

Head Teachers' Motivational Techniques and Elementary School Teachers' Performance in Urban and Rural Areas of District Sheikhpura

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Abstract

Motivation of a person have a profound effect on his/her performance. Performance of a teacher not only includes the instructional outcomes but it also encompasses performance on other job related responsibilities. Being an authorized individual heads of schools can effect motivation of their teachers to improve their performance. This study was examined at finding the difference in responses of elementary school teachers regarding the motivational techniques used by their heads and its effect on their performance in urban and rural schools of Sheikhpura District. For this purpose, a survey was conducted for data collection. A sample of 600 teachers (Male = 337, Female = 263) was collected from 80 randomly selected elementary schools in District Sheikhpura. An indignously developed and validated instrument (questionnaire) was used to collect data comprising of 43 statements related to eight motivational techniques. The mean difference in teachers' responses who were working in urban and rural elementary schools, about the effect of motivational techniques on their performance was identified through t-test. The findings of the study indicated that most of the lementary teachers were of the view that heads' motivational techniques have strong effect on their performance. Moreover, difference was not statistically significant in responses of urban and rural teachers about the heads motivational techniques and its effect on their performance. It is recommended that the government should give training to heads of elementary schools to enhance their teachers' motivation in order to improve their performance.

Keywords: Motivation, Elementary School, Motivational Techniques, delegation and appreciation

Introduction

Three types of resources play important roles in running an organization whether profit oriented or not. They are Human, Financail and Material resources. The human resource are the most important assets of any organization. These are human

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who play most important role for the development and growth of organizational process. The human can change insufficiency of any organization into efficiency by their efforts and motivation.

Teaching is the most essential and significant profession in the world. Teaching is one of the profession which belong to all other professions of the society. The educational system of any nation cannot be completed without teachers (Adeyemi, 2010). The character building and the personality of students depend on the role of teachers. Teachers have abilities to flourish a system of education and developing the qualities of these institutions. The quality of education is associated with the motivation of teachers. Teacher should be motivated to recognize their job related responsibilities for achieving specific goals of education. Teachers need stimulus for their promotion based on wages and pay rates. Teacher motivation is necessary for enhancing their job performance. There is a need to conduct studies to identify motivation of teacher to support their professional development (Enueme & Egwunyenga, 2008).

Motivational techniques used by head teachers are instructional interventions for enhancing the performance of teachers. The teacher is a source to bring out and encourage students for putting their best efforts for achieving specific goals. Feedback and appreciation techniques are used for self-regulating in order to manage the level of teachers and their motivation. School is a place where a subsequent number of young people plan their careers, so teachers' motivation is particularly necessary as explained by Ahmed et al., (2010) that the role of motivation is important for the development of the organization and teacher's performance. Performance is result of an effort presented by a person. Many factors effect performance of an individual. Talking about teaching profession there are many factors which may influence motivation of a teacher. Among many others the techniques of motivation used by heads affect the performance of the teachers in positive way. Because performance of teachers can be improved through techniques of motivation. Where head teachers use motivational techniques for developing positive effect on job performance of their teachers their "Teachers put their best efforts for achieving positive results which affect their job performance (Dessler, 2005). Job performance and motivation have significant relationship with each other. Chandrasekar (2011) described that motivation and work performance are two different but related phenomena. According to him in any institution work performance is output of motivation.

Motivation and teacher's perspective at workplace are interdependent. Regardless of other factors teachers' work performance is considered as a result of motivation. The work performance of a teacher may increase and their may become more satisfied by using different motivational techniques by their heads. There are many factors which effect teacher motivation i.e. teachers get motivated with their working condition, feedback, monetary benefits and promotion, in the presence of these

motivators they put their best efforts and show better performance. The teachers would be able to know about their weaknesses and strengths if heads use feedback technique in most appropriate way (Mustafa & Othman, 2010).

Employees behavior is assessed through performance. Motivation make teachers happy and provide them a chance to think positively about their job. Motivated teachers provide total quality of teaching than those teachers who are poorly motivated Nadeem et al. (2011). Intrinsic motivation factors provide positive feelings and job's satisfaction. Teachers can be motivated by changing the nature of work. Employees and administrators need abilities for achieving good levels of performance. We need to improve those factors which determine high level of performance in workplace (Alam & Farid, 2011). Adeyemi, (2010) described in his research about jobs' performance of teachers and leadership styles of principals in Nigeria. Head teachers should have used their authority by keeping in view the objective of improving quality of teaching and teaching profession. Bhatti et al., (2012) argued that promotion is one of the technique for influencing the performance of the teachers in appropriate way. This technique of motivation needs more academic attention of teacher. Head teachers should give reward and reinforce the teachers for the development of their job performance. Qayyum and Sukirno (2012) described that caring attitude and delegate the powers to others in result of motivation at the same time influence teachers' performance.

On the basis of above discussion, it may be concluded that heads' motivational techniques have a profound effect on teachers' performance. All depends upon the competency of head teacher to inspire their teachers to perform well on their job. Keeping in view the importance of head teachers' role and competence to motivate their teachers this study was designed to identify teachers' responses working in Sheikhpura District about the effect of heads' motivational techniques on their performance.

Objectives of the Study

The objective of the study was to examine elementary school teacher's responses who are working in urban and rural areas about effects of heads motivation on their performance.

Research Questions

Following research questions were developed to conduct the study:

1. Is there any effect of caring attitude of heads on performance of elementary school teachers and is there any difference in responses of rural and urban teachers regarding effect of this attitude?
2. Is there any effect of heads' feedback on performance of elementary school teachers and is there is any difference in responses of rural and urban school teachers about heads' feedback?

3. Is there any effect of head teachers' appreciation on performance of elementary school teachers and is there any difference in responses of rural and urban teachers regarding heads' appreciation?
4. Is there any effect of working conditions provided by heads on performance of elementary school teachers and is there any difference in responses of rural and urban school teachers about effect of working conditions on their performance?
5. Is there any effect of heads' recognition on performance of elementary school teachers and is there any difference in performance of rural and urban teachers due to recognition technique of heads?
6. Is there any effect of heads' deligation of duties on elementary school teachers' performance and is difference in responses of rural and urban school teachers about effect of delegation of authority?
7. Is there any effect of heads' appraisal on performance of elementary school teachers and is there difference in responses of rural and urban school teachers about effect of appraisal of task performance?
8. Is there any effect of heads' feedback on performance of elementary school teachers and is there difference in responses of rural and urban school teachers about effect of promotion policy told?

Methodology

This study was quantitative and descriptive in nature. The following procedures were adopted to examine the study:

Population

All public sector rural and urban elementary school teachers of District Sheikhopora were target population of the study.

Sample of the Study

For the selection of sample "multi stage sampling technique" was followed. At stage one list of all 1126 elementary schools was obtained from district headquarter office. At stage two, total 80 schools (40 girls and 40 boys) were selected randomly. From each randomly selected school data was collected from maximum available teachers. 886 questionnaires were distributed elementary school teachers among them only 641 teachers had returned the questionnaire. After screening the received questionnaires 600 questionnaires were found to be filled appropriately in which 337 were filled by male and 263 were filled by female elementary school teachers. Hence sample of the study was 600 teachers.

Instrument

Data were collected through a self developed and validated questionnaire. Forty-three statements were developed related to eight factors of motivation. Eight statements were related to Caring attitude, two statements were related to feedback, four statements were related appreciation to, twelve statements were related to Working condition, two statements were related to recognition, eight statements were related to recognition, six statements were related to Performance appraisal and one statement was related to promotion policy.

Analysis of Data

SPSS-20 trial version was used for data analysis and different statistical tests were run.

Results and Interpretation of Data

Table 1

Teachers' Responses for Effect of "Caring Attitude" of Heads"

	Locality	N	M	SD.	MD	df.	t-value	Sig.
Caring attitude	Urban	327	8.17	1.5	0.08	599	.600	.700
	Rural	273	8.09	1.5	0.07			

Table 1 shows the mean scores of teachers' responses to identify the consequence of heads' caring attitude on the work performance resulted in independent sample *t*-test. The high value of mean scores shows that most of the teachers responded to agree that their performance gets effected by caring attitude of heads. It is apparent that mean scores of teachers' responses working in urban ($M = 8.17, SD = 1.5$) and rural ($M = 8.09, SD = 1.5$) areas are not statistically significant with mean difference (MD = .08), $t (.600), p = .700$. So, on the basis of these results we treat the answer of the first question that there a strong effect of heads' caring attitude on elementary school teachers' performance and here is no difference in responses of rural and urban teachers regarding effect of this attitude."

Table 2

Teachers' Responses Fort Effect of "Feedback" on their Performance

	Locality	N	M	SD.	MD	df.	t-value	Sig.
Feedback	Urban	327	7.00	1.50	1	599	-1.757	.206
	Rural	273	8.00	1.50				

Table 2 shows the mean scores of teachers' responses for the effect of heads' feedback on their performance resulted as independent sample *t*-test. Values of mean scores show that all teachers were agree that heads' feedback effect their performance.

Moreover, it is also evident that mean scores of teachers' responses working in urban ($M = 7.00$, $SD = 1.5$) and rural ($M = 8.00$, $SD = 1.5$) areas are not statistically significant with mean difference ($MD = 1$), $t(599) = -1.757$, $p = .206$. On the basis of these result answer of the second research question is found as a remarkable effect of heads' feedback on the elementary school teachers' performance of and there is no difference in responses of rural and urban elementary school teachers about heads' feedback."

Table 3

Teachers' Responses Working in Urban and Rural Areas fort Effect of heads' "Appreciation" on Performance

	Locality	N	M	SD.	MD	df.	t-value	Sig.
Appreciation	Urban	327	7.41	1.711	0.42	589	-1.941	.008
	Rural	273	7.73	2.016				

Table 3 presents the mean scores of teachers' responses for effect of heads' appreciation to improve their performance. It is apparent that mean scores of teachers' responses working in urban ($M = 7.41$, $SD = 1.711$) and rural ($M = 7.73$., $SD = 2.06$) areas are statistically significant with mean difference ($MD = 0.42$), $t(-1.941) =$, $p < .05$. On the basis of these results answer of the third research question is reached as there a strong effect of head teachers' appriciation on performance of elementary school teachers and there is a remarkable difference in responses of rural and urban teachers regarding heads' appreciation."

Table 4

Teachers' Responses for the Effect of "Working condition" on Performance

	Locality	N	M	SD	MD	df.	t-value	Sig.
Working condition	Urban	327	7.34	2.099	0.27	598	-1.527	.779
	Rural	273	7.61	2.084				

Table 4 reveals the mean scores of teachers' responses for effect of working conditions provided by their heads to improve their performance. It is apparent that mean scores of teachers' responses working in urban ($M = 7.34$, $SD = 2.099$) and rural ($M = 7.61$., $SD = 2.084$) areas are not statistically significant with mean difference ($MD = 0.27$), $t(-1.527) =$, $p = .779$. On the basis of these findings we reacher the answer to research question four that there is a strong effect of working conditions provided by heads on performance of elementary school teachers and there is no difference in responses of rural and urban school teachers about effect of working conditions on their performance"

Table 5

Teachers' Responses for Effect of "Recognition" on Performance

	Locality	N	M	SD	MD	df.	t-value	Sig.
Recognition	Urban	327	6.97	1.953	0.31	598	-1.749	0.37
	Rural	273	7.28	2.117				

Table 5 presents the result of t-test ran to identify the effect of heads' recognition practices used by their heads on their performance. It is apparent that mean scores of teachers' responses working in urban (M = 6.97, SD = 1.953) and rural (M = 7.28, SD = 2.117) areas are not statistically significant with mean difference (MD = 0.37), t (-1.749) =, p =.37. "So, it is concluded there is a noteworthy effect of heads' recognition on performance of elementary school teachers and there in no difference in performance of rural and urban teachers due to recognition technique of heads."

Table 6

Teachers' Responses for the Effect of "Recognition" on Performance

	Locality	N	M	SD	MD	df.	t-value	Sig.
Delegation	Urban	327	7.19	1.873	1	598	-4.669	.069
	Rural	273	7.89	1.706				

Table 6 shows the mean scores to identify difference in teachers' responses working in urban and rural areas for the consequence as a result of deligation of duties on their performance. High mean score shows teachers' agreeableness for the positive effect of deligation of duties on their performance. It is also clear that mean scores of teachers' responses working in urban (M = 7.19, SD = 1.873) and rural (M = 7.89, SD = 1.706) areas are not statistically significant with mean difference (MD = 1), t (-4.669) =, p =.069. It is concluded that there is strong effect of heads' deligation of duties on performance of elementary school teachers and there in no difference in responses of rural and urban school teachers about effect of delegation of authority.

Table 7

Teachers' Responses for the Effect of "Recognition" on Performance

	Locality	N	M	SD	MD	df.	t-value	Sig.
Performance	Urban	327	6.89	2.3321		598	-8.706	.000
Appraisal	Rural	273	8.38	1.784				

Table 7 presents the results of t-test ran on teachers' responses working in urban and rural areas of Sheikhpura District to identify differences due to heads' "performance appraisal". It is apparent that mean scores of teachers' responses working

in urban ($M = 6.98$, $SD = 2.332$) and rural ($M = 8.38$, $SD = 1.784$) areas are statistically significant with mean difference ($MD = 1$), $t (-8.706) =$, $p < .05$. It is concluded that there is a noteworthy effect of heads' appraisal on performance of elementary school teachers and there is difference in responses of rural and urban school teachers about effect of appraisal of task performance."

Table 8

Teachers' Responses for the Effect of "Promotion Policy" on Performance

	Locality	N	M	SD	MD	df.	t-value	Sig.
Promotion	Urban	327	7.18	2.534	1.22	598	-6.086	.000
	Rural	273	8.40	2.253				

Table 8 shows the mean scores of teachers' responses for effect of promotion policy told by their heads on their performance. It is apparent that mean scores of teachers' responses working in urban ($M = 7.18$, $SD = 2.534$) and rural ($M = 8.40$, $SD = 2.253$) areas are statistically significant with mean difference ($MD = 1.22$), $t (-6.068) =$, $p < .05$. on the basis of these results it is concluded that there is a strong effect of heads' feedback on performance of elementary school teachers and there is difference in responses of rural and urban school teachers about effect of promotion policy told.

Discussion and Conclusions

Main objective of the study was to "identify the effect of different motivational techniques used by heads of elementary in urban and rural areas of district Sheikhpura." In the light of the results it is concluded that majority of the elementary school teachers working in public schools of Sheikhpura are agree that motivational techniques used by heads have positive effect on their performance. Results showed that elementary school teachers perceived their heads recognition practices as having positive effect on their performance. The results of the study are consistent with the findings of Ketheka (2014) who claimed that employee's recognition is a fundamental factor of their job satisfaction which ultimately enhances their performance. As these evidences play a very important role in promotion and selection of the employees. Muindi (2014) found that due to lack of recognition of a well done task by a teacher resulted in his/her demotivation.

Results also showed that elementary school teachers responded that involvement in decision making results in better performance. These results are aligned with the findings of Kimanthi (2016) who found that that majority of the teachers felt motivated when their heads involve them in decision making i.e. in forming school rules and regulations, deciding on discipline matters and penalties. In teachers' views the working conditions provided by heads have a sound effect on their performance. The study conducted by Kimanthi (2016) also showed that most of the teachers were

demotivated due to the conditions of their staffrooms and offices. Mwenda (2015) found most of the secondary school teachers demotivated due to uncomfortable physical facilities. According to JOSEPH, (2016) teachers not only feel unhappy due to their job itself but surrounding conditions while work affects employees' performance. Gyekye (2006) found that physical conditions provided by heads affect employees' job commitment. Results of the study also revealed that supervision practices of heads effect performance of teachers. These results are inconsistent with the findings of Kimanthi (2016) who found most of the teachers demotivated due to supervision by their heads. Results of this research work showed that elementary teachers in rural areas showed greater mean score as compare to urban elementary teachers which shows their consciousness about monitoring practices by heads.

Moreover, results also showed that teachers' performance of elementary schools working in rural areas have greater effect of their heads motivational techniques. It may be due to the factor that they face more difficulty to continue their job. They have to travel from far areas, transportation facilities are not good. Rural areas do not have developed infrastructure which itself case many problems of their inhabitants. There are less economic opportunities for locals. In the presence of these hard circumstances teachers need motivation to persist and perform up to the mark. Heads' motivational techniques work as desensitizer and keep elementary teachers motivated to put efforts to perform up to the mark. These contextual factors may be major factors for greater sensitivity of rural elementary teachers for heads' motivation.

Recommendations

It is recommended that the government should arrange training courses for heads of elementary schools to improve their teachers' performance. In the schools' teachers have to faces many problems such as promotion, monetary benefits and rewards the Government should have promoted teachers timely in public sectors regarding their education and capabilities. Equity based reward system should be implemented for motivation of teachers. Rural teachers of elementary schools are more sensitive about the motivational techniques used by their heads. It is also dire need of the hour to improve teachers' performance for students' effective learning in rural areas due to low achievement of rural students. Awareness should be provided to rural heads of elementary schools to use more effective techniques to motivate their teachers.

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