

Perception Of Students Regarding Motivational Techniques Used By The Principals Of Colleges In N. W. F. P

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ABSTRACT

The main purpose of this study was to find out the concepts of students regarding teachers to make all out efforts for an excellent performance. Following were the main objectives of this study: (a) to examine the views of teachers about the effective and ineffective motivational techniques used by their heads, (b) to identify the students' opinion about the performance of the teachers resulting from motivational techniques used by the heads, (c) to find out the impact of motivation techniques used by the heads on the performance of teachers.

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. University administrators need it to ensure that every facet of the schools, college and university they manage continues to improve.

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 behaves of literally moves (Mifflin, 1995).

Carlisle (1982) states: "Motivation is largely the responsibility of the educational administrators/managers. Motivation includes the internal state plus all the other internal and external factors that determine the amount of energy and enthusiasm an individual puts into a job."

According to Mullins (1996), motivation required for a person to high level of performance is satisfaction with the job. A person with a high level of job satisfaction holds positive attitudes toward the jobs. Peters (1992) heads need to provide the right organizational climate to ensure that their teachers can see that by working towards the organizational / institutional goals they are also achieving some of their own goals.

There are two types of motivation theories: content and process. The content theories are based on the basic need and drives. The other theories focus on the process by which people are motivated. Content theories of motivation explain the dynamics of employee needs, such as why people have different needs at different times. Content theories of motivation, which stress the analysis of underlying human needs (Daft, 1997).

The content theories of motivation approaches that have led to our understanding of motivation are Maslow's need-hierarchy theory, Herzberg's two-factor theory, Alderfer ERG theory and McClelland's achievement theory. The process theories focus on how behavior originates and operates. These theories actually deal with

approaches that can aid a manager/ heads to motivate an employee. These are Vroom's theory, Adams' Equity and Goal Setting theory.

Reeve (2001) states: "Motivation can come from two sources, the extrinsic and intrinsic. People may be motivated by factors in the external environment such as pay, supervision, benefits and job perks. This is referred to as extrinsic motivation. They may also be motivated by the relationship between worker and the task. This type of motivation is called intrinsic motivation. These factors often simultaneously, but we will distinguish between them as they relate to specific levels of motivation."

An organization's reward system consists of the formal and informal mechanisms by which employee performance is defined, evaluated and rewarded (Moorhead and Griffin, 1995). Extrinsic rewards are administered by external sources such as coworkers, supervisors, or the organization. Financial compensation is clearly the most popular form of extrinsic rewards, including wages, salaries, bonuses, profit sharing and incentive plans. Intrinsic rewards are associated with the job itself and refer to the positive feelings individuals derive from the work they do (Gibson *et al.*, 1985).

Money is a generalized secondary reinforcer because its affects can be generalized to numerous behaviors (Lewis, 1998). Recognition is one of the most important and effective incentives for improved performance. Recognition could include public praise, expansion of a job appraisal or special attention. Its effectiveness to motivation depends upon the person (teacher) as to what value and position he gives to the recognition of the head (Ricks *et al.*, 1995).

Job security is one of the most intense motives particularly in a fast paced, highly technological society. Job security is one of the top goals that motivate employees. Heads need to communicate and clarify organization policy and discuss job security to their employees (Luthans, 1995).

Constructive criticism plays an important role in maintaining the standard, enhancing the performance and solving the problems to motivate the teachers. (Gibson *et al.*, 1985). Trust is the key to success for an organization. To gain trust the head needs to deal with all his employees, like teachers, with fairness and equality (Beerrens, 2000).

Every one has his own status, whether high or low. If in an organization, the head for instance, the head of college gives due status to its employees, then the employees will be satisfied and their loyalty towards the organization will increase, which will result in better performance of the teachers within that particular organization (Luthans, 1995).

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

Opportunity for Growth is those needs that are fulfilled by strong personal involvement that fully utilizes skills, abilities and creativity. The growth is a desire to attain the highest status (Reavis and Judd, 1942). Fixation of goals is a good means of motivating personnel's in an organization. Predetermined objectives provide direction to do something" (Hokanson, 1989).

Adequate salary, good working conditions, job security, physical facilities, condusive policies, supervision etc contribute to job satisfaction. However, presence of these conditions does not ensure a motivation to work. Recognition of work done, status, opportunity for promotion, nature of work, responsibility have been found to play an important role in creating a motivation to work on the part of the employees (Bays and Rue 1996).

A head involves working with others; therefore good human relation skills are essential for the leaders (Lewis, 1998). Task cannot be achieved flawlessly, it is very important to provide feedback so that teachers

understand strengths, weaknesses, and most importantly, how to complete similar assignments more efficiently in the future (Mifflin, 1995).

Ofoeqbu (2004) found that a teacher needs not only adjustment and regular payment of salary and allowance but also the right technology and facilities for effective classroom management and school improvement.

Hukamdad (2004) concluded that large number of teachers did not apply the appropriate techniques of behaviour modification but rather they were totally unaware of these modern techniques and classroom management.

Lope (2004) found that teachers had reasons in favoring the teaching profession, such as, teaching being a noble profession, as an opportunity to contribute towards student’s advancement and development, and to fulfill self interest and satisfaction. Another category that emerged from the findings was the perception of teaching as a challenging career. On the other hand, reasons for not favoring the teaching profession included low salary, lack of promotion opportunities, unsatisfactory leader behaviour, and variety of workload, student discipline problems, uncooperative colleagues and uncondusive working environment.

Qayyum (2003) found that teacher’s competency motivated them to do well. Moreover, chance of promotion, proper division of work among the employees, due favour, availability of teachers for guidance, appropriate working conditions and an assurance of job security increased motivation.

The major objectives of the study were:

1. To examine the views of teachers about the effective and ineffective motivational techniques used by their heads.
2. To identify the student opinions about the performance of the teachers.
3. To find out the impact of motivation techniques used by the heads on the performance of teachers.

SAMPLE

The cluster sampling was used for selecting the study sample. Randomly selected colleges for each territory were as under:

Sample Colleges

Province	Male	Female	Total
NWFP	12	12	24

Further Details of Sample

	NWFP		Total
	M	F	
Teachers	60	60	120
Students	240	240	480

The five teachers and twenty students were randomly selected from each college.

RESEARCH INSTRUMENTS

The researcher prepared two questionnaires using five-point Likert scale after going through the related literature, consisting of books, journals, articles, reports and magazines. The two questionnaires were developed

1. Questionnaire for Teachers of degree colleges.
2. Questionnaire for Students.

DATA COLLECTION

The researcher visited most of the colleges of NWFP. Hundred percent data from sampled colleges were collected properly.

DATA ANALYSIS

Data collected through above-mentioned instruments were tabulated, analyzed and interpreted category-wise as principals, teachers and students. To analyze the data, chi square and percentage were used. For statistical treatment chi-square was applied using the following formula:

$$X^2 = \sum \frac{(f_o - f_e)^2}{f_e} \quad (\text{Garrett, 1997})$$

On the basis of the analysis and interpretation of data, conclusions were drawn and recommendations were made.

RESULTS AND DISCUSSION

The major purpose of the study was to investigate the Perception of Students Regarding Motivational Techniques Used by the Principals of Colleges in N.W.F.P.

ANALYSIS OF DATA

Tables available from authors

DISCUSSION

People work for a wide variety of reasons. Some want money, some want challenge and some want security. The things that each unique individual in an organization decides that he or she wants from work plays an instrumental role in determining motivation to work. Motivation is vital to all organizations and hence, to their heads. Often this difference between highly effective organizations and less effective ones lies in the motivational profiles of their members. Both teachers and students performance can be increased with the help of motivation techniques.

The study results revealed that the constructive criticism, maintaining discipline, good working conditions, guidance and appreciation, financial incentives used by heads were most effective motivation techniques in the opinion of teachers. Luthans (1995) supported this idea he expressed that constructive criticism plays an important role in maintaining the standard, enhancing the performance and solving the problems to motivate the teachers.

Genzo and Robbins (1998) also supported this idea; they stated that the head to motivate the employees of the firm can use incentive both financial and non-financial in different situations such as reward in the form of money, honorary certificates, appreciation and encouragement.

Majority of teachers opined that good relationship with head, friendly and sympathetic behaviour of head enhances the performance of the teacher. Bayers and Rue (1996) also supported this idea and viewed that good team working relationship affects the performance of the teachers because pleasant or unpleasant interactions with superordinates that are directly relevant to the task accomplishment.

Majority of the students view that their teachers kept a positive attitudes, established a good relationship, showed friendly and sympathetic behaviour, dealt with student in polite way on their mistakes, trusted in students, expressed their opinions well-bred and tired to be a role model for students. Bays and Rue (1996) supported this idea they stated that nice relationship with super ordinates helped to achieve desired output in terms of results or motives achievement.

Majority of students expressed that the teachers did not show punctuality. Due to non-punctuality of teachers affects the punctuality as well as performance of the students. According to Knezevich, (1984) educational administrators and teachers are a role model for students. This role demands the competency to motivate, stimulate and influence human behaviour in the institutions. Students are influenced by their actions to develop personal competencies for better performance.

Students reported that their teachers were not punctual and due to non-punctuality of teachers, they could not complete their course in time. Therefore, it is recommended that teachers should take classes regularly, so that they may complete course in time. Heads may ensure the punctuality of teachers by using efficiency and discipline rules properly. Higher authority should also check the punctuality through surprise visits and then strict disciplinary action may be taken against absenteeism

It was found that the students were not chided on their mistakes and were not controlled their activities properly. It is recommended that teachers should scold the students on their mistakes and may express disapproval on their bad activities. Mistakes are reproof positive so that students may not feel insult.

It was found that the students were not able to get timely and update information. Therefore, teachers should disseminate any new ideas and information through proper communication, by giving feedback to students in academic matters and by ensuring a regular performance plan. The performance or progress report is sent to parents duly signed by heads.

The study results revealed that favorable environment was not provided to the students and their learning difficulties were not diagnosed. It is recommended that teachers may diagnose the learning difficulties of the students through listening to the problems of students with patience and sympathy. They may appreciate the individual abilities of students and also give individual attention to them. The teachers should solve students learning difficulties with the cooperation of heads.

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