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Effect of the Use of Motivational Techniques on the Academic Achievement of the Teachers at the Higher Education Level in Pakistan

Muhammad Naseer Ud Din, Ph.D., Sajjad Hayat Akhtar, Ph.D.,
Abdul Rehman Khaleeq, Ph.D., Abdul Ghafoor Nasir, Ph.D. Scholar
and Muhammad Ishfaq Ud Din, M.Sc.

Abstract

The study probed into a descriptive research to evaluate the effect of the use of motivational techniques on the academic achievement of the teacher at higher education level in Pakistan.

Motivation is the heart of teaching and learning process. It is usually defined as an internal state that arouses, directs and maintains behavior a certain period of time. However, it is the process of arousing, sustaining and regulating activities, to be precise a concept limited to some aspects such as the energetic behavior or purposive regulation.

Main objectives of the study were to investigate the motivational techniques used by the heads of institutions, examine the views of teachers about the effective and ineffective motivational techniques, and identify the students' opinions about the performance of the teachers and to find out the impact of motivational techniques.

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On the basis of analysis it was concluded that majority of heads used constructive as well as optimistic, appreciate intentionally, reward, constructive criticism, incentive, expressing expectations, promotion, recognition, status, personal loyalty and shown interest as motivation techniques and they did not provide job security.

Keywords: motivational techniques, effective and ineffective motivational techniques, students' opinions, performance of the teachers and impact of motivational techniques.

Introduction

Motivation of teachers has been a prime concern of school and college administrators. Every educator needs to be concerned about motivation. It is a quality that students, teachers, parents, school and college administrator, and other members of the community must have if our educational system is to prepare young people adequately for the challenges and demands of the coming century.

Of course, the way these various groups of individuals generate and use motivation differs greatly.

Students need motivation to learn, parents need it to track the educational progress of their sons and daughters, teachers need it to become better teachers, and school, college and university administrators need it to ensure that every facet of the schools, college and university they manage continues to improve.

Role of Motivation

Motivation is an important tool that is often under-utilized by heads of institutions in today workplace. Heads use motivation techniques in the workplace to inspire teachers to work, both individually and in groups, to produce the best results for education in the most efficient and effective manner. It was assumed that motivation had to be generated from the outside, but it is now understood that each individual has his own set of motivating forces. It is the duty of the heads of institutions to carefully identify and address these motivating forces.

Motivation 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 behaviour or action an

individual performs at each moment in time, the initiation and persistence of an intentional, goal-directed activity (Mifflin, 1995).

Importance of Human Resources

Human resources are the most important and usually the most expensive asset that any organization can possess. In higher educational institutions it is largely the work of the teacher that determines the degree of success or failure in the institution's efforts to achieve its goal of integrating faith and learning.

It is the teacher who gives the institution its credibility and determines its character. Most college students are, whether aware of it or not, endeavoring to develop their own worldview and the teacher is very often the major role model in this process.

A motivated and committed college teacher has the opportunity to influence significantly the student in building a worldview that rests on a faith commitment. The researcher used the word faith as philosophy of life and integration of learning with philosophy of life is necessary and duty of the teacher is to create harmony between new learning and faith of the students. The students mainly believe in their peculiar values of the society of the teacher influences the students through their faith, values and attitudes, the impact will be significant. How this is an individual thought of the researcher.

Review of Literature

Motivation is defined as the biological, emotional, cognitive or social forces that activate and direct behavior. Motivation is the art of getting people to do things or to do things more efficiently or quickly. The vast majority of studies on motivation have looked at persons working in educational institutions, businesses, industries or military organizations where there are formal supervisor/worker relationships and where performance can be stimulated to a large extent by rewards such as promotions or wages and benefits.

Motivation is a very important factor in learning, creativity, responsibility, healthy behaviour and last change. Motivation is one of the most important components of learning. It holds a pivotal role in the teaching and learning process. Though a teacher's level of motivation occupies a very important position it always depends on the students' level of motivation which plays even more important role in the cycle of teaching learning process. A strong inner urge will mean stronger efforts. Adequate motivation not only sets in motion the activity which results in learning, but also sustains and directs it (Chand,1990).

Motivation is an internal state or condition (sometimes described as a need, desire or want) that serves to activate or energize behavior and give it direction to internal state or condition that activates behavior desire or want that energizes and directs goal-oriented behavior influence of needs and desires on the intensity and direction of behavior (Kleinginna and Kleinginna, 1981).

Motivation refers to a state that directs the behaviour of the individual towards certain goals. Motivation has been defined as: the psychological process that gives behavior purpose and direction (Kreitner, 1995).

Motivational psychology is about latent psychological processes that are assumed to explain particular behavioral characteristics. The basic motivational question is to explain at least in part which behavior or action an individual performs at each moment in time, the initiation and persistence of an intentional, goal-directed activity. Motivation also partly explains the degree of effort that is spent while performing an activity and the satisfaction that is derived from an activity and/or its outcome(s). Motivation is a process that starts with a physiological or psychological deficiency or need that is a mind at a goal or incentive. Thus, the key to understanding the process of motivation lies in the meaning of and relationship between needs, drives and incentives (Luthans, 1995).

Arif (2003) states: “Motivation is an extremely complex concept and motivating students is critical task of teaching. Both environmental and personal factors influence motivation to learn. Needs, goals, beliefs, attributions, expectations, reward and incentives all affect motivation. How to put all this knowledge into creating a classroom environment that encourages motivation? Teacher is the chief agent in creating this environment whose motivation itself is the key factor to inspire demotivate and uninterested students.”

Motivation, in the most general sense of the term, is an attempt to explain why behavior occurs (e.g., why people do what they do). Many educators believe motivation is a pre-requisite for learning. Behaviorists, though, view it as a collateral product of learning because it is learned (Richard, 1972). The term 'motive' refers to goal directed behaviour and energizing conditions within the organism that drives behaviour. It is generally used to refer to certain conditions within the individual which besides arousing, actually predisposes him to respond or behave in a way appropriate to the satisfaction offends.

Five Basic Characteristics Commonly Associated With Motivation

Motives direct the activity of the individual towards his goals. A motive represents the individual's reason for choosing one certain behaviour from among several choices.

There are five basic characteristics commonly associated with motivation.

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The first aspect of motivation refers to the amount of effort being applied to the job. This effort must be defined in relation to its appropriateness to the objectives being pursued.

The second characteristic, persistence, is demonstrated by continued efforts of the determination to achieve a particular goal, often in the face of obstacles, such as being a poor college student, possibly having to work, have a family etc.

The third characteristic, activation, is demonstrated by the initiation or production of behavior, such as one's decision to go to college.

The fourth characteristic, intensity, is the great vigor of responding that usually accompanies motivated behavior, such as studying to make good grades.

The last characteristic, direction, is therefore measured in terms of how persistent effort is applied in relation to the goals being pursued (Pinder, 1998).

Motivation is an important factor in the learning process. Motivation implies the arousal and maintenance of interest in learning. Interest is a basic factor in learning. No learning can take place without the interest of the learner. This means that motivation plays a vital role in learning. In fact no real learning can take place without motivation. Motivation brings the learner to the proper frame of mind for learning. It concentrates the attention and energy of a person on the activity or knowledge to be learnt (Bhatia, 1997).

Primary Task of the Head of the Institution

One of the head's primary tasks is to motivate people in the organization to perform at high levels. This mean getting them to work hard, come to work regularly and make positive contributions to the organization's mission. But job performance depends on ability and environment as well as on motivation. It is an important tool that is often under-utilized by heads of institutions in educational institutions.

Heads use motivation techniques in the workplace to inspire teachers to work, both individually and in groups, to produce the best results for education in the most efficient and effective manner. It was assumed that motivation had to be generated from the outside, but it is now understood that each individual has his own set of motivating forces. It is the duty of the heads of institutions to carefully identify and address these motivating forces (Moorhead and Griffin, 1995).

Managers need to provide the right organizational climate to ensure that their employees can see that by working towards the organizational goals they are also achieving some of their own goals. These goals could be such things as financial rewards or personal

rewards such as the respect of their colleagues or job satisfaction or a combination of any number of things that the employee considers to be important (Pepitone and Bruce, 1999).

Objectives

The study was based on the following objectives:

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.
3. To identify the students' opinions about the performance of the teachers.
4. To find out the impact of motivation techniques used by the heads on the performance of teachers.

Methodology

Survey and questionnaires were the main means of data collection. Three different self assessment questionnaires were administered on sampled principals, teachers and students at degree colleges of public sector in Pakistan. Data collected through questionnaires were tabulated, analyzed and interpreted category-wise, compare responses of three groups (Principals/teachers, teachers/students and principals/students) and compare responses of male and female principals, teachers and students. To analyze the data, chi-square as a contingency test and percentage were used.

Table: 1 Questionnaire for Principals

Principals							
Statements		SA	A	UD	D	SD	Σ2
1	The principal is always constructive and optimistic.	10	19	5	36	30	277.3
2	The principal motivates teachers to be more innovative.	30	45	2	13	10	32.7
3	The principal appreciates his teachers' work openly.	2	10	6	44	38	232.4
4	The principal is stiff in his dealings.	20	32	3	28	17	125.5
5	The principal provides personal loyalty to the teachers.	10	19	5	36	30	277.3
6	The principal expects better performance from his teachers.	30	45	2	13	10	5.5

7	The principal guides and appreciates the teachers to develop sense of humour.	45	25	5	15	10	62.3
8	The principal awards teachers with impressive titles.	30	48	6	6	10	28.4
9	The principal chides the teachers on their mistakes.	19	47	5	15	14	50.6
10	The principal is punctual.	30	35	6	15	14	43.9
11	The principal acknowledges the teachers' achievements.	25	43	2	15	15	11.2
12	The principal cares his teachers' egos.	43	26	5	20	6	32.6
13	The principal is sympathetic to his teachers.	35	47	4	5	9	37.6
14	The principal encourages hard working teachers.	30	38	7	17	8	12.7
15	The principal gives his teachers an appropriate workload.	39	28	3	25	5	51.7
16	The principal creates a professional competition among teachers.	8	24	5	43	20	193.8
17	The principal acts like role model for teachers.	28	44	7	15	6	25.2

Table: 2 Questionnaire for Teachers

Teachers							
<i>Statements</i>		SA	A	UD	D	SD	∑2
1	Constructive and optimistic attitude of the principal enhances the performance of the teachers.	26	53	6	11	4	148.2
2	Encouragement for creativity and innovation by the principal leads the teacher to better performance.	30	49	5	9	7	136.0
3	Appreciations on genuine efforts motivates teacher to do even better.	18	50	6	16	10	285.3
4	Stiff dealing of principal enhances the performance of teacher.	9	10	3	24	54	49.1
5	Personal loyalty of principal enhances the performance of teacher.	46	37	4	7	6	46.4
6	Expressions of expectations of the principal enhance the performance of the teacher.	31	48	3	12	6	98.9
7	Guidance and appreciation to develop sense of humour enhance the performance of teacher.	22	51	4	13	10	144.0
8	Award with impressive titles ensures the better performance of the teacher.	46	28	2	14	10	54.8
9	Chiding on mistake affects the performance of the teacher.	43	30	3	16	8	1053.9
10	Punctuality of the principal makes the teacher punctual.	45	39	2	8	6	1428.5
11	Acknowledgement on achievement enhances the	35	41	4	11	9	33.4

	performance of the teacher.						
12	Careness of self-respect of the teachers by the principal enhances the performance.	28	43	4	14	11	70.8
13	Sympathetic behaviour of the principal causes the better performance.	51	26	3	11	9	96.8
14	Encouragement on hardworking motivates the teacher.	32	43	6	9	10	90.4
15	Assignment of appropriate workload by the principal increases the performance of the teachers.	37	43	5	9	6	63.6
16	Professional competition leads the teacher to better performance.	48	28	4	12	8	1177.6
17	A good action as a role model of the principal augments the teachers' performance.	28	52	3	7	10	171.0

Table: 3 Questionnaire for Students

Students							
<i>Statements</i>		SA	A	UD	D	SD	∑
1	Your teacher is always constructive and optimistic.	36	42	1	13	8	61.9
2	Your teacher motivates students to be more innovative.	35	38	2	21	4	108.1
3	Your teacher appreciates the students' performance openly.	41	32	2	21	4	536.9
4	Your teacher is stiff in his dealings.	8	9	2	36	45	185.2
5	Your teacher inspires creativity among students.	40	33	4	13	10	195.6
6	Your teacher expects positive behaviour from the students.	45	32	3	13	7	22.3
7	Your teacher uses sanction and praise techniques for motivation.	36	39	2	8	15	49.4
8	Your teacher appreciates his students on their academic achievement.	34	41	1	14	10	4.2
9	Your teacher chides the students on their mistakes.	10	11	2	34	43	274.1
10	Your teacher is punctual.	8	16	1	45	30	187.4
11	Your teacher establishes a good relationship with students.	36	37	3	9	15	13.2
12	Your teacher maintains students' attention and interest during the class.	40	35	2	15	8	19.0
13	Your teacher is sympathetic to his students.	35	32	3	20	10	35.1
14	Your teacher encourages hard working students.	34	37	2	15	12	29.7
15	Your teacher allows the use of instructional technology.	33	37	3	16	11	21.1

16	Your teacher creates competitive environment among students.	10	14	2	33	41	46.4
17	Your teacher tries to be a role model for students.	41	32	2	16	9	39.7

Overall Comments

In looking at the responses of tables, 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 both (teachers and students) very happy. Majority of the principal's intentions reveal that they are very stiff in their dealings.

In general most teachers and students agree that their principals provide personal loyalty to them. It is clear that from the item number 6 that all respondents show those 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 humors, award with impressive titles and chide them on their mistakes for better performance.

Conclusions

Following conclusions were drawn in the light of finding of the study.

1. Majority of the principals hold that they are constructive as well as optimistic, appreciate intentionally and a good deal of principals are very stiff in their dealings.
2. Majority of teachers and students agree that their principals provide personal loyalty to them. They also agree that expression of principals expectations make them to motivate. Some principals appreciate the teacher to develop sense of humor, award with impressive titles and chide them on their mistake for better performance.
3. Majority of principals agree that they are punctual, sympathetic and role model for teachers. They also care teacher's ego, establish good relationship with them and assign them appropriate workload according to their choice and interest.
4. Majority of principals believe in fair play in all academic matter, give regular payment of salary, give appropriate relief time to the teachers, handle fairly all financial matters, apply leave rules fairly, criticize the teachers in constructive way and encourage hard worker teachers.
5. Majority of principals are found 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 to achieve targets and also provide them ample chance of professional growth.
6. It is found that some principals are very strict, conscious and responsible about their duties; they recommend timely promotion of their teachers, submit medical bills of their staff quickly, consult their teachers in academic matters and also give feedback to the teachers on their academic performance.
 7. A large number of principals agree that they trust in their teachers, delegate responsibility and authority to their teachers and allow them freedom of action.

Recommendations

On the basis of conclusions, following recommendations are made.

1. 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.
2. The study results show that some principals give feedback to their teachers on their academic matter where as female principals give less feedback than male principals. It is therefore, recommended that they majority of the principals should give regular feedback on academic matters especially female principals should take more care in this respect. It may be possible by developing a regular system of evaluation.
3. The study results reveal that majority of the principals do not consult their teachers in academic matter which cause distrust and frustration. It is recommended that principals may ensure the participation of teachers in decision-making about academic matter. Regular meetings may be held for discussion on academic matters so that academic matters may properly be planned.
4. The study results reveal that there is shortage of latest instructional technology due to lack of funds, especially in female institutions. It is recommended that principals be ensured to provide instructional technology i.e. television, video cassettes, tele-text, computer technology, projector and transparencies and other modern gadgets in the classroom and govt. may allocate special funds for this purpose.
5. The study results reveal that principals chide the teachers on their mistakes whereas male teachers are more chided than female by their principals. It is therefore, recommended that principals may be ensure in guiding, assisting and leading instead of chiding. It may be possible only when male principals will change their authoritarian nature into brotherhood.
6. 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).
7. The study results reveal that majority of the principals do not provide job security and the apprehend teachers for transfer. It is therefore, recommended that principals may avoid creating unfavourable situation and they should not apprehend their teachers to transfer. Government may provide job security through changing rules and regulation about transfer of teachers.
 8. The study results show that appreciation on genuine efforts and positive behaviour fairly enhances the performance of female teachers. It is recommended that male principals should appreciate on genuine efforts and should show positive behaviour.
 9. The study results reveal that male teachers are stiffer than female teachers. It is recommended that male principals should be polite, sympathetic and kind hearted like female teachers.
 10. The study results show that male teachers maintain students' attention, interest and encourage the students to using library fairly more than female teachers. It is therefore, recommended that female teachers should also use library and encourage their student to use library so that they may maintain the attention and interest of the student.
 11. It was found that motivated teachers fulfill their responsibilities by exerting maximally. Therefore, it is recommended that motivation techniques may be included in detail in training course 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.

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Muhammad Naseer Ud - Din, Ph.D.

Institute of Education and Research,
Kohat University and Science Technology - (KUST)
Kohat- Khyber Pakthunkawa
Pakistan
drmnaseeruddin@yahoo.com
naseer_khanpk2000@yahoo.com
naseerkust@yahoo.com

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Sajjad Hayat Akhtar, Ph.D.
Provincial Education Department
Govt. of Khyber Pakthunkawa
Mardan
Khyber Pakthunkawa
Pakistan
sajjadakhtar2010@yahoo.com

Abdul Rehman Khaleeq, Ph.D.
Provincial Education Department
Govt. of the Punjab
Gujranwala
Khyber Pakthunkawa
Pakistan
drabdul_rehman@yahoo.com

Abdul Ghafoor Nasir, Ph.D. Scholar
Govt. High School Samundri
Samundri, Faisalabad
Pakistan
ghafoornasir@yahoo.com

Muhammad Ishfaq Ud Din, M.Sc.
Department of Sociology
Allama Iqbal Open University (AIU)
Islamabad
Pakistan
ishfaq_khanpk@yahoo.com