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A STUDY OF THE VARIOUS MOTIVATIONAL TECHNIQUES TO IMPROVE THE QUALITY OF EDUCATION

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ABSTRACT

Motivation plays a vital and significant role in the lives of individuals, groups, communities, establishments, organizations and nations. Motivation is a process that starts with a physiological and psychological deficiency or need that activates behaviour or a drive that is aimed at a goal or an incentive. Motivation is necessary but insufficient condition for excellent performance, but actual performance depends on the ability of the worker and the circumstances of the job as well as on motivation. Heads are involved in planning, organizing, coordinating and executing various activities to achieve the organizational goals. Often, heads forget the important aspect of direction and feel that their function is commanding or leading. Motivation is more effective in achieving goals rather than ordering people about. The present study was to find out the impact of motivation techniques used by the Heads of Secondary Schools upon the Teachers. It was concluded that majority of the heads use various motivational techniques to improve the quality of education in broad sense.

INTRODUCTION

Motivation is one of the basic factors upon which the quality of a person's work depends. It may be in the form of appreciation, incentives, rewards or penalties. Most policy makers agree that in the field of education, improving the teacher's workplace is one of the best ways to improve education system. Heads can provide appropriate working conditions. A motivated and committed school teacher has the opportunity to influence the student significantly in building a global view that rests on a faith commitment.

Key Words:

MOTIVATION

It is the process of arousing, directing and maintaining behavior towards a goal.

MOTIVATIONAL TECHNIQUES

The techniques which help in the process of motivation are called motivational techniques. Each motivational technique has one main goal, to make day - to-day jobs more purposeful and interesting to employees, workers, staff, teachers or students

OBJECTIVES

To study various motivational techniques to improve the quality of education

MOTIVATION TECHNIQUES

Motivation is the force that drives towards an action. Communication skills are much helpful in motivation and it takes place within a culture, and it shows an organizational behaviour model, Motivation originates within an individual. An individual will be more motivated when he has clear goals to achieve. Objectives play a vital role in educational process and motivation plays its important role in achievement of educational aims, goals and objectives. The head of institution must ensure that the teachers and staff are well motivated. Each motivational technique has one main goal, to make day - to-day jobs more purposeful and interesting to employees, workers, staff, teachers or students (Lewis, 1994). The various motivational techniques are as follows-

1. Quality of Leadership

An educational leader is quite simple who leads the educational organization. The degree to which heads are also leaders, relates to the way they construct their roles. Those who are successful view themselves as leader, not just heads. Leadership and motivational qualities are excellent to have not only among the institution in education, but among teachers as well. A good leader takes understanding of what motivates

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others. Leaders want to influence things to continue or create change. Either way it takes a person with certain skills to do the task. Heads must know to lead organizations in which leadership and decisions making are shared, and continual learning is fostered for teacher (Bernard, 1972).

2. Integrity of behaviour

Appropriate behaviour is rewarded and inappropriate behaviour results in

Punishment. Consequently, the rewarded behaviour is repeated and inappropriate behaviour tends to be eliminated. Positive reinforcements or rewards, is preferable because it is more effective in achieving positive result. Teachers perform better and feel better about their jobs when they receive recognition for their efforts and feel that what they do is valuable and appreciated by the Head. The head, establishes the atmosphere for motivation through honesty, praise and positive attitude (Ricks et ai, 1995).

3. Role model

A leader is the role model for his staff. Member follows him in achieving the

goals of organization. Head or leader should be friendly and supportive in all relationships with staff members and try to create a conducive working environment. A successful head has to displays self-assurance in the honesty, obedience and regularity in his actions. Heads should be cool tempered and professional in approach as well as responsible in personal relationships. Head should be self-assured and possess a confidence in the task, their ability to perform, and the abilities of teachers to contribute (Bccrrens. 2000),

4. Setting high standards

The goals of teaching - teaming must be clear to the teachers and students.

The teaching as a profession demands the high level of competence with regard to knowledge, skills, and behavior in the delivery of better results and performance with teachers, staff, and students. The essence of professionalism requires head to serve the interests of the teacher and their staff and to adhere to the concepts of leadership, excellence, integrity, and respect for others. Professionalism refers not only to a person demonstrating exceptional expert skills and knowledge but also consistently conducting themselves with high standards. (Gibson et al., 1985).

5. Job Characteristics

A job serves two separate but related functions. It is a productive unit for the organization and a career unit for the individual. A challenging and integrating job can add zest and meaning to one's life. Boring jobs, on the other hand, can become a serious threat to one's motivation to work hard. There are a variety of strategies that can influence a person's level of job satisfaction. Some of these strategies fitting people to job through realistic job, preview (honest explanations of what a job actually entails), job rotation (moving people from one specialized job to another) and limited exposure (rewarding people with early time off when they get the job done), secondly fitting job to people through job enlargement (combing two or more specialized tasks to increase motivation and job enrichment (redesigning jobs to increase their motivational potential) (Kreitner, 1995),

6. Security of employment

Objectives are signs of the presence or absence of job security, such as tenure, company stability, and assurances of threats to continued employment. Security is a very intense motive in a fast paced, highly technological society such as, is found in modern America. Apart from others, Job insecurity, in particular, has a great effect on organizational behaviour. 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. Teachers can help to soften the blow of getting laid off by providing outplacement services, counseling and assistance to laid-off students so they can secure a new position elsewhere. By having such assistance available, the negative emotional aspect of job security is reduced. If teachers feel that the educational institution cares about their employment, they are more likely to be committed to the educational institution and therefore be motivated to work harder (Lufhans, 1995).

7. Opportunities for growth

Teaching is to attain the status of a profession. The right of the teacher is to grow and get promotion in service and all these rights must be carefully safeguarded. These growths are fulfilled by strong personal involvement that fully utilizes our skills, abilities and creativity. The growth is to attain the highest status . Here the responsibility of the head like the principal of other organizations is to support the teachers to attain their status. Head should provide all the elements of growth to the teachers like support and facilities (Reavis and Judd, 1942).

8. Setting goals and policies

The fixation of goals also provides motivation to the students. Unless and until there is clarity of goals before the students, they will not be motivated to learn anything. There will be neither external nor internal motivation in them. Similarly, if the teachers are also not clear about their teaching aims and objectives, they will also not find motivation in their teaching tasks. Hence, "for teaching and learning, the objectives should be clear and pre determined. Predetermined objectives provide direction to do something (Hokanson> 1989).

Just as people are motivated to satisfy their needs on the job, they also are motivated to strive for and to attain goals. In fact, setting is one of the most important motivational forces in the organization.

When people are challenged to meet higher goals, several things happen. First, they assess their desire to attain the goal as well as their chances of attaining the goal which jointly affects their goal commitment. Second they assess the extent to which meeting the goal will enhance their beliefs in their own self- efficacy. When levels of goals commitment and self-efficacy are high, people are motivated to perform at the goal level (Grecnbcrg and Baron, 2000).

9. Clear communication

Communication is two ways. One - way communication is lecturing or telling or demonstration by the teachers. It denies the facility to the students to seek clarification. The learners remain passive listeners. Two - way communication has built in system of feedback. The feedback provides a learning opportunity to the sender and the receiver because it mirrors the consequences of behaviour. Motivation on the part of the learners will increase the quality of learning and they will certainly feel encouragement for their efforts. Clear lines of communication can help to improve relationships and increase efficiency, As heads seek to increase teachers' efficiency and improve work quality, finding and applying solutions lo enhance teachers' relations and effective communication creates a positive constructive working environment. The establishment of effective communication practices should serve as the foundation of quality education. Every teacher should consider himself a head as well as a teacher at the same lime and the same should be the thinking of the head. Promises of improvement are likely to fall on deaf ears when teachers do not trust by heads. Conversely, heads are unlikely to permit necessary participation if they do not trust their people. Trust means treat all members of your team fairly and equally all the time. He must be honest but tactful and supportive in every aspect of their job. Get to know your team as individuals and try to develop good working relationship with each of them on good and fair terms (Kreiiner, 1995).

10. Encouragement offered

Encouragement and praise are two ways a teacher can recognize and promote desirable attitudes and behaviour. Encouragement is used to develop spirit of cooperation

Encouragement is a 'positive acknowledgement response that increase the efforts of the teacher as well as student." Encouragement statements like 'Good,' 'Great, and 'fine' has great impact upon appropriate performance and used as powerful motivational device.

11. Recognition and praise

Recognition is a notice in the form of praise or blame from any other person (a superior or manager, a client, a peer, a professional colleague), personal acknowledgement by

management, reward or punishment that is directly related to task accomplishment. Recognition is one of the most effective incentives to enhance performance. Recognizing is highly productive and helps in continuing development of that person's abilities, In a reward context, recognition refers to managerial acknowledgement of employee achievement that could result in improve status. Recognition from a manager/Head could include public praise, expansions or a job well done, or a special attention. A word of praise and reproof uttered by the teacher in the classroom has a deep effect on the minds of the students. Praise and reproof are a form of reward and punishment. Like reward and punishment, the use of praise and reproof should also be make very carefully like rewards, the students are always anxious to win the praise of the teacher. Sometimes the students get motivated to learn something as a result of the reproof and reproach of the teacher. Praise and reproof are very advantageous for both talented and backward children (Hokanson, 1989

12. Personal Support
In most of the institutions, the heads carries the responsibility for personal support, guidance and training for which they are hired. Leader should personally support their teachers at every stage. Head should appear well manner, positive attitude, and anxiety for the needs of others. Head should devote taking some time to listen to their staff problems and showing sympathy. Head should fully support their staff, parents and pupils

13. Empathy with employees
It is the bringing up of appropriate relationships between staff and the things which are necessary for the organization to achieve the objectives. A sense of responsibility on the part of teacher that he is a co* worker, not a slave, results in a useful participation of staff members in different activities to attain certain goals. This principle assumes that a school or a group of schools is so much organized that all teachers work as a system rather than individuals. Without such an effort, the goals and objectives are very much difficult to attain

14. Interest
The teachers must be interested in what he is teaching and the children whom he is teaching. If he is not interested in the work himself, he can never motivate class. The head of various institutions should primarily find out the interests of the teachers to motivate their behaviour, after that they should be treated in such a way that their interests must be safe guarded. In the absence of interests, the motivation of the teachers is not possible. This will result not only the desired results by the teachers but their performance will be much better. They will be efficient and accurate in performing their tasks. This technique will off course be the guarantee for maximum motivation {Skinner, 1993).

15. Promotion
Actual status within the organization is the result of performance, promotion, lack of expected promotion, or demotion related to performance. For many employees, promotions do not happen often: some never experience even one in their careers. Promotion is always the dream of an employee. Some workers succeed in fulfillment of their dream whereas the others do not. The reason behind this success and failure is their performance Head of an organization, for instance the head of a school should promote its staffs grades especially teachers on the basis of their performance making right evaluation. This not only provides them with satisfaction but also encourages a healthy competition among the teachers, which finally improves the performance of the workers benefiting the organization and making it distinguished among die competitors. Security is also one of the measures of promotion in some of the organization.. Performance, if it can be accurately assumed, is often given significant way in promotion reward allocations (Ricks et at., 1995.1

CONCLUSION
On the basis of above discussions it can be concluded that the appreciation on work and financial benefits as motivation techniques have the greatest impact on performance of teachers where as strict attitude of heads and chiding on mistakes have the adverse impact on the performance of teachers

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