

## A STUDY OF MOTIVATIONAL TECHNIQUES USED BY HEADS OF SECONDARY SCHOOLS ON TEACHERS

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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 a 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 motivational 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 for employees, workers, staff, teachers and students

**Objective:** To investigate the motivation techniques used by the Heads of secondary schools

**Sample Size:** 300 heads were randomly selected from various senior secondary schools of Haryana

**Sampling Technique:** Random Sampling method will be used.

### TOOLS

The scale was developed by the investigator consisted of 58 items based upon 5 point likert scale. The scale covers important motivational techniques such as quality of leadership, job characteristics, working environment, personal support and rewards or incentives.

### STATISTICAL TECHNIQUES

The most suitable statistical tools like mean, standard deviation, standard error of the difference between means, two-tailed t-test were used to obtain the results.

### RESULTS

**Table 1: The head gives appropriate relief rime to the teachers.**

SA	A	UD	DA	SDA	Mean Score	S.D		CR
120	95	10	50	25	3.78	1.35	0.08	10.09*

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Table 1 shows, the CR of 10.09 are highly significant at 0.05 level. Therefore, there is significant difference between the samples mean score of 3.78. Using the interpretation criterion, it is clear that heads moderately agreed that they gave relief time to the teachers.

SA	A	UD	DA	SDA	x,	S.D		CR
90	148	8	30	24	3.83	1.19	0-07	12.10*

Table 5 shows, the CR of 12.10 are highly significant at 0.05 level. Therefore, there is significant difference between the samples mean score of 3.83 It means that heads moderately agreed that they established a good relationship with their teachers.

**Table 2: The head writes annual confidential reports realistically and timely.**

SA	A	UD	DA	SDA	Mean score	S.D		CR
100	115	10	60	15	3.75	1.25	0.07	10.40*

Table 2 shows, the CR of 10,40 are highly significant at 0.05 level. There lore, there is significant difference between the samples mean score of 3.75 It means that heads moderately agree that they write annual confidential reports realistically and timely.

**Table 6: The head freely gives credits to the teachers for job well done.**

SA	A	UD	DA	SDA	x,	S.D		CR
IS	23	12	204	43	2.23	0.99	0.06	13.47'

Table 6shows, the CR of 13.47 are highly significant at 0.05 level. Therefore, there is significant difference between the samples mean score of 2.23 it means that heads moderately disagreed that they freely gave credits to the teachers for job well done.

**Table 3: The head apprehends teachers' transfer.**

SA	A	UD	DA	SDA	X,	S.D		CR
25	44	11	100	120	2.18	1,32	0,08	10.75*

Table 3 shows, the CR of 10.75 arc highly significant at 0.05 level. Therefore, there is significant difference between the samples mean score of 2.18 It means that heads moderately agreed that they apprehended the teachers' transfer.

**Table 4: The head keeps a positive attitude towards school and teachers.**

SA	A	UD	DA	SDA	X,	S.D		CR
120	134	12	21	13	4.09	1.05	0.06	17.96*

Table 4shows, I he CR of 17.96 are highly significant at 0.05 level. Therefore, there is significant difference between the samples mean score of 4 .09 It means that heads fairly agreed that they kept a positive attitude towards school and teachers.

**Table 5: The head establishes a good relationship with his teachers.**

### FINDINGS

1. Heads moderately agreed that they gave relief time to the teachers.
2. Heads moderately agree that they write annual confidential reports realistically and timely.
3. Heads moderately agreed that they apprehended the teachers' transfer.
4. Heads fairly agreed that they kept a positive attitude towards school and teachers.
5. Heads moderately agreed that they established a good relationship with their teachers.
6. Heads moderately disagreed that they freely gave credits to the teachers for job well done.

### CONCLUSION

On the basis of analysis it was concluded that majority of the heads use various motivational techniques to improve the quality of education in broad sense.

### REFERENCES

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