

MOTIVATION TECHNIQUES USED BY HEADS OF INSTITUTIONS OF HIGHER EDUCATION AND THE IMPACT ON THE PERFORMANCE OF TEACHERS

¹Devender

Abstract

"Human motivation then, is the process whereby the behavior of individuals energized, sustained and directed in order to meet individual needs and achieve organizational objectives. Following were the main objectives of this study: (a) to investigate the motivation techniques used by the heads of institutions of higher education, (b) to examine the views of teachers about the effective and ineffective motivational techniques used by their heads, (c) to identify the students' opinion about the performance of the teachers resulting from motivational techniques used by the heads, (d) to find out the impact of motivation techniques used by the heads on the performance of teachers. Following recommendations were made for the improvement of the teaching-learning situation in the higher education institutions. Heads should show honest, fair, polite, kind hearted and punctual. Heads should assign the examination duties among his teachers justly and fairly and head should ensure evaluation of teachers' performance regularly. Heads should avoid practicing the factors like apprehend for teachers transfer, stiff in their dealings and forcefully expression of his opinions for better performance of the teachers. The heads may be empowered to utilize sufficient funds for motivating teachers and students. A special training course may be arranged for educational managers, administrators and supervisors for achieving competency in motivation techniques. 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. Of course, the way these various groups of individuals generate and use motivation differs greatly. Students need motivation to learn, parents need it to track the educational progress of their sons and daughters, teachers need it to become better teachers, and school, college and university administrators need it to ensure that every facet of the schools, college and university they manage continues to Improve.

Motivating Factors

job security, (b) sympathetic help with personal problems, (c) personal loyalty to employees, (d) interesting work, (e) good working conditions, (f) tactful discipline, (g) good wages, (h) promotions and growth in the organization, (i) feeling of being in on things, and (j) full appreciation of work done. A secondary purpose of the study was to compare the results of this study with the study results from Other populations.

The research design for this study employed a descriptive survey method. The target population of this study included employees at the Picketon research and extension center and enterprise center. The sample size included all 25 employees of the target population. Twenty-three of the 25 employees participated in the survey for a participation rate of 92%. The major findings of the study indicate that the ranked order of motivating factors were: (a) interesting work, (b) good wages, (c) full appreciation of work done, (d) job security, (e) good working conditions, (f) promotions and growth in the organization, (g) feeling of being in on things, (h) personal loyalty to employees, (i) tactful discipline, and (j) sympathetic help with personal problems.

Research demands investigation of problems in a scientific way to find out some workable solution. The main purpose of this study was motivation techniques used by principals of institutions of higher education and their impact on performance of teachers. For this, survey was conducted to get the opinions of the respondents. Hence the nature of study was descriptive type.

Recommendations

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.
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 reconunended that principals may ensure the participation of teachers III decision-making about academic matter. Regular meetings may be held for discussion on academic matters so that academic matters may properly be planned.

References

1. Flanders, N.A 1965. Teacher Influence, Pupil Attitudes and Achievement. Office of Education, Washington D.C, USA. P.I06.
2. Garland, D. 1. and R.C. John. 1987. New Dynamic Leadership. Greetanjali Publisher, Berrien Springs, Michigan. pp.151-170.
3. Gary, H, W.Bennis, D.C. Stephens. 1999. Douglas McGregor, Managing Human
 - a. Side of the Enterprise. www.nwlink.com/~donclark/hrdlhistory/xy.html last search date 11-07-2007
4. Gibson, J.L., I.M.Ivancevich and J.H.Donnely.1985. Organizations Behaviour Structure Processes. 9th ed. McGraw Hill Publication, Boston, USA pp.126-139, 179-184.
5. Greenberg, 1. 1999. Managing Behavior in Organizational. 2nd ed. Prentice Hall, New Jersey, USA. P.74, 136.
6. Griffin,R.W. 1994. Management. Houghton Mifflin Company Boston, Massachhusetts. USAP.138.
7. Hall, Gene E. 1980. The Principal's Role 10 Setting School Climate. Harper Publishing, New York, USA. P.239.
8. James, W. 1964. Principles of Psychology. Halt, Rinehart and Winston, New York, USA. P. 5,8.
9. Johns, G. 1996. Theories of Work Motivation. Leadership Organizational Behaviour: Harper Collins College Publishers, New York USA.pp.72-88.
10. Kerlinger, F.N. 1993. Foundations of Behavioural Research, New York; Holt Rinehard and Winston Inc. New York, USA. p. 187.
11. Kleinginna, P. Jr. and A. Kleinginna. 1981. Motivation and Emotion. Prentice Hall, New Jersey, USA. P. 263.
12. Knezevich, S. J. 1984. Administration of Public Education. 4th ed. Harper and Row Publishers, New York, USA. pp. 87-110.
13. Korman, A. R, 1974. The Psychology of Motivation. Englewood Cliffs, N. J.
 - a. Prentice Hall, New Jersey, UK. P.191.
14. Kreitner, R .1995. Management. 6 th e d. Houghton Mifflin Company, New York, USA. pp. 466-507.
15. Kundu, C.L.1985. Educational Psychology. 4th ed. Sterling Publishers, Pvt Ltd.
 - a. New Delhi, India. P. 127,133.