

## **Role of Principals' Motivational Strategies and Performance of Elementary School Teachers regarding their Academic Qualification**

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### **Abstract**

School heads use techniques of motivation for increasing the performance of teachers in teaching learning process. Head teachers encourage them to perform their duties devotedly by using different techniques. This study aimed to find the effect of principals' motivational strategies on the performance of teachers on the basis of their academic qualifications. All elementary teachers working in 60 public schools of district Sheikhpura were the population of the study. Six hundred and twenty seven elementary teachers were selected for sample by using the technique of cluster random sampling. The study was conducted to examine the effect of motivational techniques used by schools' principals to improve performance of teachers on the basis of their academic qualification. A standardized research instrument as questionnaire was used comprising 48 items from eight most important techniques of motivation. Statistical analysis of data showed significant difference among factors such as appreciation, recognition, performance appraisal, monetary benefits and rewards and promotion. It is recommended that heads may offer awards and gifts to teachers for developing their performance in academic activities.

**Keywords:** Elementary School, Motivational Techniques, Teacher Motivation, Academic activities

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## **Introduction**

Motivation strategies help the principals of institutions in improving the efficiency and abilities of teachers. If head teachers use different techniques of motivation to encourage and develop the confidence of teachers, they play their role in developing quality of education. Every head of a school has to take interest in his/her teacher's works for achieving the predetermined target of school. Motivation of teachers helps students to participate in educational activities enthusiastically (Mustafa & Othman, 2010). There are many factors which help in carrying out many tasks for successful teaching. Head teachers observe the weaknesses of teachers and motivate them for increasing their financial position. Teachers need good salary for fulfilling their primary needs. The output of the teacher's performance starts falling, if they are not motivated.

The teachers face personal as well as medical issues in their daily life (Saeed & Rizwani, 2012). According to Latt (2008) heads of schools neither need to interfere in the personal life of teachers nor observe their activities. Heads need to adopt caring attitude while dealing with teachers and put aside their problems. The behaviour of heads with teachers needs to be friendly and helping during assigning workload of teaching. Keeping in mind teacher's job performance and accomplishment heads should provide feedback for good work. The head teachers award gifts to capable and hardworking teachers. Heads give value each teacher for their outstanding work and announce their good work by appreciating them.

Mawoli and Babandako (2011) described that feedback helps teachers to improve their competencies and overcome the burden regarding teaching. When teachers receive feedback about their teaching, they start doing their work proficiently in future. Feedback from head teachers assists teachers' behavior in using teaching technique and develops academic relationship among teachers. Negative feedback from heads upsets the performance of teachers. For knowing their competencies and control over their shortcomings feedback is necessary. Dissatisfaction of teachers causes lack of feedback from their heads. According to Asikhia (2010) motivation is required in improvement of teachers' efficiency and achieving school's education goals. Heads recognize teachers' work by providing feedback during staff meetings publically.

Mustafa and Othman (2010) describe that motivation techniques help heads to keep teachers sincere with their profession and make them feel worthy. The job of head teachers is to plan, organize, staff, direct and coordinate the resources in an institution. The head teacher directs the teachers for teaching and gives them guidance about innovation in teaching learning process. They aware the teachers of all those activities which help in achieving the goals and targets of schools.

Evaluation plays its vital role in recognizing teaching methods of teachers for quality and perfection of work in schools. The main purpose of training courses is to know about the teachers' needs and solve their problems regarding attendance and learning of students. Motivation is an important factor used by the head of an organization for the excellence of teachers' teaching practices (Srivastava & Bhatia, 2013).

The heads discuss problems about management of classrooms, dropout rates, and assure teachers' hundred percent attendance in their meetings. These training courses help teachers in improving their quality of teaching. In this way the quality and good performance of the school teachers causes revolution in the results of students (Hansen et al., 2012). It is duty of heads to know about the quality of teachers. Role of heads/principals is vital in the motivation and satisfaction of teachers and employees (Abdullah, 2019). They must evaluate teachers collectively for the judgment of their job. Many heads used harsh words for the poor performance of teachers and do not motivate them for their good jobs. Academic performance is a construct that entails many pertinent factors (Abdullah & Mirza, 2018). Heads motivate teachers by giving them financial rewards and other types of rewards such as recognition, learning new skills and personal growth. Heads give rewards to teachers for their effective work. The studies about rewards and incentives describe that effective use of reward inspires the teachers to do their jobs efficiently (Giancola, 2011).

Herzberg described that recognition and reinforcement by heads is helpful to develop the behavior of teachers. Heads use recognition technique by monitoring and evaluating their activities regarding fulfilling the goals of an institution. Positive acknowledgement of head teachers for teachers' work may be satisfying for them (Giancola, 2011). The teachers recognize their work and potential to improve teaching process by support of administrators. Heads arrange recognition programs for their teachers. So that, they may work with their students more significantly (Allen & Helms, 2011).

Head teachers award prizes to teachers on the basis of academic qualification and competency for application of good teaching skills and use recognition for promoting collaborative work among teachers. The heads recognize the teachers' competency and award them rewards for skills of commitment in teaching. The success of students depends on the quality of teachers. The learning of students have close relation with the quality of teachers and obtain their educational benefits (Abdulsalam & Mawoli, 2012).

According to Usman (2012), head teachers give teachers authority to take the responsibility of teaching and task of guidance. Head teachers hand over curricular and administrative activities to teachers. They must be confident that teachers will complete

the responsibilities which have been delegated them to do. Heads must know the process of teachers' performance development and facilitate them to learn skills with potential. Guay et al., (2010) suggests that the objective of employee academic qualifications and performance is to form a basic standard under which teachers will be engaged and form a predictable standard of performance. Imo (2013) described that motivation helps teachers to take part in some co-curricular activities for the achievement of instructional objectives. Intrinsic and extrinsic motivation is vary from person to person as mental level. The result of study shows that motivation and administrative discipline has an effect on performance of teachers (Tumilaar, 2015).

### **Objectives of the Study**

Objectives of the study were to:

1. Find the effect of principals' caring attitude on performance of elementary school teachers with respect to academic qualification.
2. Identify the effect of principals' feedback on performance of elementary school teachers in terms of academic qualification.
3. Find the effect of principals' appreciation on the performance of elementary school teachers regarding their academic qualification.
4. Identify the effect of principals' working conditions on the performance of elementary school teacher son the basis of academic qualification.
5. Know the effect of principals' recognition on the performance of teachers based on their academic qualification.
6. Assess the effect of principals' recognition on the performance of teachers regarding their academic qualification.
7. Identify the effect of principals' performance appraisal on the performance of teachers regarding their academic qualification.
8. Recognize the effect of principals' monetary benefits and rewards on the performance of teachers in terms of academic qualification.
9. Examine the effect of principals' promotion on the performance of teachers regarding their academic qualification.

### **Research Questions**

The research was conducted to answer the following questions:

1. What is the effect of principals' caring attitude on performance of elementary school teachers with respect to academic qualification?
2. What is the effect of principals' feedback on performance of elementary school teachers in terms of academic qualification?
3. What is the effect of principals' appreciation on the performance of elementary school teachers regarding their academic qualification?
4. What is the effect of principals' working conditions on the performance of elementary school teachers on the basis of academic qualification?
5. What is the effect of principals' recognition on the performance of teachers based on their academic qualification?
6. What is the effect of principals' recognition on the performance of teachers regarding their academic qualification?
7. What is the effect of principals' performance appraisal on the performance of teachers regarding their academic qualification?
8. What is the effect of principals' monetary benefits and rewards on the performance of teachers in terms of academic qualification?
9. What is the effect of principals' promotion on the performance of teachers regarding their academic qualification?

### **Research Methodology**

Quantitative and descriptive design was used to conduct the study:

#### **Population**

The population of the study included all the elementary school teachers (male and female) working in public sector schools of district Sheikhpura (SKP).

#### **Sample**

Six hundred and twenty seven government elementary school teachers were selected for sample by using technique of cluster random sampling. Six hundred teachers responded for questionnaire and twenty seven questionnaires were discarded after preliminary data cleaning.

#### **Instrument**

A self-developed questionnaire, after the validation and corrections made by experts was used for collection of data. The questionnaire consisted of 50 items linked with motivational techniques used in this research instrument. Two items were excluded

as they were not related to area of research by experts. The questionnaire comprising 48 statements was used for research.

**Analysis of Data**

Statistical package of Social Sciences version-20 was used for analyzing data. By computing variables, One-way Analysis of Variance (ANOVA) was used as inferential statistics.

Table1  
*One-way ANOVA to find the mean difference of effect of principals' caring attitude on performance of elementary school teachers' qualification*

|                 |                | Sum of Squares | df  | Mean Square | f     | Sig. |
|-----------------|----------------|----------------|-----|-------------|-------|------|
| Caring attitude | Between Groups | 24.422         | 2   | 7.362       |       |      |
|                 | Within Groups  | 1489.792       | 596 | 3.489       | 3.371 | .019 |
|                 | Total          | 1514.214       | 598 |             |       |      |

Table 1 showed the results of One-way analysis of variance to find the mean difference of effect of Principals' caring attitude on performance of teachers on the basis of their academic qualifications. It is evident that there is statistically significant difference in teachers' responses  $F(3) = 3.371, p < .05$ . Results show that there is significant difference in teacher's opinions about effect of caring attitude of their principals on their performance on the basis of academic qualification. It is concluded that teachers of different academic qualification working in elementary schools have different opinions about the technique of caring attitude on the performance of teachers.

Table 2  
*One-way ANOVA to identify the effect of principals' feedback on performance of elementary school teachers' qualification*

|          |                | Sum of Squares | df. | Mean Square | F     | Sig. |
|----------|----------------|----------------|-----|-------------|-------|------|
| Feedback | Between Groups | 36.520         | 3   | 12.154      |       |      |
|          | Within Groups  | 1799.678       | 596 | 2.155       | 4.831 | .002 |
|          | Total          | 1836.198       | 599 |             |       |      |

Table 2 showed the results of One-way analysis of variance to find mean on effect of Principals' feedback on performance of teachers on the basis of their academic qualifications. It is evident that there is statistically significant difference in teachers' responses  $F(3) = 4.831, p < .05$ . Results show that there is significant difference in teachers' opinions about effect of feedback of their principals on their performance on the basis of academic qualification. It means that teachers of different academic qualification working in elementary schools have different opinions about the technique of feedback on the performance of teachers.

Table 3

*One-way ANOVA to find the effect of principals' appreciation on the performance of elementary school teachers' qualification*

|              |                | <i>Sum of Squares</i> | <i>df.</i> | <i>Mean Square</i> | <i>F</i> | <i>Sig.</i> |
|--------------|----------------|-----------------------|------------|--------------------|----------|-------------|
| Appreciation | Between Groups | 72.873                | 2          | 17.317             |          |             |
|              | Within Groups  | 2254.504              | 596        | 3.593              | 6.324    | .003        |
|              | Total          | 2326.377              | 599        | 20.900             |          |             |

Table 3 showed the results of One-way analysis of variance to find mean difference on effect of Principals' appreciation on performance of teachers on the basis of their academic qualifications. It is evident that there is statistically significant difference in teachers responses  $F(3) = 6.324$ ,  $p < .05$ . Results show that "There is significant difference in teacher's opinions about effect of appreciation of their principals on their performance on the basis of Academic Qualification.". It is concluded that Teachers of different Academic Qualification working in elementary schools have different opinion about the technique of appreciation on the performance of teachers.

Table 4

*One-way ANOVA to identify the effect of principals' working conditions on the performance of elementary school teachers' qualification*

|                   |                | <i>Sum of Squares</i> | <i>df.</i> | <i>Mean Square</i> | <i>F</i> | <i>Sig.</i> |
|-------------------|----------------|-----------------------|------------|--------------------|----------|-------------|
| Working condition | Between Groups | 53.169                | 2          | 17.723             |          |             |
|                   | Within Groups  | 2566.724              | 598        | 3.307              | 4.115    | .007        |
|                   | Total          | 2619.893              | 599        |                    |          |             |

Table 4 showed the results of One-way analysis of variance about the difference of mean on effect of Principals' working condition on performance of teachers regarding their academic qualifications. A significant difference was found in teachers responses  $F(3) = 4.115$ ,  $p < .05$ . Results show that "There is significant difference in teacher's opinions about effect of working condition of their principals on their performance on the basis of academic qualification". It is concluded that Teachers of different Academic Qualification working in elementary schools have different opinion about the technique of working condition on the performance of teachers.

Table 5

*One-way ANOVA to know the effect of principals' recognition on the performance of teachers on the basis of their academic qualifications*

|             |                | <i>Sum of Squares</i> | <i>df.</i> | <i>Mean Square</i> | <i>F</i> | <i>Sig.</i> |
|-------------|----------------|-----------------------|------------|--------------------|----------|-------------|
| Recognition | Between Groups | 52.499                | 4          | 18.169             |          |             |
|             | Within Groups  | 2499.887              | 595        | 3.189              | 4.189    | .006        |
|             | Total          | 2552.386              | 599        |                    |          |             |

Table 5 showed the results of One-way analysis of variance to find the difference of mean on effect of Principals' recognition on performance of teachers regarding their academic qualifications. A statistically significant difference was observed in teachers responses  $F(3) = 4.189, p < .05$ . Results show that there is significant difference in teacher's opinions about effect of recognition of their principals on their performance on the basis of academic qualification. It is determined that teachers of different academic qualification working in elementary schools have different opinions about the technique of recognition on the performance of teachers.

Table 6

*One-way ANOVA to assess the effect of principals' delegation on the performance of elementary school teachers' qualification*

|            |                | <i>Sum of Squares</i> | <i>df.</i> | <i>Mean Square</i> | <i>F</i> | <i>Sig.</i> |
|------------|----------------|-----------------------|------------|--------------------|----------|-------------|
| Delegation | Between Groups | 69.999                | 4          | 25.123             |          |             |
|            | Within Groups  | 1768.659              | 595        | 4.432              | 8.748    | .001        |
|            | Total          | 1838.658              | 599        |                    |          |             |

Table 6 showed the results of One-way analysis of variance which found the difference of mean on effect of Principals' delegation on performance of teachers on the basis of their academic qualifications. It is evident that there is statistically significant difference in teachers' responses  $F(3) = 8.784, p < .05$ . Results show that there is significant difference in teacher's opinions about effect of delegation of their principals on their performance on the basis of academic qualification. It is concluded that teachers of different academic qualification working in elementary schools have different opinion about the technique of delegation on the performance of teachers.

Table 7

*One-way ANOVA to identify the effect of principals' performance appraisal on the performance of elementary school teachers' qualification*

|                       |                | <i>Sum of Squares</i> | <i>df.</i> | <i>Mean Square</i> | <i>F</i> | <i>Sig.</i> |
|-----------------------|----------------|-----------------------|------------|--------------------|----------|-------------|
| Performance Appraisal | Between Groups | 119.283               | 4          | 40.761             |          |             |
|                       | Within Groups  | 2559.810              | 595        | 5.295              | 9.258    | .000        |
|                       | Total          | 2679.093              | 599        |                    |          |             |

Table 7 shows the results of One-way Analysis of Variance (ANOVA) to find the mean difference in effect of Principals' performance appraisal on performance of teachers regarding their academic qualifications. A significant difference was observed in teachers' responses  $F(3) = 9.258, p < .05$ . Results show that there is significant difference in teachers' opinions about effect of performance appraisal of their principals on their performance on the basis of academic qualification. It is observed that teachers of



different academic qualification working in elementary schools have different opinion about the technique of performance appraisal on the performance of teachers.

Table 8

*One-Way ANOVA to recognize the effect of principals' monetary benefits and rewards on the performance of elementary school teachers' qualification*

|          |                | <i>Sum of Squares</i> | <i>df.</i> | <i>Mean Square</i> | <i>F</i> | <i>Sig.</i> |
|----------|----------------|-----------------------|------------|--------------------|----------|-------------|
| Monetary | Between Groups | 60.666                | 4          | 20.432             |          |             |
|          | Within Groups  | 3032.848              | 595        | 3.567              | 4.872    | .007        |
|          | Total          | 3092.514              | 599        |                    |          |             |

Table 8 shows the results of One-Way Analysis of Variance (ANOVA) to find the mean difference in effect of Principals' monetary benefits on performance of teachers regarding their academic qualifications. A statistically significant difference was observed in teachers' responses  $F(3) = 4.872, p < .05$ . Results show that there is a significant difference in teacher's opinions about effect of monetary benefits of their principals on their performance on the basis of academic qualification. It is found that teachers of different academic qualification working in elementary schools have different opinion about the technique of monetary benefits on the performance of teachers.

Table 9

*One-Way ANOVA to find the effect of principals' promotion on the performance of elementary school teachers' qualification*

|           |                | <i>Sum of Squares</i> | <i>df.</i> | <i>Mean Square</i> | <i>F</i> | <i>Sig.</i> |
|-----------|----------------|-----------------------|------------|--------------------|----------|-------------|
| Promotion | Between Groups | 86.432                | 4          | 30.456             |          |             |
|           | Within Groups  | 3524.867              | 595        | 4.674              | 5.567    | .001        |
|           | Total          | 3511.299              | 599        |                    |          |             |

Table 9 shows the mean scores of effect of principals' promotion on performance of teachers on the basis of their academic qualifications. It is evident that there is statistically significant difference in teachers' responses  $F(3) = 5.567, p < .05$ . Results show that there is significant difference in teacher's opinions about effect of promotion of their principals on their performance on the basis of monetary benefits. It is inferred that teachers of different academic qualifications working in elementary schools have different opinion about the technique of promotion on the performance of teachers.

## Conclusion

In conclusion, appreciation from the heads motivates teachers to put their best efforts in getting the purpose of school education. The results of the study indicate that when heads of schools appreciate the teachers on their work and the efforts which they put for students motivate them to do more. These are also supported by the research conducted in Sheikhpura by Abdullah and Bhatti (2018) that motivated students perform

better academically. Peaceful working condition from heads motivates and guides teachers to remain productive and enthusiastic for achievements of their institution. As a result of appropriate working condition teachers perform their duties honestly and enable the students to do better in examination. The findings relating research show that heads of schools share their responsibilities with teachers by delegating tasks according to their competency in managerial skill. Data of statistical analysis showed significant difference among factors such as appreciation, recognition, performance appraisal, monetary benefits and rewards and promotion, although, no significant difference has been found between the factors of caring attitude, feedback and working condition.

### **Recommendations**

Heads of schools should be granted different awards and gifts to develop teachers' performance indifferent subjects. Heads should delegate tasks to the teachers by recognizing their competencies. They should arrange seminars, training programs and workshops for developing morale and confidence of teachers individually to advance their academic performance.

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