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## Opinion of the Students Regarding the Use of Motivational Techniques at Higher Education Level in Pakistan

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### Abstract

The study investigated into descriptive research to evaluate the **Opinion of the students regarding the use of motivational techniques at Higher Education level in Pakistan**. Education must transfer from generation to generation the core of our culture's accumulated body of knowledge. For this many think that to believe in an accepted body of knowledge that prioritizes what is important to learn and what is not slang is a mark of elitism and exclusivity. Its importance in educational administration is only beginning to be understood and applied to professional and other adult employees. Teachers motivate learners through a variety of strategies based on understanding of learner's growth and development patterns, individual ability differences, and of internal and external factors that may arouse and sustain the desire to learn more.

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Main objectives of the study were to evaluate the motivation techniques, views of teachers about the input and output of motivational techniques, to assess the students' opinions and to find out the impact of motivation techniques used by the heads on the performance of teachers.

It has to be noted from the responses of the students, that a large number of them view that their teachers provided a good ambience environment, avoided socializing with students, used answer question techniques, behaved of fair and justice, play criticize positively. A very few of them opined that their teachers gave individual attention and controlled the students' activity properly.

**Keywords:** student's performance, students' opinions, motivational techniques, individual ability differences, **use of motivational techniques**

## **Introduction**

Teachers have both intrinsic and extrinsic needs. A teacher who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self-actualization. On the other hand, an extrinsically motivated teacher may perform the activity/duty in order to obtain some reward such as salary. Extrinsic motivation plays an important part in people's life. It is very important too strong in influencing a person's behaviour. Therefore, the aim of the organization should be to build on and enhance the intrinsic motivation for teachers to teach effectively and at the same time, to supply some extrinsic motivation along the way for college improvement (Kerlinger, 1993).

The study of motivation from the psychological perspective is fairly new and extremely complex. Psychologists do not know exactly what motivates individuals to work. Research of human behavior has, however, allowed psychologists to explain motivation and develop models to aid managers in understanding how to get the most out of people. Before entering into the practical motivational tools available to managers, it is very important to first consider the following key building blocks and patterns (Mescon and Micheal, 1985).

An environment that nurtures educational motivation can be cultivated in the home, in the classroom, or throughout an entire school, college and university. One of the most effective avenues for engendering student motivation is a college culture. School, College and University culture can be embodied and transformed through channels such as shared values, heroes, rituals, ceremonies, stories and cultural networks (Deal, 1987).

When educators think about motivation, they usually think in terms of youngsters in classrooms and the teacher's function of motivating students. Educational administrators can take advantage of times of educational change by including strategies for increasing teacher and student motivation. A leader to ensure that "motivation and the investment in rewarding acknowledgment motivates the teachers and learning of students will be enhanced.

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Motivation, however, can be considered in terms of teachers and other personnel in an institute as well as in terms of the principal's function of motivating staff or, for that matter, in terms of the superintendent's function of motivating principals. To think of motivation in terms of adult behavior is to raise the question of whether one can motivate someone to do something or whether motivation is internal to each individual and affected only indirectly, if at all, by other people" (Silver, 1983).

## Literature

The job of a head in the educational institutional is to get things done through teachers. To do this the head should be able to motivate teachers. But that's easier said than done! Motivation practice and theory are difficult subjects, touching on several disciplines. Human nature can be very simple, yet very complex too. An understanding and appreciation of this is a prerequisite to effective teacher's motivation in the educational institutions and therefore effective management and leadership.

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. Satisfaction is not the same as motivation. Job satisfaction is more attitudinal, an internal state. Although the level of job satisfaction may well affect the strength of motivation, this is not always in the case. A person with a high level of job satisfaction holds positive attitudes toward the jobs. Arif (1992) defines that attitudes consists of feelings for or against an object. Attitudes involve emotion, for or against, an objective and cognitive elements. Attitude like motives arouse and direct purposefully activity.

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. 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 teachers consider to be important. It is not good giving someone a pay rise if they are dissatisfied with the job and they do not see money as a very important factor in their working life (Peters, 1992).

The development of different approaches to organization and management has highlighted the changing concept of motivation at work. There are many competing various models which attempt to explain the nature of motivation (Owens, 1991). These models are to some extent true and these help to explain the behaviour of certain people at certain times. These models can be helpful to motivate people. 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

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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).

Most motivation theorists assume that motivation is involved in the performance of all learned responses that is, a learned behavior will not occur unless it is energized (Morgan, 1986). The major question among psychologists, in general, is whether motivation is a primary or secondary influence on behaviour. The behaviour is changed by analyzing the antecedents (environmental cues) and consequences of behaviour and changing them as necessary. Individuals are assisted in acquiring desirable behaviour by creating positive rewards for good behaviour and by designing appropriate reward contingencies.

According to Smith (1994), motivated employees are needed in our rapidly changing workplaces. Motivated employees help organizations survive. Motivated employees are more productive. To be effective, managers need to understand what motivates employees within the context of the roles they perform. Of all the functions a manager performs, motivating employees is arguably the most complex.

Motivation is one of the greatest gifts we have in all aspects of our lives, but so many of us don't even realize we have it or know how to use it. Motivation techniques can mean the difference between success and failure even if you are qualified to succeed. Even people who use motivation techniques know that without them their enthusiasm would fade. People who develop a vision control their own life and destiny. With no vision, your life and destiny are controlled by outside forces. The application of motivation techniques can change this destiny (Stipek, 2002).

Finding the motivation techniques to put meaning and purpose in our life, developing a vision and becoming highly motivated can lead us towards a successful and exciting life. There are different motivational techniques used by heads of the institutions of higher education which ensure that the teachers augment their professional output.

### **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.

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## **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.

## **Result**

The following results are presented after the data were analysed statistically

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**Table: 1 QUESTIONNAIRE FOR PRINCIPALS**

<b>Principal</b>							
<i>Statements</i>		<b>SA</b>	<b>A</b>	<b>UD</b>	<b>D</b>	<b>SD</b>	<b><math>\chi^2</math></b>
1	The principal provides job security to his teachers.	16	20	7	27	30	<b>88.3</b>
2	The principal consult his teachers to take in decision-making.	9	15	7	36	33	<b>137.4</b>
3	The principal provides ample chances for professional growth.	6	27	5	33	29	<b>243.4</b>
4	The principal is never reluctant to allow the teachers freedom of action.	11	30	5	33	29	<b>228.5</b>
5	The principal places staff members on jobs in which their individual abilities are most likely to be fully utilized.	47	24	2	15	12	<b>38.5</b>
6	The principal establishes a good relationship with his teachers.	23	38	3	22	14	<b>14.7</b>
7	The principal assigns the examination duties among his teachers justly.	12	13	7	41	27	<b>32.1</b>
8	The principal awards teachers with financial incentive for extra academic work.	16	12	3	40	29	<b>125.6</b>
9	The principal assists and leads his teachers to gain achievable targets.	32	45	4	11	8	<b>30.0</b>
10	The principal gives feedback to his teachers on their academic performance.	10	16	5	27	42	<b>315.8</b>
11	The principal delegates responsibility and authority to subordinates.	5	15	4	30	46	<b>259.1</b>
12	The principal recommends timely promotion of his teachers.	45	15	3	26	11	<b>0.5</b>
13	The principal ensures evaluation of teachers' performance regularly.	20	15	4	35	26	<b>147.4</b>
14	The principal reposes his teachers for achieving institutions goals.	30	37	6	10	17	<b>17.6</b>
15	The principal offers financial incentives to the teachers for their better performance.	34	24	11	18	13	<b>13.2</b>

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**Table: 2****QUESTIONNAIRE FOR TEACHERS**

<b>Teachers</b>							
<i>Statements</i>		<b>SA</b>	<b>A</b>	<b>UD</b>	<b>D</b>	<b>SD</b>	<b><math>\chi^2</math></b>
1	Job security enhances the performance of the teacher.	36	31	5	18	10	<b>663.5</b>
2	Participation in decision-making about academic matter enhances the performance of the teachers.	43	23	4	18	12	<b>27.7</b>
3	Ample chances for professional growth by the principal enhance the performance of the teachers.	54	27	3	10	6	<b>91.7</b>
4	Freedom of action enhances the performance of teacher.	35	48	2	9	6	<b>96.8</b>
5	Placement of staff members on job in which their individual abilities are most likely to be fully utilized enhances their performance.	31	48	2	16	9	<b>1373.2</b>
6	Good relationship with principal enhances the performance of teacher.	34	39	2	16	9	<b>3.1</b>
7	Unequality in assignment of examination duties augments performance of the teacher.	13	15	3	25	44	<b>916.4</b>
8	Financial incentive for extra academic work enhances the performance of teacher.	41	27	3	20	9	<b>900.9</b>
9	Assistance and guidance by the principal in achieving targets augments the performance of the teacher.	44	25	5	16	10	<b>160.4</b>
10	Feedback on academic matters enhances the performance of teacher.	51	31	3	10	5	<b>1220.8</b>
11	Delegation of responsibility and authority enhances the performance of teacher.	43	32	3	14	8	<b>38.0</b>
12	Timely recommendation for promotion by the principal enhances performance of the teacher.	48	39	2	1	10	<b>950.2</b>
13	Regular evaluation of the teachers enhances their performance.	46	32	2	11	9	<b>1015.2</b>
14	Trust in teachers for achieving goals by the principal leads to better performance.	43	31	2	14	10	<b>1091.3</b>

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15	Financial incentives on better performance cause high performance.	42	36	2	10	10	<b>1264.9</b>
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**Table: 3 QUESTIONNAIRE FOR STUDENTS**

<b>Students</b>							
<i>Statements</i>		<b>SA</b>	<b>A</b>	<b>UD</b>	<b>D</b>	<b>SD</b>	<b><math>\chi^2</math></b>
1	Your teacher gives individual attention to students.	11	15	3	35	36	<b>21.1</b>
2	Your teacher welcomes the students in the classroom.	43	29	3	17	8	<b>255.5</b>
3	Your teacher always discusses his subject matter in the class.	41	40	2	7	10	<b>274.2</b>
4	Your teacher is never reluctant to allow freedom of actions.	41	32	3	13	11	<b>192.3</b>
5	Your teacher controls the students' activities properly.	8	10	3	36	43	<b>369.9</b>
6	Your teacher assesses students' performance appropriately during the lesson.	36	40	2	14	8	<b>25.3</b>
7	Your teacher keeps a positive attitude towards students.	45	31	2	12	10	<b>258.4</b>
8	Your teacher perpetuates check and balance in the academic session.	10	13	1	41	35	<b>19.1</b>
9	Your teacher influences students to change their attitude or behaviour.	28	43	2	18	9	<b>9.9</b>
10	Your teacher tries to settle disputes among pupils.	12	13	3	34	38	<b>6.6</b>
11	Your teacher provides social support for high academic achievement.	44	37	2	8	9	<b>423.9</b>
12	Your teacher gives feedback to his students on their academic matters.	9	11	2	33	45	<b>281.3</b>
13	Your teacher disseminates any new ideas instantaneously.	11	16	3	32	38	<b>22.9</b>

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14	Your teacher reproses in his students.	13	8	3	36	40	263.2
15	Your teacher ensures a regular performance evaluation plan.	7	17	2	33	41	259.4

## Overall Comments

In general most teachers and students agree that their principals provide personal loyalty to 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.

Generally principals are punctual, sympathetic and role model for teachers and students. They acknowledge the teachers achievements, care teacher's ego, establish good relationship with them and assign them appropriate workload according to their choice and interest, so that they may increase their performance.

A significant number of principals are 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 them to achieve targets, award them with financial incentives and provide them ample chance of professional growth.

Some principals are very strict, conscious and responsible about their duties. They submit medical bills of their teachers quickly, consult their teachers in many matters, recommend timely promotion of their teachers and also give feedback to the teachers on their academic performance.

Some principals believe in reality, they trust in their teachers, delegate responsibility and authority to their teachers and allow them freedom of action. Majority of the teachers give no importance to professional competition among teachers, provision of instructional technology and provision of job security as motivation factor, due to this they frequently apprehends their teacher about transfer.

## Conclusions

1. Majority of the teachers hold that the techniques such as assigning of appropriate workload and delegation of responsibility or authority by the principals more slightly enhance the performance of female teachers than male teachers.
2. Majority of the teachers' view that the techniques such as chides on mistake and forcefully expression of his opinions, fairly more effect the performance of male

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teachers than female. The technique, apprehension on transfer more slightly effect on the performance of male teachers than females while unrealistically belatedly written annual confidential reports more slightly effect the performance of female teachers than male teachers.

3. Majority of the students express that their male teachers maintain students' attention and interest during the class, encourage using library and providing social support for high academic achievement more fairly than female teachers. Similarly male teachers create democratic environment, inculcate habits of self-study and discuss on subject matter in the class slightly more than female teachers.
4. Majority of the students opine that their female teachers give credit to them, more fairly than male teachers while female teachers appreciate the students' performance slightly more than male teachers.
5. Majority of the students view that their female teachers are not stiff in their dealings fairly more than male teachers and male do not express their opinion forcefully more fairly than female teachers.
6. Majority of teachers opine that motivation techniques used by the heads which have positive impact on their performance are incentive by giving appropriate relief time, constructive and optimistic attitude of the principal, appreciation by encouraging on hard work or on academic achievement, good relationship by showing friendly and sympathetic behavior, maintaining discipline, constructive criticism, expression of expectations for better performance, trust on teacher through participation in decision making about academic matter, recognition by giving self respect, praise by giving verbal or nonverbal recognition, status by awarding with impressive titles and appropriate workload.

## **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.

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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, tale 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.

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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.

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