

MOTIVATIONAL PRACTICES OF HEAD TEACHERS: A CASE FOR SECONDARY SCHOOLS IN SINDH PROVINCE

*Dr. Muhammad Ather Hussain**

Dr. Imtiaz Ahmad[†]

Dr. Mumtaz Khawaja[‡]

Abstract

The main purpose of this research is to evaluate motivational practices of head teachers at Secondary School level with special reference to Sindh Province. The nature of institutional environment and academic climate is dependent upon leadership and internal management. For this study, the descriptive survey design was adopted. All the Secondary Schools of Sindh Province were chosen as the population, while 200 Heads from these schools were selected as the sample of the study. Different instruments including interview guide and questionnaire were constructed for the data collection. The validity of these tested through pilot study, conducted under this study. The approach used for testing the validity was test-retest approach, involving the administration of instrument twice to the same selected group of respondents. The study concludes that the teachers' recognition resulted into increased performance of teachers. Similarly, the shared leadership is an effective tool, having positive effect on motivation level of teachers. The opportunities for personal and professional growth of teachers have positive influence on teachers' performance and their motivation level. The recommendations for head teachers to revisit their motivational practices have been put forward in order to assure data led academic practices.

Key Words: *Motivation, Head Teacher, Secondary School, Total Quality Management*

Introduction

The nature of institutional environments in educational institutions is basically depending upon leadership and internal management.

*Lecturer, Department of Education, The Islamia University, Bahawalpur

[†]Assistant Professor, Department of Teacher Education, University of Karachi.

[‡]Assistant Professor, Department of Education, University of Sindh, Jamshoro.

Head teachers being the chief executive requires recognizing and appreciating so that the desired results can be achieved through people. In modern business era, business organizations as well as the educational institutions are mainly concerned with what should for high achievement and how to sustain high level of performance by utilizing the people (Armstrong, 2003). This requires attention toward the best ways of motivating the individuals and establishing work environment, facilitating the individuals to give results required by the management (Weinrich & Koontz, 1998).

Motivation refers to a force outside or inside the individual, giving rise to persistence and enthusiasm to pursue specific course of action. Motivation is therefore an intrinsic force that directs the individuals' effort level and compels them to achieve certain goals and objectives. This shows that the educationists and academicians would not be able to do this without knowing what factors and aspects motivates the people. Therefore, the building up the factors for motivations within the organizational roles and entire leading process must be based on the knowledge regarding motivation. Weinrich & Koontz (1998) mentioned that the job of educational managers is to identify and recognize what aspects motivate individuals instead manipulating people.

Motivation is defined differently by different scholars like Daft & Marcic (2006) mentioned that the motivation is psychological force among the individuals, determining the direction of their behaviors within the organization, their level of efforts and persistence in facing the problems and obstacles (Jones & George, 2006)..

Total Quality Management concept is not confined only to the services or production but also influenced by and influence other factors and organizational components for instance including the organizational culture, attitude of employees, their behaviors, and different numerous other aspects of organization. Educational managers, working through the human resources and people

therefore must ensure that appropriate and effective strategies are being used to maintain satisfied workforce, an important aspect of Total Quality Management. Voehl (2009) mentioned that the concept of Total Quality Management is concerned with the continuous improvement within the organization, involving everyone in the organization, through integrated efforts for improvement of overall performance at each and every level.

Similarly, Oakland (2004) along with other scholars and researchers like Voehi (1994) mentioned that organizational components must be organized and integrated in order to attain and maintain the quality of every job (part), each process (activity) and each individuals working with and related to the organization. Hence the philosophy of total quality management deals with getting right for each and every aspect of organization as cost of having bad quality may exceed the cost of doing things of good quality. One of the most important challenges of modern business world, the managers are facing is the rapid changes in environment and high degree of dynamism, with which one must be able and willing to deal with (Voehi, 1994).

This is also necessary and important due to high degree of uncertainty and ambiguousness, increased degree of national and international competition, changes in technology and other related aspects. Based on these facts, situations and circumstance, retaining an excellent employee is the foremost challenge, organizations of modern world are facing. This is also applicable to the educational institutions as many studies have identified that many good instructors and teachers have left the field of teaching during their first three years of practical life (Frase et. al., 2013).

As identified and mentioned by the sociologists, the school and educational institutions' environments are reward scarce, usually working against the best efforts of teachers to professionally grow and improving learning among students (Peterson, 1995). Frease (1992) mentioned that the motivated teacher is one; feeling satisfied

with job as well as is empowered in order to strive for growth and excellence in educational and instructional practices.

Different studies conducted by the members of ERS (Educational Research Service) center in California identified and revealed that most important factors related to the teachers were those, allowing them to successfully practice their craft. The studies also identified different factors for instance including the work context factors related with the teaching environment, work context factors related with the teachers, and others have strong influence on teachers. Additionally, the work context factors include the status, money, disciplinary conditions, class size, security level, availability of material for teaching, and others prevent the dissatisfaction but still these factors are not extended the motivational effect.

Similarly the survey conducted by the NCESS (National Centre for Education Statistics) identified and mentioned that the compensation to teachers includes monetary benefits (salaries, medical, house rents, other fringe benefits) and non-monetary benefits while the supplemental income has shown the little relations with the satisfaction level of teachers in long run throughout their carrier. Additionally the survey has also identified and indicated that the recognition of staff, participation from teachers in decision making process and parental support, influence of teachers over school strategies and policies, control within the classrooms and other related aspects are the factors, influencing the satisfaction level of teachers (NCESS, 2010).

There are some other factors identified during survey, influencing the satisfaction level of teachers for instance achievement, recognition, interesting work and so forth have positive effect on level of motivation as well as satisfaction of teachers (Cole, 2006). Teachers respect has positive relation and influence on employees' productivity, productivity of organization, also attracting more customers to organization (Raj, 2011).

The structures and systems in educational institutions designed to support and management teachers if are dysfunctional, it is more likely that the teachers may lose sense of professional commitment and responsibility (Akyeampond, 2007). The Ministry of Education in Zambia put little attention to the management of education and focused on training and development of teachers and development of educational infrastructure, resulted into high level deficiencies in education managers with respect to their management skills and abilities to motivate the employees.

Background of Research

As a service provider, the educational institutions and organizations are supposed to develop appropriate approaches and techniques to quality in order to show that educational institutions can also provide the quality services to their target audience. Educational managers and head teachers therefore require developing effective quality improvement structures. Sallis (2002) identified and mentioned that the professional imperative demands that the professionalism is the commitment to what students require and refers to the obligation to fulfill and meet their requirements through effective and appropriate pedagogic practices. It rises the professional obligation and duty to educators to improve the educational services quality and leading to administrators and teachers to ensure that both management of institutions and classroom practices are operating to highest possible standards. Therefore the practices related to motivation among education managers and head teachers are necessary for achievement of this.

The research organized and conducted by Kageha (2008) in Kenya and Orina (2008) in Malaysia identified and indicated that motivation among teachers is an important factor and play a great role in determining their performance. These studies identified that there is positive relationship between performance of teachers and their motivation level. These studies also revealed that in schools

performing at higher level have teachers, having high degree of intrinsic motivation related to their work. Head teachers and education managers as school administrators require to put in place effective, efficient and appropriate practices for motivation of employees for instance including recognition of staff, strategies for shared relationship, development of staff, proper induction and support to the staff, supportive teacher evaluation and feedback, promotion and letters of recommendation, and other monetary incentives and benefits. These practices for motivation of educators enable them to achieve desired level of performance and resulted into required higher level of quality services (Akyeasmping, 2007).

Therefore the objective and purpose of this study was to identify the ways in which motivational practices from head teachers influence the performance of teachers in public sector secondary schools and the study sought to identify and determine the effect of staff recognition, participation of educators and teachers in programmes for staff development, leadership between head teachers and teachers, support from head teachers for improvement of teachers performance and so forth.

Research Approach and Data Analysis

In order to achieve the objectives and goals of this study, the descriptive survey design was adopted. In order to achieve this purpose, two different instruments including interview guide and questionnaire were used to collect the data. The validity of instrument was tested through pilot study, conducted under this study. The approach used for testing the validity was test-retest approach, involving the administration of instrument twice to the same selected group of respondents.

The reliability measure was used to test the reliability of instrument and the computation of coefficient from scores was 0.75, showing that the instrument used for collection of data was reliable. In order to

collect the data and information, 50 head teachers from selected schools of Sindh province were selected while 200 teachers were selected at random from these schools. Descriptive statistics were used to analyze the collected data for instance including means, percentages, frequencies and others, presented in pie charts and tables.

Findings:

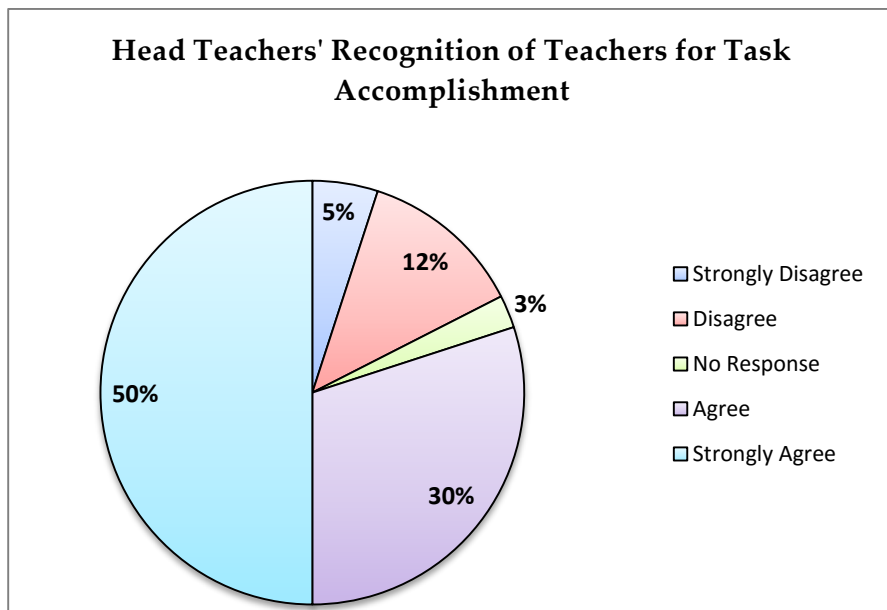
1) Impact of Recognition of Teachers on Their Performance

In order to identify the level to which teachers were recognized by the school management, they were asked if are recognized for accomplishment of tasks and if it is an important motivational practices. Responses from the respondents are summarized in table 1 and diagram 1 below:

Table 1: Head Teachers' Recognition of Academicans for Accomplishment of Responsibilities

Responses	Frequencies
Strongly Disagree	10
Disagree	25
No Response	5
Agree	60
Strongly Agree	100
Total	200

Figure 1: Head Teachers' Recognition of Academicians for Accomplishment of Responsibilities



The results above are showing that 50 percent of respondents (i.e. public sector secondary school teachers) were agreed strong that their head teachers recognize the accomplishment of responsibilities from their side. Similarly, 30 percent respondents were agree with this. This shows that 80 percent of teachers interviewed were recognized by the head teachers for accomplishment of their responsibilities and tasks and they considered that recognition and acknowledgment from head teachers is important motivational factor for them.

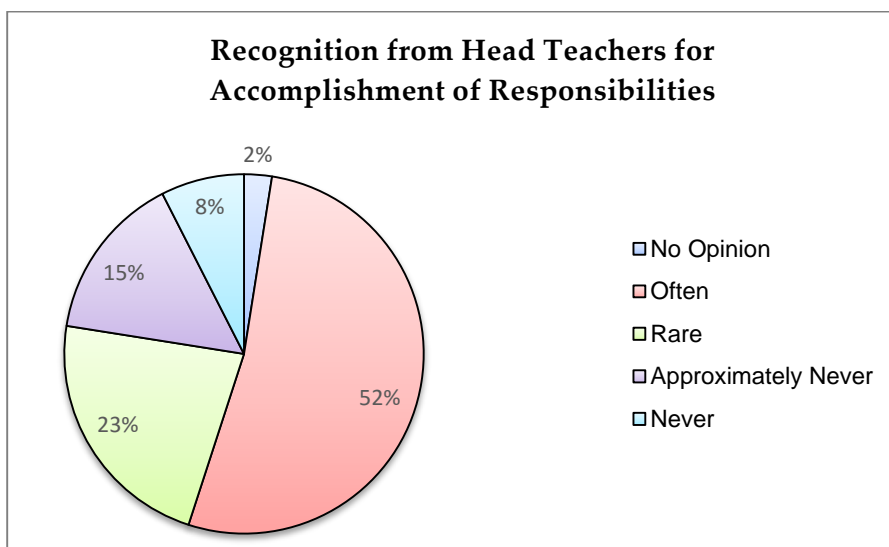
2) Perception of Teachers regarding Recognition for Accomplishment of Responsibilities

When the teachers were asked how often they were acknowledged and recognized for fulfilment and achievement of their responsibilities their results are summarized as follows:

Table 2: Perception of Teachers regarding Recognition for Accomplishment of Responsibilities

		No Opinion	Often	Rare	Approximately Never	Never	Total
Recognition from Head Teachers for Accomplishment of Responsibilities	Frequency	5	105	45	30	15	200
	%age	2.50%	52.50%	22.50%	15.00%	7.50%	100.00%

Figure 2: Perception of Teachers regarding Recognition for Accomplishment of Responsibilities



The table 2 above is showing that 52 percent of teachers often received recognition from head teachers for accomplished responsibilities, while 23 percent respondents rarely received the recognition. Similarly, 8 percent and 15 percent teachers were recognized never and approximately never by head teachers respectively while remaining 2 percent respondents preferred to give no opinion. This shows that the efforts put by the teachers are usually rewarded by the

head teachers in most of the cases and this will definitely lead to high morale and motivation among the teachers. Findings above are showing that head teachers have adapted recognition as practice for motivation of teachers.

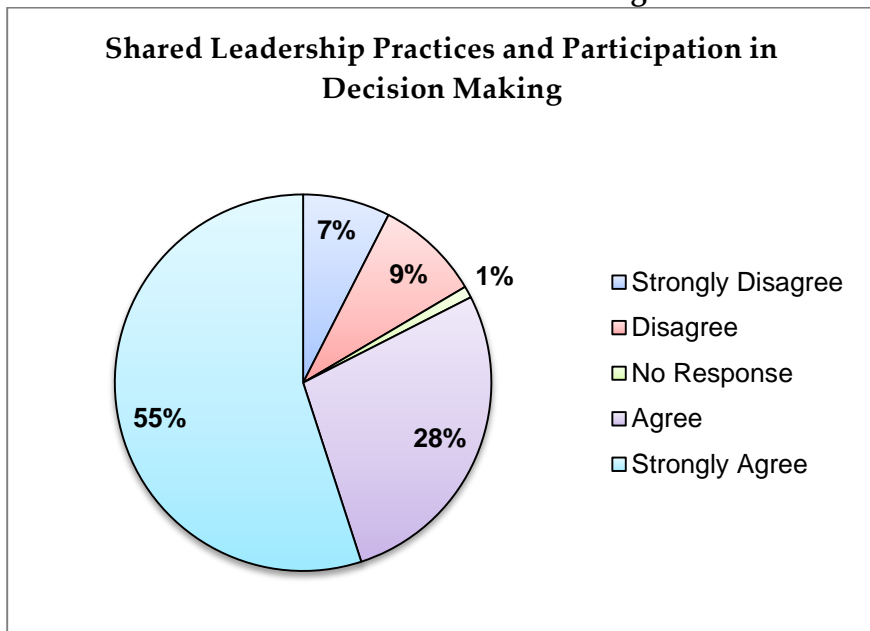
3) **Impact of Shared Leadership among Head Teachers and Teachers on Performance of Teachers:**

In order to identify the level to which head teachers were using the shared leadership practices as motivational tool for teachers, selected teachers were asked if they are assigned with the authorities to make decisions related with jobs, and table 3 below is showing the received responses:

Table 3: Shared Leadership Practices and Participation of Teachers in Decision Making

Responses	Frequencies	%age percentage
Strongly Disagree	15	7.50%
Disagree	18	9.00%
No Response	2	1.00%
Agree	55	27.50%
Strongly Agree	110	55.00%
Total	200	100.00%

Figure 3: Shared Leadership Practices and Participation of Teachers in Decision Making:



The above table 3 is showing the shared leadership adopted by the head teachers as practice to motivate the teachers in selected secondary schools of Sindh Province. The results shown that 55 percent and 28 percent (83% in combine) were strongly agreed and agreed with fact that they make job related decisions, respectively. Similarly, 7 percent and 9 percent respondents were respectively strongly disagree and disagree.

4) Impact of Programmes for Development of Staff on their Performance:

Table 4: Rating to the Attended Workshops, Seminars and Training Programmes

Responses	Frequencies	%age percentage
Strongly Disagree	12	6.00%
Disagree	16	8.00%
No Response	2	1.00%
Agree	88	44.00%
Strongly Agree	82	41.00%
Total	200	100.00%

Figure 4: Rating to the Attended Workshops, Seminars and Training Programmes:

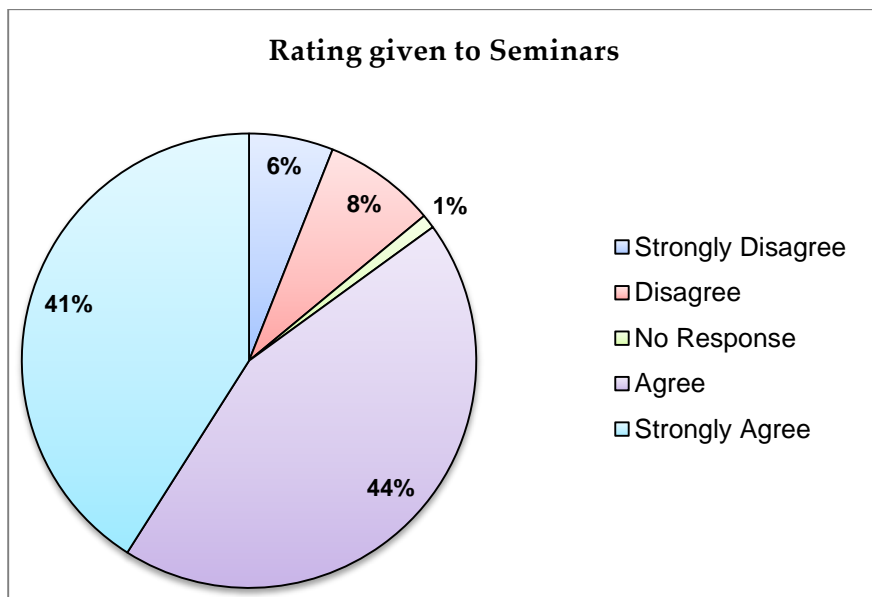


Table 4 above is showing that 44 percent and 41 percent respectively have strongly agreed and agreed with the fact that the seminars they have attended during last 1 year were of high quality and have

improved their skills, abilities, knowledge and other associated aspects related to their performance. Additionally, 6 percent and 8 percent individuals where strongly disagree and disagree respectively, i.e. in their view the seminars and training and development programs were ineffective and inefficient in developing required skills and abilities, having impact on their job related performance.

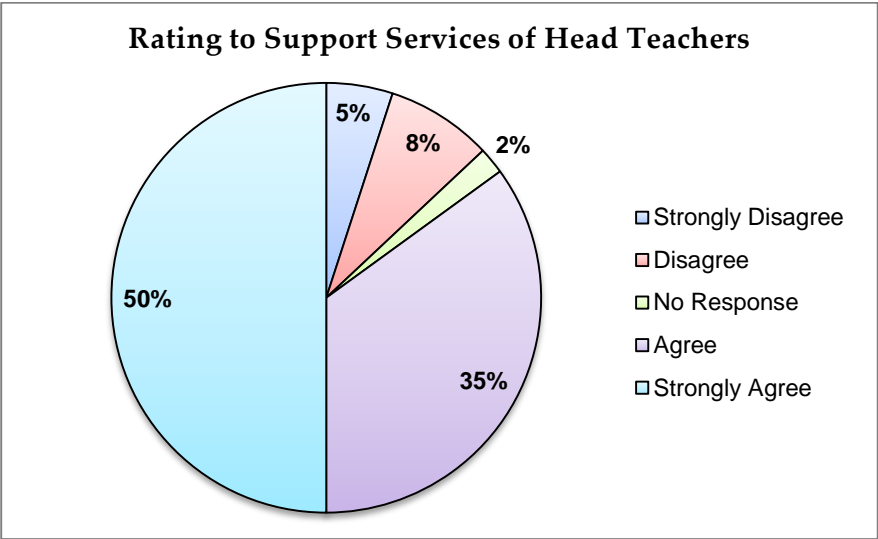
5) **Impact of Head Teachers' Support on teacher's Performance:**

For the purpose of knowing the impact of Head teacher's support on teachers performance, teachers were asked during course of this study to rate their head teachers with respect to their support in work.

Table 5: Rating to Support Activities of Head Teachers by the Teachers

Responses	Frequencies	%age percentage
Strongly Disagree	10	5.00%
Disagree	16	8.00%
No Response	4	2.00%
Agree	70	35.00%
Strongly Agree	100	50.00%
Total	200	100.00%

Figure 5: Rating to Support Activities of Head Teachers by the Teachers



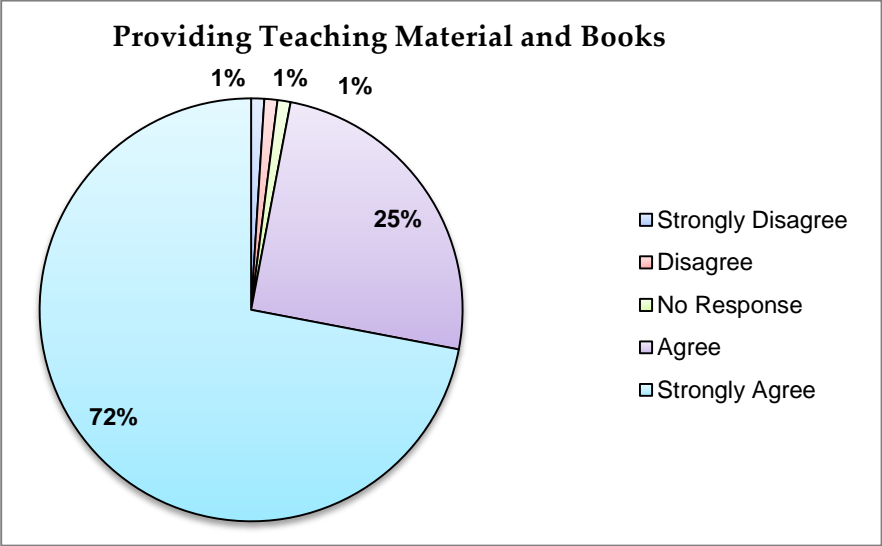
The data summarized in above table is showing that 85 percent (50 percent strongly agreed and 35 percent agreed) were agreed with the fact that the support provided by the head teachers is an important factor, influencing the performance of teachers.

The table below is showing the nature of help which is more desired by the teachers from side of head teachers i.e. including the support in terms of providing teaching materials.

Table 6: Provision of Teaching Material and Relevant Books

Responses	Frequencies	%age
Strongly Disagree	2	1.00%
Disagree	2	1.00%
No Response	2	1.00%
Agree	50	25.00%
Strongly Agree	144	72.00%
Total	200	100.00%

Figure 6: Provision of Teaching Material and Relevant Books



The table above is showing that 72 percent and 25 percent individuals were strongly agreed and agreed respectively with the fact that providing teaching material and support by the head teachers and experienced teacher influences their satisfaction and performance. Only 1 percent individuals were disagreed and 1 percent were strongly disagreed from this fact.

Teachers’ Performance

Responses of teachers in this regards, on mentioned aspects are summarized in table 7 below.

Table 7: Teachers Performance

Questions	Strongly Disagree		Disagree		No Response		Agree		Strongly Agree		Total	
	F	%age	F	%age	F	%age	F	%age	F	%age	F	%age
I always reach on duty in time	10	5.00%	6	3.00%	2	1.00%	57	28.50%	125	62.50%	200	100.00%
I am punctual in setting papers and marking exams	6	3.00%	12	6.00%	2	1.00%	50	25.00%	130	65.00%	200	100.00%
I am Committed to My job Highly	12	6.00%	4	2.00%	2	1.00%	35	17.50%	147	73.50%	200	100.00%

The above table is showing and summarizing the responses of teachers based on different performance related aspects discussed earlier. The table above is showing that 91 percent (62.5 percent were strongly agreed and 28.5 percent were agreed) teachers reached at their duty in time always. Similarly, 90 percent respondents were punctual in making and marking papers in time while 91 percent respondents were found committed with their jobs.

Discussion

The findings related to identify the level to which teachers were recognized by the school management, are in line with the findings of Kagiha (2008), concurred that the recognition from management has positive effect on the level of motivation among teachers. Similarly, the Skyeampong (2007) mentioned and affirmed that recognition facilitates the teachers to achieve the meaningful performance. Additionally, when the selected head teachers were interviewed, they mainly mentioned that the individual recognition is important factor, enhancing the motivation level of teachers and hence improve their performance. Frease (1992) identified and mentioned that the recognition of teachers by staff and management has strong influence on satisfaction and motivation level of employees, therefore their recognition is an important responsibility of head teachers and management of schools.

The findings related to identify the level to which head teachers were using the shared leadership practices as motivational tool for teachers are in line with the study conducted in Washington that participation of teachers in decision making of various levels and types is associated strongly with motivation level of teachers (NCESS, 2012). These findings are also consistent with the findings of Akyeampond, (2007) that teachers are feeling highly motivated when are involved and consulted in decision making specifically regarding their work and hence resulted into enhanced performance. Okumber, (1998) mentioned that shared leadership has strong impact on performance of teachers therefore it is important for head teachers to lay and develop effective strategies and practices for shared leadership, facilitating them to achieve school objectives clearly. Shared leadership is the process of sharing accountabilities and responsibilities by the management among administration, students and staff. It may also include the responsibilities and duties delegated for instance to the deputy head teacher, teachers for PT or games, teachers running different departments or sections and so forth. In other words, it includes the delegation of authorities, responsibilities and accountabilities to lower levels in schools' hierarchy.

Teachers of effective management should possess the skills, knowledge, commitment, capabilities for performing the assigned responsibilities and tasks. Head teachers on the other hand while delegation of responsibilities, accountabilities and authorities must ensure that teachers are able to and are performing their responsibilities and that the process of education in the school is going effectively and efficiently. The staff development as mentioned by Parsey, (1992) is the process of matching an individual to the job, also including performance evaluation and the progressive increase in competencies of staff. The staff development is considered as deliberate plan by the school management, aimed to improve the quality of staffing. The staff development is therefore considered as the way of giving chance for updating and improving skills, abilities,

knowledge, and qualification of staff members in order to make them more adaptive to their jobs.

In academic institutions like schools, it is done through encouraging the instructors and teachers to develop pedagogical knowledge and skills about subject matter through advance academic and professional study at different levels like at graduation level, master level and others, providing them with funding and resources for workshops, conferences and development of other training and development opportunities for instance including in-service programs (Monanhan, 1996). In order to test the impact of staff development on performance of teachers, the findings indicated that more than half of the teachers had provided with training and development opportunities for their growth and development. This definitely would provide the positive effect on motivation level of teachers and on their subsequent performance. Finally, in order to indentify the effectiveness of seminars they attended, teachers were asked to rate these training and development seminars, they attended during last one year and table 4 below is showing their responses in this regards.

The teacher support is considered as the support and advice by the experienced teachers to the new teachers regarding planning their lessons, different classroom management resources, and administration locations. Head teachers and administrators therefore needs to support the new teachers and for this purpose they require to assign them mentor teachers for transmitting instructional skills, management skills, planning skills and most important to break the isolation, facilitating them to grow professionally. Additionally these experienced head teachers may facilitate the teachers specifically the new teachers in locating and searching for housing, sharing information regarding cultural aspects and community, introduction of new teachers with others, introduction of others with new teachers and other types of facilitations are also included in this (Fraser, 1992).

The analysis revealed that provision of books, study material and relevant resources for teaching by the head teachers was an important motivator for the teachers. Orina (2008) and the study conducted by Njue (2003) revealed that the working conditions as well as the environment were sensitive issues, required to be considered and addressed in order to improve the motivation level among teachers.

The performance of teachers can be measured through number of ways like different tools can be used in order to measure the performance of teachers like different performance evaluation tools can be used for instance including but not limited to the 360 degree evaluation method, Behaviorally Anchored Rating Scale (BARS), Peers Rating Scale and others. In this case, in order to measure the performance teachers, different proxies to performance were selected based on research findings of Njue (2003) including punctuality of teachers, their ability of meeting deadlines, making and setting examinations by the teachers and their level of commitment to the work.

Conclusions

During course of this study, it is identified that the teachers' recognition resulted into increased performance of teachers. Similarly, the shared leadership is an effective tool, having positive effect on motivation level of teachers. The personal and professional growth of teachers similarly has positive influence on teachers' performance and their motivation level. Finally, the teachers provided with support are performing well. The provision from head teachers, of resources for instance including relevant books, material for teaching and other helps develop good working environment within the organization, resulted into increased motivation among teachers. The motivational strategies of teachers increase the level of motivation among teachers, resulted into increased performance.

Recommendations

- 1) The Management and head teachers should facilitate the teachers by striving to recognize the teachers for accomplishment of assigned responsibilities and tasks, providing them with opportunities through support and shared leadership.
- 2) The Education Management Department of Government as well as the Quality Assurance Directorate requires developing curriculum, aimed to improve and enhance abilities of head teachers to motivate other teachers and for this they should utilize their practical experience. This will facilitates the head teachers to practice and employ different techniques for motivation in school management.

References

- Akyeampong, K. (2007). Teacher motivation in Sub-Saharan Africa and South East Asia. Unpublished research paper. London.
- Armstrong, M. (2003). A Handbook of management and leadership: A guide to management for results. London: Kogan.
- Cole, G. (2006). Management theory and practice, 6th ed. London: Bookpower.
- Daft, R. L., & Marcic, D. (2006). Understanding management (5th ed.). Mason, US: Thomson South Western.
- Frase, L. E. (1992). Maximizing people power in schools: Motivating and managing teachers and staff. Newbury Park, California: Corwin Press.
- Frase, L. E. (1989). The effects of teaching rewards on recognition and Job Enrichment. *Journal of Educational Research*, 83 (1), 53-57.
- Jones, G.R. & George, J. M. (2006). Contemporary Management. Boston: McGraw Hill/ Irwin

- Kageha, Z. A. (2008). The effect of motivation on teachers' performance and its Impact on K.C.S.E results: A case of Tiriki West Division, Vihiga District, Kenya. Unpublished MED Project. Kenyatta University.
- Koontz, H. & Weinrich, H. (1998). *Essentials of management*, (5th ed.). Tata: McGraw Hill.
- Krejcie, R. V. & Morgan, D. (1970). Determining sample size for research Activities, Educational and Psychological Measurements, Vol 3 series 3.
- Lungwangwa, G. (1995). The organization and management of education in Zambia. In *Educational Research Abstracts of Research Work and other Publications in the Field of education*. Bonn: German Foundation for International Development (DES).
- Mugenda, O. M. and Mugenda, A. G. (1999). *Research methods: Quantitative and qualitative approaches*. Nairobi: Acts Press.
- New National Center for Education Statistics (1997). *Job Satisfaction among America's Teachers: Effect of workplace conditions, Background Characteristics, and teacher compensation*. Washington DC: U. S. Dept. of Education, Office of Educational Research and Improvement.
- Njue, W. C. (2003). *Job Satisfaction among Secondary School Teachers in Nairobi Province*. Unpublished MED project. University of Nairobi.
- Oakland, J. S. (2004). *Oakland on quality management*. Oxford: Elsevier Butterworth-Heinemann.
- Okumbe, J. A. (1998). *Educational management: Theory and practice*. Nairobi: Nairobi University Press.

- Orina, O. J. (2008). The factors that affect mathematics teachers' motivation level in public secondary schools in Nyamusi Division. Nyamira district, Kenya Unpublished MED project, University of Nairobi.
- Raj, T (2011). How does Total Quality Management as a theory of education leadership contribute to the effective delivery of quality educational provisions in higher education in India? Unpublished PhD thesis, University of Leeds.
- Republic of Kenya (2008). Ministry of Planning and National Development. Millenium Development Goals Status Report. Nairobi: Government printers.
- Sallis, E. (2002). Total Quality Management in Education (3rd ed). London: Kogan Page.
- Schermerhorn, J., Hunt, J. and Osborn, R. H. (1994). Managing organization behaviour. New York: John Wiley and Sons.
- Voehl, F. (1994). Total Quality in Higher Education. Florida: St Lucie Press.

fesea.usindh.edu.pk



Area Study Centre
Far East & South East Asia
University of Sindh, Jamshoro - Pakistan
Phone # +92 22 921 3432 - Fax # +92 22 921 3434
Email: director.fesea@usindh.edu.pk