



## Effect of Motivational Techniques Used by Heads on Male and Female Elementary School Teachers' Performance

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**Abstract-** Motivation of Teachers is very important for their responsibilities and communicating knowledge to students. Different motivational techniques are used by heads for motivation and effective performance of teachers in schools. In order to turn out good performance of student's teachers need motivation and competency. The main purpose of the study is to find out the effect of motivational techniques on the performance of teachers. The technique of cluster random sampling was used for a survey. Data was collected from 600 teachers who were working in Elementary Schools of District Sheikhpura. For collecting data, a questionnaire with four main constructs was used. The result of the study described that a significant relationship exists between head teacher's techniques of motivation and performance of teachers. Extrinsic and intrinsic techniques of motivation should be used developing performance of teachers. Training program and courses may be arranged for head teachers to improve their capability for using of motivational techniques in competent manner.

**Key Words:** Motivation, Elementary School, Motivational Techniques, Teacher Motivation

### I. INTRODUCTION

The role of teachers is very important for planning every educational policy; in the world so far they are inadequately motivated. The teachers can be motivated for guidance, learning and engaging the students in many meta cognitive activities. The motivation of teachers in educational activities develop positive and healthy environment in Schools. Motivation is a important aspect among all the aspects of success which leads teachers for success and job satisfaction (Agezo, 2010). It develops teacher's professional competencies and performance in an institution. It is an internal condition that promotes and keeps up the behavior of a man. Motivation is an internal force that finds out all factors of performance that shows how we interact with others. Motivation played a vital role for getting teacher's energy and potential in their teaching activities. At School level education in Pakistan, expectation for job performance of a teacher is very high which guides to produce total quality of students. The competent and qualified teachers were recruited in Schools but their performance in job is uncertain (Kocabas, 2009).

Quality education cannot produce due to lack of training. Development of a program on education need to be start for professional growth of teachers. Teachers do not know the importance of training and are not motivated for training. Teachers have to face different challenges at school level such as stress. There is need to develop the standards of competencies for professional growth of teachers. Motivation played its important role in the curricular and co-curricular activities of teachers. Motivation is not only beneficial for teachers but also for students (Lanzeby, 2008). Mailard and Alkins (2004) examine less motivation of teachers' effect on the results of education and their performance. Teachers face many other problems during their teaching such as students' behaviors in study and unsuitable distribution of resources. Motivation is a thing which inspires or encourages teachers to do their good efforts. Motivation enhances the performance of teacher and they do their job on time. They cooperate with each other during the work and develop their morale. The performance of teachers is high and constant than those without motivation. Teachers have calm mind and perform their job with happiness. Motivated teachers do their job with high dedication and aspiration. They always put their best efforts to develop their job career. The efficient and effective role of head teacher is necessary for the management of a School. The head teachers have to adopt different techniques for motivating teachers and handing over their duties. Motivational techniques provide a way for head teachers to develop motivation among teachers (Nyanga, Mudhovozi and Chireshe, 2012).

Motivated teachers perform their duties cooperatively for the effectiveness and development of School. Motivation is an internal force for the development of educational environment. Motivation encourages teachers to do their job effectively ( Seead and Rizwani, 2012). Motivation is a force that inspires the teacher's behaviors for the achievement of educational goals. Motivational techniques develop cognitive

skills and comprehension level of teachers and keep them away from burnout and stress that influence the motivation negatively (Wongkiatjorn, 2010).

The teachers have to develop lesson plan for improving the quality of teaching. Teachers examine the learning outcomes as a result of their teaching. The teacher guide students as facilitator, motivator, assessor and organizer. It can be possible for teachers to use different methods of teaching according to the situation (Kocabas, 2009). The teacher can motivate by head teachers in different situations such as tiredness, fatigue and for improving efficiency. Suitable working condition provides teachers hold a great promise with teaching profession. Monetary benefits provide economic growth as motivational technique (Kohtbantau, 2011). Head teachers should arrange special activities for providing financial incentives for male female teachers from authority. Appreciation is a motivational technique which develops social attitude among teachers. The teachers do not work only for money but they also need to establish personal relation such as recognition and performance appraisal (Goswami and Dwivedi, 2011).

Promotion is a motivational technique which is cause of corporeal benefits such as pay increment promotion. The head teachers need to keep balance between teacher's work and reward. Recognition is another important motivational technique. It is used for praising teachers for their good work. The head teachers recognize good performance of teachers. The head teachers can use this technique during their around in the Schools. They can use good words and write comments on a piece of paper for teachers' good performance (Nyameh, et, .2013).

The head teachers used feedback technique for shaping the behavior of teachers. Feedback technique is used to motivate teachers for their teachings and development of their actions. The head teachers guide the teachers forwork and development of work. They provide guideline for the improvement of teachings rather than using condemnation for poor performance. Appreciation and performance appraisal for the improvement of service are necessary in organization. The head teachers must know the capacities of their teachers before using criticism for their performance. The head teachers try to know about teacher's capacities by conducting structured interviews (Srivastava and Bhatia, 2013).

Training is very necessary for motivating teachers. It provides them skills and saves them from failure. The head teachers should arrange training programs in order to provide them a chance for developing their competencies in teaching. Good relationship between teachers and head teachers play an important role regarding their position and career commitment in the schools. Head teachers should appreciate and show positive remarks for teachers according to their work and motivate them for innovation (Siddiqui, et, .2011).

Therefore, motivation plays an important role for developing their effective performance. Head teachers employ motivation approach to inspire teachers for creative and innovative work (Wongkiatjorn, 2015).

The motivation from heads is very low for the improvement of teacher'spresentation. There is needto developinnovation among teachers for the use of motivational techniquesduring their instruction (Woolfolk, 2004).In different occasions heads use motivation techniques to encourage teachers in teaching learning process (Wongkiatjorn, 2010).

### **Objectives of the Study**

The s following objectives were used to conduct the:

1. identify female and maleviews of teachersabout effects of caring attitudeofheads on their performance.
2. recognizefemale and maleviews of teachersabout effects of feedbacktechniqueof heads on their performance.
3. assessfemale and maleviews of teachersabout effects of appreciationtechnique of heads on their performance.
4. know female and maleviews of teachersabout effects of working conditiontechniqueof heads on their performance.

### **Research hypothesis**

These are following hypothesis:

H<sub>1</sub>: There is no significant difference between the mean scores of female and male views of teachers about effects of caring attitude of heads on their performance.

H<sub>2</sub>: There is no significant difference between the mean scores of female and male views of teachers about effects of feedback of heads on their performance.

H<sub>3</sub>: There is no significant difference between the mean scores of female and male views of teachers about effects of appreciation of heads on their performance.

H<sub>4</sub>: There is no significant difference between the mean scores of female and male views of teachers about effects of working conditions of heads on their performance.

## II. METHODOLOGY

Quantitative and descriptive approach was used for conducting the study.

### Population

Population of the study is all elementary teachers in government schools of district Sheikhpura. The study was carried out from male and female teachers of elementary schools of district Sheikhpura.

### Sample of the study

Cluster random sampling technique was used for selecting the sample from elementary school teachers working in government schools of SKP district. Only 600 elementary school teachers responded among 1400 teachers of elementary school. Hence, we consider our sample as 600 teachers for 389 females and 211 were males.

### Instrument

Data was collected through self-developed and validated questionnaire form experts. It was related to eight factors of motivation and 42 statements. Ten statements were related to Caring attitude, twelve statements were related to feedback, ten statements were related to appreciation, ten statements were related to Working condition.

### Data Analysis

By using different statistical techniques and SPSS-21 version data was analyzed. An independent sample t-test, Mean and standard deviation were also calculated.

## III. RESULT & INTERPRETATION

Table1

*Independent sample t-test to Identify mean Difference in Male and Female Responses of Teachers for Effect of Caring Attitude of their Heads on their Performance*

	Gender	N	M	SD.	df	t-value	Sig.
Attitude of Caring	Male	215	8.22	1.692	599	.629	.751
	Female	384	8.18	1.593			

Table 1 explains the results of Independent sample t-test to recognize difference of mean in responses of male and female teachers for the attitude of caring of heads on their performance. The mean scores of teachers' responses in which male ( $M = 8.22, SD = 1.692$ ) and female ( $M = 8.18, SD = 1.593$ ) are not statistically significant with mean difference ( $MD=0.4$ ),  $t(599) = .629, p = .751$ . The results show that "There is no significant difference between the mean scores of male and female teacher's responses for caring attitude motivational techniques used by heads to improve their performance" is rejected. The conclusion is that teachers have same views working in elementary schools about heads attitude of caring on the teachers' performance.

Table 2

*Independent sample t-test to Identify mean Difference in Female and Male Responses of Teachers for Effect of Heads Feedback of their on their Performance*

	<i>Gender</i>	<i>N</i>	<i>M</i>	<i>SD.</i>	<i>df</i>	<i>t-value</i>	<i>Sig.</i>
Feedback	Male	215	8.52	1.598	599	-1.647	.206
	Female	384	7.99	1.875			

Table 2 explains the results of independent sample t-test recognized difference of mean in responses of male and female teachers for the feedback effect of their heads on their performance. The mean scores of teachers' responses in which male ( $M = 8.52$ ,  $SD = 1.598$ ) and female ( $M = 7.99$ ,  $SD = 1.875$ ) are not statistically significant with mean difference ( $MD=0.53$ ),  $t(599) = -1.647$ ,  $p = -1.757$ . The results show "There is no significant difference between the mean scores of male and female teacher's responses for feedback motivational techniques used by heads to improve their performance" is rejected. The conclusion is that teachers have same views working in elementary schools about the motivation technique's feedback effect on their performance.

Table 3

*Independent sample t-test to Identify mean Difference in Male and Female Responses of Teachers for Heads Appreciation Effect on their Performance*

	<i>Gender</i>	<i>N</i>	<i>M</i>	<i>SD.</i>	<i>df</i>	<i>t-value</i>	<i>Sig.</i>
Appreciation	Male	215	6.99	1.619	599	-1.947	.206
	Female	384	7.53	2.515			

Table 3 indicates the results of independent sample t-test to recognize difference of mean in responses of male and female teachers for the effect of appreciation of heads on their performance. The mean scores of teachers' responses in which male ( $M = 6.99$ ,  $SD = 1.619$ ) and female ( $M = 7.53$ ,  $SD = 2.515$ ) are not statistically significant with mean difference ( $MD=0.64$ ),  $t(599) = .637$ ,  $p = -1.947$ . On the basis of these results, the hypothesis that "There is significant difference between the mean scores of male and female teacher's responses for feedback motivational techniques used by heads to improve their performance" is accepted. The conclusion is that teachers have same views working in elementary schools about the motivation technique's appreciation effect on their performance.

Table 4

*Independent sample t-test to Identify mean Difference in Male and Female Responses of Teachers for working condition Effect on their Performance*

	<i>Gender</i>	<i>N</i>	<i>M</i>	<i>SD.</i>	<i>df</i>	<i>t-value</i>	<i>Sig.</i>
Working Condition	Male	215	7.34	2.099	599	-1.527	.779
	Female	384	7.16	2.084			

The results of table 4 show independent sample t-test to recognize the difference in mean of male and female teachers' responses for the effect of developing working condition of their heads on their performance. The mean scores of teachers' responses in which male ( $M = 8.37, SD = 1.563$ ) and female ( $M = 8.28, SD = 1.613$ ) are not statistically significant with mean difference ( $MD=0.9$ ),  $t(599) = -1.527, p = .779$ . On the basis of these results, the hypothesis that "There is no significant difference between the mean scores of male and female teacher's responses for Working condition motivational techniques used by heads to improve their performance" is rejected. The conclusion is that teachers have same views working in elementary schools about the motivation technique's Working condition effect on their performance.

#### IV. FINDINGS

By using statistical data analysis, it was found that there is significant difference on the basis of many factors such as caring attitude, feedback, appreciation and working condition. Female Mean score is significantly higher than mean score of male teachers. It can be concluded that female teacher has significantly different opinion than male teachers. Although there has been no significant difference between the factors of caring attitude, feedback and working condition. Mostly elementary teachers expressed that Positive and hopeful behavior of the head teachers develop their performance. The results of current study showed that use of motivation techniques like appreciation encourage the teachers for teaching and improve the male and female teachers' performance.

#### V. CONCLUSIONS AND RECOMMENDATIONS

In conclusion, institutional goals can be achieved if heads used appreciation technique for the motivation of teachers. The result of study described that appreciation on good activities of teachers and motivated them for doing more work. The performance of teachers may be improved by building a good working condition in classroom. Appropriate working condition in classroom inspire teachers to do more work with students and in achieving instructional goals. The result of study described that teacher put their maximum efforts in teaching learning process by motivation from their heads. Mistrust and disappointment increased among teachers if head teachers do not consult with them regarding academic activities. Head teachers should cooperate with teachers regarding matter of schools. Training program and courses may be arranged for head teachers to improve their capability for using of motivational techniques in competent manner. So, it is recommended that Head teachers should use caring attitude, feedback and appreciation for improving teachers' performance in schools.

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