



Elementary School Teachers' Perception about Motivational Techniques used by Heads of the institutions to enhance their Performance

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ABSTRACT- Motivation plays an important role in increasing teacher performance. Heads use workplace motivation techniques to motivate teachers to do the work. They play their vital role in improving education in a positive way. The purpose of this study was to explore the incentive methods used by the heads of primary education institutions. A sample of five hundred teachers was selected through proportional random sampling. A questionnaire was used to collect data. Mean score and standard deviations were used to analyze data. The key finding of the study indicates that mostly teachers motivated during work by their head punctuality and expression of expectations. Therefore, it is recommended that training programs regarding techniques of motivation should be organized for the heads of elementary schools in order to develop the competency of teachers.

Keywords: Motivation, Elementary School, Motivational Techniques.

I. INTRODUCTION:

Motivation is a strategy to convince a person to do work efficiently and effectively in any field of job. Schools' heads use different techniques of motivation to improve the performance of teachers. Motivated teachers put their best efforts for the development of students in the system of education. Motivated teachers directly influence on the achievement of students and prove helpful in developing their skills and knowledge. Internal motivation and self-efficacy help teachers to have an impact on successful education of students in schools (Mustafa, & Othman, 2010).

Motivated teachers make an organization successful in achieving its goals. They can not only achieve their goals but also make efforts to raise the standard of education. Teachers will always look for situations where they can find individual responsibility for finding a way out of trouble. Their performance improved day by day. They also required feedback about the efforts which they had put to improve education system (Takupiwa, Herbert, Nhamo & Willard, 2013). Motivation level of teachers plays a central role in their performance and overall academic achievement of a school. It plays an important role in improving the ability of the teachers as well as students in a proficient manner and to attain the goals of an institution (Akhtar & Iqbal, 2017).

Those head teachers who do not use motivational techniques are failed to improve educational system. According to Guilloteaux and Dornyei (2018) it is related to "tangible" rewards, such as salary and maximum benefits, protection, actions and employment status. However, it is easy to motivate people to help them. An inner motivation is an inner motivation. It is a favorite of the profession in that profession. Those who are satisfied with the inner motivation make a firm decision to improve the education system.

Nadim, Chaudhry and Riaz (2017) described the salary, encouragement, load of teaching, strict management relation with other teachers, strength and size of class factors which affect and maintain the kind of job. Motivation is encouraged by a particular activities and use of high level of strategies such as attention to satisfy the behavior. The pleasure and satisfaction relates with intrinsic motivation stimulated by considering the improvement and accomplishment the targets of teachers in their job. The modification in cognitive performance develops a sense of satisfaction within a teacher while working

with children (Masaud, Ali & Hussan, 2015). Satisfaction inspires headteachers to plan their own activities according to need and move towards high level of motivation for pleasant of sensations. Herzberg work referred Two-factor theory, if the elementary necessities of the employees are the one set of rewards, and job satisfaction is the second set. These requirements are fulfilled then the success of an organization is visible. Life expectancy theory is popularized in the study of motivation. He thought that decisions about their own work make an organization successful. Expectancy theory is supported by different concepts. The first is seen as human dignity, the second is the power of the desire for a certain reward is also found (Gottfried, 1985; Atkinson, 2000)

These concepts are about to improve the self-determination among teachers and expertise to do their job well. Heads need to know how to distribute workload among teachers and provide them guidelines about the promotion of their job. Working environment in any school provides opportunity for teachers to perform their job satisfactory. The performance of teachers began to decrease and turn over starts as a result of critical working condition. A head should provide peaceful working condition where teacher can work in healthy and peaceful environment. Head teacher should delegate her teachers on the basis of their performance (Srivastava & Bhatia, 2013).

Promotion of self-esteem should be a high priority in the department. Give positive feedback on every occasion is a good way to progress teachers' self-esteem. Delegation is not a random process. Recognize the exact powers and faults of each employee. You may get the accurate schemes for the right people to put in the right places (Pasathang, Tesaputa & Sataphonwong, 2016). Alma, (2011) described that gratitude is a great self-confidence manufacturer and promoter. Managers should encourage the employees by their actions. A large amount of salary or bonus is not a source to motivate teachers to perform their job good enough. The commitment of the reward motivates teachers to put their best efforts and be more productive. Therefore, heads of schools develop a peaceful environment to keep teachers happy and they contribute for development of a school (Nyameh, Douglas, Teru & Titus, 2013).

Research Objectives:

The following were objectives of the study:

1. To identify techniques of motivation used by the elementary school heads to enhance teachers' performance.
2. To investigate the perception of teachers about the use of valuable as well as unproductive schools' heads techniques of motivation.

II. METHODOLOGY

The research methodology was described as under:

Research design

This research was conducted to investigate the motivational techniques used by the head teachers of public elementary schools and their impact on performance of teacher. This study was conducted quantitatively. The researcher used survey method to obtain data.

Sampling for the study

The Sample was carefully chosen through proportional random sampling and comprised of 500 elementary school teachers from district Sheikhpura. The total numbers of the institutions of Sheikhpura district. There are total 1455 elementary schools are 276. There are 150 boys and 126 girl's elementary school and the number of teachers in the schools is 8,532. Number of male teachers are 4,250 and female teachers are 4,282 in the same way. The questionnaire was distributed among 700 ESTs teachers. Only 600 respond the questionnaire.

Measuring Instruments

Data was collected by using self-complied questionnaire. For the pilot testing and validation, the instrument was distributed among six experts.

I. Data collection

The questionnaire was provided the teachers by the researcher to be completed in their leisure time. The male and female had an opportunity to contact with researcher after completion of survey.

II. Data Analysis

The data was analyzed and interpreted after computing descriptive statistics on SPSS version-20. The collection of . Descriptive statistics i.e., Mean score and standard deviations were used to analyze data.

Procedures of the study

The quantitative study was based on survey. It was easy to fill out questionnaire, kept on focus of respondents, is relatively impartial and honestly easy to be tabularized and examined. The questionnaire was distributed by the researchers personally together information from teachers. Data was analyzed by using descriptive statistics i.e., mean, standard deviation.

III. RESULTS

Working condition

Sr.No	Statement	SDA	DA	UN	A	SA	Mean	SD
1	Head teachers faithfulness develops the elementary teachers' performance.	8.4	10.2	13.2	32.0	36.2	3.77	1.271
2	Head teachers' beliefs on teacher work improve the teachers' presentation.	5.0	10.1	10.7	28.5	45.7	4.00	1.193
3	Head teacher's regularity effect on the punctuality of teachers.	5.5	8.2	9.3	34.7	42.3	4.00	1.158
4	The performance of the teachers develops by strict and disciplinary behavior of principals	6.8	11.0	13.4	33.8	35.0	3.79	1.224
5	The performance of teachers develop by writing annual report about their jobs	8.2	15.5	13.5	31.3	31.5	3.62	1.291
6	Teacher's presentation increase by the apprehension of heads.	7.5	15.5	14.3	29.0	33.7	3.66	2.89
7	Teacher's academic activities by using the instructional technologies.	8.0	17.2	14.0	23.5	37.3	3.65	1.342
8	Forcefully expression of opinions affects the teachers' performance.	6.5	8.0	15.0	37.5	33.0	3.83	1.165
9	The activities of the teachers increase by developing academic atmosphere	7.8	11.8	13.0	33.6	33.8	3.74	1.257
10	Teachers perform their duties carefully by providing them job security	3.7	12.3	13.3	30.2	40.5	3.92	1.165
11	Teachers do their job honestly by providing them self-determination	6.3	12.4	15.2	31.3	34.8	3.76	1.228
12	Good relationship with head enhances the teachers'	10.3	7.0	12.5	33.5	34.2	3.74	1.280

performance. teachers teaches with motivation by developing the good relation with heads

Total	7.0	11.6	13.4	31.5	36.5	5.46
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Table shows that elementary school head teachers faithfulness develops the elementary teachers' performance (M=3.77 SD=1.271) , Head teachers' beliefs on teacher work improve the teachers' presentation (M=4.00 SD=1.93), Head teachers regularity effect on the punctuality of teachers (M=4.00 SD=1.158) The performance of the teachers develops by strict and disciplinary behavior of principals (M=3.93 SD=1.224) Teachers presentation increase by the apprehension of heads (M=3.66 SD=2.89) Teachers academic activities by using the instructional technologies (M=3.65 SD=1.342). Forcefully expression of opinions affects the teachers' performance. (M=3.83 SD=1.165) Teachers perform their duties carefully by providing them job security (M=3.92 SD=1.165). AS it is concluded that overall mean (36.5%) with the respond of ESTS from agreed to strongly agreed in the total score of the factor indicates that better working conditions are provided head teachers in the school.

Recognition

Sr.No	Statement	SDA	DA	UN	A	SA	Mean	SD
1	Teachers do hard work for completing their task by motivation from heads	10.3	10.7	15.7	34.8	28.5	3.61	1.283
2	Contribution of the teachers in the process of judgment develops their performance.	8.2	13.8	18.8	32.0	27.2	3.56	1.249
	Total	9.3	12.3	17.3	33.2	27.9	3.6	

Table show that elementary school Teachers do hard work for completing their task by motivation from heads(M=3.61, SD=1.283), Contribution of the teachers in the process of judgment develops their performance (M=3.56 SD=1.249) Conclusively, the overall mean (27.9%) indicates that the majority of participant ESTs is encouraged by their head teachers in the school.

Delegation

Sr.No	Statement	SDA	DA	UN	A	SA	Mean	SD
1	Head assign suitable work load for teachers to enhance their performance.	7.1	13.3	13.5	32.8	33.3	3.72	1.248
2	Teachers do their job with responsibility by good action of heads	8.1	9.2	12.2	37.3	33.2	3.78	1.223
3	Teachers do their jobs warmly by participation of heads in teaching process	4.0	11.3	14.7	39.2	30.8	3.82	1.112
4	Teachers do their duties with interest by fair allocation of duties from heads.	7.2	11.5	17.7	27.8	35.8	3.74	1.254

5	The performance of teachers by offering them duties according to their abilities	3.4	17.2	3.2	33.0	43.2	3.95	1.210
7	Teachers do their duties warmly in the examination.	14.2	30.2	10.1	23.2	22.3	3.09	1.410
8	Teachers do their jobs with responsibility by fair assignment of their authorities.	3.1	18.0	4.7	31.5	42.7	3.93	1.215
	Total	7.1	15.4	10.9	32.1	34.5	3.72	

The table shows that most of the head assign suitable work load for teachers to enhance their performance meanscore (M=3.72 SD=1.248), Teachers do their job with responsibility by good action of heads (M=3.78 SD=1.223), Teachers do their jobs warmly by participation of heads in teaching process (M=3.82 SD=1.112). Teachers do their duties with interest by fair allocation of duties from heads (M=3.74 SD=1.254), the performance of teachers by offering them duties according to their abilities (M=3.95 SD=1.210) Teachers do their jobs with responsibility by fair assignment of their authorities (M=3.93, SD=1.215). Finally, the overall mean (3.72%) indicates that ESTs believe that delegation is given to the ESTs by their head teachers in the school.

IV. DISCUSSION

Therefore, principals of Schools require knowing the nature of teachers and motivating them according to different academic situations. If heads recognize teachers' activities and understand the working situation, in this situation, students and teachers can do their academic duties well. The results of current study showed that use of motivational techniques like delegation and recognition actually praise, encourage the duties of school teachers. The finding of this study was associated by Nadim, Chaudhry and Riaz, (2017) these researchers described that why people are motivated and through process theory (Goal setting theory, Adam's equity theory, Uroom's expectancy valence theory, etc) helped to encourage people for doing work in better ways. The current study elaborates that teachers develop positive attitude when the head teachers delegate duties and responsibility to teachers on their academic performance. Heads develops confidence and self-esteem among teachers by sharing working activities with them. Heads need to recognized their work by giving them rewards and oral appreciativeness for their work. This finding is related by Qayyum and Sukirno (2012) who described that prizes given teachers on their positive achievements by their heads in different academic situations. Heads compensate the teachers by giving them prizes and develop a behavior of devotion with their school. Although, this research made an effort to conduct facts about definite situation of different aspects of motivation were highlighted in this study.

V. CONCLUSIONS

In conclusion, delegation provides support for the achievements of goals in educational organization. The results of our study described that most of teachers worked with responsibility if heads delegate them on their best efforts. Teachers work properly with inspiration in classroom working condition. Availability of suitable working condition for teachers is a mile stone in achieving institutional goals. Teachers' recognition motivates teachers to do work better. We can conclude by stating that this study those heads used motivational strategies for enhancing the performance of teachers at the maximum level.

On the basis of conclusions, following recommendation is made.

Most of the head teachers do not like to discuss educational problems with their teachers. As a result, disbelieve and dissatisfaction rise among teachers and head teachers. It is suggested that head teachers might make possible the sharing of elementary teachers in solving educational problems. Therefore, it is

recommended that training programs regarding techniques of motivation should be organized for the heads of elementary schools in order to improve the competency of teachers. Head teachers should apply fair treatment with all teachers regarding educational and personal matters.

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