Asian Social Studies and
Applied Research (ASSAR)
Published by ASAR Council

Volume 2 Issue 3
August, 2021
ISSN (E): 2709-9229

Motivational Techniques Adopted by Principals to Motivate the Staff for Effective Performance at Secondary School Level

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Abstract

Purpose of this study was to know the motivational techniques used by the female principals of secondary schools to motivate staff for effective performance. The nature of this study was descriptive. Principal must take an active part in motivating teachers and improving the school's environment and teacher's performance for achieving its goals. The sample of the study comprises two hundred secondary school teachers from District Bagh AJ&K, Pakistan. The study is delimited to female principals only. A questionnaire was developed by the researcher to collect data. Validity was estimated, based on the opinion of experts in the educational management and reliability was calculated through SPSS-23. The data was analyzed and interpreted through SPSS. The study results revealed that teachers are of the view that Principals are not enthusiastic and not often appreciate teachers openly. The respondents are go up against that the principals acknowledges the teachers' achivement. Teachers are slightly in favour that the principals are sympathetic. Mostly principals are not encouraging hard working teachers but teachers are satisfied with appropriate workload given by Principals. In some schools the Principals assign the duties according to their own interest. It clarifys that appropriate placement of teachers can increases their teaching performance and effectiveness. The majority of respondents agree that principals' faith in teachers' capacity to attain targeted goals leads to improved teacher performance. It is recommended that principals should use motivational techniques like appreciation of teachers, encourage teachers openly and given a proper place according to their expertise.

Key Words: *Motivational Techniques, Staff Performance.*

Introduction

Educational institutions, particularly teachers, require practicality and dedication from their staff. Teachers are the people who instruct and influence their students. They have the ability to assess their students' abilities and capabilities. They design their classrooms around a workable teaching-learning process. They are accountable for comprehending their students' needs and potential. Teachers, on the other hand, must be able to recognize and appreciate their pupils' abilities. They must be skilled and motivated in order to accomplish this. The principal is responsible for motivating the teachers. Teachers must be regularly and steadily motivated in order to affect students' long-term outcomes. The school's

principal must take an active part in motivating teachers and improving the school's environment. The teacher's performance must be recognized and praised by the principal.

Teachers are a critical human resource in the school, enabling it to achieve its goals. Because they are full-time classroom experts, teachers should have an instructional strategy. Students should be guided and facilitated by teachers. Principals use a variety of motivating tactics in the classroom to encourage teachers to work hard and achieve the best possible results. Every person is aware that he or she has their own unique set of motivating abilities. To some extent, it is assumed that motivation comes from outside sources. It is the responsibility of the principals to discern and address their persuasion abilities (Naseer, 2008).

The core word for motivation is motivate, which means "that causes a man to demonstrate" (Webster's Dictionary). Motivation is defined as a reason for doing something or continuing to do something, as well as an energy, mindfulness, or affirmation that causes someone to agree to do something. Motivation is the ability to keep track of actions, to highlight patterns for confirmation, and to reinforce performance (Robinson, 2003).In schools, the teacher's role is to provide credibility and excellence. In schools, a teacher's behaviour has an impact on pupils' identity and character development. The confidence, convictions, and approaches of the teachers have an impact on the students.

Intrinsic and extrinsic motivations are the two types of motivation. It is critical to recognise that not all teachers are created equal. To properly motivate someone, you must first understand the many sorts of motivation. Principals will be able to better categorise their teachers and apply the appropriate form of incentive as a result of this understanding. Each teacher on staff will be unique, with different motivational needs. Some teachers respond best to intrinsic, which means "from within," and will fulfill any obligation in an area where they have a strong interest. Others, on the other hand, will respond better to extrinsic motivation, which, in their words, means that arduous activities can be completed if there is a reward at the end. Intrinsic motivation refers to the motivational factors that come from within the individual. Because it is in line with his desires, the individual has a strong desire to complete a given work. As a result, it is important to him. Acceptance, curiosity, honour, independence, order, power, social contact, and social standing are all factors that contribute to intrinsic motivation (Griffin, 2005).

Extrinsic motivation refers to motivation that comes from outside the self. In other words, an external source directs a person's desire to complete a task. Despite the fact that the stimuli are external, the outcome of completing the activity will be rewarding for the individual. Extrinsic motivation is a type of motivation that comes from the outside. The best teacher award, recognition, financial advantage, annual increments, and honorarium are examples of extrinsic motives (Seniwoliba, 2013).

Motivation occurs when something pushes a person to do something they are capable of. Pushing teachers is one of the most important responsibilities of principals. The ability to understand what motivates people, to communicate, to include, to test, and to support is a true picture of motivation growing human resources. Teachers who are motivated perform better than those who are not. It is true that there are a variety of methods for motivating teachers. Teachers are motivated to do exceptional job for a variety of reasons. The behaviour of a teacher is stimulated, managed, and steered with the end purpose of achieving objectives in mind (Apoline, 2015).

One of the most important challenges facing a principal is to improve teacher quality in terms of performance, professional growth, and talents. Principals employed a variety of motivational techniques

to influence the nature and behaviour of instructors such as rewards, acknowledgement, comfort, notices, or discipline, for example (Robinson, 2003).

The secondary school principal wishes to devote special attention to the evolving demands of teachers. This can be improved by developing a good working connection and correspondence. Both the principal and the instructor must have a positive relationship in order for the school to be viable and conducive to learning. They should be aware of each other's strengths, limitations, and opinions. The ability of teachers to perform well in the classroom can be used to assess the principal's influence (Arif, 2003).

The motivating level of the principal carries through to the motivation of instructors and students. The most important aspect of a school principal's job is to get things going, team up, and pave the way for motivation and educational success. The principal plays an important role in meeting the requirements of teachers and attaining the school's goals. The influence of the principal on teacher change and school improvement is critical (Qayyum, 2003).

Teachers are motivated by their enthusiasm for their work and the manner in which they do their duties. Teachers in secondary schools wish to participate in various learning forms, such as inclusion or exclusion from informative and diverse tasks. The teacher's sole responsibility is to instruct and direct students toward knowledge and abilities. They'll have to show greater curiosity than expected. They should consider the classroom as a safe haven, as well as an asset and a place to educate and learn (Naseer, 2008).

Academic success is dependent on instructors' passion in school and their ability to inspire students, as well as the role of the principal in the school. Teachers' motivational needs are both natural and external. Teachers who are typically motivated are more grounded in their efforts to complete the project. Extraneously propelled teachers, on the other hand, will move for the sake of praise and pay. The sentiment, success, fulfillment, and self-realization will be understood by an inherently motivated teacher. It is the principal's responsibility to employ appropriate motivational strategies in the school to achieve the goals. To inspire teachers, the principal can set certain financial awards as well as individual prizes. When it comes to awarding prizes, the principal should be cautious and aware of what is vital to the instructors. What they require is that if someone does not place a high value on money, they will not require monetary compensation (Naseer, 2008).

The most effective way to motivate employees is to provide a fantastic presentation. Principals might use many theories and hypotheses to help them confront the problem and motivate their workers even more effectively. Content theories and process theories are two important theories to consider in this situation. Theories in light of fundamental need and drives are content speculations. Process theories, on the other hand, depict the process by which people are motivated. Content theories have highlighted aspects of worker needs, such as the fact that people have different wants at different times (Apoline, 2015).

Some school principals use motivational approaches to motivate instructors, create a viable instructional environment in the classroom, and coordinate staff. If a teacher is motivated and satisfied with their work, they will work harder.

Secondary school principals have a variety of viewpoints on professional life, one of which is motivation. Principal is well-versed in the use of motivational techniques at the right time and in the right way to get excellent results. The effective application of motivational techniques can make the difference between success and failure. Principals who used motivation systems to persuade instructors understand that

without them, their passion would be squandered. A clear vision in life can change anyone's fate, but without it, life and fate are in the hands of external forces. The effective usage of incentive technique can alter the outcome (Hukamdad, 2004).

Female secondary school principals play an important role in motivating teachers and ensuring the institution's viability. The role of the principal is to shape a successful school environment and motivate the personnel to complete their tasks. To persuade a teacher, the administration must provide complete support. It is the principal's responsibility to encourage teachers to use lawful time. This activity improves the teacher's spirit. Furthermore, by understanding the basic foundations of motivation, a principal can create positive motivation and achieve a feasible reaction from instructors (Joint, 2007).

Both internal and external factors influence a teacher's motivation. The internal context in which instructors' work is more successful, but externally started elements such as money, government educational policy, and service reform are less effective. It is stated that if instructors believe that the system is capable of supporting their function and that they are valued for doing their work, teacher performance would improve. However, if these characteristics are missing, teachers should see their responsibilities as merely a "fair day's job for a fair day's pay" rather than exceeding little and providing their best (Cole, 2000). The principal's behaviour is the most essential factor in motivating teachers to achieve their goals. The most important role of the school principal is to encourage and boost teachers' behaviour and attitudes toward the school's main mission in many ways (Beerens, 2000).

Maslow's hierarchy of needs theory and Herzberg's two-factor theory are content theories of motivation that have contributed to our understanding of motivation. The theories genuinely assist the principal in motivating his or her staff. Process theories are concerned with how behaviours are created and operated. Motivational approaches are used by secondary school principals to encourage instructors, establish an effective educational atmosphere in the school, and improve staff collaboration. Collaboration among staff members meets the teachers' professional interests while also respecting their egos. If a teacher is motivated and content with their job, they will be more likely to motivate others (Ruth, 2016).

Principals of schools may use incentives to motivate instructors, but they may also use incentives to push themselves to meet goals and find happiness. Such approaches motivate teachers to grasp problem-solving techniques and raise the likelihood of future assignment success (Cole, 2000).

To boost teacher performance, female principals employed a variety of motivational strategies. One of the most crucial aspects of learning is motivation. It plays a crucial part in the teaching and learning of students. Though a teacher's level of motivation is critical, it is always contingent on the level of motivation of the students, who play an even greater role in the teaching-learning cycle. Stronger efforts will be required if you have a strong internal desire. Appropriate motivation not only initiates, but also sustains and drives the action that leads to learning. It's about the activation of learning interest. Teacher is the chief representative in creating this environment whose motivation itself is the key factor to inspire, de-motivate and unresponsive students (Arif, 2003).

Teacher's motivation is simply the cause of why human behave. Motivation is a process of stimulating a teacher to take decision and action in order to achieve a specific desired goal. It can be concluded that effectiveness of good performance and high productivity is a direct function of adequate motivation on the part of teachers teaching in school. When teachers are adequately motivated, which leads to

efficiency, high performance, and high efficiency, the result is a fast and persistent improvement in school and educational quality (Arif, 2003).

Statement of Problem

In order to meet the many problems of the current era, it is necessary to have a motivated and focused workforce. It's crucial to look at the motivation of teachers in order to improve their performance. Teachers' motivation has an impact on their performance in the classroom. Any school's performance is determined by the efforts and performance of its teachers, as well as the level of incentive provided by management. Teachers will not be able to educate successfully if they are unhappy and dissatisfied with their jobs. As a result, a study was conducted to investigate the motivational strategies employed by female principals in Bagh district.

Objectives

The study was based on the following objectives:

1. To explore the motivation techniques used by the female principals of secondary schools.
2. To find out the impact of motivation techniques used by the female principals on the performance of teachers.

Research Questions

Following were the research questions of the study:

1. What are the Motivation techniques used by female principals of secondary school to motivate the teachers?
2. What is the impact of motivation techniques used by female principals on performance of teachers?

Significance of Study

In general, this research is significant because it provides the most successful incentive strategies that school administrators can use to motivate their employees. As a result, it helped to improve the quality and productivity of teaching and learning. Teachers will have a better knowledge of how many factors affect teacher motivation as a result of the study. This helped them make the decision to adjust to the current situation in order to improve student performance.

The findings have piqued the curiosity of the Ministry of Education. They must be aware of the factors that influence teacher motivation, which affects student exam achievement. By doing so, the Ministry is able to come up with new strategies to motivate instructors.

Research Methodology

Study necessitates a scientific study of problems in order to arrive at a viable answer. The main goal of this research was to learn about the motivating strategies used by secondary school principals and how

they affect teacher performance. In order to do this, a survey was conducted to get feedback from respondents. The research was descriptive in nature.

The total number of high schools in district Bagh was 87 out of which 48 male and 39 females. For this study only females' schools were included. A total of 200 secondary school teachers were chosen by using simple random technique from public female secondary schools. To gather data, the researcher went to all of the schools, handed out questionnaires, and observed lessons in the classrooms. Meetings with principals, teachers, and students are held by the researcher as well. The researchers gather data by personal visits and the rest of the information was gathered through research assistants, email, and couriers. After reviewing relevant literature such as research papers and journals, the researchers developed a questionnaire with the study's aims in mind. SPSS-23 was used to examine the gathered data.

Analysis

Table 1: Appreciation by the Principals

Statement	Levels	Frequency	Percentage
1. The principal is an enthusiastic person and often appreciate teachers openly	Strongly agreed	36	18.0
	Agreed	27	13.5
	Strongly disagree	108	54.0
	Disagree	29	14.5
	Total	200	100.0

Data in table 1 summarizes that the opinion of secondary school teachers about Principals of secondary schools, the majority of teachers are of the view that Principals are not enthusiastic and not often appreciate teachers openly. 18% of those polled said they strongly agreed. 13.5 percent of respondents agree, 54% strongly disagree, and 14.5 percent disagree.

Table 2: Principal's Acknowledgement

Statement	Levels	Frequency	Percentage
2. The principal acknowledge teacher's achievements	Strongly agreed	15	7.5
	Agreed	73	36.5
	Strongly disagree	93	46.5
	Disagree	19	9.5
	Total	200	100.0

According to Table 2, 7.5 percent of respondents strongly agree. 36.5 percent strongly disagree, while 46.5 percent disagree and 9.5 percent disagree. The majority of respondents disagree that the principal recognises the teachers' accomplishments. The statistics clearly show that secondary school principals do not value teachers.

Table 3: Sympathetic principal

Statement	Levels	Frequency	Percentage
3. The principal is sympathetic to his teachers	Strongly agreed	41	20.5
	Agreed	71	35.5
	Strongly disagree	50	25.0
	Disagree	38	19.0
	Total	200	100.0

According to Table 3, 20.5 percent of respondents strongly agree, 35.5 percent strongly disagree, 25 percent strongly disagree, and 9 percent disagree. The principal is sympathetic to the teachers, according to the majority of responses.

Table 4: Principal's encouragement

Statement	Levels	Frequency	Percentage
4. The principal encourages hardworking teachers	Strongly agreed	36	18.0
	Agreed	27	13.5
	Strongly disagree	108	54.0
	Disagree	29	14.5
	Total	200	100.0

According to Table 4, 18 percent of respondents strongly agree, 13.5 percent strongly disagree, 54 percent strongly disagree, and 14.5 percent disagree. The majority of responders disagree with this assertion. It is obvious that principals do not support hardworking teachers.

Table 5: Appropriate workload

Statement	Levels	Frequency	Percentage
5. The principal gives appropriate workload to all teachers	Strongly agreed	25	12.5
	Agreed	114	57.0
	Strongly disagree	36	18.0
	Disagree	25	12.5
	Total	200	100.0

According to Table 5, 12.5 percent of respondents highly agree, 57 percent agree, 18 percent strongly disagree, and 12 percent disagree. The majority of respondents believe the principal should assign suitable workloads to all instructors.

Table 6: Allotment of duties

Statement	Levels	Frequency	Percentage
6. The allotment of duties to teachers according to their interests and choices enhances their performance	Strongly agreed	36	18.0%
	Agreed	76	38.0%
	Strongly disagree	35	17.5%
	Disagree	53	26.5%
	Total	200	100.0%

According to Table-6, 18 percent of respondents highly agree, 38 percent agree, 17.5 percent strongly disagree, and 26.5 percent disagree. The majority of respondents believe that assigning work to teachers based on their interests and preferences improves their performance and effectiveness in the teaching-learning process. This statement is disputed by a significant number of responders. It indicates that in certain institutions, principals delegate responsibilities based on their own personal interests.

Table 7: Annual Confidential Reports

Statement	Levels	Frequency	Percentage
7. The annual confidential reports enhance the performance of teachers	Strongly agreed	10	5.0
	Agreed	67	33.5
	Strongly disagree	100	50.0
	Disagree	23	11.5
	Total	200	100.0

According to Table 7, 5 percent of respondents strongly agree, 33.5 percent agree, but 50 percent strongly disagree, and 11.5 percent disagree. The majority of respondents believe that annual confidential reports do not improve teacher performance.

Table 8: Appropriate placement of teachers

Statement	Levels	Frequency	Percentage
8. Appropriate placement of teachers increases their teaching performance and effectiveness	Strongly agreed	47	23.5
	Agreed	73	36.5
	Strongly disagree	54	27.0
	Disagree	26	13.0
	Total	200	100.0

According to Table 8, 23.5 percent of respondents strongly agree, 36.5 percent agree, but 27 percent strongly disagree, and 13 percent disagree. The majority of responders share this viewpoint. It demonstrates that placing teachers in situations that allow them to fully exploit their individual strengths improves their teaching performance and effectiveness.

Table 9 Principals' trust in teachers' abilities

Statement	Levels	Frequency	Percentage
9. Principals' trust in teachers' abilities to achieve desired goals leads to improve performance and effectiveness among teachers	Strongly agreed	45	22.5
	Agreed	83	41.5
	Strongly disagree	57	28.5
	Disagree	15	7.5
	Total	200	100.0

According to Table 9, 22.5 percent of respondents strongly agree, 41.5 percent agree, 28.5 percent strongly disagree, and 7.5 percent disagree. The majority of respondents agree that principals' faith in teachers' capacity to attain targeted goals leads to improved teacher performance and effectiveness.

Discussions

Teachers' performance is improved by effective motivator schemes. When someone is motivated, their performance improves. When teachers are driven, they truly fulfill their tasks. Teachers' responsibilities are the most important aspect of the learning process.

Teachers' performance in secondary school is determined by the school's degree of motivation. If teachers are not inspired and valued, it can lead to a lack of motivation to participate in school activities, unexpected nonattendance, lateness, and an uncreative and unhelpful mindset. Any school's performance is dependent on the efforts and performance of its instructors and that performance is

dependent on administration's motivation. Teachers will not perform well if they are unhappy and dissatisfied with their jobs.

The findings of this survey revealed that teachers believe that principals are not passionate and do not overtly recognize teachers. The respondents are pitted against the fact that the principal recognizes the teachers' accomplishments. The principal is sympathetic to the instructors, and the teachers are slightly in favour. The majority of principals do not support hardworking teachers, but teachers are content with an appropriate workload. In some schools, principals assign responsibilities based on their personal preferences. The majority of respondents believe that annual confidential reports do not improve teacher performance.It demonstrates that placing teachers in positions that allow them to fully utilise their individual abilities improves their teaching performance and effectiveness.

The majority of respondents agree that principals' faith in teachers' capacity to attain targeted goals leads to improved teacher performance and effectiveness.Principals should utilise motivational strategies such as appreciating instructors, encouraging them publicly, and giving them a proper location based on their experience.

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