# Motivation Techniques Used By Heads Of Higher Educational Institutions In Pakistan

Muhammad Naseer Ud Din, IER, Kohat University, Pakistan
Hafiz Muhammad Inamullah, IER, Kohat University, Pakistan

**ABSTRACT**

*The study was aimed to investigate the Motivation techniques used by Heads Higher Educational Institutions in Pakistan. The population of this study comprised all the heads of degree colleges of Pakistan. For choosing the sample from this population, random sampling type was used. The sample constituted of 200 heads of degree colleges and colleges and 1000 teachers of degree colleges. A questionnaire was used as research instruments for collection of data. Collected data were tabulated, analyzed and interpreted in the light of objectives of the study by applying statistical tools of research such as chi-square as a contingency test and percentage were used. Chi-square as contingency test was used to compare the frequencies of principals/teachers. In the light of the conclusions it is recommended that a special training course may be arranged for educational managers, administrators and supervisors for achieving competency in motivation techniques.*

## INTRODUCTION

*M*otivation is the desire or drive within a person to achieve some goal. Within is the operative word here, for motivation is an internal condition based on a person's perceptions and needs (Ricks *et al*; 1995). The term motivation derives from the Latin word movers, "to move". It is virtually impossible to determine a person's motivation until that person behaves of literally moves (Mifflin, 1995).

The choice of rewards, recognition, reprimands or punishments to motivate personnel help to project the leadership style of the administrator (Knezevich, 1984). The principal's leadership roles (responder and manager) contribute to teachers' morale either by fostering a rough atmosphere or by supporting and collaborating with them (Hall, 1980).

A head involves working with others; therefore good human relation skills are essential for the leaders (Lewis, 1998). Task cannot be achieved flawlessly, it is very important to provide feedback so that teachers understand strengths, weaknesses, and most importantly, how to complete similar assignments more efficiently in the future (Mifflin, 1995).

According to Smith (1994), motivated employees are needed in our rapidly changing workplaces. Motivated employees help organizations survive. Motivated employees are more productive. To be effective, managers need to understand what motivates employees within the context of the roles they perform. Of all the functions a manager performs, motivating employees is arguably the most complex.

Ofoeqbu (2004) found that a teacher needs not only adjustment and regular payment of salary and allowance but also the right technology and facilities for effective classroom management and school improvement.

Qayyum (2003) found that teacher's competency motivated them to do well. Moreover, chance of promotion, proper division of work among the employees, due favour, availability of teachers for guidance, appropriate working conditions and an assurance of job security increased motivation.

**Statement Of The Problem**

The major objective of the study was to investigate the motivation techniques used by heads Higher Educational Institutions in Pakistan.

**Objectives**

The objectives of the study were as:

1.     To investigate the motivation techniques used by the heads of institutions of higher education.
2.     To examine the views of teachers about the effective and ineffective motivational techniques used by their heads.

**METHOD**

**Population**

The population of the study comprised the following categories of respondents:

(a)     All the heads of degree colleges of public sector in Pakistan.
(b)     All the teachers working in these degree colleges.

**Sample**

The cluster sampling was used for selecting the study sample. The heads were randomly selected from each college.

**Measuring Instruments**

A questionnaire was used as research instruments for collection of data. The questionnaire was validated through pilot testing before this was administered on the sample.

**Collection Of Data**

The researcher visited most of the colleges of Punjab, NWFP and Federal Area personally and the remaining data were collected with the help of two research assistants. Hundred percent data from sampled colleges were collected properly.

**Analysis Of Data**

Data collected through above-mentioned instruments were tabulated, analyzed and interpreted. To analyze the data, chi-square as a contingency test and percentage were used.
For statistical treatment chi-square as a contingency test was applied using the following formula:

$$\chi^2_{Obs} = \sum_{cells} \frac{(O-E)^2}{E}$$

(Garrett, 1997)

**RESULTS**

Although some principals hold a strongly positive view, in general they are less positive when compared to their teachers. In many ways, teachers hold similar views although the teachers are not quite so positive. It is clear that the principals are different in their responses from both other groups, being significantly more holding negative views. The question is difficult to interpret in that two adjectives are used: 'constructive' and 'optimistic'. Perhaps, the principals are less optimistic.

All groups are positive but the principals are less confident and teachers are most confident. Perhaps the principals are most sure that they are achieving what they want to achieve while the teachers are more aware of the motivating effects. It is possible that teachers think they are more innovative than they are!

There are very large differences in the views of two groups, with the principals very much less positive than the others. Teachers polarized views. It is because some principals apprehend teachers' transfer while teachers do not like to go to far-flung areas from their homes.

There are very large differences in the views of the two groups, with the principals very much less positive than the other. Perhaps, principal may unintentionally appreciate their teachers' work while teachers give much importance to it.

**DISCUSSION**

In looking at the responses of results, it has to be noted that principals are constructive as well as optimistic. Principals are most sure that they are achieving what they have to achieve while teachers are more aware of the motivating effects due to this they are more innovative than they are. One word of appreciation by the heads intentionally or unintentionally makes them teachers very happy. Majority of the principal's intentions reveal that they are very stiff in their dealings.

In general most teachers agree that their principals provide personal loyalty to them. It is clear that all respondents show that expressions of principal's expectation about teacher performance make motivate them. It is note worthy that some principals appreciate the teachers to develop senses of humour, award with impressive titles and chide them on their mistakes for better performance.

Generally principals are punctual, sympathetic and role model for teachers. They acknowledge the teachers achievements, care teacher's ego, establish good relationship with them and assign them appropriate workload according to their choice and interest, so that they may increase their performance.

Principals believe in fair play in all academic. They compromise in disciplinary matter. They give regular payment of salary and other remuneration, give appropriate relief time to the teachers to refresh them, handle fairly all financial matters, apply leave rules fairly, criticize the teachers in constructive way and encourage hard working teachers.

A significant number of principals are ambitious, therefore they develop habits of self-study among teachers, provide them ambience environment, give them verbal or non verbal recognition, allow them to enjoy fringe benefits, assist and lead them to achieve targets, award them with financial incentives and provide them ample chance of professional growth.

Some principals are very strict, conscious and responsible about their duties. They submit medical bills of their teachers quickly, consult their teachers in many matters, recommend timely promotion of their teachers and also give feedback to the teachers on their academic performance.

The study results reveal that a good deal of principal believes in favouritism and they behave discriminately. It is recommended that principals should believe in justice and fair play. They behave

indiscriminately in assigning the examination duties and financial benefits. It may be possible by appointing honest, fair and neutral principals in the institutions.

The study results show that majority of the principals are very stiff in their dealing. It is recommended that principals should be tolerating, polite and kind hearted. Principals may achieve such attitude by acting upon of tolerance of Holy Prophet (Peace be upon him).

**REFERENCES**

1.      Hall, Gene E. 1980. *The Principal's Role in Setting School Climate*. Harper Publishing, New York, USA. P.239.
2.      Knezevich, S. J. 1984. *Administration of Public Education*. 4th ed. Harper and Row Publishers, New York, USA. pp. 87-110.
3.      Lewis, V.P.1998. *Managing Human Relations*. Kent Publish Company, Boston, Massachusetts.pp.188-204.
4.      Mifflin, 1995. *Management and Organization*. South-Western Publishing Co, New York, USA. P.122, 167.
5.      Ofoegbu, F. I. 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.Vol.3 Nos.1.54-69.
6.      Qayyum, A.  and M.  Siddique, 2003. Let's Enhance the Performance of the Teachers: A Study of Motivational Techniques used by School Heads. *Journal of Elementary Education*.13: pp.28-33
7.      Ricks, B.R., M.L.Glinn and A.S.Daughtrey. 1995. *Contemporary supervision, Managing People and technology,* McGraw- Hill, Inc. New York, USA. P.169,182,
8.      Smith, G. P. 1994. *Human Resources Management and Development Handbook*. 2nd ed. McGraw- Hill, Inc. New York, USA. P.89.

**NOTES**