To Investigate The Views Of Students Regarding Motivational Techniques Used By The Heads Of Secondary Schools In Punjab

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ABSTRACT

The main purpose of this study was to investigate the views of students regarding motivational techniques used by the heads of secondary schools in Punjab. The main objective of this study was to identify the students' opinions about the performance of the teachers. The nature of this study was descriptive, and the population constituted 748,124 students at the secondary level in Punjab. Fifteen out of 34 districts in the province of Punjab were randomly selected and cluster sampling was used in order to choose 300 secondary schools for the sample. Ten students from each school were included in this sample, and it was further divided equally into male and female as well as urban and rural. The questionnaires were the research instruments for data collection. The data were tabulated, analyzed, and interpreted by using the most suitable statistical tools like mean, standard deviation, standard error of the difference between means, and two-tailed t-test. On the basis of analysis, it was concluded that a greater part of students fairly agreed that their teachers appreciated the students' performances openly, criticized them in a constructive way, maintained discipline in the class, chided the students on their mistakes, gave feedback in academic matter, solved their problem, and trusted in the students.

Keywords: Motivation, Motivational Techniques, Appreciation, Rewards, Incentives, Promotion, Recognition.

INTRODUCTION

*M*otivation is one of the basic factors upon which the quality of a person's work depends. It may be in the form of appreciation, incentives, rewards, or penalties. Most policy makers agree that in the field of education, improving the teacher's workplace is one of the best ways to improve the education system in schools. Heads can provide appropriate working conditions. The process of directing, influencing, and motivating subordinates is important whether the leader is a manager in a business corporation or an administrator in an educational organization. The teachers' improvement and organizational effectiveness largely depends on the way the head conceives and executes his leadership (Muhammad, 2003).

In Organ and Batman (1986) in human resource management, the term "motivation" refers to a person's desire to do the best possible job or to exert the maximum effort to perform the assigned task. It is evident that the organizational success is contingent on how well its employees perform.

The word motivation is derived from the Latin verb "mover", which means "to move". Today, of course, the term means a lot more. Steers sees motivation as "that which energizes, directs, and sustains human behaviour" and Kelly says that it "has to do with the forces that maintain and alter the direction, quality, and intensity of behaviour". Meanwhile, Jones has defined it as concerned with "how behaviour gets started, is energized, is sustained, is directed, is stopped, and what kind of subjective reaction is present in the organization while all of this

is going on" (Jones, 1996). Motivation to engage in one of these activities is strongly influenced by the intensity of motivation to engage in the other (Baron, 1986).

Motivation then becomes a process of activating this potential in all our employees for all sorts of developments in the field (Qayyum and Siddique, 2003). Performance of the teacher is operationally defined in this study as all teachers' activities and actions which are performed by him in the classroom. Performance is a multi-dimensional construct and its measurements vary depending on variety of factors (Organ and Batman, 1986).

Motivation is not only important in getting students to engage in academic activities; it is important in determining how many students will learn from the activities they perform or the information to which they are exposed. Students who are motivated to learn something use higher cognitive processes in learning about it and absorb and retain more from it (Slavin, 1997).

Incentive proposed that behavior is motivated by the pull of external goals, such as rewards, money, or recognition. Such incentives motivate workers effectively. They satisfy the needs of the subordinates and boost the morale of the workers, resulting in the increase in productivity. Moreover, it creates a favourable image for the institution (Cenzo and Robbins1998).

Promotion provides teachers with satisfaction. It encourages a healthy competition among the teachers, which resultantly improves the performance of the workers benefiting the organization and making it distinguished among the competitors (Ricks *et al.*, 1995). As a role model, a successful head has to display confidence in the integrity, discipline, and regularity in his actions (Beerrens, 2000).

Recognition of work done, status, opportunity for promotion, nature of work, and responsibility have been found to play an important role in creating motivation to work on the part of the employees (Bayrs and Rue 1996).

POPULATION

There were 4,466 secondary schools (2,924 boys and 1,542 girls) in the public sector. The population of the study constituted 7,48,124 students

SAMPLE

Fifteen out of 34 districts were randomly selected from the province of Punjab. The method of cluster sampling was used in order to select the study sample of 4,466 people, which was carried out in two stages. At the first stage, 300 clusters of secondary schools (boys and girls) were randomly chosen out of 4,466 secondary schools in Punjab. At the second stage, 3,000 students were selected through random sampling, then 10 students from each selected cluster. Randomly selected colleges for each territory were:

Table 1: Secondary Schools of Punjab

Province	Boys	Girls	Total
PUNJAB	150	150	300

Table 2: Further Details of Sample

	PUNJAB		Total
	Boys	Girls	
Students	1500	1500	3000

RESEARCH INSTRUMENTS

After going through the related literature consisting of books, journals, articles, reports, and magazines, the researcher prepared two questionnaires using the five-point Likert scale. The questionnaires were developed for students of secondary schools in Punjab.

PILOT TESTING

The pre-testing of questionnaires was conducted in January 2005. The researcher personally visited eight secondary schools (four boys and four girls) in the Gujranwala and Rawalpindi districts. The researcher administered the questionnaires among 80 students (10 from each secondary school). They were asked to complete the questionnaire carefully and give their opinion about the items which were not clear and needed further improvement.

DATA COLLECTION

The data were collected through personal visits and with the help of two research assistants from the sample institutions. Questionnaires were personally administered to the students who were thoroughly briefed on the procedure of filling them in. The response rate was 100 percent.

DATA ANALYSIS

The responses on each statement of the questionnaires were scored. The mean and standard deviation scores of the sample were calculated, then the two-tailed t-test was applied to explore whether the t-value differed significantly from the population mean, which was assumed to be 3 with SD as zero.

The most suitable statistical tools, like mean, standard deviation, standard error of the difference between means, two-tailed t-test, and Pearson Product Moment coefficient of Correlation (r), were used to obtain the results.

RESULTS AND DISCUSSION

Tables available from authors.

DISCUSSION

Teachers play a significant role in motivating students, not only by translating the knowledge about motivation into teaching actions, but also by their attitudes toward themselves and the students. Teacher motivation consists of two beliefs: 1) their belief in their own teaching ability and 2) their belief in their students' learning ability. Teacher efficacy refers to the teacher's belief in their ability to teach. This attitude is reflected in the amount of effort they use in creating and inspiring an environment for learning. Similarly, the teacher's belief in the students' learning ability is also determined by his willingness to persist in finding ways to promote students' learning. In short, motivated and successful teachers believe that they can inspire their students and that students can learn (Crowl *et al.,* 1997).

The results of this study revealed that the majority of students' slight, fair, and moderate agreements showed that their teachers reflected positive attitudes, established a good relationship, showed friendly and sympathetic behaviour, talked about the study and encouraged the students, maintained discipline in the class, criticized the students in a constructive way, reprimanded the students for their mistakes, punished students on bad performance, controlled students and their activities properly, gave feedback to students in academic matters, tried to set themselves as a model for students, came into class in a happy mood, maintained students' attention and interest during the lesson, encouraged all students to participate in the lesson, created a democratic environment for overall development of the students, expected positive behaviour from the students, trusted students, appreciated the students' performance openly, and evaluated their work continuously.

The bulk of the students slightly, fairly, and moderately disagreed with their teachers' inspiration to do something creative, use of the library themselves to encourage the students to do so, individual incentives to students, credit to students on good performance, promotion of team work, award of an impressive title, development of self study habits, discrimination in treatment, discovery of students' spark, social support for academic achievement, and use of question/answer techniques. These disagreements showed that the majority of teachers were not applying these motivational techniques. Application of these techniques can be helpful to increase the performance of both teachers and students.

Hokanson (1989) also supported this idea and identified that, in extinction, behaviour was no longer reinforced and was less likely to occur in the future, plus it was less effective. When the teachers were not clear about their teaching goals, they would not get motivated for their teaching tasks. Teachers' moderate and fair agreement showed that heads' inspiration to do something creative, appreciation to develop a sense of humour, creation of competitive environment, issuance of credit for good work, awarding financial benefits, and strict dealing were less effective motivational techniques to increase their performance.

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