To Explore the Motivational Techniques Used By Head Teacher to Improve Academic Performance of Secondary School Teachers

Yasmeen Yamin, PhD Scholar, Department of Education, University of Lahore
Dr. Muhammad Hameed Nawaz, Professor, Department of Education, University of Lahore

Abstract- The major objective of the present study was to explore the motivational techniques used by head teacher to improve academic performance of secondary school teachers. The study was quantitative in its nature. Whereas, 285 head teachers and 758 secondary school teachers from Lahore division were selected through simple random technique. The data was collected by using self-administered instruments through survey method. Statistical Package for Social Sciences (SPSS Ver.-25) was applied to analyze the data. It was found that the positive motivational techniques used by the head teachers boost the performance of the teachers. This study is beneficial for the development of secondary school education by adopting different techniques and strategies. Moreover, it is helpful for the policy makers, educationist and staff development for the enhancement of academic performance at secondary school level.

Key Words: Motivational techniques, Head Teacher, Secondary School Teacher, Academic Performance

I. INTRODUCTION

Edification or instruction is seen as a significant apparatus for personal improvement. This might be seen as the primary contributing variable to modern and financial advancement on the planet over. This improvement can be acknowledged when a general public has instructive projects that are dealt with by propelled educators or teachers. The school climate should be alluring to incite educators to deliver their maximum capacity on understudies' achievement in learning. The idea of the school climate is essentially a component of inner administration and initiative. In the cutting edge period, instructive offices are worried about how ought to be dealt with accomplish supported significant level execution from the instructors (Armstrong, 2006). This involves concentrating on instructive organization that how instructors can be spurred to build up such workplace that will assist with guaranteeing that, they convey brings about agreement with the assumptions for the organization. (Koontz & Weinrich, 2008). The information on what inspires educators consequently is critical to the head instructor. The structure of rousing variables into instructive jobs and the whole cycle of driving individuals should be based on information on inspiration. Koontz (2008) agrees that the instructive chief's (head educator) work isn't to control individuals yet rather to perceive what spurs individuals. As indicated by sociologists, school conditions are reward scant and regularly appear to neutralize educators' best exertion to develop expertly and improve understudies' learning (Peterson, 2005). Instructive pioneers need to discover approaches to keep instructors in the calling and keep them inspired. A persuaded instructor is one who not just feels happy with their work however is engaged to make progress toward greatness and development in instructional practice. (Frase, 2010) However, the best test analysts in training and school pioneers have confronted, is inspiring instructors to acquire undeniable degree of execution. Cohen (2009) found that educator's remuneration including pay, benefits and enhanced pay, showed little connection to long haul fulfillment with instructing as a profession. The review uncovered that staff acknowledgment, parental help, instructor cooperation in school dynamic, impact over school strategy and control in the homeroom were the components unequivocally connected with educator fulfillment. Brow D., (2010) uncovered that, instructor inspiration relies basically upon viable administration, especially at school level. In the event that frameworks and constructions set up to oversee and uphold educators at school are broken, instructors are probably going to lose their feeling of expert duty and responsibility. Educator responsibility is notwithstanding, an element of numerous factors among which is the idea of regulatory administration to rouse instructor in schools.

There is no uncertainty nowadays that information on various types of inspiration and its execution in the school climate is an essential for improving the nature of instructing and resulting accomplishment of instructive objectives. Each head instructor meets this wonder and each head educator has an interest in their workers accomplishing all the foreordained school targets and instructive objectives. Execution of instructors and fruitful execution of the errands is the aftereffect of numerous components. There are inward factors which structure segments of the staff qualities and different viewpoints, for example outer ones. (Brow, 2010).

Perhaps the main factors that move each person to accomplish their objective is inspiration. To be sure, the inspiration is that core value that empowers instructor or anybody to remain fixed on the way of progress paying little heed to the difficulties that might be experienced now daily. This incorporates individual just as expert objectives and targets. (Baumeister, 2010). Inspiration manages educator's activities and practices toward accomplishment of instructive objectives (Analoui, 2009). In work and different settings subsequently, inspiration is frequently portrayed as being inherent or extraneous in nature (Sansone and Harackiewicz, 2010). Inherent inspiration, getting from inside the individual or from the actual action which decidedly influences conduct, execution, and prosperity of its source (Ryan and Deci, 2008). Outward inspiration then again, results from the fulfillment of outside controlled rewards and impacts, including pay, material belongings, eminence, and positive assessments among others. As opposed to extraneous inspiration, inherent inspiration is said to exist when the conduct is performed by individual for the good of its own instead of to acquire material or social re-authorization. Latest examination work will in general help the view that inspiration radiates from inside and that an individual has his/her own arrangement of persuasive powers (Adam 2007). By the by, the two wellsprings of inspiration are significant and it is the obligation of the heads or administering assortments of foundations to painstakingly distinguish and address these persuasive powers to accomplish both individual and association objectives. Instructor inspiration has to do with educator's disposition to work want to take part in academic cycle with school/school climate just as educator's advantage in understudy's order and control in homeroom. (Aacha, 2008).

Besides, educators have both natural and extraneous necessities. That is, an instructor who is characteristically inspired embraces his/her undertakings fulfillment, for the sensation of achievement and self - completion. In the difference, an inherently roused educator may play out his/her obligation to acquire an award like compensation. The two elements impact educators' conduct (Din, 2008). Subsequently, the point of the association ought to be to expand on and upgrade characteristic inspiration for educators to play out the showing task successfully, yet additionally simultaneously to supply some of extraneous inspiration en route for school/school improvement. Regardless of the significance of outward and natural factors of inspiration on educators' exhibition little is thought about the impact of these elements on instructors' presentation in Public optional schools in Punjab. The public authority of Punjab has embraced numerous changes in the instruction area from the last rot to deliver the issues identified with quality schooling. The public authority, guardians, non-legislative associations and contributors perceive that albeit significant steps have been made in instruction, there are not kidding deficiencies in the schooling framework. There is a developing public discussion on how educator can be inspired to improve instructing and learning. To look for the appropriate response of this inquiry, the current examination is configuration to investigate the inspirational strategies utilized by head instructors to improve scholarly accomplishment of optional teacher in Punjab. (Abbasi, 2007)

Statement of the Problem
The motivational techniques used by head teacher to improve academic performance of secondary school teachers

Research Objectives
 i. To identify motivational strategies used by the head teachers' to improve teachers' academic performance
 ii. To find out the most effective motivational strategies used by the head teachers' to improve teachers' academic performance

Research Questions
 i. Which types of motivational strategies used by the head teachers' to improve teachers' academic performance?
 ii. Which one is the most effective motivational strategies used by the head teachers' to improve teachers' academic performance?

II. RESEARCH METHODOLOGY

The aim of the present study was to explore the motivational techniques used by head teacher to improve academic performance of secondary school teachers. For this the adopted descriptive research deign based on survey in nature.

Sample and Sampling Technique
For the present study, sample was comprised on 285 head teachers and 758 secondary school teachers who were selected from Lahore division by applying simple random sampling technique.

Research Instrument

For the collection of data, the researcher developed two self-developed questionnaire, one for head teacher, and the second for teachers

Data Collection and Analysis

Initially the researcher personally along with approval letter visited to CEO education office of selected districts for seeking permission him for the collection of data. After seeking permission from CEOs the researcher personally visited selected secondary schools of the selected district of Lahore division to administering the questionnaire. After the collection of data, it was thoroughly examined and checked for completeness and comprehensibility. The data was then summarized, coded and tabulated. The coded data was entered into computer for analysis. Statistical Package for Social Sciences (SPSS) was used analyze the data. Inferential ANOVA, independent sample t-test, one sample t-est and descriptive statistics especially, frequencies, mean, Std.D and percentage was computed.

III. RESULTS

Comparison of Motivational Strategies used by the Head Teachers regarding their Group of Gender

The following table disclose that the computed t-value is -2.504 which is less than the table value 1.968 at df (283) and the computed sig value is .003 which less p= 0.05 level of significance. It shows significant difference in the use of motivational strategies by the head teachers regarding their group of gender. Moreover, the following table (table 1b) shows which and how strategies do gender wise head teachers use to motivate their teachers.

Table 1a:

Independent sample t-test for the analysis to compare motivational strategies used by the head teachers regarding their group of gender

Gender	N	Mean	Std. D	t	df	Sig.
Female	157	1.47	.501	-2.504	283	.003
Male	128	1.60	.490			

Sig= 0.05

Comparison of Motivational Strategies Used by the Head Teachers to motivate their Teachers regarding their Group of Gender

The following table (Table No.1b) disclose comparison of motivational strategies used by the head teachers to motivate their teachers regarding their group of gender. 60.3% (41) of the male heat teachers always used extrinsic motivational techniques (Improving Environment, Workload, Accountability, and Institutional Environment), 17.6% (12) used often, 11.7% (8) used some time, 7.4% (5) used rarely, and 2.9% (2) of the male head teachers used extrinsic motivational techniques to motivate their teachers while 9.6% (5) of the female heat teachers always used extrinsic motivational techniques, 25.3% (13) used often, 31.3% (16) used some time, 15.7% (8) used rarely, and 18.1% (9) of the female head teachers used extrinsic motivational techniques to motivate their teachers.

46.7% (28) of the male heat teachers used often intrinsic motivational technique (Remuneration, Recognition and Prestige, Career development, and Voice), 31.7% (19) used some time, 13.3% (8) used rarely, and 8.3% (5) of the head teachers used intrinsic motivational techniques to motivate their teachers while 65.1% (69) of the female heat teachers always used intrinsic motivational techniques, 8.5% (9) used often, 20.8% (22) used some time, 5.7% (6) of the female head teachers used rarely intrinsic motivational techniques to motivate their teachers.

It is concluded that majority of the male head teachers used extrinsic motivational techniques (Improving Environment, Workload, Accountability, and Institutional Environment) and majority of the female head teachers used intrinsic motivational techniques (Remuneration, Recognition and Prestige, Career development, and Voice) to motivate their teachers to improve academic performance. Moreover, the following table (Table No. 2) disclosed that which and how frequent extrinsic motivation techniques do the male head teachers use and which and how frequent intrinsic motivation techniques do female head teachers use to motivate their teachers.

Table 1b:

Descriptive analysis for the analysis to comparison of motivational strategies used by the head teachers to motivate their teachers regarding their group of gender, (Male=128, Female=157)

Gender	MoI	f & %	Frequency of using Motivation Techniques					Total
			Always	often	Some time	Rarely	Never	
Male	Extrinsic	f	**41**	12	8	5	2	68

Gender	MoI	f & %	Always	often	Some time	Rarely	Never	Total
		%	**60.3%**	17.6%	11.7%	7.4%	2.9%	100.0%
	Intrinsic	f	0	28	19	8	5	60
		%	0.0%	46.7%	31.7%	13.3%	8.3%	100.0%
	Total	f	41	40	27	13	**7**	128
		%	32.0%	31.3%	21.1%	10.2%	5.5**%**	100.0%
Female	Extrinsic	f	5	13	**16**	8	9	51
		%	9.6%	25.3%	**31.3%**	15.7%	18.1%	100.0%
	Intrinsic	f	**69**	9	22	6	0	106
		%	**65.1%**	8.5%	20.8%	5.7%	0.0%	100.0%
	Total	f	**74**	22	38	14	9	157
		%	**47.1%**	14.0%	24.2%	8.9%	0.6%	100.0%

Extrinsic Motivational Techniques used by Male Head Teachers to motivate their Teachers

The following table (Table No.2) disclose extrinsic motivational techniques used by male head teachers to motivate their teachers. 30.9% (21) of the male heat teachers always used improving environment extrinsic motivational technique to motivate their teachers, 13.2% (9) used often, 5.9% (4) used some time, 4.4% (3) used rarely, and 1.5% (1) of the male head teachers used never improving environment extrinsic motivational technique to motivate their teachers.

5.9% (4) of the male heat teachers always used work load extrinsic motivational technique to motivate their teachers, 7.4% (9) used often, 4.4% (3) used some time, 2.9% (2) used rarely, and 1.5% (1) of the male head teachers used never work load extrinsic motivational technique to motivate their teachers.

1.5% (1) of the male heat teachers often used accountability extrinsic motivational technique to motivate their teachers, 4.4% (3) used some time, and 5.9% (4) used rarely work load extrinsic motivational technique to motivate their teachers.

5.9% (4) of the male heat teachers often used institutional environment extrinsic motivational technique to motivate their teachers, 2.9% (2) used some time, and 1.5% (1) used rarely institutional environment extrinsic motivational technique to motivate their teachers.

It is concluded that majority of the male head teachers always use improving environment extrinsic motivational technique to motivate their teachers, minority of them often use work load and institutional technique and only few of them rarely use accountability extrinsic motivational technique to motivate their teachers.

Table No.2
Descriptive analysis to describe male heat teacher wise use of extrinsic motivational techniques

Moti. Tech.	Types of MT		Always	often	Some time	Rarely	Never	Total
Extrinsic	Improving Environment	f	**21**	9	4	3	1	38
		%	**30.9%**	13.2%	5.9%	4.4%	1.5%	55.9%
	Work load	f	4	**5**	3	2	1	15
		%	5.9%	**7.4%**	4.4%	2.9%	1.5%	22.1%
	Accountability	f	0	1	3	**4**	0	8
		%	0.0%	1.5%	4.4%	**5.9%**	0.0%	11.8%
	Institutional environment	f	0	**4**	2	1	0	7
		%	0.0%	**5.9%**	2.9%	1.5%	0.0%	10.3%
	Total	f	25	19	12	10	2	68
		%	36.8%	27.9%	17.6%	14.7%	2.9%	100.0%

Intrinsic Motivational Techniques used by Female Head Teachers to motivate their Teachers

The following table (Table No.3) disclose intrinsic motivational techniques used by female head teachers to motivate their teachers. 0.9% (1) of the female heat teachers often used remuneration and incentive intrinsic motivational technique to motivate their teachers, 2.8% (3) used some time, and 1.9% (2) of the female head teachers used remuneration and incentive intrinsic motivational technique to motivate their teachers.

45.3% (48) of the female heat teachers always used recognition and prestige intrinsic motivational technique to motivate their teachers, 8.5% (9) used often, 2.8% (3) used some time, 1.9% (2) used rarely,

and 0.9% (1) of the female head teachers used never recognition and prestige intrinsic motivational technique to motivate their teachers.

8.5% (9) of the female heat teachers some time used career development intrinsic motivational technique to motivate their teachers, 3.8% (4) used rarely, and 2.8% (3) of the female heat teachers never used career development intrinsic motivational technique to motivate their teachers.

15.1% (16) of the female heat teachers often used voice intrinsic motivational technique to motivate their teachers, 3.8% (4) used some time, and 0.9% (1) rarely use voice intrinsic motivational technique to motivate their teachers.

It is concluded that majority of the female head teachers always use recognition and prestige intrinsic motivational technique to motivate their teachers, minority of them often use voice technique and only few of them some time use remuneration and incentive, and career development intrinsic motivational technique to motivate their teachers.

Table No.3

Descriptive analysis to describe female heat teacher wise use of extrinsic motivational techniques

Moti. Tech.	Type of MT	f& %	Frequency of using Motivation Techniques					Total
			Always	often	Some time	Rarely	Never	
Intrinsic	Remuneration and Incentive	f	0	1	**3**	2	0	6
		%	0.0%	0.9%	**2.8%**	1.9%	0.0%	5.7%
	Recognition and prestige	f	**48**	9	3	2	1	63
		%	**45.3%**	8.5%	2.8%	1.9%	0.9%	59.4%
	Career Development	f	0	0	**9**	4	3	16
		%	0.0%	0.0%	**8.5%**	3.8%	2.8%	15.1%
	Voice	f	0	**16**	4	1	0	21
		%	0.0%	**15.1%**	3.8%	0.9%	0.0%	19.8%
	Total	f	**48**	26	19	9	4	106
		%	**45.3%**	24.5%	17.9%	8.5%	3.8%	100.0%

Comparison of Effective Motivational Strategies used by the Head Teachers' to Improve Teachers' Academic Performance

The following table (Table No.4) disclose motivational strategy (Extrinsic) wise teachers' academic performance. The head teachers who always use extrinsic motivational strategies to motivate their teachers, majority of their teachers perform "very good", who often use, majority of their teachers perform "excellent", who some time use, majority of their teachers performed "average", and the head teachers who rarely or never use extrinsic motivational strategies to motivate their teachers, majority of their teachers perform "below average" at school.

Table 4:

Frequency and percentage of the motivational strategy (Extrinsic) wise teachers' academic performance

Frequency	f & %	Motivational Technique wise Performance					Total
		B.Avrg	Avrg	Good	V. Good	Excellent	
Always	f	0	6	19	**117**	51	193
	%	0.0%	0.8%	2.5%	**15.4%**	6.7%	25.5%
Often	f	0	17	26	39	**149**	231
	%	0.0%	2.2%	3.4%	5.1%	**19.7%**	30.5%
Some time	f	33	**79**	39	32	0	183
	%	4.4%	**10.4%**	5.1%	4.2%	0.0%	24.1%
Rarely	f	**51**	17	21	9	0	98
	%	**6.7%**	2.2%	2.8%	1.2%	0.0%	12.9%
Never	f	**31**	9	13	0	0	53
	%	**4.1%**	1.2%	1.7%	0.0%	0.0%	7.0%
Total	f	115	128	118	197	200	758
	%	15.2%	16.8%	15.6%	26.0%	26.4%	100.0%

Comparison of Effective Motivational Strategies used by the Head Teachers' to Improve Teachers' Academic Performance

The following table (Table No.5) disclose intrinsic motivational strategy wise teachers' academic performance. The head teachers who always use intrinsic motivational strategies to motivate their teachers, majority of their teachers perform "excellent", who often use, majority of their teachers perform "every good", who some time use, majority of their teachers performed "good", the head teachers who

rarely use, majority of their teachers performed "average" and the head teachers who never use intrinsic motivational strategies to motivate their teachers, majority of their teachers performed "below average" at school.

It is concluded that the most effective strategies which head teachers used to motivate their teachers is intrinsic motivational strategy because the head teachers who always used intrinsic motivational strategy, majority of their teachers performed "excellent" and the head teachers who always use extrinsic motivational strategy, majority of their teachers performed "very good" at school

Table 5:

Frequency and percentage of the motivational strategy (Intrinsic) wise teachers' academic performance

Motivational Technique	Frequency	f&%	Frequency of using Motivation Techniques					Total
			B.Avrg	Avrg	Good	V. Good	Excellent	
Intrinsic	Always	f	0	6	11	68	**189**	274
		%	0.0%	0.8%	1.5%	9.0%	**24.8%**	36.1%
	Often	f	0	12	42	**122**	17	193
		%	0.0%	1.6%	5.6%	**16.1%**	2.2%	25.5%
	Some time	f	5	17	**76**	31	0	129
		%	0.7%	2.2%	**10.0%**	4.1%	0.0%	17.0%
	Rarely	f	38	**76**	7	0	0	121
		%	5.0%	**10.0%**	0.9%	0.0%	0.0%	16.0%
	Never	f	**26**	9	6	0	0	41
		%	3.4%	1.2%	0.8%	0.0%	0.0%	5.4%
	Total	f	69	120	142	220	207	**758**
		%	9.1%	15.8%	18.7%	29.0%	27.3%	**100.0%**

IV.   CONCLUSION AND DISCUSSION

The aim of the present research was to explore the motivational techniques use by had teachers to improve academic performance of secondary school teachers. Through literature review, the researcher came to know there are lots of strategies which head master used to motivate their teachers to improve their performance at school. In the present research, the researcher tried to find extrinsic strategies e,g, improving environment, workload, accountability, and institutional environment, and intrinsic motivational strategies e.g. remuneration, recognition and prestige, career development, and voice. Conclusion was drawn from the findings, and concluded that significant difference in the use of motivational strategies by the head teachers regarding their group of gender was found. Moreover, it was also fund that which and how strategies do gender wise head teachers use to motivate their teachers. Majority of the male head teachers used extrinsic motivational techniques (Improving Environment, Workload, Accountability, and Institutional Environment) and majority of the female head teachers used intrinsic motivational techniques (Remuneration, Recognition and Prestige, Career development, and Voice) to motivate their teachers to improve academic performance. It was also found in the present research that the male head teachers who always use improving environment extrinsic motivational technique to motivate their teachers, minority of them often use work load and institutional technique and only few of them rarely use accountability extrinsic motivational technique to motivate their teachers and the female head teachers always use recognition and prestige intrinsic motivational technique to motivate their teachers, minority of them often use voice technique and only few of them some time use remuneration and incentive, and career development intrinsic motivational technique to motivate their teachers. Motivational strategy (Extrinsic) wise teachers' academic performance was also explored. The head teachers who always use extrinsic motivational strategies to motivate their teachers, majority of their teachers perform "very good", who often use, majority of their teachers perform "excellent", who some time use, majority of their teachers performed "average", and the head teachers who rarely or never use extrinsic motivational strategies to motivate their teachers, majority of their teachers perform "below average" at schools. The head teachers who used intrinsic motivational strategy wise teachers' academic performance. The head teachers who always use intrinsic motivational strategies to motivate their teachers, majority of their teachers perform "excellent", who often use, majority of their teachers perform "every good", who some time use, majority of their teachers performed "good", the head teachers who rarely use, majority of their teachers performed "average" and the head teachers who never use intrinsic motivational strategies to motivate their teachers, majority of their teachers performed "below average"

at school. So, it can say that the most effective strategies which head teachers used to motivate their teachers is intrinsic motivational strategy because the head teachers who always used intrinsic motivational strategy, majority of their teachers performed "excellent" and the head teachers who always use extrinsic motivational strategy, majority of their teachers performed "very good" at school.

REFERENCES

1. Aacha (2008). *"Personnel Management texts and cases, Mumbai"*: Himalaya Publishing House. Vol. 3, pg. 123-28
2. Abbasi, (2007), *"Motivation design of instruction"* In C. Reigeluth (Ed.), Instructional design theories and models: An overview of their current status pp. 383-434
3. Bennell, Paul, and Kwame Akyeampong. *Teacher Motivation in Sub-Saharan Africa and South Asia.* Researching the Issues 71, Department for International Development: Education Papers, 2007.
4. Bishay, Andre. "Teacher Motivation and Job Satisfaction: A Study Employing the Experience Sampling Method." *Journal of Undergraduate Science* 3 (1996): 147-154.
5. Bonnet, Gabrielle. *What do recent evaluations tell us about the state of teachers in Sub-Saharan Africa?* Background paper prepared for the Education for All Global Monitoring Report 2008, UNESCO, 2007.
6. Brow D., (2010), *"Teacher Motivation as an Essential Factor for Classroom Effectiveness and School Improvement"* College Student Journal, Department of Educational Administration and Foundations, University of Benin, Benin City, Nigeria.Vol.3 Nos.1.54-69
7. Bruns, Barbara, Deon Filmer, and Harry Anthony Patrinos. *Making Schools Work: New Evidence onAccountability Reforms.* Human Development Perspectives, Washington, DC: World Bank, 2011.
8. Chapman, David W. "Teacher Incentives in the Third World." *Teaching and Teacher Education* 9, no. 3 (1993): 301-316.
9. Charron, Gabriel, and Ta Ngoc Chau. *The Quality of Primary Schools in Different Development Contexts.* Paris: United Nations Educational, Scientific and Cultural Organization, 1996
10. Cifuentes, Lilia, interview by Jarret Guajardo. *Guatemala Education Program Director* (April 10, 2011).
11. Colbert, V., and O. Mogollon. *Hacia la Escuela Nueva: Unidades de Capacitación para el Maestro.* Bogotá: Ministerio de Educación Nacional, 1977.
12. Frase, (2010), *"Ten Commandments for Motivating Language, results of an empirical study"*, Language Teaching Research: Pg. 2,3, 203
13. Koontz and Weinrich, (2008). "*The effect of motivation on teachers' performance and its impact"*, on K.C.S.E results A case of Titiki West Division, Vihiga district, Kenya, Unpublished MED project Kenyatta University
14. Orodho, (2014), "Management of organizational behaviours", utilizes human resources. New Jersey Eaglewood Cliffs, Prentice Hall. Vol, 2, Pg. 78, 82, 101
15. Oyedeji and Fasasi, (2006), "*Handbook of African Educational Theories and Practices Bamenda"*: Human Development Resource Centre (HDRC),
16. Ramlall, (2004), "*Teacher Motivation as an Essential factor for Classroom Effectiveness and School Improvement"*, College Student Journal, Department of Educational Administration and Foundations, University of Benin, Benin City Nigeria, 3(1) 54–69