

A STUDY OF MOTIVATIONAL TECHNIQUES USED BY THE HEADS OF HIGH SCHOOLS AND THEIR IMPACTS ON THE PERFORMANCE OF TEACHERS

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***ABSTRACT-** Motivational techniques are very important for the performance of the teachers. The main objective of this research study was to find out the impact of motivational techniques used by the Head Teachers of Secondary Schools on the performance of teachers. A sample of 400 out of total 12000 teachers working in District Khanewal was taken through convenient sampling technique. The primary data was collected through a structured questionnaire and 5-points Likert scale was used to analyze data. The results of this study show that Head Teacher's good behavior is a source of motivation and encouragement for teachers and clapping for teachers on the day of result is a major motivational factor for them to perform well in the classroom. Arranging motivational lectures are must for school staff also.*

Key words: Head Teacher, Secondary school, motivation, good behavior.

Type of study: **Original Research paper**

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1. INTRODUCTION:

1. Background of the study:

Education is much essential in the life of man and woman as well. In order to live a prosperous life a person should educate himself or herself. Educations is helpful to do the best in every walk of life. Head teachers should adopt different number of motivational techniques in order to get best performance from teachers.

Motivation is a process in which a person tries to affect the performance of his subordinates in a positive way. (Latham G., 2011). In the educational field motivation is much important to get desired results from the teachers and students (Lumsden, 1994). There is no doubt that educational level of the teachers is much essential to get good results from the students but the attitude of the supervisor in the school is more important.

1.2 Objectives of study:

The objectives of this research paper are outlined as under:-

- ▶ To study different motivational strategies adopted by the Head teachers at secondary level in district Khanewal.
- ▶ To record teachers' views about motivational strategies adopted by their Head teachers.
- ▶ To analyze the impact of different motivational techniques on the performance of the teachers at secondary level.

1.3 Significance of study:

The scope of this study is large because it will highlight different motivational techniques adopted by Head teachers and also measure their impacts on the performance of teachers. The results of this study will be beneficial equally for head teachers, academicians, policy makers and new

researchers. Although the results of this study are specific to District Khanewal but they can be generalized and useful for all who are interested in this field.

2. LITERATURE REVIEW:

Motivation is an internal state of the personality which is responsible for behavior to direct other people.” (Kostelecky, 2005, p.438). Motivation is very important factors in the educational institutions because without motivation no task can be completed in an effective way in the schools by the teachers. (kamauru,2000). Sometimes teachers don’t take interest in the teaching/learning process and most of the time remain absent from the classroom. Education is very important factor in the life of a person. in order to spend a prosperous life, so one should be educated. His mind and spirit is grown up to its highest level with the help of education. It is the education which makes a person useful citizen of the society. The personality of a person is incomplete without the education. To be right thinker and correct decision making person it is necessary to be educated.

Awan (2015) states that teachers’ attitude has positive and negative effect on the personality of students. If teachers behave with his/her students positively and guide them as well as motivate them the students will definitely response in the positive way and it has healthy effect on his personality and behavior. If teacher’s behavior is negative it has adverse effect on student’s personality, behavior and learning.

The process which takes the person to act in such a way that he / she becomes able to fulfill unsatisfied needs is called motivation. (Latham G2011). It is evident from the research that motivation has central position in

the teaching learning process. This process is much important at higher classes (Lumsden 1994). It is the main reason that a large number of students don't pass the exam just that their teachers were unable to motivate them in specific direction. If the teachers motivate students in the classrooms they perform well in the exams and if their teachers don't motivate them they are unable to do well in the class.

Ginsburg and Bronstein (1993) found the there is much impact of motivation on the personality of the teachers internally. He collected data from 93 teachers working in Florida. He calculated the scores of their students. There were two types of teachers in this study. One group was motivated by their head teachers to complete assigned task. On the other hand, the other group was motivated by their head teachers. There was much difference in the scores of both groups. The students from the group who were motivated by their heads got much higher marks as compared to the other group. It may be noted that intrinsic motivation works within the life of a person. This force cannot be created by the external factors. Interest in the something is the example of this motivation. This is crested and eliminated by itself instead of outside forces. However, there are certain examples of extrinsic motivation which have significant effect. These are as under:-

- Appreciation
- Prize
- Reward
- Punishment
- Incentives
- Stars

- Clapping
- Writing good on notebooks

Head teacher should use these techniques in the class. In this way the students will be able to achieve more in the class. The student's moral training is the core responsibility of the schools and teachers as well. It is much difficult to ignore the importance of character building in the Islam. The rapid change in the society is casting many impacts on the personality of the students. Cognitive and emotional aspects of the students' personality are much effected (Aswati,). The social media is casting its dominance on the life style, moral values and behavior as well (Nurullah). A large number of researches have conducted research on the lifestyle of the students. Their findings show the following factors contribute to a lot on the cognitive side of the student. (Howes, 2000 Gazeelle, 2006 Nelson & Debacker, 2008)

- Peers
- Schools climate
- Curriculum of the school
- Teachers attitude
- Company of the persons a student keep
- Psychological needs
- Extrinsic motivation
- Intrinsic motivation

Teachers play important roles inside and outside schools. His / her responsibilities are not confined to the teaching of the students but also it is their core responsibility to create discipline in the life of the students. With the

passage of time it has become important to create a balanced personality in the life of the learners (Anastasi, 1957).

It is the attitude of a teacher which decides the teacher achievements in the teaching profession. The main factor is cognitive, behavior that constitutes the attitude of a person. It can be regarded as yardstick of individual behavioral (Feldman,1985). Domestic environment, family background, beliefs and his/her qualification decide the nature and type of attitude (Barrors& Ela,2008). C.V Good (1973) defines the students' attitude as "the tendency to show reaction towards specific object, situation or value with the feeling and emotion".

Thurston (1946) defines the teachers' attitude as "the degree of negative or positive effect which is associated with some physiological factors. According to him any phrase, individual slogan, and symbol, idea can have negative or positive effect on a person".

3. RESEARCH METHODOLOGY:

3.1 Research framework:

The research framework of this study is shown in Figure 1:

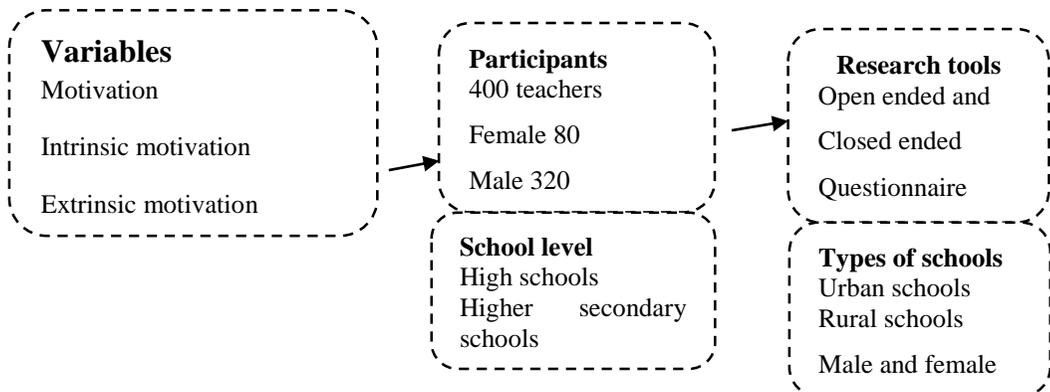


Figure 1 Research framework

3.2 Population of study:

This research study was conducted in district Khanewal. There are four Tehsils in this district which are given below.

- Mian Channu
- Jahanian
- Kabir Wala
- Khanewal

All these tehsils were included in the population. Total number of public schools with teachers and enrolled students are given in Table 1. As our research study was related to secondary schools so only secondary schools were included in the population.

Table 1: School information of Khanewal

<i>Level wise schools</i>			<i>Enrolment</i>		Teachers
level	Male	Female	Male	Female	Teachers
H.sec.	14	16	12232	15522	839
High	110	72	74924	54223	3840
Middle	151	205	55255	53287	3994
Primary	278	462	34924	53222	3555
Total	553	755	177335	176263	12228

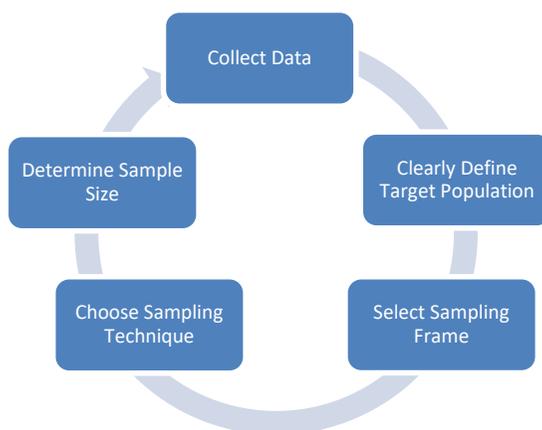
Source. School portal.punjab.gov.pk/census/districts/Khanewal

3.3. Sample of study:

Convenience sampling often helps to overcome many of the limitations associated with research. In this research Convenience sampling technique was used. There are 182 high schools in district Khanewal. 400 teachers were

taken as samples which is 10.41% of the total population. The data collection and sampling technique have been shown in Figure 2:

Figure 2: Sampling procedure



3.4 Development of Research Instruments:

Keeping in view the objectives of the study, both types of research instruments (questionnaires and structured interview schedules) were developed, validated through test and administered for getting required information from the respective respondents. There were five choices for the students to give their answers. These choices were based on 5-Points Likert Scale.

3.5 Reliability and Validity Research Instruments:

Following strategy was adopted for validation of the questionnaires:

3.5.1 Pilot Testing:

A good research relies on validity and reliability of its instruments and the procedure adopted to conduct the research. If methods employed are not valid and reliable, the data is worthless and misleading. Research instruments

were to be pilot tested before data collection, so that accurate and reliable information can be collected from the respondents.

To achieve the required objectives of the study, the designed research instrument (questionnaires) passed through several stages of selection and rejection before going to make it final shape. Each questionnaire comprised two parts and each part is consisted of various types of questions to be answered by the respondents. Every possible effort was made to arrange each item at proper place for collecting relevant information from the respondents included in the sample. Reliability of our research instruments (questionnaires) regarding the topic was calculated through Cronbach's Alpha technique and its results are shown in Table 1.

Table 2: Reliability of Questionnaires

S/No	Category	No of Items	Cronbach's Alpha Reliability
1.	Head Teachers	10	0.849
2.	Teachers	30	0.800

According to Field (2009), if the value of reliability is more than 0.70%, the questionnaire is considered as the most reliable. Table 1 indicates that there was a high reliability in the research instruments and the questionnaire was valid and reliable for collection of data.

3.6 Types of questionnaire:

In order to collect primary data from the respondents two types of questionnaire were developed. An open ended questionnaire was developed to collect data from the teachers. Close ended questionnaire was used to collect

data from the students. There were 10 questions in the open ended questionnaire that were asked from the teachers. Similarly, there were 30 statements in the close ended questionnaire which were asked from the students.

3.7 Data Collection procedure:

The author personally collected data from the respondents working at different secondary schools of District Khanewal. The respondents were guided how to fill the questionnaire and also assured them that the information to be provided by them would only be used for research purpose.

3.8 Analytical techniques:

5- Points Likert scale was used for analysis of data collected from respective respondents through questionnaires.

4. DATA ANALYSIS:

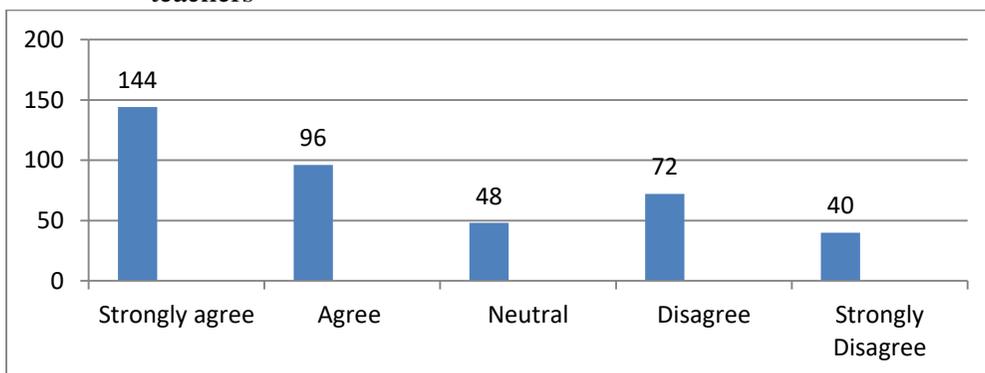
4.1. Analysis of statements:

Table 3: Good behavior of Head Teacher and its impact on the performance of teachers

Statement.	Levels	F	%	MS
Head Teacher's good behavior is a source of motivation and encouragement for the teachers.	Strongly Agree	144	36%	3.58
	Agree	96	24%	
	Neutral	48	12%	
	Disagree	72	18%	
	Strongly Disagree	40	10%	

The same results are shown in Figure 3:-

Figure 3: Impact of good behavior of Head Teacher on the performance of teachers



Explanation of results:

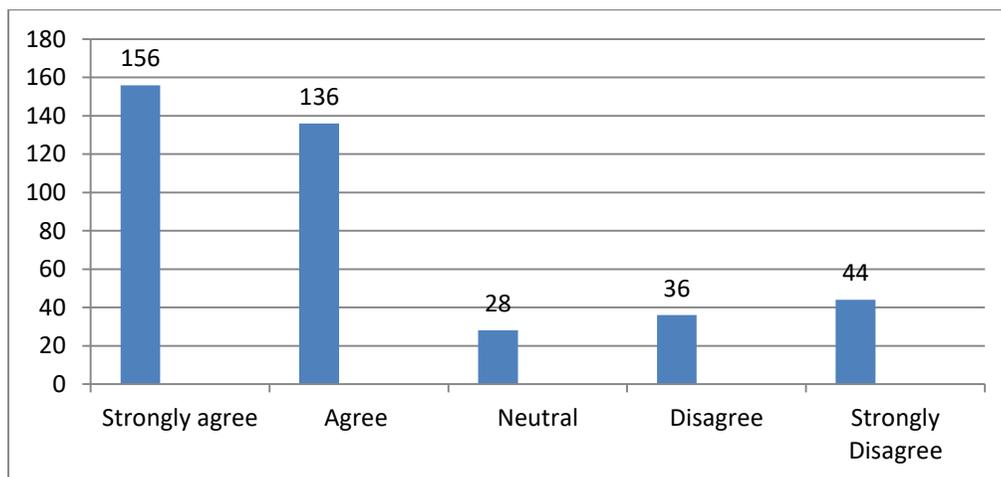
60% of the teachers selected the option strongly agree (S.A) & Agree (A). 12 % of the teachers choose the option Neutral (N). Whereas 28% of the teachers adopted the option of disagree (DA) and strongly disagree (SDA) The mean score of the above statement i.e “Head Teacher’s good behavior is a source of motivation and encouragement for the teachers”, is 3.58.

Table 4: Positive effect of appreciation.

Statement	Levels	F	%	MS
You are able to do well in the class when your Head Teacher’ appreciates you in the class.	Strongly Agree	156	39%	3.81
	Agree	136	34%	
	Neutral	28	7%	
	Disagree	36	9%	
	Strongly Disagree	44	11%	

The same results are reflected in Figure 4:

Figure 4: positive effect of appreciation



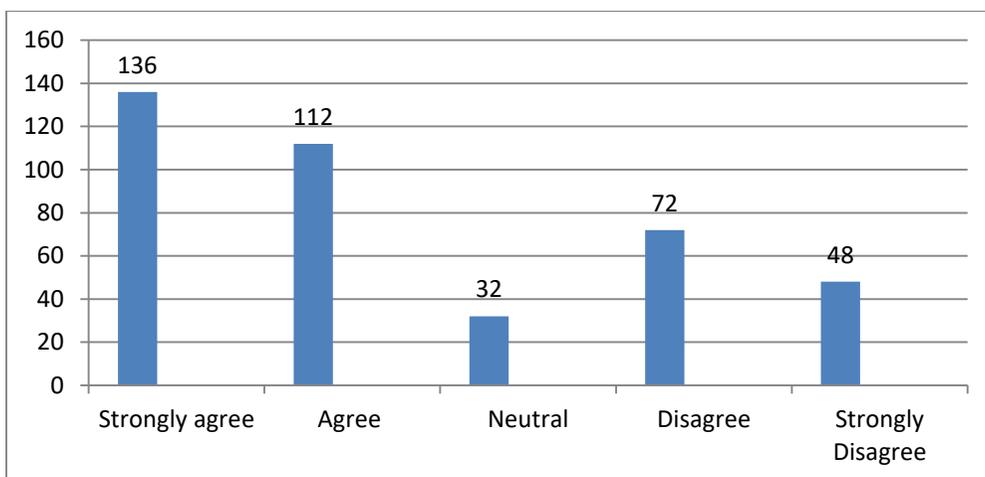
Explanation of results:

73% of teachers selected the option strongly agree (S.A) & Agree (A). 7 % of teachers choose the option Neutral (N). Whereas 20% of teachers opted option disagree (DA) and strongly disagree (SDA). The mean score of the above statement i.e “You are able to do well in the class when your Head Teacher’ appreciates you in the class”, is 3.81.

Table 5 Good report by Head Teacher motivates teachers

Statement	Levels	F	%	MS
When your Head Teacher writes “good “or “star” on your diary you are motivated to perform well in the class.	Strongly Agree	136	34%	3.54
	Agree	112	28%	
	Neutral	32	8%	
	Disagree	72	18%	
	Strongly Disagree	48	12%	

Figure 5: Good report by Head Teacher motivates teachers



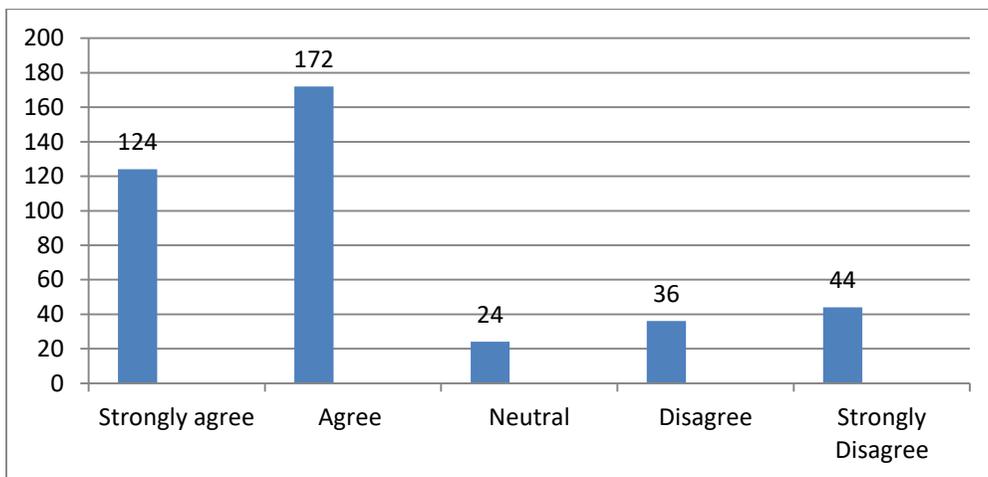
Explanation of Results:

62% of teachers selected the option strongly agree (S.A) & Agree (A). 8 % of teachers choose the option Neutral (N). Whereas 30% of the teachers adopted option disagree (DA) and strongly disagree (SDA). The mean score of the above statement i.e “When your Head Teacher writes “good “or “star” on your diary you are motivated to perform well in the class”, is 3.54.

Table 6: Recognition of teachers’ performance through clapping

Statement	Levels	F	%	MS
Clapping for the teachers at result day is a major motivation for the teachers to do well in the classroom.	Strongly Agree	124	31%	3.74
	Agree	172	43%	
	Neutral	24	6%	
	Disagree	36	9%	
	Strongly Disagree	44	11%	

Figure 6: Recognition of teachers' performance through clapping.



Explanation of Results:

The data in table and Figure show that 74% of the teachers selected option strongly agree (S.A) & Agree (A). 6 % of teachers choose the option Neutral (N). Whereas 20% of the teachers adopted disagree (DA) and strongly disagree (SDA). The mean score of the above statement i.e “Clapping for the teachers at result day is a major motivation for the teachers to do well in the classroom”, is 3.74.

5. DISCUSSION:

Motivational techniques are very important for the good performance of the teachers. The main objective of this research study was to find out the impact of motivational techniques used by the Head Teachers of secondary school on the performance of the teachers. The population of this research study were all the teachers working in high schools of District Khanewal which are 12000 in numbers. 400 teachers were selected as a sample of study through convenience sampling technique.. They were asked to fill the questionnaire developed on the basis of 5-points Likert scale. The results are

shown in the form of mean score. Head Teacher's good behavior is a source of motivation and encouragement for the teachers (Mean Score 3.58). You are able to do well in the class when you're Head Teacher' appreciates you in the class (Mean Score 3.81). When your Head Teacher writes "good "or "star" on your diary you are motivated to perform well in the class (Mean Score 3.54). Clapping for the teachers at result day is a major motivation for the teachers to do well in the classroom (Mean Score 3.74). Head Teachers should show good behavior to the staff so that they may be motivated to their work. Head Teachers should appreciate the staff in order to get well performance from them. Head Teachers should write well excellent and stars in the diaries. In this way more motivation will be created among the teachers. Head Teachers should show positive attitude to the staff. In this way staff will come close to the Head Teachers. Motivational lecture should be delivered in the staff to create motivation among them.

6. FINDINGS OF STUDY:

The findings of this research study are given in the form of mean scores.

- Head Teacher's good behavior is a source of motivation and encouragement for the teachers (Mean Score 3.58).
- You are able to do well in the class when you're Head Teacher' appreciates you in the class (Mean Score 3.81).
- When your Head Teacher writes "good "or "star" on your diary you are motivated to perform well in the class (Mean Score 3.54).
- Clapping for the teachers at result day is a major motivation for the teachers

to do well in the classroom (Mean Score 3.74).

- Your Head Teacher motivates you more when you perform poor in the class (Mean Score 2.88).
- Teachers show more emotional attachments to the Head Teacher that shows more positive attitude towards staff (Mean Score 3.68).
- Your good achievement and performance is totally dependent on the Head teacher's motivation (Mean Score 3.05).
- Dictatorship leadership style can be a motivation for the teachers in the school (Mean Score 2.62).
- Teachers do well in the school when they are warned by the Head teachers (Mean Score 2.73).
- Punishment adversely affects the confidence level of the personality of the teachers (Mean Score 3.91).
- Head Teachers misbehave with the teachers sometimes in the school (Mean Score 2.44).
- Motivational lectures are frequently delivered in the school by your Head teachers (Mean Score 2.79).
- Your Head teacher motivates the slow learners in the class (Mean Score 2.26).
- Due to efforts of Your Head teacher, school enrolment is increased (Mean Score 3.75).
- Your Head teacher organizes the co-curricular and extra-curricular activities in schools (Mean Score 2.85).
- Due to study environment created by Your Head teacher, results are much better now (Mean Score 3.52).
- In the presence of Your Head teacher, teachers teach in smooth and relax

environment (Mean Score 3.34).

- Due to Your Head teacher Teachers can avail casual leaves easily (Mean Score 2.8).
- Due to Your Head teacher, regularity and punctuality of teachers is increased (Mean Score 4.02).
- School record maintenance is much better in the presence of Your Head teacher (Mean Score 3.61).
- School Council Meetings are regularly conducted (Mean Score 3.58).
- You feel free to express your problems in front of Your Head teacher (Mean Score 3.55).
- Due to Your Head teacher, confidence of teachers increased in administration (Mean Score 2.85).
- Your Head teacher discusses and gives the solutions of school related problems (Mean Score 3.46).
- Your Head teacher briefs the problems of teachers and students to high authorities (Mean Score 3.32).
- Government policies are implemented in better way due to Your Head teacher (Mean Score 3.96).
- Your Head teacher attitude is polite and problem listener (Mean Score 4.04).
- Your head teacher marks you absent sometimes (Mean Score 2.11).
- You are assigned classes according to your qualification and interest (Mean Score 3.88).
- Your head teacher conducts s PTM in the school (Mean Score 2.3).

7. CONCLUSIONS:

From the above findings we can conclude that there is much positive impacts of the motivational techniques used by the Head Teachers of high schools on the performance of the teachers. During the survey it was observed that different motivational techniques like incentives, clapping and appreciation have strong positive impact on the efficiency of the teachers. Some of the teachers were of the view that democratic leadership style is more effective as compared to dictatorship style. Head teachers play an important role in the development of the schools and this is not possible without the cooperation of the teachers. So Head Teachers use a lot of motivational techniques to achieve the targets.

8. RECOMMENDATIONS:

The recommendations of this study are given in the following: -

- Head Teachers should show good behavior to the staff so that they may be motivated to their job efficiently.
- Head Teachers should appreciate the staff in order to get good performance from them.
- Head Teachers should write well excellent and stars in the diaries. In this way more motivation will be created among the teachers.
- Head Teachers should show positive attitude to the staff. In this way staff will come close to the Head Teachers and perform their duties willingly.
- Motivational lecture should be arranged for staff and teachers to create eagerness among them to work properly.
- Slow learners should be given special care so that they may learn better with other students.

- Head Teachers should remain present in his office during school hours.
- Head Teachers should not scold or abuse the staff and treat them ethically.
- Head Teachers should organize the meetings to appreciate the teachers who show good performance in the school.
- Head Teachers should assign classes to the teachers according to their qualification and interest.
- Head Teachers should not mark absent the staff without strong justification.

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CONTRIBUTION OF AUTHORS AND CONFLICT OF INTEREST

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