

Effect of Head Teachers' Motivational Techniques on Elementary School Teachers' Performance on the Basis of their Age

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Abstract

Motivational techniques are effective in improving quality of education. The substantive purpose of the study was to identify the effect of motivational techniques used by elementary school head teachers on the performance of teachers in district Sheikhpura. A survey was conducted through cluster random sampling technique to collect data from 600 elementary school teachers working in District Sheikhpura. A questionnaire with nine main constructs was used to elicit teachers' responses about effectiveness of their head teachers' motivational techniques. Data were analyzed through appropriate statistical techniques. One-way Analysis of Variance (One-way ANOVA) was applied to identify mean difference in teachers' performance due to motivational techniques used by their heads on the basis of their age groups. Findings of the study revealed that there was a significant difference in teachers' performance on the basis of their age groups on motivational techniques used by their heads such as feedback, recognition, performance appraisal, working condition and delegation of powers. On the basis of findings it is recommended that the government would conduct regular training for the head teachers on motivational techniques through the ministry of education to equip them with skills and knowledge needed in their managerial role. The teachers would be motivated to work to enhance their performance.

Keywords: Motivation, elementary school, motivational technique, teachers' age.

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Introduction

Motivation enhances staff performance and abilities in educational institutions. It plays an important role for learning and education. Motivation is one of the important factors of teachers' focus on educational development of student and their learning outcomes. Therefore, teachers should be motivated to increase their job performance. The job performance of a teacher will weak if he/she is not motivated. According to Adeyemi (2010) achievement and accomplishments of goals depends on motivation and performance. The active and capable workers are required for this support. Abdulsalam and Mawoli (2012) described that motivation plays an important role in the institution to increase teachers' competence. Teacher's behavior can be change through inspiration. In fact, a teacher plays active role for accomplishing the objective in a proficient way in the case of additionally motivation (Abdullah, 2019). According to Mustafa and Othman (2010) stated that teacher motivation enhances the abilities and effectiveness of teachers and it particularly effects on the students for learning and achieving their goals. There are two types of motivation which are intrinsic (inner) or extrinsic (outside).

According to Wigfield and Perencevich (2004) intrinsic motivation deals with inspiration for determining their contentment and pleasure in the jobs place and individuals develop their skills and abilities. The responsibility to work and provide learning opportunities at a higher level can guide towards a positive performance. Extrinsic motivation provides practices which motivate a person to take part in activities. It initiates a person from outside. In extrinsic motivation reward in the form of cash or positions and penalty is the result of bad behavior. Competition empowers the performer for victory on others. An encouragement for winning award is likewise extrinsic motivations. According to Fasasi et al., (2015) motivation manipulates the performance of an employee in order to achieve organizational objectives. In the event that in school, the teachers do not have adequate motivation; in that case they are less equipped which specifically impact the learners and the instructional framework.

This study was conducted in district Sheikhpura. It mainly focused on teachers' performance through motivation in the region of the Punjab, Pakistan. According to Enueme and Egwunyenga (2008) motivation works as affecting force. Alam and Farid (2011) defined motivation as a process which starts with a physiological need that motivates others to achieve certain objectives. According to Guay et al., (2010) motivation describes underlying behavior. Gredler (2004) described the main characteristics of motivation is a force to take a few activities keeping in mind the end goal to accomplish certain objectives of a person. Based on individual differences everyone has different level of motivation.

Job performance of employees remains an issue in most of the organizations. According to Ahiauzu and Osiah (2011) competence and efficiency of finishing everyday works which linked with job performance, guide us how an organization should work fairly. Through the idea of job performance in different areas like administration, industry and financial can be seen. Wigfield and Perencevich (2004) relates job performance with the results from a given resources as output of a work. Mali (2005) described top level performance can be achieved by using minimum resources is related with job performance. In this way the use of financial resources have many other helpful impacts on job performance. The result is that job performance involves completing more with few resources.

Performance and motivation are important components along with achievement. Motivation plays an important role in the association which increases the profitability of workers and the objectives can be achieved in an effective way. Through motivation the behavior of workers can be changed in any organization (Latt, 2008). Motivated teachers play significant role in order to accomplish the objective in a proficient way. According to Mustafa and Othman (2010) motivation of a teacher is essential for developing the behavior of students in learning and its impacts on the students' accomplishment. The teachers do not have sufficient motivation in educational institutions that is why they are not able to develop their personality which directly influence students and the teaching learning process.

Donnelly (2000) examined motivation is a force within a person to guide his behavior. Motivation is used to describe the intensity and direction of behavior. It directs and provides energy to a person for achieving targets. Person who will be highly motivated work hard for accomplishing targets rather than a person who is less motivated and efficient. Motivation is directional and intentional. A motivated person continuously performs activities for achieving the goal and continuously even in the phase of difficulty.

Mawoli and Babandako (2011) examined feedback is necessary for teachers to understand their competencies and shortcomings. They need to know to do actions more competently in future. Lack of feedback increases teachers' disturbance which causes negative impacts on teachers' performance. Training program as a motivational force is one of the important factor that increase the performance of teachers.

Urdzikoya and Kiss (2009) carried out a study focused on employees' motivation. They describe the importance of motivation and focus on individual's behavior for improvement of associations and give information about the application of motivation in Slovak associations. Wang et al., (2010) carried out the study that examined the effect of intrinsic and extrinsic motivation on the performance of workers. The result of the study found relationship between extrinsic motivation and the performance of workers.

The result of study describes that administration, discipline, and motivation influence on workers' performance at the same time. It is necessary for an organization to give concentration on needs and requirements for effective implementation (Tumilaar, 2015).

Objectives of the Study

The study was conducted to achieve the following objectives: To,

1. Identify the teachers' responses about effect of caring attitude of their heads on their performance on the basis of their age.
2. Recognize the teachers' responses about effect of their heads' feedback on their performance on the basis of their age.
3. Assess the teachers' responses about effect of their heads' appreciation on their performance on the basis of their age.
4. Know the teachers' responses about effect of their heads' on working conditions on their performance on the basis of their age.
5. Examine the teachers' responses about effect of their heads' recognition on their performance on the basis of their age.
6. Find out the teachers' responses about effect of their heads' recognition on delegation on their performance on the basis of their age.
7. Identify the teachers' responses about effect of their heads' performance appraisal on their performance on the basis of their age.
8. Assess the teachers' responses about effect of their heads' monetary benefits and rewards on their performance on the basis of their age.
9. Recognize the teachers' responses about effect of their heads promotion on the basis of their age.

Null Hypothesis

Research has following null hypothesis as under:

- H₁: There is no significant difference in teacher's responses about effect of caring attitude of their heads on their performance on the basis of their age.
- H₂: There is no significant difference in teachers' responses about effect of their heads' feedback on their performance on the basis of their age.
- H₃: There is no significant difference in teachers' responses about effect of their heads' appreciation on their performance on the basis of their age.
- H₄: There is no significant difference in teachers' responses about effect of their heads' on working conditions on their performance on the basis of their age.
- H₅: There is no significant difference teachers' responses about effect of their heads' recognition on their performance on the basis of their age.

H₆: There is no significant difference in teachers' responses about effect of their heads' recognition on delegation on their performance on the basis of their age.

H₇: There is no significant difference in teachers' responses about effect of their heads' performance appraisal on their performance on the basis of their age.

H₈: There is no significant difference in teachers' responses about effect of their heads' monetary benefits and rewards on their performance on the basis of their age.

H₉: There is no significant difference in teachers' responses about effect of their heads promotion on the basis of their age.

Research Methodology

Study was quantitative in nature. Population of the study was comprised of Government elementary school teachers of district Sheikhpura. Cluster random sampling technique was used for the selection of a sample. Six hundred elementary school's teachers from district Sheikhpura were selected for sample. The questionnaire was distributed among 886 Elementary School Teachers, only 337 male teachers and 263 female teachers were replied. A self-developed and validated questionnaire was used for data collection. it was comprised 48 statements related to nine factors of motivation. The collected data was analyzed by using appropriate statistical techniques. Data were analysed by using inferential statistical techniques.

Result

Table 1

Scores of One-way ANOVA to Identify Mean Difference in Teacher Responses about the Effect of "Caring Attitude" of Their Heads on their Performance on the Basis of Age

		Sum of Squares	df	Mean Square	f	Sig.
Caring attitude	Between Groups	18.712	3	6.237		
	Within Groups	1504.382	596	2.524	2.471	.061
	Total	1523.093	599			

Age wise mean difference was found in teachers' responses about the effect of "caring attitude" of their heads on their performance. It is evident that there was no statistically significant difference in teachers' responses $F(3) = 2.471, p < .05$. Therefore, the hypothesis "There was significant difference in teachers' responses about effect of caring attitude of their heads on their performance on the basis of their age." is rejected. It is concluded that teachers of different ages working in elementary schools have no differences of opinions about the effect of head teachers' caring attitude on their performance.

Table 2

Scores of One-way ANOVA to Identify Mean Difference in Teacher Responses about the Effect of "Feedback" of Their Heads on their Performance on the Basis of Age

		Sum of Squares	df.	Mean Square	f	Sig.
Feedback	Between Groups	28.015	3	9.338		
	Within Groups	1893.183	596	3.176	2.940	.033
	Total	1921.198	599			

Table 2 shows the results of One-way ANOVA to find out mean difference in teachers' responses about effect of their heads' feedback on their performance on the basis of their age. It is evident that there is statistically significant difference in teachers responses $F(3) = 2.94$, $p < .05$. Therefore, the hypothesis "There is no significant difference in teachers' responses about effect of their heads' feedback on their performance on the basis of their age" is rejected. It is concluded that teachers of different ages working in elementary schools have different opinions about the effect of head teachers' feedback on their performance.

Table 3

Scores of One-way ANOVA to Identify Mean Difference in Teacher Responses about the Effect of "Appreciation" of Their Heads on their Performance on the Basis of Age

		Sum of Squares	df	Mean Square	f	Sig.
Appreciation	Between Groups	18.315	3	6.105		
	Within Groups	2187.283	596	3.670	1.664	.174
	Total	2205.598	599			

Table 3 shows the results of ANOVA for comparison of teacher opinion about the "Appreciation" motivation techniques used by the head teachers on the basis of age. It is evident that there is no statistically significant difference in teachers responses $F(3) = 1.664$, $p < .05$. Therefore, the hypothesis "There is no significant difference in teachers' responses about effect of their heads' appreciation on their performance on the basis of their age" is accepted. It is concluded that teachers of different ages working in elementary schools have different opinion about the effect of head teachers' appreciation on their performance.

Table 4

Scores of One-way ANOVA to Identify Mean Difference in Teacher Responses about the Effect of "Working condition" of Their Heads on their Performance on the Basis of Age

		Sum of Squares	df	Mean Square	f	Sig.
Working condition	Between Groups	62.198	3	20.733		
	Within Groups	2557.696	596	4.291	4.831	.002
	Total	2619.893	599			

Table 4 shows the results of one-way ANOVA for comparison of teachers' opinion about the "Working Condition" motivation techniques used by the head teachers on the basis of age. It is clear that there is statistically significant difference in teachers' responses $F(3) = 4.831$, $p < .05$. Therefore, the null hypothesis "There is no significant difference in teacher's responses about effect of their heads' on working conditions on their performance on the basis of their age" is rejected. It is concluded that teachers of different ages working in elementary schools have different opinion about the effect of head teachers' working condition on their performance.

Table 5

Scores of One-way ANOVA to Identify Mean Difference in Teachers' Responses about the Effect of "Recognition" of Their Heads on their Performance on the Basis of Age.

		Sum of Squares	df	Mean Square	f	Sig.
Recognition	Between Groups	37.033	3	12.344		
	Within Groups	2516.300	596	4.222	2.924	.033
	Total	2553.333	599			

Table 5 shows the results of one-way ANOVA for comparison of teachers' opinion about the "Recognition" motivation techniques used by the head teachers on the basis of age. It is apparent that there is statistically significant difference in teachers responses $F(3) = 2.924$, $p < .05$. Therefore, the hypothesis "There is no significant difference teachers' responses about effect of their heads' recognition on their performance on the basis of their age" is rejected. It is concluded that teachers of different ages working in elementary schools have different opinion about the effect of head teachers' recognition on their performance.

Table 6

ANOVA to Identify Mean Difference in Teacher Responses about the Effect of "Delegation" of Their Heads on their Performance on the Basis of Age.

		Sum of Squares	df	Mean Square	f	Sig.
Delegation	Between Groups	88.562	3	29.521		
	Within Groups	1844.531	596	3.095	9.539	.000
	Total	1933.093	599			

Table 6 shows the results of one-way ANOVA for comparison of teacher opinion about the "Delegation" motivation techniques used by the head teachers on the basis of age. It is evident that there is statistically significant difference in teachers responses $F(3) = 9.539$, $p < .05$. Therefore, the hypothesis "There is no significant difference in teachers' responses about effect of their heads' recognition on delegation on their performance on the basis of their age" is rejected. It is concluded that teachers of different ages working in elementary schools have different opinion about the effect of head teachers' delegation on their performance.

Table 7

Scores of One-way ANOVA to Identify Mean Difference in Teacher Responses about the Effect of "Performance Appraisal" of Their Heads on their Performance on the Basis of Age.

		Sum of Squares	df.	Mean Square	f	Sig.
Performance Appraisal	Between Groups	118.683	3	39.561		
	Within Groups	2560.411	596	4.296	9.209	.000
	Total	2679.093	599			

Table 7 shows the results of one-way ANOVA for comparison of teachers' opinion about the "Performance Appraisal" motivation techniques used by the head teachers on the basis of their age. It is clear that there is statistically significant difference in teachers responses $F(3) = 9.209$, $p < .05$. Therefore, the hypothesis "There is no significant difference in teacher's responses about effect of their heads' performance appraisal on their performance on the basis of their age" is rejected. It is concluded that teachers of different ages working in elementary schools have different opinion about the effect of head teachers' performance appraisal on their performance.

Table 8

Scores of One-way ANOVA to Identify Mean Difference in Teachers' Responses about the Effect of "Monetary" of Their Heads on their Performance on the Basis of Age.

		Sum of Squares	Df	Mean Square	f	Sig.
Monetary	Between Groups	128.917	3	42.972		
	Within Groups	2850.601	596	4.783	8.985	.000
	Total	2979.518	599			

Table 8 shows the results of ANOVA for comparison of teacher opinion about the "Monetary" motivation techniques used by the head teachers on the basis of age. It is evident that there is statistically significant difference in teachers responses $F(3) = 9.209$, $p < .05$. Therefore, the hypothesis "There is no significant difference in teachers' responses about effect of their heads' monetary benefits and rewards on their performance on the basis of their age." is rejected. It is concluded that teachers of different ages working in elementary schools have different opinion about the effect of head teachers' monetary on their performance.

Table 9

Scores of One-way ANOVA to Identify Mean Difference in Teacher Responses about the Effect of "Promotion" of Their Heads on their Performance on the Basis of Age

		Sum of Squares	df	Mean Square	F	Sig.
Promotion	Between Groups	161.309	3	53.770		
	Within Groups	3362.151	596	5.641	9.532	.000
	Total	3523.460	599			

Table 9 shows the results of one-way ANOVA for comparison of teachers' opinion about the "Promotion" motivation techniques used by the head teachers on the basis of age. It is apparent that there is statistically significant difference in teachers responses $F(3) = 9.532, p < .05$. Therefore, the null hypothesis "There is no significant difference in teacher's responses about effect of their heads promotion on the basis of their age" is rejected. It is concluded that teachers of different ages working in elementary schools have different opinion about the effect of head teachers' promotion on their performance.

Conclusions and Recommendations

It is noted that appreciation is helpful in gaining institutional goals. Our research shows that majority of teachers are agreed that feedback on genuine efforts motivates teacher to do even better. Suitable working condition in classroom enhances the performance of teachers. Availability of suitable working condition to teachers is a mile stone in achieving institutional goals. Recognition of teachers motivates teachers to do work better. We can conclude by stating that this study discovers that motivated teachers fulfill their responsibilities at the maximum level. The findings describes that if head teachers used motivational strategies during academics hours, it have positive effect on the performance of the teachers. The results of the study show that appreciation on genuine efforts and positive behavior fairly motivates teachers to perform well. The study results show that some head teachers give feedback to their teachers on their academic matters. It may be possible by developing a regular system of evaluation. The following findings of the study supported by the study conducted by Doghan and Albar (2015) who concluded that motivation is the most important factor to increase employees' performance. If appropriate leadership style is used by the principals then relationship between heads and teachers also influence positively. Incentives are also very effective factor to increase their performance in schools. Doghan and Albar (2015) further concluded that relationship between heads and teachers improve if the reward system (intrinsic and extrinsic) would improve.

Therefore, it is recommended that motivation techniques may be included in detail in training courses of teachers and a special training course may be arranged for educational managers, administrators and supervisors for achieving their competency to use motivation techniques appropriately. Head teachers should be informed the teachers about their moral and religious duties. The government should conduct regular training for the head teachers on motivational techniques through the ministry of education to equip them with skills and knowledge needed in their managerial role. The teachers should be motivated to work to enhance their performance.

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