose in schools and colleges. Motivation is vital to attract talent towards this career. Research is going on to develop a suitable motivational model to enhance productivity in teaching. Though in this study, ARCS model of motivation and learning is used other management theories can also be explored.

### References

1. Aggarwal, Yash (2000). Primary Education in Delhi : How Much do the Children Learn, NIEPA, New Delhi.
2. Aggarwal, Yash. (1988), Education and Human Resource Development, Commonwealth, New Delhi. Elementary Education in India, Where do we stand? : Analytical Report Quality Concerns in Primary Education in India, Where is the problem?, NIEPA, New Delhi
3. Covington Martin V., Dray Elizabeth, (2002), The Developmental Course of Achievement Motivation : A Need-Based Approach, Development of Achievement Motivation, Pages 33-56
4. Garner Richard (2002), 'Lack of teachers harming education', The Independent. June 18,
5. Hall D. and Langton B. ( 2006)Helen F. Ladd, (2007,) Excellence in the Classroom, Volume 17, Number 1, Spring 2007
6. Herzberg Frederick Irving, The Dual Structure theory", 1959.
7. Keller, J. M. (1983). Motivational design of instruction. In C. M. Reigeluth (Ed.), Instructional-design theories and models: An overview of their current status. Hillsdale, NJ: Lawrence Erlbaum Associates.
8. Keller, J. M. (1984). The use of the ARCS model of motivation in teacher training. In K. Shaw & A. J. Trott (Eds.), Aspects of Educational Technology Volume XVII: staff Development and Career Updating. London: Kogan Page.
9. Keller, J. M. (1987). Development and use of the ARCS model of motivational design. Journal of Instructional Development, 10(3), 2-10. John Keller's Official ARCS Model Website
10. Khemka Vivek (2006) 'Teacher Salaries in India', The Economics Times.
11. Kleinsasser Robert C. (2012). Language teachers: Research and studies in language(s) education, teaching, and learning, Teaching and Teacher Education, 1985–2012 Volume 29, January 2013, Pages 86–96

12. Kremer Michael, Chaudhury Nazmul ,Et.al (2005) Teacher absence in India: A snapshot , Journal of the European Economic Association April–May 2005
13. Kyunghee So,( 2013) Knowledge construction among teachers within a community based on inquiry as stance, Teaching and teachers education journal, Pages 188-196, Volume 29, January 2013
14. MacFarlane Kate, Woolfson Lisa Marks , (2013) Teacher attitudes and behavior toward the inclusion of children with social, emotional and behavioral difficulties in mainstream schools: An application of the theory of planned behavior, Pages 46-52,
15. Mehta Arun C., Teacher related indicators (Based on data collected by DISE)
16. Sanger Matthew N., Osguthorpe Richard D. (2002)Modeling as moral education: Documenting, analyzing, and addressing a central belief of pre service teachers, Teaching and teaching education journal, Pages 167
17. Talbert Joan E. and Laughlin Milbery W. Mc, (1994) Chicago journals ,Vol. 102, No. 2, Feb., 1994
18. Thomas, Judy Irene(1983) 'Job Motivation Factors as Perceived by Teachers and Nurses', Drake University
19. UNESCO report, (2013/14) Report on Learning and Teaching for Development ,EFA Global Monitoring Report
20. Verma Smitha (2012), But where have all the teachers gone?, The Telegraph, Calcutta, India, pg: 01-03

#### Websites

1. <http://www.dpepmis.org/webpages/reports&studies.htm>
2. <http://www.indiastat.com/>
3. Education in India, Career in India: Teaching', [www.indicareer.com](http://www.indicareer.com)
4. <http://www.educationforallinindia.com/>
5. [http://wikieducator.org/Teacher\\_Motivation](http://wikieducator.org/Teacher_Motivation)"