

**INTRINSIC MOTIVATIONAL TECHNIQUES
AND PERFORMANCE OF TEACHERS AT
SECONDARY SCHOOL LEVEL**



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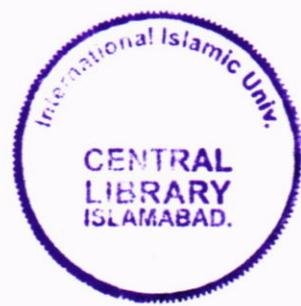
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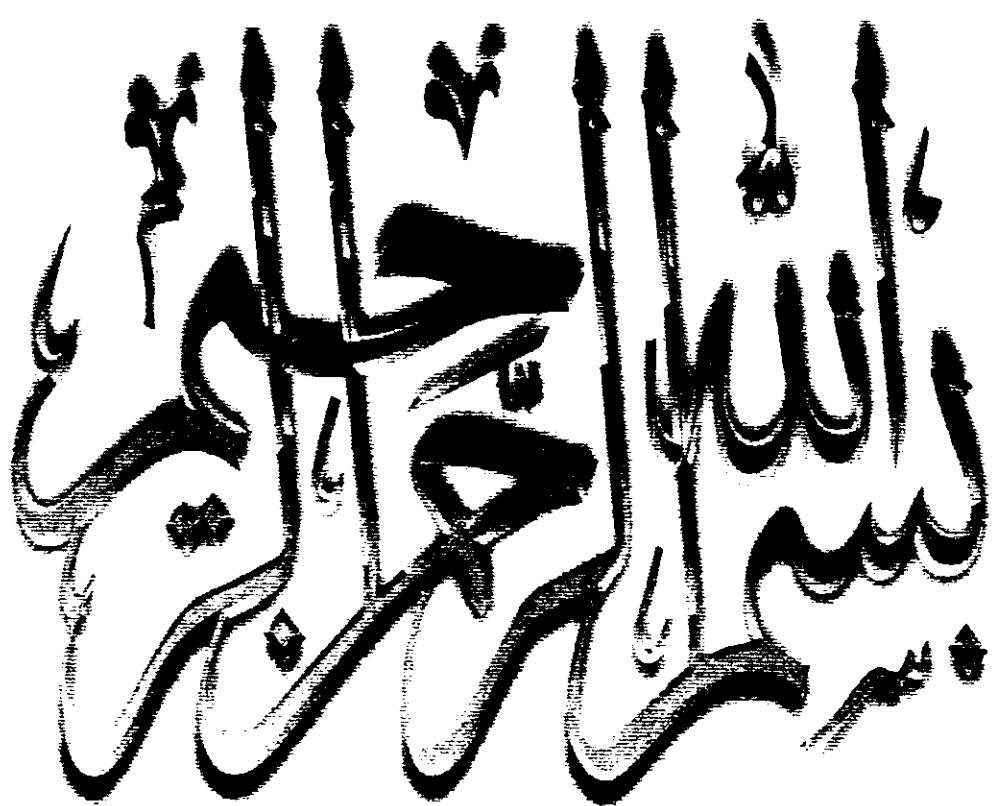
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DEDICATION

I dedicate this to my Beloved Parents for all their love and attention which has made possible for me to make it up to this point.

CERTIFICATE

It is certified that Ms Rafia Tahira Reg # 56- FSS/MSEDU/F08 has completed her thesis titled "Intrinsic Motivational Techniques and Performance of Teachers at Secondary School Level" under my supervision. I am satisfied with the quality of student's research work and allow her to submit her thesis for further process as per UET rules and regulation.



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By

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This thesis has been accepted by the Department of Education, Faculty of Social Sciences, International Islamic University, Islamabad, in partial fulfillment of the degree of **MS Education.**

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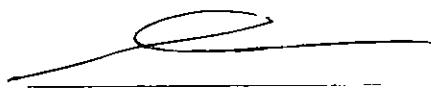
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ABSTRACT

Motivation has a significant role in the learning process. From the research, it is evident that there is a strong positive relationship between motivation and accomplishment. It is an important tool/factor in psychology. It gives us a true nature of understanding of behaviors and attitudes. Motivation is an inner course of action that reflects the needs and aspirations for achieving goals.

Intrinsic motives are those which are supported by inner feelings. Intrinsic motivation is self existed idea that persuades people to behave in a specific manner and move in a specific direction. It is related to psychometric rewards such as challenge, achievement, recognition, curiosity, autonomy and creativity. It is the phenomenon that a person produces to enhance his personality and reaches at the stage of self actualization. The main objective of the study was to investigate the role of head of institution for the intrinsic motivation of teachers. This study was descriptive in nature and survey was carried out, to examine the views of teachers about the use of intrinsic motivational techniques by head teachers, to explore the performance of teachers as perceived by head teachers, to explore the performance of teachers as perceived by students and to investigate how the intrinsic motivation by head teachers is related with the performance of the teachers. The sample of the study was selected through multi stage sampling technique. It comprised of 30 heads, 60 teachers and 300 students of the secondary schools under Federal Directorate of Education Islamabad. The research instruments were developed to get data for this study.

The data were analyzed in Microsoft excel by using Mean score statistics and correlation on SPSS software to find out the impact of intrinsic motivational techniques used by heads of institutes to improve teachers performance at secondary school level. The results were tested in the light of null hypothesis and significant difference was found between the responses of opinion of Head Teachers, teachers and students.

It was concluded that there was a strong positive relationship between the heads and teachers for creating intrinsic motivation. The heads of secondary schools may strictly follow the office timings, appreciate their teachers' work openly, give self respect to their teachers, give updated information to the teachers and act like a role model for teachers. It was concluded that there was a weak positive relationship between the intrinsic motivation created by head teachers on the opinion of teachers and teachers' performance in the opinion of students but it was revealed from findings that there was no relationship between the students' opinion and head teachers' opinion about teachers' performance.

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CHAPTER 1

INTRODUCTION

Motivation is the power that not only boosts but also guides a conduct towards achieving results. Motivation has a significant role in the learning process. From the research, it is evident that there is a strong positive relationship between motivation and accomplishment. Therefore, knowledge of the factors which smoothens the progress of motivation to discover and achieve is significant for a teacher to be truly efficient or for a student to achieve(Parsons, 2001).

Motivation can be classified into two types; intrinsic, internal or natural and extrinsic, external or artificial. Internal motivators are present inside a person. These are the things which produce an urge in him to do a good job for his own reasons such as pride of accomplishment, for personal satisfaction, a desire to live up to the expectations of a respected supervisor etc. external motivators are the things outside a person which make him to work for wages, salary and the wish to avoid in discipline or punishment from the head and so on.

One of the major concerns of administration at secondary school or higher secondary school is the lack of motivation in the teachers. Motivation is the vital feature that students, teachers, parents, principals of secondary and higher secondary schools and other members of society must develop in order to prepare our next generation for the upcoming challenges and demands through education. When it comes to learning of Students, motivation is the need of time. Parents need motivation to plan for the educational career of their children; teachers need

motivation for their professional growth and educational administrators requires this for the continuous improvement of their respective institutions.

Teachers have the requirements of motivation at intrinsic as well as extrinsic levels. A teacher who is motivated at intrinsic level will be working on the tasks for his own satisfaction. While the one, who is motivated extrinsically, will be doing all this for the sake of some reward either financial or personal. Extrinsic motivation has its own significance in teacher's life. Now it's the responsibility of the management of any institution to design its policies in such a way that may not only augment the intrinsic motivation among the teachers to perform their duties efficiently, but may also enhances the extrinsic motivation for the continual improvement at the same time.

The prime objective of the head of any educational institution is to make the teachers perform their activities vigilantly. In order to achieve this, the head should have the ability to motivate teachers in either way. But that's not very easy to achieve. Studying motivation and practicing it are complicated subjects. The nature of human is ambivalent. It can be very complex or very simple at any instant. A perception and admiration of this instinct is a requirement for developing motivation among teachers in the educational institutes and therefore for effectiveness of management.

Carlisle, (1982) states: "Motivation is mainly the job of administration at any educational institution. It not only includes the intrinsic state but all the other internal and external factors through which an individual's enthusiasm into a job can be determined."

Two types of Motivation theories are normally used: Content and Process. The content theories focus on basic needs while the other theories emphasize on the processes through which motivation among teachers enhanced. Content theories define the factors affecting employee's needs, like why people require different things at different instants. Content theories focus on study of human needs (Daft, 1997).

Administration at different educational institutions can fully utilize the times by introducing different strategies to boost up the confidence in teachers and students with the help of different intrinsic motivational techniques. This is very much helpful if the goals and objectives are to be achieved. The administration of educational institutions must ensure that their staff is highly motivated for all this.

Everybody works to make a living. However, teachers who enjoy their job and have genuine interest in what they're doing will respond best to the intrinsic motivation. These teachers enjoy their job's challenges and please their principal, not because they feel they have to, or because it pays so well, rather because they get personal satisfaction out of it.

The head of an institute may use intrinsic motivational techniques; self respect, self confidence, independent mastery, achievement, challenge, curiosity, mastery of goals, autonomy, competence, appreciation, self development, individual's behavior and creativity in order to improve teachers' performance.

1.1 Statement of the problem

This study was aimed to explore the intrinsic motivational techniques used by head teachers for the motivation of the teachers at secondary school level. The study also investigated that how this motivation affects performance of teachers.

1.2 Objectives of the study

This study had the following objectives:

1. To investigate the opinions of head teachers about the use of intrinsic motivation.
2. To examine the views of teachers about the use of intrinsic motivation by head teachers.
3. To explore the performance of teachers as perceived by head teachers.
4. To explore the performance of teachers as perceived by students.
5. To investigate how the intrinsic motivation by head teachers is related with the performance of the teachers.

1.3 Research questions

This study explored answers to the following research questions:

1. Which intrinsic motivational techniques were used by the head teachers to improve teachers' performance?
2. What were the views of teachers about the use of intrinsic motivation by head teachers?
3. How was the performance of teachers perceived by head teachers?
4. What was the perception of students about the performance of their teachers?

1.4 Hypotheses

The researcher tested the following six hypotheses to achieve objective five:

H₀₁: There is no relationship between the responses of head teachers and teachers regarding intrinsic motivation.

H₀₂: There is no relationship between the responses of head teachers for intrinsic motivation and head teachers for teachers' performance.

H₀₃: There is no relationship between the responses of head teachers for intrinsic motivation and students for teachers' performance.

H₀₄: There is no relationship between the responses of teachers for intrinsic motivation and head teaches for teachers' performance.

H₀₅: There is no relationship between the responses of teachers for intrinsic motivation and students for teachers' performance.

H₀₆: There is no relationship between the responses of head teachers for teachers' performance and students for teachers' performance.

1.5 Significance of the study

Findings of this study are likely to be useful:

This study will be helpful for the heads of the institutions in order to have better understanding about the impact of intrinsic motivation in educational set up. It will be helpful for the heads for their self assessment that they will believe in fair play and justice. They will give guidance and feedback to their teachers. They will be tolerating, polite and kindhearted and these good moral values will be adopted with the regular administrative rules and regulations on regular bases.

This research will be helpful for teachers in order to understand and include the techniques of intrinsic motivation to enhance their teaching skills and in training students according to the moral values of the society.

This study will also be helpful for government to maintain a system of check and balance for administrators. Government may arrange trainings for the head teachers in order to develop their self confidence and they may adopt variation in approaches to deal with the teachers and students.

1.6 Delimitation of the study

Keeping in view the financial resources and time, the study was delimited to:

- F G Secondary Schools Islamabad.
- Secondary School Teachers of F G Sector with ten years teaching experience were the population of the study.

1.7 Methodology of the Research Study

Descriptive research was done. A survey was conducted.

1.7.1 Population

100 principals, 400 teachers and 65000 students of FG Secondary Schools of Federal Directorate of Education Islamabad were included in the population of the study.

1.7.2 Sample

At the first stage, thirty heads of F G Secondary schools Islamabad were selected by using the systematic sampling technique. Then two teachers from each

school and ten students of these teachers were taken as sample by using random sampling technique.

1.7.3 Research Instrument

Four instruments were designed for this study.

1. Two close ended questionnaires were designed for head teachers and their teachers. These were developed in order to have the opinion of head teachers and teachers of F.G Secondary schools about techniques used by the heads for the intrinsic motivation of the teachers. The questionnaires were based on the following variables:
 1. Self respect
 2. Achievement
 3. Challenge
 4. Competence
 5. Appreciation
 6. Self development
 7. Autonomy
 8. Mastery of subject.
 9. Curiosity.
 10. Creativity
2. Third and fourth questionnaires were developed for students and head teachers to check the teachers' performance under the following variables:
 1. Teachers' guidance regarding achievement.
 2. Teachers' appreciation on students' good performance.

3. Teachers' Challenge for students.
4. Teachers' autonomy
5. Teachers' creativity.
6. Self development.
7. Teachers' command on their subject.
8. Students' self respect.
9. Teachers' help regarding competence.
10. Curiosity.

1.7.4 Data Collection

Data were collected through personal visits to the heads, teachers and students of F. G. Secondary Schools Islamabad.

1.7.5 Analysis and Interpretation of Data

The data were analyzed through arithmetic mean scores and correlation.

1.8 Definitions of Key Terms

Motivation

An internal state that arouses, directs and maintains behavior.

Intrinsic Motivation

Motivation associated with activities that are their own reward.

Extrinsic Motivation

Motivation created by external factors such as reward and punishments

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter consists of related material for this research. It includes definition of motivation, its types, theories of motivation, importance of intrinsic motivation for teachers, role of head for developing intrinsic motivational techniques and intrinsic motivational techniques. It also consists of related researches of the researcher's topic.

Motivation is the internal state, which raises, directs and maintains behavior. Study of motivation focuses on how and why people are starting to take steps aimed at specific targets, which they are involved in intensive activity, and it continues in its attempts to achieve these goals and what they are thinking and feeling, on the road. Intrinsic motivation is a natural tendency to search and conquer the challenges as they pursue personal interests and the exercise of capabilities, the motivation to do something when you do not have to. The motivation is based on external factors unrelated to the activity itself. We are not really interested in the activity itself, which only care about what is going to win (Woolfolk, 2004).

The role of Heads in any institution is very important. As a leader, a Head of school performs different intrinsic motivational techniques to improve the performance of their staff members. Heads Plan some objectives according to the vision and then make strategies to achieve the overall goal of his institute. Leaders come in different shades and complexions. Choosing the best leadership roles, require

judgment on prevailing circumstances and finding the best way to influence people so that they strive willingly and enthusiastically towards the achievement of group goals.

2.1 Motivation

Motivation is the study of the forces that energize and direct behavior. Energy means that behavior is strong, intense, and full of effort. Direction means that behavior is focused on accomplishing a particular goal or outcome. The study of motivation is, therefore, the study of all the forces that create and sustain students' effortful, goal-directed action (O'Donnell, 2007).

Motivation may be considered as something which inspires forces and energizes a person to do something or perform in a particular way at a specific time for achieving some particular goal or purpose (Mangal, 1985).

2.2 Nature of Motivation

Motivation has significant importance in education, creativity, responsibility, healthy actions and change. It holds a fundamental role in the academic course. However a teacher's level of motivation occupies a very significant point it always depends on the students' level of motivation that plays even more important job in the series of teaching learning process. A strong inner desire will mean stronger efforts. Enough motivation not only sets in action the commotion which results in knowledge, but also sustains and directs it. It is anxious with the stimulation of interest in learning (Chand, 1990).

2.3 Salient Features of Motivation

We can find out hundreds of words in the dictionary of Psychology which give us the concept of motivation i.e. needs, cravings, desires, goals, wishes, aspirations, hunger, love, thirst, vengeance, motive, ambitions, wish, drive etc. we can define them differently but their meanings cannot be separated and all these words are inter related with one another and it is difficult to sustain regularity and uniformity. It is a process through which a person is forced to do something. It is very important in teaching learning process.

Bhatia confirms that motivation is an urge towards progress. Motivation is a process by which a person can be prepared to reply to situation which gives direction for the achievement of aims and objectives. Motivation is a broad term and includes all the aspects of manners and conduct. Without a purpose or goal, motivation cannot be started (Sharma, 2005).

2.4 Functions of Motivation

2.4.1. Motivation Energizes and Maintain Behavior

Motivation is a source which not only energizes the individual but forces him for some action. If a student likes to be a doctor, then he will work really hard in a way that he will not care of his bedtimes and get himself being qualified for MBBS in the entrance test. So motivation forces a person for a particular goal and sustains interest for a longer duration in his way to achieve goals.

2.4.2 Motivation Direct and Regulate the Behavior:

Motivation state is normally defined as the state in which one is guided, aimed at and goal oriented. The actions of an individual are meaningful and consistent. The student perform actions in order to fulfill his requirements and keep performing actions until his requirements are not met so motivational behavior turns on in specified direction and the individual acts in that direction to achieve aforesaid goals.

2.4.3 Conduct is selective

Motivated behavior of the any person does not move in a disorganized way. It is intended to a selective goal, which an individual sets for himself. A student, motivated to secure excellent scores in the examination concentrates on his studies by selecting means and ways to reach his selected goal. The motive is completed by the attainment of the goal. (Chauhan, 1984).

2.5 Intrinsic Motivation and Extrinsic Motivation

Motivation is an important idea/thought in psychology. It gives us a true nature of understanding of behaviors and attitudes. Motivation is an inner course of action that reflects the needs and aspirations for achieving goals. Motivation has two types:

- a. Intrinsic motivation.
- b. Extrinsic motivation.

2.5.1 Intrinsic Motivation

Intrinsic motivation reflects the need to do something because it causes emotional satisfaction in a person. It is an internal motivation that comes from the inside of an individual. It is an expressive liking for a mission/job that gives a person contentment, bliss and happiness. Intrinsic motives are those which are contented by inner feelings. Intrinsic motivation is self existed idea that persuades people to behave in a specific manner and move in a specific direction. It is related to psychometric rewards such as challenge, achievement, recognition, curiosity, autonomy and creativity. It is the phenomenon that a person produces to enhance his personality and reaches at the stage of self actualization (Deci, 1993).

Writing novels and stories, composing a symphony, writing poetry and playing chess are the examples of intrinsic motivation because these things provide enjoyment, creativity, challenge and inner satisfaction to a person.

2.5.2 Extrinsic Motivation

Extrinsic motivation is a phenomenon which accelerates an individual for external cause to work such as salary, the desire to avoid strictness from the head etc. External motives depend upon needs and desires which are satisfied by external rewards. It is linked with concrete benefits like pay and material benefits, job safety, promotion and form of work. Material benefits motivate the people. External rewards are given by the administrators and are controlled by the supervisors or boss. It

attracts the attention of employees for some time for doing good job but it does not give them emotional satisfaction (Crowl, 1997).

Writing a poem for a contest, accept a job of salesman because of good pay package despite of disliking it and joining a job of professor just because of prestige and salary rather than personal interest are the examples of extrinsic motivation

2.6 Intrinsic Motivation and the 16 basic desires theory

In a theory given by Professor Steven Reiss, he states human is governed by 16 basic desires. The following are those 16 basic desires by which our actions are motivated and our personalities are defined.

Acceptance: In which one has a sense of belonging approval or importance

Curiosity: One's desires to learn more

Eating: One's need to feed

Family: One's desire to have children

Honour: One's desire to have loyalty towards the traditional values of his/her ethnic or clan's group.

Idealism: The desire to have social justice.

Independence: One's desire to be acknowledged as an individual.

Order: One's desire to live in an environment which is predictable, organized and stable.

Physical Activity: One's desire for exercise.

Power: One's desire to have influence of will.

Romance: One's desire for sexual activity

Status: One's desire to have an individual importance or understanding.

Saving: One's desire to accumulate or collect

Social Contact: One's desire for company or friends

Tranquility: One's desire to be protected and safe.

Vengeance: One's desire to win or challenge the opponent.

According to this model, people vary in those basic needs or desires. These basic desires are representation of the inner desires of a person which directly influence or motivate his/her behavior. However, they are desired to indirectly fulfill other needs. It is also possible that they are motivated or influenced other than the 16 basic desires or by non-desires, but in the scenario that will not be associated with deep motivation but merely as a way to accomplish other basic desires (Reiss, 2004).

2.7 Intrinsic Motivation and Cognitive evaluation Theory

Intrinsic Motivation as commonly termed as self-motivation are the inward efforts to be good at something and then to appreciate yourself inwardly as well. There is also an important question related to it whether rewards given by other sources (Extrinsic motivation) affects on the intrinsic motivation or not. Research and observation indicates that if rewards are given by outward sources, on something that should be intrinsically motivated, it results in the decrease of self motivation.

There are some theories that search for the extent of effect of extrinsic appreciation on intrinsic motivation.

2.7.1 Cognitive Evaluation theory

The theory indicates that the rewards which are given to an athlete may cause an increase or decrease in intrinsic motivation. For example, if the athlete feels that

rewards are influencing him or indicates that he is not good enough that would certainly decrease the intrinsic motivation. In a competition, victory would increase the intrinsic motivation, but defeat will naturally decrease it. This research is applicable to fields like athletic scholarship.

There are ways to increase intrinsic motivation:

- The essential or selected elements should be provided for better intrinsic motivation.
- Rewards on the good performance should be given.
- Due appreciation should be given in both verbal and nonverbal ways.
- Regular change of the material and method of the practice drill should be made.
- Views of participants should also be taken in decision making.
- The targets to be achieved should be realistic.

2.7.2 Flow

Flow is defined as a type of intrinsic motivation that one feels. It takes place when one has his own feelings of an overall motivation, that he/she is completely absorbed in that task, or as the term means is on an “auto Pilot”.

2.7.2.1 Certain Elements are needed to achieve flow

- Equilibrium between the skill and the level of the task.
- Absolute involvement in the task.
- The action and knowledge are interspersed.
- Complete focus.

- Self consciousness is removed.
- Feeling of power and control.
- Removal of unwanted or unnecessary reward and appreciation.
- Easy and manageable movements.
- A keen desire for performance.
- An intense level of anticipation before the actual performance.
- Preparation of pre-competitive and competitive strategies.
- High level of confidence and positive mental attitude should be shown.
- A healthy team interaction.
- A sense of accomplishment about the performance.
- Absolute maintenance of focus.

2.7.2.2 Some things that may prevent flow are:

- Feeling that you are not physically ready because of injury or exhaustion.
- Not feeling good about you because of minimum confidence level, having self doubt, or not having mental control.
- Thinking negatively because of negative and unwanted crowd response, feeling external stress, thinking too much.
- Worried about the poor team-mates performance on what they are doing.
- Because of interference in preparation which resulted in weak pre-competitive strategies.
- Lack of competition, which resulted in low level of motivation, and you became too relaxed.

- Mistakes and weak techniques.
- Not feeling a part of team because of the negative talk within the team.
- Break in the challenge or unfair decision of referee.
- Loss of focus, or day dreaming.
- Plans not working properly and negative feedback.
- Having unnecessary pressure on oneself because of challengers' activities.

High anxiety level and not relaxing enough.

- Things are not happening according to the strategies.
- Interference right before the start of completion

www.psychologycampus.com.

2.8 Importance of Intrinsic Motivation for Teachers

Intrinsic motivation is very important and interesting for teachers. It is very difficult to teach the students if they are interested only in getting good marks or praise and lack of enjoyment of learning. Students cannot think or want to apply their knowledge. But they may be concerned with what will be in the tests. On the other hand, students who are intrinsically motivated substantially work hard and perhaps thinking more deeply about ideas. Teachers may be able to enhance intrinsic motivation in students by making them work on projects that allow them to see how the information is related to their lives. The head teacher may also be interested in ways to increase intrinsic motivation. Employee may be ideal for those who are self-motivated and does not require regular supervision. May be, in essence, motivated staff is less likely to be late. They can also be more likely to excel at their jobs. It is

possible that the head teachers may increase the intrinsic motivation that will allow the teachers to more autonomy, which makes it fun to work, or to encourage creativity(Deci, 1993).

Motivation is an important factor in the learning process. Motivation implies the arousal and maintenance of interest in learning. Interest is a basic factor in learning. No learning can take place without the interest of the learner. This means that motivation plays a vital role in learning. In fact no real learning can take place without motivation. Motivation brings the learner to the proper frame of mind for learning. It concentrates the attention and energy of a person on the activity or knowledge to be learnt (Bhatia, 1997).

The primary task of a head of any institution is to motivate his subordinates into the organization to perform at high levels. This not only leads them towards the working hard but to be on time and contributes positively towards the success in achieving the mission of organization. The performance during the job equally depends on abilities and chances provided to the individual during his job only if he is motivated enough for the job. Motivation is one of the significant tools that are normally under-utilized by heads of institutions. Heads of the institution use intrinsic motivational techniques in their institutions to encourage their subordinates at work, either individually or in groups, in order to produce the positive results for education in the effective way. Initially it was assumed that there should be external sources to generate motivation, but now it is tacit that every individual has to be motivated himself. Now it is the responsibility of the heads of institutions that they should identify these motivating forces and then address it (Moorhead & Griffin, 1995).

In order to achieve goal of any institution with the help of enhancing the efficiency and job satisfaction of the manpower, leadership practice in effective way that exerts influence is required. Effectiveness of leadership can be enhanced by showing positive attitude towards the work force in a way that involves building of urge among the entire workforce to achieve, giving them self-respect, expecting the best, and by expressing the gratitude to workers. The workers not only anticipate the transformation in society, but their sense for moral values is strong enough to help them to build the honor in their organization (Odgers, 2005).

The importance of motivation is very important nowadays. Different organizations and all the educational institutes make certain that their workers and pupils are forced to do their work with their best talent. On the other hand more and more people are feeling difficulty to motivate themselves due to lot of reasons. It is important because it increases self confidence in a person. For example if a sports team continuously loses its matches, this will create a negative effect on the confidence of the whole team. Moreover this loss may influence the behavior of a person. So it is the duty of the coach to motivate all the players for future matches and develop the confidence among them. Therefore, motivation is important because it may help an individual to forget about the past experiences and move towards success. Sometimes a person has some domestic problems. It is the responsibility of the employer to motivate him to do the job without any disturbance of personal problems. The employer should also motivate the employees that they are not emotionally affected by their problems at work place because they find it hard to

adjust there in this way. So motivation is important here to focus for doing their tasks (Naseem, 2011).

Educational psychologists take great interest in motivation because of its essential role in student learning. Motivation in education has a number of effects on teaching learning process and how the students behave towards subject matter. It can:

- Direct conduct towards specific goals.
- Guide to increased effort and power.
- Increase beginning of, and perseverance in, activities
- Enhance cognitive processing
- Find out what consequences are reinforcing
- Lead to improved presentation.

Sometimes students need situated motivation and it is the responsibility of teacher to create an environment of motivation for students. The majority of new students in universities and colleges need a lot of orientation leaders regarding their problems and for guidance at the beginning of higher education. Whyte in 1986 did research and gave the awareness of counselors and educators for this purpose (Wikipedia.org).

Not only students, but also teachers, need motivation. Many tasks that teachers must perform are not pleasant; they need to be motivated to perform these tasks. It is desirable that motivation for teachers be as intrinsic as possible. For example, Shechtman, Reiter, & Schanin (1993) found that most teachers were aware of many negative elements that are likely to be present when students with special needs are

mainstreamed into their classrooms. Many of these teachers resist mainstreaming and resist the consultation processes that could help them work with these students. On the other hand, other teachers see positive as well as negative elements in mainstreaming; for example, they may perceive working with mainstreamed students to be a professional challenge. Success at teaching these students would be a boost to their self-esteem, and so they are inclined to embrace the challenge of having these students in their classrooms. By viewing their work with these students as a challenge, these teachers are motivated to work harder than they would have to work if such challenges were not present. It is important both that others see to it that teachers find fulfillment and that teachers themselves look for intrinsic motivation in their work (www.emotionalcompetency).

2.9 Theories of Motivation

Following are the main theories of motivation given by experts;

2.9.1 Maslow's Theory of Self Actualization

In order to be the best, the requirement of time is Self-Actualization. It involves deciding what one wants to be in his life and then take necessary actions in order to become what he wants.

Self-actualization is a term invented by a famous psychologist Abraham Maslow. Through this term he describes the continuous process of personal potential development. The most important and the primary aspect about self-actualization is that it is not a goal but a process. In other words, self-actualization is something that one does for his personality development but not something that one aims for. The

secondary aspect is to note is that anyone can do self-actualization. It is not restricted only for high-profile, high-achieving individuals; one doesn't have the need to be of such high profile to self-actualize.

"A musician must make music, an artist must paint, a poet must write, if he is to be at peace with himself. What a man can be, he must be. This is the need we may call self-actualization ... It refers to man's desire for fulfillment, namely to the tendency for him to become actually in what he is potentially: to become everything that one is capable of becoming ..." –Maslow

Maslow holds an opinion that there is always a hierarchy in which needs occur. If one meets one need, its next and higher level need in hierarchy occurs. Maslow divided these needs in two groups.

2.9.1.1 Deficit Needs

It consists of all those needs which are related to the physiological urges like thirst and starvation. Upon fulfillment of these needs, one looks for safety needs in which love belongingness and esteem needs falls.

2.9.1.2 Growth Needs

There is only one need that falls into this category i.e. self actualization.

The Maslow's Hierarchy of Needs which is shown in the shape of five-stage model mentioned below is evidently attributable to Maslow. However, at some places Maslow's Hierarchy of Needs is presenting more than five levels but all such models

have been extended by some other people through different interpretations of Maslow's work.

A model interpreting Maslow's Hierarchy of Needs is presented below, which is another interpretation of Maslow's work shown in the form of Pyramid. In Maslow's book "Motivation and Personality", which has given the concept of Hierarchy of Needs for the first time, does not mentioned this kind of pyramid to present his work.

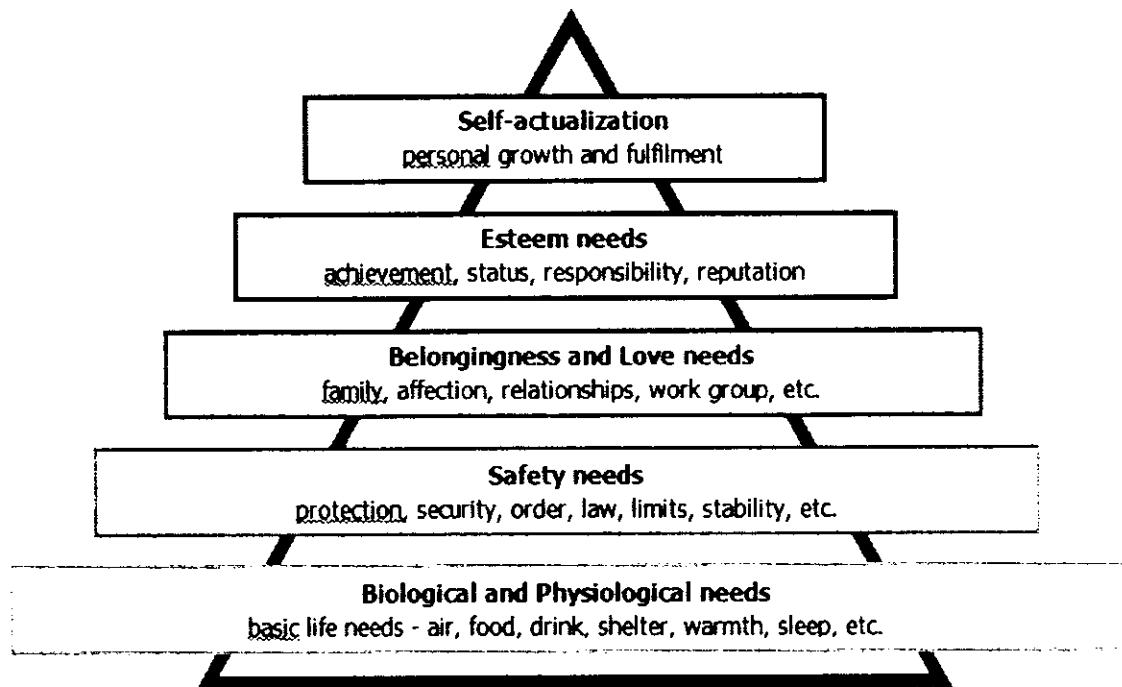


Fig. 2.1 Maslow's Hierarchy of Needs

From the diagram above, this is 5 step models presenting the hierarchy.

2.9.1.3 Physiological Needs

All the basic needs like air, food, drink, shelter, sleep falls into this category. In poor nations, all other needs in the days of starvation disappear except the need of food. The interesting notion Maslow suggested of motivational behavior is, the need deprivation and fulfillment. If a person's basic needs are deprived, he'll be motivated to do something. Deprivation of the freedom to play often motivates the children to complete their school homework.

2.9.1.4 Safety Needs

Safety needs come into being when all the physiological needs are fulfilled. Safety needs are mainly concerned with the protection from elements, security, order, law, limits and stability etc. In our daily life, people save money to purchase goods, invest in land and saving schemes for the better and secure future. The children form groups in order to save themselves from the bad fellows. Similarly employees try to complete their tasks in time to save themselves from the anger of their bosses.

2.9.1.5 Belonging and Love Needs

Such needs are a bit psychological and used to identify an individual with the group life. It is only because of such needs, one takes some steps liked by the other people from the group. The children take part in school and healthy activities organized by the teacher for the sake of having love and affection.

2.9.1.6 Esteem Needs

This category of needs is further subdivided in two subcategories. First is related to the individual himself. It is about the Self-esteem, self-respect, self regard and self evaluation of the individual, while the second one is related to the respect, reputation, social status and fame of others. All those people who are already meeting their needs of lower levels are motivated for the activities which are not only challenging and they also accept those tasks which fulfill their requirement for self-respect or the requirement to feel good.

All those kind of needs through which one may feel himself to be better than others, falls in the second category of esteem needs. In order to fulfill this kind of needs costly clothes and good items are purchased and adopted the other ways in society to prove the superiority. Similarly in school systems, few of the teachers try to impress the heads of institutions by completing some tasks in order to show their importance among others. According to Maslow, enough fulfillments of esteem needs minimize the governing force in an individual's life, which in result enables him to look for self-actualization.

2.9.1.7 Self-actualization

Self-actualization lies at the top in the hierarchical model presented by Maslow. It means to achieve whatever someone has in his nature. If a competent student who is motivated enough for further studies will be stopped by his parents to study, he will experience tension. Similarly if a teacher is well talented and wants to

deliver, he will feel tension if he will not be granted with the proper equipment to deliver the knowledge. People can focus on self-actualization if and only if their other needs in the hierarchy are met with complete satisfaction.

Freedom is one of the most important aspects when we talk about self-actualization - Freedom from social barriers and self-imposed hurdles. Self-actualized person wants to do the things in a way he wants with complete freedom of choice and it is only possible if and only if rest of all the needs is completely fulfilled. If an individual will be busy in fulfilling his basic needs, he can't think of something big. In conclusion Maslow always believes that motivation is directly connected to all categories of needs present in aforementioned hierarchy (Woolfolk,2004).

2.10.2 Murray's Theory of Motivation

1. Foundation of personality theories is based on needs and purpose which suggest that our behavior which are controlled by our needs play a vital role in development of our personality. Although some of the needs vary with the passage of time, while others are deeply seated in our nature. According to Murray, disgruntled need may lead the individual to work in tension and this tension remains in his mind until he is not satisfied with this. As mentioned earlier, there is a feeling attached with every need. These attachments can be either short or long but usually these are there to give rise to definite behavior and that behavior remains till the satisfaction of organism. Murray believes that man used to be kept busy so that he can stay away from tension or develop tension in a way it can be reduced later. Murray states that there is no

tension-free state of mind but there is a process through which tension can be reduced and this process is called satisfying.

Murray classifies the needs in two categories.

2. **Vicerogenic Needs:** These are also called primary needs that are mandatory for survival and comprises on basic necessities of life i.e. food, air, urination, warmth defecation etc.
3. **Psychogenic Needs:** These are also called secondary needs and generally these are psychological, i.e. nurturing, freedom, and achievement (McClelland, 1987).

According to Murray, these second kind of needs function primarily on unconscious level, but it has strong impact on our personalities. Murray and his fellows identified list of 24 needs that falls into the category of Psychogenic. According to him, every individual have such requirements, but everyone shows a certain level of such need.

2.10.2.1 Ambition Needs

- **Accomplishment:** Achievement, accomplishment, and passing the hurdles.
- **Demonstration:** To attract, shock or thrill other people.
- **Appreciation:** Exhibiting achievements and obtaining social status.

2.10.2.2 Materialistic Needs

- **Acquisition:** Achieving things.
- **Construction:** Building things.

- **Order:** Cleaning and arranging the things.
- **Retention:** Maintaining the things.

2.10.2.3 Power Needs

- **Abasement:** Admitting and expressing regret.
- **Autonomy:** Freedom and confrontation.
- **Aggression:** Attacking or mocking others.
- **Blame Avoidance:** Staying with the rules to stay away from blame.
- **Deference:** Following and coordinating with others.
- **Dominance:** Governing others.

2.10.2.4 Affection Needs

- **Affiliation:** Spending time and making relation with other people.
- **Nurturance:** Taking care of other individuals.
- **Play:** Enjoying with others.
- **Rejection:** Refusing other people.
- **Succorance:** Getting helped by others.

2.10.2.5 Information Needs

- **Cognizance:** Seeking information through asking questions.
- **Exposition:** Teaching others (Weiner, 1992).

2.9.3 McDougall's Theory of Instinct

This theory is also known as biological theory of motivation. Initially James William used the term instinct to explain the human behavior. Later William McDougall gave the concept of this theory that instinct gives direction to the behavior. Instinct is believed as precise and stereotyped behavior pattern.

McDougall made a list of 14 instincts and believed that every instinct is associated with a kind of emotion. It is like instinct of running away is associated with the emotion of fright and instinct of fight with fight again.

He believed that every action is instinctive and such instinctive behavior has three phases.

- a. Cognition : awareness
- b. Affection: feeling
- c. Conation: doing

If there are few students who are making noise and creating disturbance in the class, when they will see their teacher heading towards the class, their instinctive behavior is emotion of fear and they will stop disturbing the whole class.

Although this theory met a lot of criticism but still this explains the reasons behind the human behavior at different circumstances. It is an unspoken truth that fears of failure during the exams and trying for brighter future motivates the students to be a part of learning activities with complete dedication (Roecklein, 2006).

2.9.4 Hulls Drive Reduction Theory

Professor Clark Leonard Hull focuses on biological drives which are the basic needs like starvation, thirst, getting away from panic e.t.c. and are prime reasons for motivating someone for some action. All such drives produce internal tension which in turn activates his energy to minimize the stress. This stress will be relieved by fulfilling the need and reaction will be adjourned.

Other psychologist supported this drive reduction theory but this theory does not explain the behavior at cognitive levels, which eventually reduced its importance as one of the major motivational theories (Hergenhahn, 2008).

2.9.5 Theory of Intrinsic Motivation

Harlow and his companions worked together and developed the theory which they named, the theory of intrinsic motivation. Harlow performed some experiments on monkeys. He placed the puzzle in monkey's cage and found that they solved the puzzle, although they were not offered any kind of motivational reward to solve the puzzle. Harlow did not find a single reason for the motivation in monkeys. The survival of monkeys was not depending on it and they were not supposed to get any kind of punishment or penalty if were not able to solve it. The purpose of experimentation was to check the manipulating abilities among monkeys. Manipulation of devices persisted among monkeys even if their basic necessities for life were subsided. From the experiments, Harlow made an opinion that manipulative behavior exists because of the living environment and it pays reward in its own terms.

Similarly, when a rat was patted in a new place, he explored the whole area. According to Montgomery, the need to explore new things around begins only because the condition of environment, that leads toward the motivation.

These experiments led Harlow to discover a third drive in human motivation:

1. The primary and the basic drive for behaviors is survival. Human take food and copulate to ensure the survival.
2. The secondary drive is to stay in a better position at work place to avoid penalties and get rewards.
3. The third drive for human motivation is intrinsic motivation. This is for the achievement of self satisfaction.

Berlyne, a famous psychologist, also applied some experiments on rats and concluded that when new incentive comes to receptor of an organism, the organism gets more curious and this curiosity leads him towards the exploration of new incentives.

Different psychologists have applied multiple tests on manipulatory, discovery and inquiring drives as independent motivation but not concluded anything yet so far, either these are basic drives for motivation or not (Nevid, 2009).

2.9.6 Theory of Achievement Motivation

David Clarence McClelland, the famous psychologist from America, along with his companions from Harvard University worked on motivation and developed a theory of achievement motivation. He is very well-known because of explaining the

three types of motivational needs, mentioned in his book named “The Achieving Society”

- Motivation for achievement.
- Motivation for authority/power.
- Motivation for affiliation.

According to McClelland, aforementioned needs are observed to differ among the staff and the management, and this is the mixture of motivational needs representing a worker's or manager's style and attitude.

Achievement Need (n-ach)

The term n-ach is used for a person who is 'achievement motivated' and therefore strives for achievement, accomplishment of realistic but challenging objectives, and improvement in the job. There is a strong desire for the response as to achievement and advancement, and desire for the sense of accomplishment.

Power Need (n-pow)

The term n-ach is used for a person who is 'authority motivated'. This kind of person wants to be influential, effective and wants to make an impact. He strongly needs to lead and wants to prevail his ideas. He also wants to enhance their personal status and prestige.

Affiliation Need (n-affil)

The term n-ach is used for a person who is 'affiliation motivated', and wants to have pleasant relationships and is also motivated enough to interact with other people. Such people are very good team players.

Home, community, and educational institutions always affect in the development of achievement motivation. Home is the first school for children where they are trained in building motivation and behavior. Parents expect and guide their children to develop a good sense of achievement motive and so is the community, religion, companions, instructors and well wishes play a vital role in the direction of achievement motivation.

The teacher can originate motivation with the help of following methods.

1. Telling the tales of great men and the achievements they have made in their life.
2. Providing proper environment to the students everywhere.
3. Developing a sense of responsibility for future.
4. Persuading for and developing new motives.
5. Creating a sense of awareness about them.
6. Focusing on improvement of cultural values.
7. Providing help to the student in setting the future goals.
8. Creating a sense of belonging.

Formers, doctors, engineers and business men always show a strong need towards achievement among academic scholars because they are very well aware of the targets for them (Shaffer, 2009).

2.10 Leadership as an Art

According to **David Brewer**, leadership is an art which engages common masses to embrace an aim as their own. Then it exhilarates them to keep up that pledge so that they would soon turn it into reality.

It does not only put forth one field but also works in different fields of life. So it is inducement, not a brawl beat. A chieftain is not on the behest of others.

Theodore M. H Hesburgh says,

“The very essence of leadership is that you have to have vision, you can't blow on uncertain trumpet” (Odgers, 2005).

2.11 Qualities of a leader

We believe that leadership is a process that is ultimately concerned with fostering change “change for change's sake”.

It is purposive process which is inherently value based. So the leader is the person “Who fosters change”. Following are the qualities of a good leader:

1) **Collaborative:** He is the corner stone of an affective group. It empowers him.

2) **Open minded:** Emotionally he is very much strong as he controls his emotions by seeing how he reacts to things on any given day. He is not under frustration. He opens his mind and meditates carefully about what is going on.

3) **Exemplary Character:** It is of utmost importance that a leader is trustworthy to lead others. A chieftain needs to be trusted and be known to live his life with honesty and integrity as true authority is born from respect for the good character.

4) **Vehemence:** He is very much enthusiastic about his work or cause and also about his role as a leader, so that people might respond him openly. He should be vigilant broad minded and vehement enough.

5) **Veracity:** A torch bearer has an utmost aspiration of doing well. He is very much self disciplined. He needs for order. He does not want monotony or chaos in his country.

6) **Unsentimental:** He is pragmatic, prosaic and sober person. He is not emotional whenever he comes across any criticism. He is very much logical in his remarks.

7) **Self Assertiveness:** He shows positivity in his decisions. He is unaffected by prior mistakes because these are considered better for his learning. He learns from his mistakes:

8) **Sophistication:** A chieftain recognizes that he has mellowness for empowering others. He is not in favor of ruling others.

9) **Magnetism:** Leader has a dazzling power. He allures his audience by stimulating strong emotions in them. He explains vision in such a way that it creates unison and captivates spirit in them.

10) **Versatility:** He is versatile in his approach. He has compliancy for change. He keeps traditional and modern approach with him.

11) **Cogitation:** He has consideration as he recognizes rewards and praises his followers frequently.

12) **Confident:** In order to lead and set direction a leader needs to appear confident as a person and in the leadership role such a person inspires confidence in others and draws out the trust and best efforts of the team to complete the risk.

13) **Analytical:** He thinks analytically. Not only does a good leader view a situation as a whole but is able to break it down into sub parts for manageable steps and make progress towards it (Odgers, 2005).

2.12 The Role of Head in Developing Intrinsic Motivation

The importance of leadership for undertaking the transformation to total quality management should not only be the amelioration process as it cannot be established unless it should be done at all levels.

He should be seen under following view points.

- a). The Head must converse with his subordinates about the values of that institution.
- b) An institutional head must be conscious about his primary customers. He must focus on them.

- c) Leader must embody his members for bringing some change. He should give them autonomy at all levels. If they are failed, he must not discourage as it is the part of it.
- d) He must endorse his staff. He should create a feeling of family among them, so that they might work freely.
- e) He must be vehement, patient and must have fervor to support his followers.
- f) He must be committed with his profession.
- g) His message must have weight of words.
- h) He should avoid from accusing his staff. He must investigate the matter first and then take decision.
- i) He must accept changes and decision.
- j) He should clinch either his appointees are liable to do work with full zeal and responsibility.

If moral integrity is fundamental to total quality management then leadership is the mean by which it is expressed. Leadership is defined in the context of TQM as providing and driving the vision. Quality leadership has the following components:

Vision: It gives a clear view about the work of organization, its values and aspirations. It is the fundamental obligation of a chieftain to have a transparent vision of his institutional activities.

Creativity: Leadership must be creative for finding solutions. It helps in seeing the matter rightly. It analyses the situation.

Dispensation: It emphasis on quality of personal relationship. It also provides a personal model which is expressed in listening feedback, managing conflicts.

Empowerment: It also enhances intrinsic motivation in the following ways:

- It was scientific method whenever a difficulty comes during work; he solves it with the collaboration of his staff.
- It does not only tell about the occurring of incidents but also helps in their working about the work. It also deals with the handling of problems.
- The technique is used by the head to ask his subordinates about the true hurdles which are preventing them to inculcate quality in their students.
- Breathe a new life into the professional development by giving control and responsibility to the subordinates just for professional amelioration.
- Enforce continued and organized conversation with the subordinates.
- Establish such type of skills which embolden the resolution of conflicts among them.
- Be helpful but never patronized them.
- He must show himself a sample and a guiding star for his subordinates.
- Instruct them, don't force them.
- Give them free hand for involving in the risky task. Be fair with them.
- Pay heed to the internal and external matters of institution and staff, both as they will make you vigilant and bold. Be careful about the needs of all of them.

Self regulating learning: Leader should force his followers to self regulating learning. They have a way to approach complex tasks that influence their will to

engage in those tasks. According to William James, it is “attention with order” that is volitional striving. And the person who displays self regulated learning has a will.

Self Efficacy: When someone is told that one can achieve results through hard work, it can motivate one to do so because such information conveys that one possess the necessary capability to perform well. Providing effort feedback for task success can support leader’s perceptions of his success and lead to further increases in self efficiency and skills.

Self Concept: It is the sub-total of individual’s mental and physical qualities and his evaluation of them. It is his awareness of his own identity (Rao, 2003).

2.13 Intrinsic Motivational Techniques

Motivation is the study of the forces that energize and direct behavior. Energy means that behavior is strong, intense, and full of effort. Direction means that behavior is focused on accomplishing a particular goal or outcome. The study of motivation is, therefore, the study of all the forces that create and sustain students’ effortful, goal-directed action (O’Donnell, 2007).

Intrinsic motivational techniques are very effective for achieving the educational goals and objectives at the institutional level. The heads of the institution must adopt the intrinsic motivational techniques for all staff and teachers because it can be a differential factor between success and failure. Finding the intrinsic motivational techniques are very effective in all purposes of our life, the head of the institute can develop a vision of highly motivated staff and can lead them towards the successful and exciting professional life. All general techniques of motivation have

one main goal that is to make the day to day job more purposeful and interesting for the employee but the intrinsic motivation is more discovering the drives and needs of the employee and forces him to be more motivated towards a combined goal.

Nowadays due to information blast the new generation needs to be highly motivated intrinsically so that they can focus their mind and soul on achieving a united goal which can be institutional and national.

2.13.1 Curiosity

Apparently curiosity is an inborn motive. Closely linked to the competence motive is the curiosity drive. Indeed, the two may be inseparable. There is much recent speculation that the curiosity is not an acquired motive at all, but is, in fact based on the physiological functioning of the nervous system. There seems to be mounting evidence that the curiosity motive functions autonomously right from birth that it never depends on food or drink or on any other biological predecessor. Experiments on animals have shown that curiosity is not an exclusively human trait; it is also found in animals. For example, monkeys have been observed taking apart and re-assembling a metal lock arrangement. Just like the child who takes a clock apart to see what makes it tick, monkey will manipulate mechanical puzzles for no reinforcement other than the sheer joy of manipulation. One monkey continued taking a complicated metal lock apart for ten straight hours. At this point the experiment was terminated because of experimenter fatigue; the monkey was still going strong (Sprinthall & Sprinthal, 1981).

Berlyne draws a useful distinction, between intrinsic and extrinsic kinds of exploration, which has aided clarification of curiosity and at the same time has guided

research (for example, food seeking and goal reaching), presumed motivational indices being conditions of deprivation or excessive stimulation. The term intrinsic as applied to types of exploration refers to those behaviors that seem unrelated to any goal attainment or reinforcement activities – activities “for their own sake” (Ball, 1977).

Curiosity motive causes of seek out a certain amount of novelty and complexity, and with no other apparent motivation, we seek out and explore new environments. The curiosity and exploration are often seen in babies. Berlyne (1966) showed that even young babies prefer to look at complex patterns rather than simple ones. And babies are constantly exploring their environment, touching, tasting, looking and listening (Bano, 2010).

2.13.2 Competence

Robert White, a personality theorist, has suggested that one of the most fundamental human motives is based on a strong, personal desire to master one's environment. White calls this competence motivation. Competence motivation is without question an intrinsic motive and one that may even have survival value for the species. To become competent – to achieve a degree of mastery over one's environment – allows the individual to take charge of his or her own fate.

Competence motivation need not to depend on culturally acquired achievement motivation, but may itself has deep biological roots. A teacher can certainly take advantage of this motive in the classroom. Students are always going to be more interested in what they are good at, and, by the same token, it is nearly impossible to motivate them in areas in which they have zero competence. The

teacher must attempt to match up the new stimulus inputs with the student's level of competence. The most effective technique is to keep the new material a shade or two above the level at which the student is currently operating, always a little out of reach. Some degree of challenge helps initiate and maintain a student's competence motive (Sprinthall and Sprinthal, 1981).

We are motivated to master challenges environment this is called competence motivation. Exploration, curiosity and the need for sensory stimulation may simply be the expressions of our need to master the environment. Whether basic or not, competence motivation plays an important and persistent role in human behavior. Goals are reached, but the motive is not satisfied; it remains to drive behavior toward new masteries.

From crawling to standing, a baby tries to pull himself up over and over again, whether anyone is watching or not. When he finally succeeds, he lets out a cry of delight and smiles widely. In a similar way, he works to be effective in the environment when it comes to walking and a number of other challenges. These small triumphs of childhood illustrate what is meant by competence motivation.

A concept closely related to competence motivation is intrinsic motivation, defined as "a person's for feeling competent and self-determining in dealing with his environment" (Deci, 1993). In contrast, extrinsic motivation is directed towards goals external to the person, such as money or grades.

Many psychologists have made extensive inquires into areas of motivation for work to determine what factors in the job situation satisfy or dissatisfy the worker and how these relate to quantity and quality of the work performed. The workers work in

the factories owned by others. In the past most managers believed that force and punishment could make the laborers work hard. The modern civilization believes that incentives are to be given to create love, pride and faithfulness for more work. One incentive cannot work as successfully for more work. One incentive cannot work as successfully with all the people because it is said that one man's meat is another man's poison. If the incentives fail to increase the production, then it is understood that the necessities of workers have not been fully met.

Many studies have shown that the intrinsic satisfactions derived from work are more important than physical working conditions or even monetary compensation in determining job satisfaction. The workers are more likely to voice their feelings about extrinsic factors when they are dissatisfied. Good salary and working conditions are not unimportant to the worker but are expected as part of his work contract. Workers may not know what they really want most or may regard job security and advancement as more desirable goals with which to identify themselves.

In addition to job satisfaction, specific procedures are adopted to increase production among satisfied workers. One of these that is most effective in repetitive tasks, is knowledge of results. This is significant only when the condition of knowledge of results followed the condition of no-knowledge. For example, clerical employees who are not aware of the quantity and quality of their output will not be tempted to achieve more (Bano, 2010).

Competition is also a healthy technique of motivation. A teacher can use this technique very conveniently in the classroom. Competition may be of three types:

- 1) Interpersonal competition among peers.

- 2) Group competition.
- 3) Competition with oneself.

The teacher can use all the three types of competition in his teaching; it can be used in the classroom learning for gaining high scores. “A feeling of competition produce motivation and under the influence of this motivation, the students are able to face more and more difficult competitions” (Rashid, 1997).

Theroux (2004) comments that, the long-term goal is to teach children to lose gracefully and use defeat as motivation to improve. Eventually students encouraged to see “failure” as a positive experience. Every loss in competition and every failed attempt is an opportunity to learn what can be improved. He further states, “Competition can enhance or reduce motivation depending on how it is used. It is good for some, but it may result in a few winners and many losers. Unmotivated and or underachieving students often have difficulty dealing with defeat” (Theroux, 2004).

2.13.3 Creativity

Some psychologists say that creativity is a personal quality or trait but many are of the opinion that “creativity is a skill” so it can be increased through education. “Creativity requires extensive knowledge, flexibility and the continual reorganization of ideas” (Haq, 2002) Students perform with higher motivation when their creativity is engaged. Harris (1999) describes, in education, it has been found that students learn better, when the directions given to them have a similar flexibility so that they can put some of their own creativity – some of themselves into assignment, the freedom to follow with a greater desire to perform and a better long-term learning experience.

Theroux, (2004) suggests that, “Give them opportunities and strategies to develop their creativity. Challenge students to construct original and creative products to support their written reports”. According to Haq (2002).

- 1) Treat students as individual.
- 2) Encourage independence in students.
- 3) Indicate that excellence is expected from every student.
- 4) Motivate students to look beyond given facts.
- 5) Stimulate children to generate original ideas.
- 6) Provide opportunity for self-initiated learning and give credit for it.
- 7) Respect individual differences.
- 8) Encourage students to trust their own judgment (Haq, 2002)

2.13.4. Autonomy

Is the universal urge to be causal agents of one's own life and act in harmony with one's integrated self; however, Deci and Vansteenkiste note this does not mean to be independent of others.

Autonomy refers to free choice and is formally defined as “internally perceived locus of causality”- basically a decision from your heart or your authentic self. Intrinsic motivation decreases as autonomy decreases.

Autonomy is the opposite of being controlled.

The distinction between “I choose to do this” and “I have to do this” is the essence of autonomy.

Autonomy is:

- Being self-governed

- making your own informed decisions and choosing to act according to your own values and beliefs,
- Authentic and responsible; taking responsibility for the choices you make
- The feeling deep inside that your actions are your own choices
- Choosing to

Autonomy is not:

- Individualism—pursuit of self-interest
- Independence—action alone
- Detached, selfish, irresponsible
- Compliance— behaving according to external controls, or defiance—rebellion against external controls
- Narcissism
- Irresponsible or disingenuous
- Acting as a pawn
- Submitting to coercion or threats
- Permissiveness
- Being controlled
- Having to.... (Beaumont, 2009).

Be the master of your own time. You are in charge of what you do. When in college, this isn't completely possible, you can't always schedule your lectures yourself and you might have other obligations. But you are the master of your school work. Sid can postpone his home work, procrastinate and have a lot of stress in the last couple of weeks before the test, but he can also choose to get on schedule, finish

homework early and be in charge of his own time, also in the last weeks before the test. We tend to forget that, you do not need postpone, you do not need to cram in the last week. You can also choose to have a good schedule you stick to (knapen, 2010).

A class room teacher has decided to provide more and more autonomous time for his students to learn things of their choice. This does not mean he gives them a blank cheque and washes his hands of them. Rather, he is still their teacher offering the guidance they need, while still actively engaging in their learning.

In an article entitled Freedom helps kids learn more, Richard Ryan and Edward Deci offer this outcome of control and testing. Too much control over a child's learning—and this includes excessive testing – is bad, a pair of visiting researchers have said.

An emphasis on exams puts stress on the child, and also on the teacher- whose performance hangs on how well his students do.

They also quote cognitive evaluation theory:

CET further specifies, and studies have shown, that feelings of comprehensive will not enhance intrinsic motivation unless accompanied by a sense of autonomy or, in attribution terms, by an internal perceived locus of causality. Thus, accordingly to CET, people must not only experience competence or efficacy, they must also experience their behavior as self-determined for intrinsic motivation to be evidence.

Providing choice and autonomy is a human need, and to overly limit or control this in a way that provides children with less than they need is detrimental to their learning (Bower,2010).

2.13.5 Self development

Self-Development is taking personal responsibility for one's own learning and development through a process of assessment, reflection, and taking action. Empowerment is the quality of a leader which provides the opportunities for self development in the subordinates.

How to use self development

1. Assess your current skills and interest through paper-and-pencil career tests or through computer programs that analyze skills and interests.
2. Maintain a learning log or diary to help you analyze what you are learning from work experiences.
3. Write a personal vision and mission statement.
4. Develop a personal development plan that identifies your learning needs and goals..
5. Find a mentor who can provide you with support, advice, and assistance in your career direction.
6. Become involved in professional organizations (www.humtech.com).

2.13.6. Individual Behavior

Education plays a major part in the development of the behavior of the individual. Unless the person receives a proper level of preparation when he is a child, there is a chance that he will not be able to fulfill his purposes. With a good education, an individual can get a firm foundation, which will allow him to achieve all the personal goals which he has set. The higher the quality of the education, the

better person he will be, and the more success he will get in life. If the individual behavior of the leader varies with the sense of responsibility of his subordinates it becomes an incentive for better performance (www.liveeducation.org).

2.13.7. Guidance

The comprehensive school counseling program refers to a sequential, developmental program designed to benefit all teachers to upgrade their teaching methodology in preparation for the better future of the students. Such a program includes a curriculum organized around three areas essential for students' growth and development: Academic Development, Career Development, and Personal/Social Development of the teachers and students as a whole. If the leader of the house has the capability of understanding the situation and to provide a proper updated guidance for the said purpose then the whole teaching learning process becomes more effective (www.ncpublicschools.org).

2.13.8. Performance approach

The performance approach focuses directly and intelligently on the qualities desired of constructed facilities and enables innovation, is essential to the quality and economy of constructed facilities and the competitiveness of the educational institutions. Academic goals can be used to express the benefits of better performance. A leader of the house can attract the attention and support of policy makers in the private and public sectors which is needed to focus and find the areas which can be used to enhance the better performance approach among the teachers for better professional and economic benefits(www.ncpublicschools.org).

2.13.9. Leadership: On Being a Role Model

In Reaching the Peak Performance Zone, Gerald Kushel gives advice on how to motivate people to work at "peak performance," a state which resembles the "flow" state described above. His description of "peak performance managers" is one of participation and inclusiveness. "Peak performance managers go out of their way to help their workers get a fair share of the action. They see "shared leadership," "shared vision," "a shared mission," "shared authority," and "shared responsibility" as much more than just company buzzwords. It is something they believe in and therefore do their best to provide for their people" (Kushel, 1994).

Kushel's "peak performance manager" has goals associated with strong leadership.

"In a nutshell, the goals of peak performance managers are:

To learn all they can about how to motivate peak performance

To take total responsibility for their own performance and to teach this *modus operandi* to others

To help their people get a fair share of the action

To understand and model self-motivation

To give their people sufficient reasons to want to excel

To see themselves in a service capacity dedicated to helping others perform at peak

To offer special assistance to standard performers but to stay out of the way of peak performers unless they ask for help

To enjoy life in the peak performance zone" (Kushel, 1994).

2.13.10. Employee Development/Feedback

Feedback and communication between managers and supervisors is very important when it is open, clear, and based on mutual respect. Performance Management systems (the good ones) provide for these functions. They also involve effective, collaborative objective-setting, planning of the work, continuous review of the work, and mutual identification of ways to improve the performance.

Appraisal: The Motivational Purpose

A lot has been written about the annual performance review, and most people agree that it is all too often a feared and fearful process which leaves employees angry and depressed as opposed to be motivated to perform better.

"The common-sense assumption is telling an individual where he is falling down will provide effective motivation to get him to change. Clearly it will not do so unless he accepts the negative judgment and agrees with it. ..This is not too likely...The state is set for rationalization, defensiveness, inability to understand, reactions that the superior is being unfair or arbitrary. These are not conditions conducive to effective motivation" (McGregor, 1960).

Nor does the old-fashioned bell curve ranking of employees make sense in today's companies. In a statistical bell curve application, half of a company's employees would be ranked "below average." This would more likely occur in a situation where employees were randomly chosen as opposed to being selected for their possession of specific, needed skills.

A number of companies are examining this issue and switching from appraisal to a more developmental approach to performance evaluation. Utilizing a

developmental approach, employee development plans would emphasize giving employees the skills they need to perform effectively in a dynamic environment. The overriding goal of the development plan would be progress towards achieving stated goals as opposed to a "win/lose" situation where employees would be appraised or graded based on the number of goals accomplished.

"The best companies make PMMA (Performance Measurement, Management, and Appraisal) work by attacking its underlying problems rather than treating its symptoms. When PMMA works, it is used as a driver for strategy execution and culture change, not merely as a mechanism to generate a performance rating and a merit increase" (Risher & Charles, 1995)

2.13.11. Organizational Structure

The limits on human collaboration in the organizational setting are not limits of human nature but of management's ingenuity in discovering how to realize the potential represented by its human resources" (McGregor, 1960).

Teamwork

"Frequently combined with empowerment in the workplace is the use of teams. Teams share responsibility and autonomy and usually carry out a series of interconnected tasks in ways that yield improved effectiveness and speed" (Schneider, 1995).

Professor Richard Hackman of Harvard University says, "The motivational structure of a group task strongly influences the group's productivity. By "Motivational Structure," we mean a team's ability to carry out a meaningful task,

one requiring multiple skills, different roles for team members, and collective responsibility for the outcome" (Haasen & Gordon, 1997).

A team-based organizational structure makes it possible to assign responsibility for a meaningful process segment, even an entire work area, to a team. These broader and more important responsibilities create a different and more satisfactory experience for all team members. Cross-training and flexibility within the team make the work more diverse and enjoyable (Haasen, 1997).

2.14 Related Researches

A research was conducted by Lope, (2004) on "Improving the Teaching Profession through Understanding Educators' Self Motivation" on 221 distance education students to investigate their self motivation towards teaching as a profession. The Data was collected using an open ended questionnaire to elicit their perceptions on reasons in favor or otherwise of the teaching profession. The Data analysis was done qualitatively by using phenomenological approach. The results indicated that teachers have several reasons in favoring the teaching profession, such as, teaching being a noble profession, as a contribution towards students' advancement and development, and to fulfill self interest, and satisfaction. The findings suggested another category that is the perception of teaching as a challenging career. However, reasons for not favoring the teaching profession include low salary, lack of promotion opportunities, unsatisfactory leaders' behavior, variety of workload, student discipline problems, uncooperative colleagues, and uncondusive working environment. Respondents gave some suggestions in order to improve self-

motivation on aspects of understanding personal traits, selection of good school leaders, and review of educational system, salary scale, and workload. Implications of the study were discussed to understand current status of teachers' self-motivation in relation to individual well-being, and self-actualization.

Another study by Arani, (2004) investigated "Relationship between Secondary School Teachers' Job Satisfaction and School Organizational Climate in Iran and India" on 512 teachers selected through simple random sampling from secondary schools of Arak city (Iran) and Mysore city (India) including 226 men and 286 women. The Teacher Job Satisfaction Scale (Sudha & Sathyanarayana, 1985) and School Organizational Climate Description Questionnaire (Sharma, 1978) was used to assess the relationship between secondary school teacher's job satisfaction and school organizational climate. Findings revealed that there was a significant relationship between all sub factors of teachers' job satisfaction and six dimensions of school organizational climate in both the countries. From a comparative perspective, it was clear that school organizational climate had more influence on teachers' job satisfaction in India than in Iran.

A study conducted by Almani, (2006) on "Comparative Study of the Effects of In-Service Training on Techniques and Subject Content Knowledge of Secondary School Teachers of Pakistan" was aimed to determine comparative effects of in-service training programs and teacher performance as self perceived on the basis of gender, location, teaching experience, level of certification and service after training on basis of two variables i.e. motivational techniques and subject matter knowledge. The study design was quantitative and the population was the trained

classroom teachers of Hyderabad District. The sample (n=300) for present study was selected by using random selection procedures. Survey research was used to determine the comparative effects of in-service training on the performance of randomly selected teachers in the application region. A survey instrument was designed to measure the effectiveness of teachers. Statistical analysis of responses from survey was done by obtaining means and standard deviations from each of the item of the instrument. T tests were used to test the twelve hypotheses, which were designed to guide the study. The .05 rejection level was used for all tests of the hypotheses. It was concluded: that (1) teacher training has significant effect on the classroom performance of female teachers and they are better in teaching motivational techniques (2) that classroom performance as an art becomes more effective with the passing of time and experience. Teacher content knowledge like science has certain principles and time factor does not make any difference in those principles, (3) that teacher in-service training has much influence on the performance and teacher content knowledge. The effectiveness gained by a teacher by virtue of training remains with him/her for a short period of time and after some time many principles and practices that they learnt during their training is forgotten or lost (4) teachers with high academic qualifications perform well in teacher content knowledge and motivational techniques

Ofoeqbu, (2004) conducted a research "Teacher Motivation: a factor for classroom effectiveness and school Improvement in Nigeria". The purpose of the study was to know teacher motivation as an important factor for classroom impression and school improvement. In the study by using strategic random sampling

technique 772(10%) public primary and secondary school teachers were selected from the eastern side of the country. Survey instrument designed by the researcher was used for collecting data. Data analysis exhibited that participants almost made complete agreement that teacher motivation was a major factor for the effectiveness of classroom and school improvement. Therefore it was suggested that in the present age, teachers need to be fully motivated for a workable school system. It was concluded that teacher motivation would improve effectiveness of classroom. The data showed that male teachers were as promising as female teachers, indifference of location or professional experience to find out that teacher motivation would enhance standard and quality of school system. It was indicated in the study that if salaries were paid properly, availability of learning facilities would be improved and if teachers were supported to attend sponsored conferences, then teachers would be fully motivated. In the responses teacher motivation was considered as important finding. It was suggested that teachers not only need salaries and allowances but also technology and facilities to improve school system to provide comfortable environment for them. Teacher motivation was considered as most important factor in education system. At the end it was concluded that in the present world priorities had changed as corruption and focus on material objects, teachers have to play their fair role by complete motivation.

Muhammad Nasir ud Din, (2008) conducted a research on “A study of Motivation Techniques used by Heads of institutions of Higher Education and their impact on performance of teachers.” The researcher concluded this study that the principals are punctual, sympathetic and role model for teachers. They care for

teachers' self respect and establish good relationship with the staff. They allotted them appropriate workload according to their choice and interest. They are found ambitious. They develop habits of self study among teachers. They provide them ambience environment and give them verbal and non verbal recognition. They assist and lead targets and also provide them ample chances of professional growth. The male principals highly trust on their staff as compare to female principals. They encourage hard working teachers. They give appropriate relief time to their teachers.

Majority of teachers were of the view that techniques like encouragement of creativity, innovation, expressions of expectations of the principal, guidance, award with impressive titles feed- back on academic performance and regular evaluation of teachers enhanced their performance.

Most of the students expressed that their male teachers maintain students' attention and interest during the class. They encourage using library and providing social support for high academic achievement more fairly than female teachers. Similarly male teachers create democratic environment inculcate habits of self-study and discuss on subject matter in the class slightly more than female teachers.

Koka & Hein, (2002) explained in their research "Perceptions to teachers' feedback and learning environment as predictor of intrinsic motivation in physical education." The aim of the study was to know relationship between intrinsic motivation and perceptions of different aspects of learning environment in physical education such as perceived challenge, perceived teacher feedback, competition and perceived threat to sense of self. Sample consisted of 12-15 years school children (N- 783; n-375 boys, n-408 girls). Data was collected by using the instrument consisted of

three questionnaires. In order to inquire the perceived threat to sense of self, perceived challenge and competitiveness, the physical learning environment scale (PELES) was used. The perception of teachers' feedback (PTF) was also formed for the study. Confirmatory factor analysis (CFA) was used to check construct validity of factor structure of instrument. Students' intrinsic motivation was measured by intrinsic motivation inventory (IMI). It was concluded that the major predictors of intrinsic motivation were perceived threat to sense of self, perceived challenge and perceived positive general feedback for middle school by exploratory factor analysis (EFA) and (CFA). Therefore it was resulted that teachers needed to produce learning environment as a result perceived it as challenging and positive learning environment.

Linder, (2003) conducted a research on understanding employee motivation. The main purpose of the study was to find out ranked importance of Motivational Factor of employees at the Ohio State University- Piketon Research and extension centre and Enterprise centre. Descriptive survey method was used for this study. The sample consisted of 25 employees of Piketon Research and Extension centre and enterprise centre. Results suggested that for higher employee motivation key factor were interesting work and good pays. It also included reward system consists of job extension, more facilities in jobs, promotions, internal and external rewards. The rank order of motivation factors were (a) interesting work (b) good salaries (c) appreciation of good work (d) security of job (e) good working atmosphere (f) reward and promotion system in an organization (g) feeling of being in one thing (h) employee Loyalty and faithfulness (i) workable discipline (j) understanding and help of personal problems.

Inamullah, et.al. (2008) conducted a research on "Perception of Students regarding Motivational Techniques used by the Principals of Colleges in N.W.F.P". The main purpose of this study was to find out the concepts of students regarding teachers to make all out efforts for an excellent performance. The main objectives of this study were: to examine the views of teachers about the effective and ineffective motivational techniques used by their heads, to identify the students' opinion about the performance of the teachers resulting from motivational techniques used by the heads and to find out the impact of motivational techniques used by the heads on the performance of teachers. The cluster sampling was used for data collection. Sample consisted of 12 male and 12 female colleges of N.W.F.P. The five teachers and twenty students were randomly selected from each college. The two questionnaires were formed for teachers and students. Chi square and percentage were used to analyze the data. The study results discovered that the constructive criticism, maintaining discipline, good working conditions, guidance and appreciation used by heads were most effective motivation techniques in the opinion of teachers. Majority of teachers gave opinion that good relationship with head, friendly and sympathetic behavior of head enhances the performance of the teacher. Majority of the students were of the view that their teachers kept a positive attitude, established a good relationship, showed friendly and sympathetic behavior, dealt with student in polite way on their mistakes, trusted in students, expressed their opinions well-bred and tried to be a role model for students. But many students expressed that their teachers did not show punctuality, did not control the students' activities properly, were not

able to give updated information, and favorable environment was not provided to the students and their learning difficulties were not diagnosed.

CHAPTER 3

METHODOLOGY OF RESEARCH

This chapter consists of methods and procedures of the study to investigate the problems of research. The main objective of the study was to explore the role of head of institution for the intrinsic motivation of teachers.

3.1 Methods and procedure of the study

This study was descriptive in nature and survey was carried. The main purpose of the descriptive research was to explain what was happening. It involved a fairly straightforward collection of data.

3.2 Population

The population of the study was comprised of following categories:

S. No	Population	N
1	Heads/Principals of F.G Schools Islamabad.	100
2	Teachers of F.G Schools Islamabad.	400
3	Students of F.G Schools Islamabad.	65000

www.fde.gov.pk/institutions.htm

3.3 Sample

Multistage sampling technique was used to select the sample for study. At first stage, thirty heads of schools were selected through systematic sampling technique, while, at the second stage two teachers and ten students from each selected school were selected as a sample for the study. Sample was 30% of the population. Systematic sampling is a statistical method involving the selection of elements from an ordered sampling frame. The most common form of systematic sampling is an equal-probability method, in which every k th element in the frame is selected, where k , the sampling interval (sometimes known as the skip), is calculated as:

$$k = \frac{N}{n}$$

Where n is the sample size, and N is the population size (Wikipedia.org).

S. No	Faculty and students	Population	Ratio	Sample
1	Head Teachers	100	30%	30
2	Teachers	400	15%	60
3	Students	65000	4%	300

3.4 Research instrument

Research instruments were designed for this study after going through the related material consisting of books, articles, related researches with the guidance of respected supervisor. These questionnaires were based on opinions from

Heads/Principals, Teachers and Students of the schools. Four questionnaires were designed to measure the performance of the aforementioned entities. Out of these four, the first and third questionnaires were used to get opinion from Heads for their own performance regarding use of intrinsic motivational techniques and the teachers' performance of respective schools. Second was designed to analyze the principals' performance in view of their teachers. Two teachers were randomly selected to get the opinion from each school. Therefore sixty teachers were selected in total. The fourth and last questionnaire was developed for students to get their opinion about teachers' performance. Students of these teachers were randomly selected from each school and their total was 300. All of the questionnaires were designed in a way that there were two options in the beginning either Yes or No, if in case Yes option was selected; it was further subdivided into four categories to agree up to 0 to 25%, 26 to 50%, 51 to 75% or 76 to 100%. These questionnaires were designed to analyze the performance of teachers based on 10 variables mentioned in research instrument.

1. Two close ended questionnaires were designed for head teachers and their teachers. These were developed in order to have the opinion of Head Teachers and Teacher about techniques used by the heads for the intrinsic motivation of the teachers. The instruments were based on the following variables with the arrangements of statements in questionnaires:
 - Self respect. (6,7&8)
 - Achievement. (1,2,3,4 & 5)
 - Challenge (10,11,12 & 31)
 - Competence. (16,17,18,30 &32)

- Appreciation (19,20,21,22 & 26)
- Self development (24 & 33)
- Autonomy. (23,25,27 & 28)
- Mastery of subject. (14 & 15)
- Curiosity. (12 & 13)
- Creativity (29,34 & 35)

2. Third and fourth questionnaires were developed for students and head teachers to check the teachers' performance under the following variables with the arrangements of statements :

- Self respect. (30, 31 & 34)
- Achievement. (2, 8 &22).
- Challenge. (18,21 & 32)
- Competence. (7, 13, 14 &25)
- Appreciation(1, 10, 11, 12, 15 &35)
- Self development(6,9,16 &20)
- Autonomy(4, 5, 17, 19& 28)
- Mastery of subject. (3,27 & 29)
- Curiosity.(26 & 33)
- Creativity. (23 & 24)

3.5 Hypotheses

The researcher tested the following six hypotheses to achieve objective five.

H₀₁: There is no relationship between the responses of head teachers and teachers regarding intrinsic motivation.

H₀₂: There is no relationship between the responses of head teachers for intrinsic motivation and head teachers for teachers' performance.

H₀₃: There is no relationship between the responses of head teachers for intrinsic motivation and students for teachers' performance.

H₀₄: There is no relationship between the responses of teachers for intrinsic motivation and head teaches for teachers' performance.

H₀₅: There is no relationship between the responses of teachers for intrinsic motivation and students for teachers' performance.

H₀₆: There is no relationship between the responses of head teachers for teachers' performance and students for teachers' performance.

3.6 Pilot Testing

The instrument was pilot tested before launching the final stage in the study. Two Heads, four teachers and twenty students from two Federal Government schools Islamabad were selected for pilot testing. They were requested to give their opinions for the improvement of instrument. The questionnaires were translated into Urdu language from the Muqaddra Qaumi Zaban (Language Authority) to make them understandable. The questionnaires were refined and then distributed to the Heads, teachers and students of sample schools to get their opinion about the use of intrinsic

motivational techniques by their head teachers and its impact on teachers' performance.

Validity: Content validity was judged by the experts committee of the Department of Education, International Islamic University Islamabad and Foundation University Rawalpindi.

Reliability: Reliability of the questionnaires was measured by using Cronbach alpha. The value of reliability of questionnaires (Opinion of head teachers) was 0.76, (Opinion of Teachers) was 0.76, (Opinion of Head Teachers about teachers' performance) was 0.78 and (Opinion of Students about teachers' performance) was 0.78.

3.7 Data collection

The researcher collected the data from thirty Heads, 60 teachers and 300 students of different Secondary schools under the management of Federal Directorate of Education, Islamabad in session 2010-2011. The data were collected through personal visits to F.G. Secondary Schools. A survey was conducted for the data collection. The researcher personally visited these schools and it took almost three months. All the heads, teachers and students gave their opinion after several visits.

3.8 Data analysis

The aggregate arithmetic mean and correlation were used to analyze and interpret the collected data. First the researcher tabulated the results of "Yes" or "No" options of the questionnaires, then in case of "Yes" arithmetic mean was calculated. The researcher gave a weight of 1 to interval 0-25%, a weight of 2 to the interval 26-

50%, a weight of 3 to the interval 51-75% and a weight of 4 to the interval 76-100%. Then, the researcher calculated the aggregate arithmetic mean. The aggregate arithmetic mean was computed by adding up all the values after multiplication with their weights and then dividing this value by the total number of respondents by using this formula:

$$\bar{X} = \frac{\sum x}{n}$$

Data were analyzed in three sections in chapter 4. **Section A** of chapter 4 showed the opinions of head teachers and teachers about the use of intrinsic motivational techniques by heads. **Section B** of chapter 4 showed the opinions of head teachers and students regarding teachers' performance. **Section C** of chapter 4 showed the relationship of intrinsic motivational techniques used by the heads with performance of teachers which could be seen by the correlation score values.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

Overall objectives of this study were; to investigate the opinions of head teachers about the use of intrinsic motivation, to examine the views of teachers about the use of intrinsic motivational techniques by head teachers, to explore the performance of teachers as perceived by head teachers, to explore the performance of teachers as perceived by students and to investigate how the intrinsic motivation by head teachers is related with the performance of the teachers.

The researcher collected the data from thirty different Secondary schools under the management of Federal Directorate of Education, Islamabad. The instruments were based on opinions from Heads/Principals, Teachers and Students of the schools. The data was tabulated in Excel software and Statistical Package for Social Sciences. The aggregate arithmetic mean and correlation were applied for the analysis of the data. First the researcher tabulated the “Yes” or “No” options of the instruments then in case of “Yes”, mean was calculated and it was described in table form. After this data were analyzed in three sections.

Section A showed the opinion of head teachers and teachers about the use of intrinsic motivational techniques by heads. **Section B** showed the opinions of head teachers and students regarding teachers' performance. **Section C** showed the effect of intrinsic motivational techniques used by the heads on performance of teachers which could be seen by the correlation score values.

4.1 Description of Tables

Section A showed the opinion of head teachers and teachers about the use of intrinsic motivational techniques by heads. **Section B** showed the opinions of head teachers and students regarding teachers' performance. **Section C** showed the effect of intrinsic motivational techniques used by the heads on teachers' performance which could be seen by the correlation score values. Tables were formed in section A to analyze the statements of questionnaires according to variables along with their statistical analyses.

Table one to 10 described the comparison of opinion of heads and their teachers regarding intrinsic motivational techniques, 11 to 20 explained the comparison of opinion of heads and students about teachers' performance to check the impact of intrinsic motivational techniques on teachers' performance and 21 to 26 explained the effect of intrinsic motivational techniques used by head teachers on teachers' performance. Aggregate mean scores were calculated according to variables and correlation was measured to check the relationship of intrinsic motivational techniques used by head teachers with performance of teachers. Description of tables was given according to the statements of instruments and variables.

SECTION A

Table 4.1 Item Statistics for Achievement

S.No	Statements	Opinion of Heads		Opinion of Teachers	
		N	Mean Score	N	Mean Score
1	Appropriate relief time.	30	2.8	59	2.47
2	Work hard to accomplish goals.	30	3.47	60	2.95
3	Positive feedback.	30	3.0	59	3.08
4	Assigning appropriate responsibility.	30	3.0	57	2.72
5	Proper recognition at the completion of the task.	30	3.1	57	2.65
Aggregate Mean Score		3.074		2.78	

Table 4.1 shows the opinion of heads and teachers to assess the motivational techniques utilized by heads of institutions to improve their teacher's performance. At first step almost all the heads agree that they give appropriate relief time to the teachers and therefore the mean value is 2.8, however 59 out of 60 teachers agree with them and therefore their mean value is 2.47. Similarly all the heads believe that they ask teachers to work hard to accomplish their goals and the mean value is now 3.47, while all 60 teachers agree with them and their mean value is 2.95. The heads agree with the mean value (3.0) that they give positive feedback to teachers' performance and the teachers with mean score (3.08) agree with them. The heads with mean score 3.0 assign responsibility according to teachers' abilities to utilize

their potential and teachers with mean score 2.72 confirm this statement. The heads with mean score 3.1 give recognition to the teachers for their contributions in the school activities and teachers with mean score 2.65 showed that they were given recognition but their mean value is less than heads. Aggregate mean score of heads is 3.074 but that of teachers is 2.78 regarding achievement to improve teachers' performance.

Table 4.2 Item statistics for Self Respect

S.No	Statements	Opinion of Heads		Opinion of Teachers	
		N	Mean Score	N	Mean Score
1	Sympathetic behavior.	30	3.27	58	2.78
2	Equality and Justice.	30	3.33	59	2.95
3	Care for teacher's self respect.	30	3.33	55	2.65
Aggregate Mean Score		3.31		2.79	

Table 4.2 shows the opinion of heads and teachers to assess the motivational techniques utilized by heads of institutions to improve their teacher's performance. At first step almost all the heads agree that they are sympathetic towards teachers and therefore the mean value is 3.27, however 58 out of 60 teachers agree with them and therefore their mean value is 2.78. Similarly all the heads believe that they treat teachers without any discrimination and the mean value is now 3.33, while 59 out of 60 teachers agree with them and their mean value is 2.95. The heads agree with the mean value (3.33) that they take care of teacher's self respect and the 55 out of 60 teachers with mean score (2.65) agree with them. Aggregate mean score of heads is 3.31 but that of teachers is 2.79 regarding self respect to improve teachers' performance

Table 4.3 Item Statistics for Challenge

S.No	Statements	Opinion of Heads		Opinion of Teachers	
		N	Mean Score	N	Mean Score
1	Expect the high level of accuracy.	29	3.59	57	2.68
2	Involvement of staff in making changes.	29	3.21	55	2.89
3	Being a role model for teachers.	28	2.86	51	2.73
4	Maintaining discipline in the school.	30	3.27	56	2.59
Aggregate Mean Score			3.23		2.72

Table 4.3 shows the opinion of heads and teachers to assess the motivational techniques utilized by heads of institutions to improve their teacher's performance. At first step almost all the heads agree that they expect the same level of accuracy in work as well as in teachers and therefore the mean value is 3.59, however 57 out of 60 teachers agree with them and therefore their mean value is 2.68. Similarly all the heads believe that they involve staff in making changes in institution and the mean value is now 3.21, while all 51 teachers out of 60 agree with them and their mean value is 2.89. The heads agree with the mean value (2.86) that they act like a role model for teachers and the teachers with mean score (2.73) agree with them. The heads with mean score 3.27 maintain discipline in the school and teachers with mean score 2.59 confirm this statement. Aggregate mean score of heads is 3.23 but that of teachers is 2.72 regarding challenge to improve teachers' performance

Table 4.4 Item Statistics for Curiosity

S.No	Statements	Opinion of Heads		Opinion of Teachers	
		N	Mean Score	N	Mean Score
1	Being ambitious.	26	2.96	51	2.67
2	Timely information to the teachers.	29	2.79	57	2.81
Aggregate Mean Score		2.875		2.74	

Table 4.4 shows the opinion of heads and teachers to assess the motivational techniques utilized by heads of institutions to improve their teacher's performance. At first step almost all the heads agree that they are ambitious to accomplishment of goals and therefore the mean value is 2.96, however 51 out of 60 teachers agree with them and therefore their mean value is 2.67. Similarly all the heads believe that they give timely information to the teachers and the mean value is now 2.79, while 57 out of 60 teachers agree with them and their mean value is 2.81. Aggregate mean score of heads is 2.87 but that of teachers is 2.74 regarding curiosity to improve teachers' performance

Table 4.5 Item Statistics for Mastery of Subject

S.No	Statements	Opinion of Heads		Opinion of Teachers	
		N	Mean Score	N	Mean Score
1	Asking teachers for their choice and interest before assigning them a particular task.	26	2.96	58	2.90
2	Promotion of the habit of self-study among the teachers.	28	2.96	58	2.93
Aggregate Mean Score		2.96		2.91	

Table 4.5 shows the opinion of heads and teachers to assess the motivational techniques utilized by heads of institutions to improve their teacher's performance. At first step almost all the heads agree that they ask teachers for their choice and interest before assigning them a particular task and therefore the mean value is 2.96, however 58 out of 60 teachers agree with them and therefore their mean value is 2.90. Similarly all the heads believe that they promote the habit of self-study among the teachers and the mean value is now 2.96, while 58 out of 60 teachers agree with them and their mean value is 2.93. Aggregate mean score of heads is 2.96 but that of teachers is 2.91 regarding mastery of subject to improve teachers' performance

Table 4.6 Item Statistics for Competence

S.No	Statements	Opinion of Heads		Opinion of Teachers	
		N	Mean Score	N	Mean Score
1	Forces for regularity and punctuality.	30	3.43	57	2.81
2	Provision of competitive environment among teachers.	28	3.21	58	2.66
3	Provision of opportunities for professional growth and capability.	29	3.21	57	2.88
4	Trust in teachers for achieving goals.	27	3.26	58	2.67
5	Encouragement for the teachers to evaluate their own achievements.	30	3.1	56	2.73
6	Writing annual confidential reports realistically and timely.	28	3.39	59	2.85
Aggregate Mean Score		3.27		2.77	

Table 4.6 shows the opinion of heads and teachers to assess the motivational techniques utilized by heads of institutions to improve their teacher's performance. At first step almost all the heads agree that they are regular and punctual and therefore the mean value is 3.43, however 57 out of 60 teachers agree with them and therefore their mean value is 2.81. Similarly all the heads believe that they create competitive environment among teachers and the mean value is now 3.21, while all 57 teachers agree with them and their mean value is 2.66. The heads agree with the mean value

(3.26) that they take interest to give opportunities to teachers for their professional growth and capability and the teachers with mean score (2.67) agree with them. The heads with mean score 3.1 encourage the teachers to evaluate their own achievements from time to time and teachers with mean score 2.73 confirm this statement. The heads with mean score 3.39 write annual confidential reports realistically and timely and teachers with mean score 2.85 showed that the heads write annual confidential reports realistically and timely but their mean value is less than heads. Aggregate mean score of heads is 3.074 but that of teachers is 2.78 regarding competence to improve teachers' performance.

Table 4.7 Item Statistics for Appreciation

S.No	Statements	Opinion of Heads		Opinion of Teachers	
		N	Mean Score	N	Mean Score
1	Giving recognition to the teachers on their performance.	30	3	58	2.71
2	Appreciating teacher's work openly.	30	3.33	57	2.81
3	Awarding teachers with impressive titles.	25	3.12	55	2.82
4	Establishing a good relationship with teachers.	30	3.13	55	2.76
Aggregate Mean Score		3.145		2.77	

Table 4.7 shows the opinion of heads and teachers to assess the motivational techniques utilized by heads of institutions to improve their teacher's performance. At first step almost all the heads agree that they give verbal or nonverbal recognition to the teachers on their performance and therefore the mean value is 3.00, however 58 out of 60 teachers agree with them and therefore their mean value is 2.71. Similarly all the heads believe that they appreciate teacher's work openly and the mean value is now 3.33, while 57 out of 60 teachers agree with them and their mean value is 2.81. The heads agree with the mean value (3.12) that they award teachers with impressive titles and the teachers with mean score (2.82) agree with them. The heads with mean score 3.13 establish a good relationship with teachers and teachers with mean score

2.76 confirm this statement. Aggregate mean score of heads is 3.14 but that of teachers is 2.77 regarding appreciation to improve teachers' performance.

Table 4.8 Item Statistics for Self Development

S.No	Statements	Opinion of Heads		Opinion of Teachers	
		N	Mean Score	N	Mean Score
1	Delegating the responsibility and authority to subordinates.	29	3.31	55	2.618
2	Criticizing the teachers in a constructive way.	29	3.24	58	2.690
Aggregate Mean Score		3.275		2.65	

Table 4.8 shows the opinion of heads and teachers to assess the motivational techniques utilized by heads of institutions to improve their teacher's performance. At first step almost all the heads agree that they delegate responsibility and authority to subordinates in their absence and therefore the mean value is 3.31, however 55 out of 60 teachers agree with them and therefore their mean value is 2.47. Similarly all the heads believe that they criticize the teachers in a constructive way and the mean value is now 3.24, while 58 out of 60 teachers agree with them and their mean value is 2.69. Aggregate mean score of heads is 3.27 but that of teachers is 2.65 regarding self development of teachers to improve their performance.

Table 4.9 Item Statistics for Autonomy

S.No	Statements	Opinion of Heads		Opinion of Teachers	
		N	Mean Score	N	Mean Score
1	Keeping a positive attitude towards school activities.	30	3.43	54	2.57
2	Guiding the teachers in developing realistic achievement targets.	29	3.1	58	2.76
3	Freedom of action.	24	3.29	52	2.75
4	Having high expectations from teacher's performance.	29	3.1	56	2.77
Aggregate Mean Score		3.23		2.71	

Table 4.9 shows the opinion of heads and teachers to assess the motivational techniques utilized by heads of institutions to improve their teacher's performance. At first step almost all the heads agree that they keep a positive attitude towards school activities and teachers and therefore the mean value is 3.43, however 54 out of 60 teachers agree with them and therefore their mean value is 2.57. Similarly all the heads believe that they guide the teachers in developing realistic achievement targets and the mean value is now 3.01, while 58 out of 60 teachers agree with them and their mean value is 2.76. The heads agree with the mean value (3.29) that they are never reluctant to allow the teachers any freedom of action and the teachers with mean

score (2.77) agree with them. Aggregate mean score of heads is 3.23 but that of teachers is 2.71 regarding autonomy to improve teachers' performance.

Table 4.10 Item Statistics for Creativity

S.No	Statements	Opinion of Heads		Opinion of Teachers	
		N	Mean Score	N	Mean Score
1	Creativity.	29	3.31	56	2.84
2	Constructive and optimistic attitude.	30	3.13	59	2.64
3	Consulting teachers for decision making.	27	3.22	58	2.83
Aggregate Mean Score		3.22		2.77	

Table 4.10 shows the opinion of heads and teachers to assess the motivational techniques utilized by heads of institutions to improve their teacher's performance. At first step almost all the heads agree that they help the teachers to do something creative and therefore the mean value is 3.31, however 56 out of 60 teachers agree with them and therefore their mean value is 2.84. Similarly all the heads believe that they are always constructive and optimistic and the mean value is now 3.13, while 59 out of 60 teachers agree with them and their mean value is 2.64. The heads agree with the mean value (3.22) that they consult teachers for decision making and the teachers with mean score (2.83) agree with them. Aggregate mean score of heads is 3.22 but that of teachers is 2.77 regarding creativity to improve teachers' performance.

SECTION B

Table 4.11 Item statistics for Achievement

S.No	Statements	Opinion of Heads		Opinion of Students	
		N	Mean Score	N	Mean Score
1	Emphasizing teamwork and trying to promote cooperation.	28	2.464	252	2.45
2	Giving feedback to students on their academic matters.	27	2.889	275	2.82
3	Providing social support for high academic achievement.	27	2.296	269	2.53
Aggregate Mean Score		2.55		2.60	

The table 4.11 reveals that heads with the mean score of (2.46) shows that their school teachers emphasize team work and try to promote cooperation among students while the students with the mean score of (2.45) agree with this statement. Similarly heads of secondary schools with the mean value of (2.88) agree that teachers of their school give feedback to students on their academic matters while responses of students with the mean value of (2.45) verify this statement. Heads agree with the mean score of (2.29) shows that teachers of secondary schools provide social support for high academic achievement to the students while students with the mean

value of (2.53) accept this statement. Aggregate mean score of heads is 2.55 but that of students is 2.77 regarding achievement.

Table 4.12 Item statistics for Self Respect

S.No	Statements	Opinion of Heads		Opinion of Students	
		N	Mean Score	N	Mean Score
1	Sympathetic attitude.	28	2.536	275	2.62
2	Treating without discrimination.	28	2.321	248	2.45
3	Just and fair attitude.	29	2.483	2.69	2.48
Aggregate Mean Score		2.45		2.52	

The table 4.12 reveals that heads with the mean score of (2.53) show that their school teachers are sympathetic to their students while the students with the mean score of (2.62) agree with this statement. Similarly heads of secondary schools with the mean value of (2.32) agree that teachers treat students without any discrimination while responses of students with the mean value of (245) verify this statement. Heads agree with the mean score of (2.48) shows that behavior secondary schools' teachers is just and fair in the class while students with the mean value of (2.48) accept this statement. Aggregate mean score of heads is 2.45 but that of students is 2.52 regarding self respect.

Table 4.13 Item statistics for Challenge

S.No	Statements	Opinion of Heads		Opinion of Students	
		N	Mean Score	N	Mean Score
1	Controlling the students' activities properly.	29	2.483	260	2.62
2	Maintaining students' attention and interest during the class.	29	2.414	267	2.56
3	Being a role model for students.	30	2.600	271	2.82
Aggregate Mean Score		2.50		2.66	

The table 4.13 reveals that heads with the mean score of (2.48) shows that their school teachers control the students' activities properly while the students with the mean score of (2.62) agree with this statement. Similarly heads of secondary schools with the mean value of (2.41) agree that teachers of their school maintains students' attention and interest during the class while responses of students with the mean value of (2.56) verify this statement. Heads agree with the mean score of (2.60) shows that teachers of secondary schools try to be a role model for students while students with the mean value of (2.82) accept this statement. Aggregate mean score of heads is 2.50 but that of students is 2.66 regarding challenges to teachers' performance.

Table 4.14 Item statistics for Curiosity

S.No	Statements	Opinion of Heads		Opinion of Students	
		N	Mean Score	N	Mean Score
1	Having a lot of general knowledge other than the subject.	28	2.464	264	2.67
2	Giving new information to the students timely.	29	2.310	277	2.36
Aggregate Mean Score		2.39		2.52	

The table 4.14 reveals that heads with the mean score of (2.46) shows that their school teachers have a lot of general knowledge other than their subject while the students with the mean score of (2.45) agree with this statement. Similarly heads of secondary schools with the mean value of (2.31) agree that teachers of their school prefer to give new information to the students timely while responses of students with the mean value of (2.36) verify this statement. Aggregate mean score of heads is 2.39 but that of students is 2.52 regarding curiosity to teachers' performance.

Table 4.15 Item statistics for Mastery of Subject

S.No	Statements	Opinion of Heads		Opinion of Students	
		N	Mean Score	N	Mean Score
1	Inculcating habits of self study in students.	27	2.259	254	2.56
2	Coming well prepared for delivering lecture.	28	2.393	265	2.82
3	Discussing the subject matter in the class	27	2.704	261	2.61
Aggregate Mean Score		2.45		2.66	

The table 4.15 reveals that heads with the mean score of (2.25) shows that their school teachers inculcate habits of self study in students while the students with the mean score of (2.56) agree with this statement. Similarly heads of secondary schools with the mean value of (2.39) agree that teachers of their school come well prepared in the class while responses of students with the mean value of (2.82) verify this statement. Heads agree with the mean score of (2.70) shows that teachers of secondary schools always discuss their subject matter in the class in detail while students with the mean value of (2.61) accept this statement. Aggregate mean score of heads is 2.45 but that of students is 2.66 regarding mastery of subject to teachers' performance.

Table 4.16 Item statistics for Competence

S.No	Statements	Opinion of Heads		Opinion of Students	
		N	Mean Score	N	Mean Score
1	Ensuring a regular performance evaluation plan.	28	2.429	244	2.40
2	Punctuality.	28	2.679	220	2.39
3	Assessing students' performance appropriately during the lesson	29	2.483	260	2.72
Aggregate Mean Score		2.53		2.50	

The table 4.16 reveals that heads with the mean score of (2.42) shows that their school teachers ensure a regular performance evaluation plan while the students with the mean score of (2.40) agree with this statement. Similarly heads of secondary schools with the mean value of (2.67) agree that teachers of their school are punctual while responses of students with the mean value of (2.39) verify this statement. Heads agree with the mean score of (2.48) shows that the teachers of secondary schools assess student's performance appropriately during the lesson while students with the mean value of (2.72) accept this statement. Aggregate mean score of heads is 2.53 but that of students is 2.50 regarding competence to teachers' performance.

Table 4.17 Item statistics for Appreciation

S.No	Statements	Opinion of Heads		Opinion of Students	
		N	Mean Score	N	Mean Score
1	Encouraging hard working students.	29	2.724	285	2.95
2	Using sanctions and praise techniques for motivation.	27	2.185	248	2.44
3	Giving credit to students.	30	2.667	272	2.30
4	Appreciating the students' performance openly	30	2.533	255	2.42
5	Appreciating the students on their academic achievement.	29	2.966	265	2.29
6	Encouraging all students for participation.	30	2.600	274	2.57
7	Establishing a good relationship with students.	30	2.667	276	2.53
Aggregate Mean Score		2.62		2.50	

The table 4.17 reveals that heads with the mean score of (2.72) shows that their school teachers encourage hard working students while the students with the mean score of (2.95) agree with this statement. Similarly heads of secondary schools with the mean value of (2.18) agree that teachers of their school use sanctions and praise techniques for motivation while responses of students with the mean value of (2.44) verify this statement. Heads agree with the mean score of (2.66) shows that teachers of secondary schools give credit to students where necessary while students

with the mean value of (2.30) accept this statement. Similarly heads of secondary schools with the mean value of (2.53) agree that teachers of their school appreciate the students' performance openly while responses of students with the mean value of (2.42) verify this statement. Heads agree with the mean score of (2.96) shows that teachers of secondary schools appreciate students on their academic achievement while students with the mean value of (2.29) accept this statement. Similarly heads of secondary schools with the mean value of (2.60) agree that teachers of their school encourage all students for participation during the lesson while responses of students with the mean value of (2.57) verified this statement. Heads agree with the mean score of (2.66) shows that teachers of secondary schools establish a good relationship with students while students with the mean value of (2.53) accept this statement. Aggregate mean score of heads is 2.62 but that of students is 2.50 regarding appreciation to teachers' performance.

Table 4.18 Item statistics for Self Development

S.No	Statements	Opinion of Heads		Opinion of Students	
		N	Mean Score	N	Mean Score
1	Trying to settle disputes among pupils	28	2.93	273	2.68
2	Criticizing the students in a constructive way.	25	2.68	215	2.19
3	Expecting positive behavior from the students.	30	2.67	274	2.89
4	Creating democratic environment for overall development of students.	28	2.32	243	2.35
Aggregate Mean Score		2.65		2.53	

The table 4.18 reveals that heads with the mean score of (2.93) shows that their school teachers try to settle disputes among pupils while the students with the mean score of (2.68) agree with this statement. Similarly heads of secondary schools with the mean value of (2.68) agree that teachers of their school criticize the students in a constructive way while responses of students with the mean value of (2.19) verify this statement. Heads agree with the mean score of (2.67) shows that teachers of secondary schools expect positive behavior from the students while students with the mean value of (2.89) accept this statement. Similarly heads of secondary schools with the mean value of (2.32) agree that teachers of their school create democratic environment for overall development of students while responses of students with the

mean value of (2.35) verify this statement. Aggregate mean score of heads is 2.65 but that of students is 2.53 regarding self development to teachers' performance.

Table 4.19 Item statistics for Autonomy

S.No	Statements	Opinion of Heads		Opinion of Students	
		N	Mean Score	N	Mean Score
1	Freedom of actions.	25	2.44	182	2.41
2	Influencing students to change their behavior.	27	3.11	276	3.16
3	Providing a good and peaceful environment.	29	2.48	283	2.60
4	Positive attitude towards students.	28	2.75	253	2.50
5	Giving individual attention to students	30	2.57	259	2.53
Aggregate Mean Score		2.67		2.64	

The table 4.19 reveals that heads with the mean score of (2.44) shows that their school teachers are never reluctant to allow freedom of actions while the students with the mean score of (2.41) agree with this statement. Similarly heads of secondary schools with the mean value of (3.11) agree that teachers of their school influence students to change their attitude or behavior while responses of students with the mean value of (3.16) verify this statement. Heads agree with the mean score of (2.48) shows that teachers of secondary schools provide a good and peaceful environment to the students while students with the mean value of (2.60) accept this statement. Similarly heads of secondary schools with the mean value of (2.75) agree that teachers of their keep a positive attitude towards students while responses of

students with the mean value of (2.50) verify this statement. Heads agree with the mean score of (2.53) shows that teachers of secondary schools give individual attention to students while students with the mean value of (2.53) accept this statement. Aggregate mean score of heads is 2.67 but that of students is 2.64 regarding individual autonomy to teachers' performance.

Table 4.20 Item statistics for Creativity

S.No	Statements	Opinion of Heads		Opinion of Students	
		N	Mean Score	N	Mean Score
1	Motivating students to be more innovative.	25	2.48	200	2.27
2	Inspiring creativity among students.	25	2.24	249	2.63
Aggregate Mean Score		2.36		2.45	

The table 4.20 reveals that heads with the mean score of (2.48) shows that their school teachers motivate students to be more innovative while the students with the mean score of (2.27) agree with this statement. Similarly heads of secondary schools with the mean value of (2.24) agree that teachers of their school inspire creativity among students while responses of students with the mean value of (2.63) verify this statement. Aggregate mean score of heads is 2.36 but that of students is 2.45 regarding creativity to teachers' performance.

SECTION C

The fifth objective of the study was to investigate the relationship between the intrinsic motivations by the head teacher with the performance of the teachers. In order to accomplish this research collected data from the 30 head teachers for intrinsic motivated reregulated this information by collecting the data from 60 teachers. The performance of the teacher was measured by administering questionnaire to the 30 head teachers and this data was triangulated by collecting information from 300 students. For this objective the researcher tested the following six hypotheses:

1. There is no relationship between the responses of head teachers and teachers regarding intrinsic motivation.
2. There is no relationship between the responses of head teachers for intrinsic motivation and head teachers for teachers' performance.
3. There is no relationship between the responses of head teachers for intrinsic motivation and students for teachers' performance.
4. There is no relationship between the responses of teachers for intrinsic motivation and head teaches for teachers' performance.
5. There is no relationship between the responses of teachers for intrinsic motivation and students for teachers' performance.
6. There is no relationship between the responses of head teachers for teachers' performance and students for teachers' performance.

The hypotheses wise analysis of the data revealed the following facts:

4.2 Relationship between the Responses of Head Teachers and Teachers regarding Intrinsic Motivation

In order to check the relationship between the opinion of heads and teachers regarding the creation of intrinsic motivation by the head teachers, the data was collected from 30 head teacher on 35 items scale. And Pearson “r” along with descriptive statistic was applied to check the significance of the relationship. The summary of the statistic is presented in the tables below:

Table: 4.21 Relationship between the responses of opinion of Head teachers and teachers for creating intrinsic motivation

Type	Mean	SD	N	Pearson “r”	Sig
Head Teachers	106	24.468	30	.618**	.000
Teachers	910	35.67	60		

** Significant at $\alpha= 0.01$ level of significance

The descriptive statistics showed the normality of the data which is the basic assumption for the applicants of statistics. The table 4.21 indicated significant at $\alpha= 0.01$ level of significance allowed to reject the null hypothesis shows that there is a relationship between the heads and teachers for creating intrinsic motivation the value of $r = 0.618$ indicated the moderate positive relationship between the responses. It revealed that the opinion of heads was aligned with the opinion of the teachers for creating intrinsic motivation.

4.3 Relationship between the Responses of Head Teacher for Intrinsic Motivation and Head Teachers for Teachers' Performance

How the head teachers perceive that intrinsic motivation created relates with the performance of the teachers? The answer to this question was addressed in the second hypothesis.

The descriptive statistic and the Pearson correlation revealed the facts that are summarized in the following table:

Table: 4.22 Relationship between the responses of head teachers for creating intrinsic motivation and teachers' performance

Type	Mean	SD	N	Pearson "r"	Sig
Intrinsic motivation	106.87	24.47	30	.968**	.000
Teacher's performance	83.53	28.7	30		

** Significant at $\alpha= 0.01$ level of significance

The table 4.22 revealed significant at $\alpha= 0.01$ level of significance that allowed to reject the null hypothesis. It means that there is a relationship between the intrinsic motivation created by head teachers and teacher's performance in the opinion of head. The Pearson $r= 0.968$ indicates that there is strong positive correlation.

4.4 Relationship between the Responses of Head Teachers for Intrinsic Motivation and Students for Teachers' Performance

The way head teachers perceive that intrinsic motivation created, relates with the performance of the teachers as measured by the students' responses was hypothesized. In order to check the hypothesis the descriptive statistic and the Pearson correlation was employed. The summary of the statistic is presented below in table:

Table: 4.23 Relationship between the responses of head teachers for creating intrinsic motivation and teacher's performance as measured by students.

Type	Mean	SD	N	Pearson "r"	Sig
Intrinsic motivation by head teacher	106.87	24.47	30	-.223	.236
Teachers' performance by student	76.84	35.58	300		

The Pearson "r" -.223 is not significant at $\alpha = 0.01$ level of significance. The null hypothesis that there is no relationship between the responses of head teacher for intrinsic motivation and students for teacher performance is accepted that indicated that there is no relationship between the intrinsic motivation created by head teachers and the performance of teachers as measured by students.

4.5 Relationship between the Responses of Head Teachers for Intrinsic Motivation and Head Teachers for Teachers' Performance

The fourth hypothesis was about the investigation of relationship between intrinsic motivation created by head teacher and perceived by teacher and teacher's performance as measured by head teachers.

The descriptive statistic and the Pearson correlation revealed the facts that are summarized in the following table:

Table: 4.24 Relationship between the responses of teachers for creating intrinsic motivation and teachers' performance as perceived by head teachers

Type	Mean	SD	N	Pearson "r"	Sig
Intrinsic motivation	91.13	35.67	60	.579**	.001
Teachers' performance	83.53	28.7	30		

** Significant at $\alpha= 0.01$ level of significance

The table 4.24 indicates that Pearson correlation is statistically significant to reject the null hypothesis stating no relationship between the intrinsic motivation created by the head teachers as measured by teachers' responses and the teachers' performance as measured by the head teachers at $\alpha= 0.01$ level of significance.

Pearson $r = 0.579$, indicated the moderate positive relationship.

4.6 Relationship between the Responses of Teachers for Intrinsic Motivation and Students for Teachers' Performance

How the head teachers perceive that intrinsic motivation created relates with the performance of the teachers in the opinion of students? The answer to this question was addressed in the fifth hypothesis.

The descriptive statistic and the Pearson correlation revealed the facts that are summarized in the following table:

Table: 4.25 Relationship between the responses of head teachers for creating intrinsic motivation and teachers' performance

Type	Mean	SD	N	Pearson "r"	Sig
Intrinsic motivation	91.13	35.67	60	0.374	.003
Teacher's performance	76.84	35.58	300		

** Significant at $\alpha= 0.01$ level of significance

The table 4.25 revealed significant at $\alpha= 0.01$ level of significance that allowed to reject the null hypothesis. It means that there is a relationship between the intrinsic motivation created by head teachers on the opinion of teachers and teachers' performance in the opinion of students. The Pearson $r = 0.374$ indicates that there is weak positive correlation.

4.7 Relationship between the Responses of Head Teachers and Students for Teachers' Performance

The descriptive statistic and the Pearson correlation revealed the facts that are summarized in the following table:

Table: 4.26 Relationship between the responses of head teachers and students for teachers' performance

Type	Mean	SD	N	Pearson "r"	Sig
Head Teachers	83.53	28.7	30		
Students	76.84	35.58	300	-0.314	.091

** Significant at $\alpha= 0.01$ level of significance

The Table 4.26reveals that Pearson $r = -0.314$ is not significant at $\alpha= 0.01$ level of significant therefore, there is no evidence to reject the null hypothesis, so no relationship between the students' opinion and head teachers' opinion about teachers' performance was found. The value of $r = -0.314$ is negative but not significant.

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

5.1 Summary

The title of the research was “Intrinsic Motivational Techniques and Teachers Performance at secondary school level”. This research had the following objectives; to investigate the opinions of head teachers about the use of intrinsic motivational techniques, to examine the opinions of teachers about the use of intrinsic motivational techniques by head teachers, to explore the performance of teachers as perceived by head teachers, to explore the performance of teachers as perceived by students and to investigate how the intrinsic motivation by head teachers is related with the performance of the teachers. The sample of the study was selected through multi stage sampling technique. It comprised 30 heads, 60 teachers and 300 students of the secondary schools under federal directorate of Islamabad. The research instrument was formed to get opinion for this study. The data were analyzed in excel software by using Mean weight statistics, standard deviation and correlation on SPSS to find out the impact of intrinsic motivational techniques used by head of institutes to improve teachers’ performance at secondary school level.

5.2 Findings

The following findings were drawn from the analysis and interpretation of data.

1. The calculated mean value from the responses of heads (3.00) showed that they gave appropriate relief time to their teachers, gave recognition to the teachers for their contributions in the school activities, gave positive feedback to teachers' performance and assigned responsibility according to teachers' abilities to utilize their potential, asked teachers to work hard to accomplish their goals and calculated mean value from the responses of teachers (2.78) showed that achievement technique enhanced their performance. (Table no: 4.1)
2. The calculated mean value from the responses of heads (3.31) showed that they took care of teacher's self respect, treated teachers without any discrimination and were sympathetic to the teachers and calculated mean value from the responses of teachers (2.79) showed that self respect was provided by their head and this technique enhanced their performance. (Table no: 4.2)
3. The heads of secondary schools with mean value (3.23) showed that they acted like a role model for teachers, involved staff in making changes in institution, expected the same level of accuracy in work as well as in teachers and maintained discipline in the school while the teachers with the mean value (2.72) showed that challenges related to jobs provided by their heads enhanced their performance. (Table no: 4.3)
4. The heads of secondary schools with mean value (2.87) showed that they were ambitious for the accomplishment of goals and gave timely information to the

teachers while the teachers with the mean value (2.74) showed that increasing curiosity enhanced their performance. (Table no: 4.4)

5. The heads of secondary schools with mean value (2.96) showed that they asked teachers for their choice and interest before assigning them a particular task, promoted the habit of self-study among the teachers while the teachers with the mean value (2.91) showed that mastery of subject was demonstrated by the heads and this technique enhanced their performance. (Table no: 4.5)
6. The calculated mean value from the responses of heads (3.07) displayed that they wrote annual confidential reports realistically and timely, created competitive environment among teachers, took interest to give opportunities for professional growth and capability and encouraged the teachers to evaluate their own achievements from time to time ,agreed that they were regular and punctual and calculated mean value from the responses of teachers (2.78) showed views about competence applied on them and by using this technique the heads enhanced their performance. (Table no: 4.6)
7. The calculated mean value from the responses of heads (3.14) showed that they established a good relationship with teachers, appreciated teacher's work openly, awarded teachers with impressive titles and gave verbal or nonverbal recognition to the teachers on their performance and calculated mean value from the responses of teachers (2.77) showed that by using appreciation technique they enhanced their performance. (Table no: 4.7)
8. The calculated mean value from the opinion of heads (3.27) showed that they criticized the teachers in a constructive way, delegated responsibility and

authority to subordinates in their absence and calculated mean value from the responses of teachers (2.65) displayed that self development affected their performance.(Table no: 4.8)

9. The heads of secondary schools with mean value (2.77) displayed that they agreed that they kept a positive attitude towards school activities, believed that they guided the teachers in developing realistic achievement targets were never reluctant to allow the teachers any freedom of action while the teachers with the mean value (3.23) showed that autonomy improved their performance. (Table no: 4.9)
10. The calculated mean value of the teachers (2.83) showed that they agreed with this statement that their heads consulted teachers for decision making, were always constructive and optimistic, helped the teachers to do something creative On the other hand, the mean value of opinion of heads of secondary schools (3.22) displayed that creativity technique used by heads enhanced their performance. (Table no: 4.10)
11. The heads of secondary schools with mean value (2.55) showed that teachers of secondary schools emphasized team work and tried to promote cooperation among students, gave feedback to students on their academic matters and provided social support for high academic achievement to the students where as the students with the mean value (2.77) showed that their teachers appreciated them explicitly on their good performance and used achievement techniques which enhanced their performance. (Table no: 4.11)

12. The heads of secondary schools with mean value (2.45) showed that teachers of secondary schools were sympathetic to their students, treated them without any discrimination, their behavior was just and fair in the class where as the students with the mean value (2.52) showed that their teachers provided them self respect that enhanced their performance. (Table no: 4.12)

13. The heads of secondary schools with mean value (2.50) showed that teachers of secondary schools controlled the students' activities properly, tried to be a role model for students and maintained students' attention and interest during the class where as the students with the mean value (2.66) showed that their teachers used challenges techniques which motivated them to give better performance. (Table no: 4.13)

14. The heads of secondary schools with mean value (2.39) showed that teachers of secondary schools preferred to give new information to the students timely and had a lot of general knowledge other than their subject where as the students with the mean value (2.52) showed that their teachers created curiosity which enhanced their performance. (Table no: 4.14)

15. The heads of secondary schools with mean value (2.45) showed that teachers of secondary schools always discussed their subject matter in the class, came well prepared in the class and inculcated habit of self study in students where as the students with the mean value (2.66) showed that mastery of subject of their teachers enhanced their performance. (Table no: 4.15)

16. The heads of secondary schools with mean value (2.53) agreed that teachers of secondary schools assessed student's performance appropriately during the

lesson were punctual and ensured a regular performance evaluation plan while the students with the mean value (2.50) showed that their teachers used competence approach which enhanced their performance. (Table no: 4.16)

17. The heads of secondary schools with mean value (2.62) showed that the teachers of secondary schools encouraged hard working students, used sanctions and praise techniques for motivation, gave credit to students, appreciated the students' performance openly, appreciated them on their academic achievement, encouraged all students for participation during the lesson and established a good relationship with students while the students with the mean value (2.50) showed that their teachers used appreciation techniques in classroom which motivated them to give a better performance.

(Table no: 4.17)

18. The heads of secondary schools with mean value (2.65) showed that teachers of secondary schools created democratic environment for overall development of students, criticized the students in a constructive way and expected positive behavior from the students, settled disputes among pupils where as the students with the mean value (2.53) showed that their teachers used self development technique which enhanced their performance. (Table no: 4.18)

19. The heads of secondary schools with mean value (2.67) showed that teachers of secondary schools gave individual attention to students, influenced students to change their attitude or behavior, provided a good and peaceful environment to the students, kept a positive attitude towards students and were never reluctant to allow freedom of actions while the students with the mean

value (2.64) showed that their teachers gave autonomy to students which enhanced their performance. (Table no: 4.19)

20. The heads of secondary schools with mean value (2.36) showed that teachers of secondary schools inspired creativity among students and motivated students to be more innovative while the students with the mean value (2.45) showed that their teachers tried to make them creative minded which increased their performance. (Table no: 4.20)

21. It was found thatthere was a positive relationship between the heads and teachers for creating intrinsic motivation. The value of Pearson $r = (0.618)$ indicated the moderate positive relationship between the responses. It revealed that the opinions of heads were aligned with the opinion of the teachers for creating intrinsic motivation.The null hypothesis was allowed to reject.(Table no: 4.21)

22. There was a positive relationship between the intrinsic motivation created by head teachers and teacher's performance in the opinion of heads. The Pearson $r= 0.968$ indicated that there was strong positive correlation.The null hypothesis was allowed to reject.(Table no: 4.22)

23. It was found thatthere was negative relationship between the responses of head teachers for intrinsic motivation and students for teachers' performance. The value of Pearson $r = -.223$ indicated that there was negative relationship between the intrinsic motivation created by head teachers and the performance of teachers as measured by students. The null hypothesis was accepted.(Table no: 4.23)

24. It was found that there was a positive relationship between the intrinsic motivation created by the head teachers as measured by teachers' responses and the teachers' performance as measured by the head teachers at $\alpha = 0.01$ level of significance. Pearson $r = 0.579$ indicated the moderate positive relationship. The null hypothesis was allowed to reject. (Table no: 4.24)

25. It was found that there was a relationship between the intrinsic motivation created by head teachers on the opinion of teachers and teachers' performance in the opinion of students. The Pearson $r = 0.374$ indicated that there was a weak positive relationship. The null hypothesis was allowed to reject. (Table no: 4.25)

26. It was found that there was no relationship between the students' opinion and head teachers' opinion about teachers' performance. The value of Pearson $r = -0.314$ was negative but was not significant. The null hypothesis was accepted. (Table no: 4.26)

5.3 Conclusions

On the basis of findings, the following conclusions were drawn:

1. It was concluded that heads of secondary schools practiced achievement technique and self respect like emphases on hard work, made themselves punctual, gave feedback to the teachers and emphasized to work hard to accomplish goals, showed sympathetic behavior, took care of teacher's self respect and treated teachers without any discrimination. These techniques

enhanced the performance of teachers and as a result teachers of secondary schools were motivated to insert maximum energies to perform duties well.

2. It was concluded that heads of secondary schools practiced challenge and curiosity approaches like accuracy in work, maintaining discipline, acting like a role model and involving of staff in making changes, made teachers ambitious and gave them timely information. These techniques enhanced the performance of teachers and as a result teachers of secondary schools were motivated to insert maximum energies to accomplish the institutional goals.
3. It was concluded that heads of secondary schools practiced competence approach and tried to enhance the mastery of subject among teachers, promoted the habit of self-study, gave choice to teachers trusted in teachers, wrote annual confidential reports, took interest to give opportunities for professional growth and capability, encouraged the teachers, created competitive environment and as a result teachers of secondary schools were motivated to insert maximum energies to perform duties enthusiastically.
4. It was concluded that heads of secondary schools used appreciation and self development approaches like awarding teachers with impressive titles, appreciated them, recognized teachers and established good relationship with them, delegated responsibility and authorities to subordinates and as a result teachers of secondary schools were motivated to insert maximum energies to perform duties honestly and enhanced their performance.

5. It was concluded that heads of secondary schools monitored the teachers' individual behavior and promoted creativity like making high expectations from them, keeping positive attitude, guiding the teachers and giving them freedom of actions in favor of their duties, to be constructive and optimistic, helped the teachers to do something creative and consulted teachers for decision making. The teachers were motivated to insert maximum energies to perform duties actively after these techniques were being used by the heads of secondary schools
6. It was concluded that the heads gave their opinion that teachers of secondary schools emphasized team work and tried to promote cooperation among students, gave feedback to students on their academic matters and provided social support for high academic achievement to the students, were sympathetic to their students, treated them without any discrimination, their behavior was just and fair in the class where as the students agreed that their teachers appreciated them explicitly on their good performance and used other achievement and self respect technique which enhanced their performance.
7. It was concluded that in the opinion of heads of secondary schools, teachers of secondary schools controlled the students' activities properly, tried to be a role model for students and maintained students' attention and interest during the class, preferred to give new information to the students timely and had a lot of general knowledge other than their subject where as the students agreed that their teachers used challenges and curiosity techniques which motivated them to give better performance.

8. It was concluded that according to the heads of secondary schools opinion, teachers of secondary schools always discussed their subject matter in the class, came well prepared in the class and inculcated habit of self study in students, assessed students' performance appropriately during the lesson, they were punctual and ensured a regular performance evaluation plan where as the students reported that competence and mastery of subject of their teachers enhanced their performance.
9. It was concluded that according to the heads of secondary schools opinion, teachers of secondary schools encouraged hard working students, used sanctions and praise techniques for motivation, gave credit to students, appreciated the students' performance openly, appreciated them on their academic achievement, encouraged all students for participation during the lesson and established a good relationship with students, created democratic environment for overall development of students, criticized the students in a constructive way and expected positive behavior from the students settled disputes among pupils, gave individual attention to the students, influenced students to change their attitude or behavior, provided a good and peaceful environment to the students, kept a positive attitude towards students and were never reluctant to allow freedom of actions while the students reported that their teachers used appreciation and self development techniques in classroom which motivated them to give a better performance.
10. It was concluded that according to the heads of secondary schools opinion, teachers of secondary schools gave individual attention to students, influenced

students to change their attitude or behavior, provided a good and peaceful environment to the students, kept a positive attitude towards students and were never reluctant to allow freedom of actions, inspired creativity among students and motivated students to be more innovative while the students reported that their teachers gave autonomy to students and they tried to make them creative minded which enhanced their performance.

11. It was concluded that there was a strong positive relationship between the heads and teachers for creating intrinsic motivation. It revealed that the opinions of heads were aligned with the opinions of the teachers for creating intrinsic motivation. It was also concluded that there was a strong positive relationship between the intrinsic motivation created by head teachers and teacher's performance in the opinion of heads.
12. It was concluded that there was a negative relationship between the intrinsic motivation created by head teachers and the performance of teachers as measured by students but it was also revealed from findings that there was a moderate positive relationship between the intrinsic motivation created by the head teachers as measured by teachers' responses and the teachers' performance as measured by the head teachers.
13. It was concluded that there was a weak positive relationship between the intrinsic motivation created by head teachers in the opinion of teachers and teachers' performance in the opinion of students but it was revealed from findings that there was no relationship between the students' opinion and head teachers' opinion about teachers' performance.

5.4 Discussion

Overall objectives of this study were to investigate the opinions of head teachers about the use of intrinsic motivational techniques, to examine the views of teachers about the use of intrinsic motivational techniques by head teachers, to explore the performance of teachers as perceived by head teachers, to explore the performance of teachers as perceived by students and to investigate how the intrinsic motivation by head teachers is related with the performance of the teachers.

It was found that self motivation is necessary for the improvement of teachers' level of motivation and also important to improve the performance of student, the above findings of the present study are in the line with several other studies. Lope, (2004) on "Improving the Teaching Profession through Understanding Educators' Self Motivation" on 221 distance education students to investigate their self motivation towards teaching as a profession. The Data was collected using an open ended questionnaire to elicit their perceptions on reasons in favor or otherwise of the teaching profession. The Data analysis was done qualitatively by using phenomenological approach. The results indicated that teachers have several reasons in favoring the teaching profession, such as, teaching being a noble profession, as a contribution towards students' advancement, and development, and to fulfill self interest, and satisfaction. The findings suggested another category that was the perception of teaching as a challenging career. However, reasons for not favoring the teaching profession include low salary, lack of promotion opportunities, unsatisfactory leader behavior, variety of workload, student discipline problems, uncooperative colleagues, and uncondusive working environment. Respondents gave

some suggestions in order to improve self-motivation on aspects of understanding personal traits, selection of good school leaders, and review of educational system, salary scale, and workload. Implications of the study were discussed to understand current status of teachers' self-motivation in relation to individual well-being, and self-actualization.

Job satisfaction is considered the key to excellent performance intrinsically motivated teachers found satisfied in this study, following studies' findings support this main findings of this study like; Arani,(2004) investigated "Relationship between Secondary School Teachers' Job Satisfaction and School Organizational Climate in Iran and India" on 512 teachers selected through simple random sampling from secondary schools of Arak city (Iran) and Mysore city (India) including 226 men and 286 women. The Teacher Job Satisfaction Scale (Sudha & Sathyanarayana, 1985) and School Organizational Climate Description Questionnaire (Sharma, 1978) was used to assess the relationship between secondary school teacher's job satisfaction and school organizational climate. Findings revealed that there was a significant relationship between all sub factors of teachers' job satisfaction and six dimensions of school organizational climate in both the countries. From a comparative perspective, it was clear that school organizational climate had more influence on teachers' job satisfaction in India than in Iran.

It was found that heads of secondary schools emphases on subject knowledge of their teachers and relation between motivational techniques and subject knowledge. Almani. supported this finding under his study on" Comparative Study of the Effects of In-Service Training on Techniques and Subject Content Knowledge of

Secondary School Teachers of Pakistan" was aimed to determine comparative effects of in-service training programs and teacher performance as self perceived on the basis of gender, location, teaching experience, level of certification and service after training on basis of two variables i.e. motivational techniques and subject matter knowledge. The study design was quantitative and the population was the trained classroom teachers of Hyderabad District. The sample (n=300) for present study was selected by using random selection procedures. Survey research was used to determine the comparative effects of in-service training on the performance of randomly selected teachers in the application region. A survey instrument was designed to measure the effectiveness of teachers. Statistical analysis of responses from survey was done by obtaining means and standard deviations from each of the item of the instrument. T tests were used to test the twelve hypotheses, which were designed to guide the study. The .05 rejection level was used for all tests of the hypotheses. It was concluded: that (1) teacher training has significant effect on the classroom performance of female teachers and they are better in teaching motivational techniques (2) that classroom performance as an art becomes more effective with the passing of time and experience. Teacher content knowledge like science has certain principles and time factor does not make any difference in those principles, (3) that teacher in-service training has much influence on the performance and teacher content knowledge. The effectiveness gained by a teacher by virtue of training remains with him/her for a short period of time and after some time many principles and practices that they learnt during their training is forgotten or lost (4)

teachers with high academic qualifications perform well in teacher content knowledge and motivational techniques

Ofoeqbu, (2004) conducted a research "Teacher Motivation: a factor for classroom effectiveness and school Improvement in Nigeria". The purpose of the study was to know teacher motivation as an important factor for classroom impression and school improvement. In the study by using strategic random sampling technique 772(10%) public primary and secondary school teachers were selected from the eastern side of the country. Survey instrument designed by the researcher was used for collecting data. Data analysis exhibited that participants almost made complete agreement that teacher motivation was a major factor for the effectiveness of classroom and school improvement. Therefore it was suggested that in the present age, teachers need to be fully motivated for a workable school system. It was concluded that teacher motivation would improve effectiveness of classroom. The data showed that male teachers were as promising as female teachers, indifference of location or professional experience to find out that teacher motivation would enhance standard and quality of school system. It was indicated in the study that if salaries were paid properly, availability of learning facilities would be improved and if teachers were supported to attend sponsored conferences, then teachers would be fully motivated. In the responses teacher motivation was considered as important finding. It was suggested that teachers not only need salaries and allowances but also technology and facilities to improve school system to provide comfortable environment for them. Teacher motivation was considered as most important factor in education system. At the end it was concluded that in the present world priorities had

changed as corruption and focus on material objects, teachers have to play their fair role by complete motivation.

Muhammad Nasir ud Din, (2008) in line with the findings of present study, he conducted a research on “A study of Motivation Techniques used by Heads of institutions of Higher Education and their impact on performance of teachers.” The researcher concluded this study that the principals are punctual, sympathetic and role model for teachers. They care for teachers’ self respect and establish good relationship with the staff. They allotted them appropriate workload according to their choice and interest. They are found ambitious. They develop habits of self study among teachers. They provide them ambience environment and give them verbal and non verbal recognition. They assist and lead targets and also provide them ample chances of professional growth. The male principals highly trust on their staff as compare to female principals. They encourage hard working teachers. They give appropriate relief time to their teachers.

Majority of teachers were of the view that techniques like encouragement of creativity, innovation, expressions of expectations of the principal, guidance, award with impressive titles feed- back on academic performance and regular evaluation of teachers enhanced their performance.

Most of the students expressed that their male teachers maintain students’ attention and interest during the class. They encourage using library and providing social support for high academic achievement more fairly than female teachers. Similarly

male teachers create democratic environment inculcate habits of self-study and discuss on subject matter in the class slightly more than female teachers.

Koka & Hein, (2002) also supported the findings of the present study and explained it in their research “Perceptions to teachers’ feedback and learning environment as predictor of intrinsic motivation in physical education.” The aim of the study was to know relationship between intrinsic motivation and perceptions of different aspects of learning environment in physical education such as perceived challenge, perceived teacher feedback, competition and perceived threat to sense of self. Sample consisted of 12-15 years school children (N-783; n-375 boys, n-408 girls). Data was collected by using the instrument consisted of three questionnaires. In order to inquire the perceived threat to sense of self, perceived challenge and competitiveness, the physical learning environment scale (PELES) was used. The perception of teachers’ feedback (PTF) was also formed for the study. Confirmatory factor analysis (CFA) was used to check construct validity of factor structure of instrument. Students’ intrinsic motivation was measured by intrinsic motivation inventory (IMI). It was concluded that the major predictors of intrinsic motivation were perceived threat to sense of self, perceived challenge and perceived positive general feedback for middle school by exploratory factor analysis (EFA) and (CFA). Therefore it was resulted that teachers needed to produce learning environment as a result perceived it as challenging and positive learning environment.

Linder, (2003) conducted a research on understanding employee motivation. The main purpose of the study was to find out ranked importance of Motivational Factor of employees at the Ohio State University- Piketon Research and extension

centre and Enterprise centre. Descriptive survey method was used for this study. The sample consisted of 25 employees of Piketon Research and Extension centre and enterprise centre. Results suggested that for higher employee motivation key factor were interesting work and good pays. It also included reward system consists of job extension, more facilities in jobs, promotions, internal and external rewards. The rank order of motivation factors were (a) interesting work (b) good salaries (c) appreciation of good work (d) security of job (e) good working atmosphere (f) reward and promotion system in an organization (g) feeling of being in one thing (h) employee Loyalty and faithfulness (i) workable discipline (j) understanding and help of personal problems.

5.5 Recommendations

As the results of study indicate that the head may use intrinsic motivational techniques to enhance the performance of teachers so on the basis of findings and conclusion it is recommended that:

1. The heads of secondary schools may emphasize to work hard to accomplish goals and achievement.
2. The heads of secondary schools may give self respect to improve their teachers' performance.
3. The heads of secondary schools may act like a role model and provided challenges related to jobs to enhance their performance.

4. The heads of secondary schools may appreciate their teachers' work openly to enhance their academic performance.
5. The heads of secondary schools may keep positive attitude towards school activities and teachers to improve their professional development.
6. The heads of secondary schools may remain equal in behavior with teachers without any discrimination and give them autonomy regarding school affairs.
7. The heads of secondary schools may give opportunities for professional growth and capability; make them regular, punctual and competent to enhance their performance. (
8. The heads of secondary schools may help the teachers to do something creative and innovative.
9. The heads of secondary schools may give the updated information to the teachers and make them curious and to be ambitious for the accomplishment of goals.
10. It is recommended that the heads of secondary schools may apply intrinsic motivational techniques to improve teachers' performance as it is indicated in research.
11. It is also recommended that the communication gap between heads and teachers may be high and application of intrinsic motivational techniques should be up to the required level so that students are satisfied with teachers' performance.

5.6 Further Researches

1. Researcher conducted this study at secondary and higher secondary school level; another study may be conducted at college and university level.
2. Research may be conducted to compare the male and female heads used the intrinsic motivational techniques at secondary school level.
3. It may be conducted to compare the intrinsic versus extrinsic motivational techniques used by head teachers.
4. It is recommended for other researchers to investigate the factors such as behavior of students, expectations of students from their teachers and level of communication between head teachers and teachers, which cause negative relationship between opinion of head teachers and opinion of students regarding their teachers' performance.

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ANNEXURE I

Intrinsic Motivational Techniques and Performance of Teachers at Secondary School Level

Introduction:

Respected Principals/Heads,

I want to take an opportunity to thank you for giving me some of your precious time for making my research work possible. I assure you that your statements and answers will only be used for research purpose, and will be kept confidential. You are requested to read the statements very carefully and respond them properly. The main purpose of the research is to analyze the situation and not to criticize any person or the institution. Thank you for your precious time and opinions.

Opinions Of Heads

Name: _____

Experience _____

Name of School: _____

Qualification: _____

	Statement	Yes	No	If Yes			
				0 to 25%	26 to 50%	51 to 75%	76 to 100%
1	I give appropriate relief time to the teachers.						
2	I ask teachers to work hard to accomplish goals.						
3	I give positive feedback to teacher's performance.						
4	I assign responsibility according to one's ability to utilize his/her potential.						

5	I give recognition to the teachers for their contributions in the school activities.						
6	I am sympathetic towards my teachers.						
7	I treat teachers without any discrimination.						
8	I take care of teacher's self respect.						
9	I involve my staff in making changes in my institution.						
10	I act like a role model for teachers.						
11	I maintain discipline in the school.						
12	I am ambitious.						
13	I give timely information to the teachers.						
14	I ask teachers for their choice and interest before assigning them a particular task.						
15	I promote the habit of self-study among the teachers.						
16	I am regular and punctual.						
17	I create competitive environment among teachers.						
18	I take interest to give opportunities for professional growth and capability.						

19	I encourage the teachers to evaluate their own achievements from time to time.						
20	I give verbal or nonverbal recognition to the teachers on their performance.						
21	I appreciate my teacher's work openly.						
22	I award teachers with impressive titles.						
23	I keep a positive attitude towards school activities and teachers.						
24	I delegate responsibility and authority to subordinates in my absence.						
25	I have high expectations from teacher's performance.						
26	I establish a good relationship with my teachers.						
27	I guide the teachers in developing realistic achievement targets.						
28	I am never reluctant to allow the teachers any freedom of action.						
29	I help the teachers to do something creative.						
30	I write annual confidential reports realistically and timely						
31	I expect the same level of accuracy in my work as well as in my teachers.						
32	I trust in my teachers for achieving goals.						

33	I criticize the teachers in a constructive way.						
34	I am always constructive and optimistic.						
35	I consult my teachers for decision making.						

ANNEXURE II

Intrinsic Motivational Techniques and Performance of Teachers at Secondary School Level

Introduction:

Respected Teachers,

I want to take an opportunity to thank you for giving me some of your precious time for making my research work possible. I assure you that your statements and answers will only be used for research purpose, and will be kept confidential. You are requested to read the statements very carefully and respond them properly. The main purpose of the research is to analyze the situation and not to criticize any person or the institution. Thank you for your precious time and opinions.

Opinions Of Teachers

Name: _____

Experience: _____

Name of School: _____

Qualification: _____

Statement	Yes	No	If Yes			
			0 to 25%	26 to 50%	51 to 75%	76 to 100%
1 Appropriate relief time enhances my performance.						
2 Encouragement on hard work motivates me.						
3 Positive feedback by my head/principal improves my performance.						
4 My head/principal Places staff members on jobs in which their individual abilities are most likely to be fully utilized.						

5	Recognition on contributions in the school activities enhances my performance.						
6	Sympathetic behavior of my head/principal improves my performance.						
7	Care for self respect of the teachers by my head/principal enhances my performance.						
8	The discriminating behavior of my head/principal affects my performance.						
9	Involvement of the staff by my head/principal in making changes in his/her institution enhances my performance.						
10	Good actions of my head/principal being a role model improve my performance.						
11	Discipline maintained by my head/principal in the school motivates me.						
12	Ambitious attitude of my head/principal enhances my performance.						
13	Updated information given by my head/principal motivates me.						
14	Task assigned according to my choice and interest motivates me.						
15	Self study for professional development and growth enhances my performance.						
16	The office timings strictly followed by my head/principal makes me punctual.						
17	Competitive environment provided by my head/principal enhances my performance.						
18	Opportunities for professional growth and capability enhance my performance.						

19	Regular evaluation by my head/principal enhances my performance.						
20	Verbal or non-verbal recognition given by my head/principal enhances my performance.						
21	Appreciation on genuine efforts motivates me to do even better.						
22	Award with impressive titles ensures my performance.						
23	Positive attitude of my head/principal towards school activities and teachers enhances my performance.						
24	Delegation of responsibility and authority enhances my performance.						
25	Expressions of expectation of my head/principal enhance my performance.						
26	Good relationship with my head/principal enhances my performance.						
27	Assistance and guidance by my head/principal in achieving targets improves my performance.						
28	Freedom of action enhances my performance.						
29	Encouragement for creativity and innovation by my head/principal leads me to better performance.						
30	Realistically and timely writing annual confidential report enhances my performance.						
31	Expectation of accuracy in work enhances my performance.						
32	Trust in teachers for achieving goals by my head/principal leads me to better performance.						

33	Constructive criticism enhances my performance.						
34	Constructive and optimistic attitude of my head/principal enhances my performance.						
35	Participation in decision making about academic matters enhances my performance.						

ANNEXURE III

Intrinsic Motivational Techniques and Performance of Teachers at Secondary School Level

Introduction:

Respected Principals/Heads,

I want to take an opportunity to thank you for giving me some of your precious time for making my research work possible. I assure you that your statements and answers will only be used for research purpose, and will be kept confidential. You are requested to read the statements very carefully and respond them properly. The main purpose of the research is to analyze the situation and not to criticize any person or the institution. Thank you for your precious time and opinions.

Opinions from Heads for Teachers Performance

Name: _____

Experience _____

Name of School: _____

Qualification: _____

Statement	Yes	No	If Yes			
			0 to 25%	26 to 50%	51 to 75%	76 to 100%
1 The Teacher in my institute encourages hard working students.						
2 The Teacher in my institute emphasizes teamwork and tries to promote cooperation.						
3 The Teacher in my institute inculcates habits of self study in students.						
4 The Teacher in my institute is never reluctant to allow freedom of actions						
5 The Teacher in my institute influences students to change their attitude or behavior.						

6	The Teacher in my institute tries to settle disputes among pupils						
7	The Teacher in my institute ensures a regular performance evaluation plan.						
8	The Teacher in my institute gives feedback to his students on their academic matters.						
9	The Teacher in my institute criticizes the students in a constructive way.						
10	The Teacher in my institute gives credit to students where necessary						
11	The Teacher in my institute appreciates the students' performance openly						
12	The Teacher in my institute appreciates his students on their academic achievement.						
13	The Teacher in my institute uses sanctions and praise techniques for motivation.						
14	The Teacher in my institute is punctual						
15	The Teacher in my institute establishes a good relationship with students.						
16	The Teacher in my institute creates democratic environment for overall development of students.						
17	The Teacher in my institute provides a good and peaceful environment to the students						
18	The Teacher in my institute controls the students' activities properly.						
19	The Teacher in my institute keeps a positive attitude towards students.						
20	The Teacher in my institute expects positive behavior from the students.						

21	The Teacher in my institute maintains students' attention and interest during the class.					
22	The Teacher in my institute provides social support for high academic achievement.					
23	The Teacher in my institute motivates students to be more innovative.					
24	The Teacher in my institute inspires creativity among students.					
25	The Teacher in my institute assesses student's performance appropriately during the lesson					
26	The Teacher in my institute has a lot of general knowledge other than his subject					
27	The Teacher in my institute always discusses his subjects matter in the class					
28	The Teacher in my institute gives individual attention to students					
29	The Teacher in my institute comes well prepared in the class.					
30	The Teacher in my institute is sympathetic to his students.					
31	The Teacher in my institute's behavior is just and fair in the class.					
32	The Teacher in my institute tries to be a role model for students.					
33	. The Teacher in my institute prefers to give new information to the students timely.					
34	The teacher in my institute treats students without any discrimination					

35	The Teacher in my institute encourages all students for participation during the lesson.						
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ANNEXURE IV

Intrinsic Motivational Techniques and Performance of Teachers at Secondary School Level

Introduction:

Respected Students,

I want to take an opportunity to thank you for giving me some of your precious time for making my research work possible. I assure you that your statements and answers will only be used for research purpose, and will be kept confidential. You are requested to read the statements very carefully and respond them properly. The main purpose of the research is to analyze the situation and not to criticize any person or the institution. Thank you for your precious time and opinions.

Opinions Of Students for Teachers Performance.

Name: _____

Class: _____

Name of School: _____

Subject: _____

Statement	Yes	No	If Yes			
			0 to 25%	26 to 50%	51 to 75%	76 to 100%
1 My teacher encourages hard working students.						
2 My teacher emphasizes teamwork and tries to promote cooperation.						
3 My teacher inculcates habits of self study in students.						
4 My teacher is never reluctant to allow freedom of actions						

	My teacher influences students to change their attitude or behavior.						
5							
6	My teacher tries to settle disputes among pupils						
7	My teacher ensures a regular performance evaluation plan.						
8	My teacher gives feedback to his students on their academic matters.						
9	My teacher criticizes the students in a constructive way.						
10	My teacher gives credit to students where necessary						
11	My teacher appreciates the students' performance openly						
12	My teacher appreciates his students on their academic achievement.						
13	My teacher uses sanction and praise techniques for motivation.						
14	My teacher is punctual						
15	My teacher establishes a good relationship with students.						
16	My teacher creates democratic environment for overall development of students.						
17	My teacher provides a good and peaceful environment to the students						
18	My teacher controls the students' activities properly.						

19	My teacher keeps a positive attitude towards students.					
20	My teacher expects positive behavior from the students.					
21	My teacher maintains students' attention and interest during the class.					
22	My teacher provides social support for high academic achievement.					
23	My teacher motivates students to be more innovative.					
24	My teacher inspires creativity among students.					
25	My teacher assesses student's performance appropriately during the lesson					
26	My teacher has a lot of general knowledge other than his subject					
27	My teacher always discusses his subjects matter in the class					
28	My teacher gives individual attention to students					
29	My teacher comes well prepared in the class.					
30	My teacher is sympathetic to his students.					
31	My teacher's behavior is just and fair in the class.					
32	My teacher tries to be a role model for students.					

33	My teacher prefers to give new information to the students timely.						
34	My teacher treats students without any discrimination.						
35	My teacher encourages all students for participation during the lesson.						

ANNEXURE V

Raw Scores of Opinion of Heads regarding use of intrinsic motivational techniques

	Statement	Yes	No	If Yes			
				0 to 25%	26 to 50%	51 to 75%	76 to 100%
1	I give appropriate relief time to the teachers.	30	0	2	7	16	5
2	I ask teachers to work hard to accomplish goals.	30	0	0	3	10	17
3	I give positive feedback to teacher's performance.	30	0	1	6	15	8
4	I assign responsibility according to one's ability to utilize his/her potential.	30	0	2	7	10	11
5	I give recognition to the teachers for their contributions in the school activities.	30	0	0	7	13	10
6	I am sympathetic towards my teachers.	30	0	1	5	9	15
7	I treat teachers without any discrimination.	30	0	1	4	9	16
8	I take care of teacher's self respect.	30	0	0	5	10	15
9	I involve my staff in making changes in my institution.	29	1	1	6	8	14
10	I act like a role model for teachers.	28	2	3	6	11	8

11	I maintain discipline in the school.	30	0	0	5	12	13
12	I am ambitious.	26	4	2	3	15	6
13	I give timely information to the teachers.	29	1	1	11	10	7
14	I ask teachers for their choice and interest before assigning them a particular task.	26	4	2	5	11	8
15	I promote the habit of self-study among the teachers.	28	2	1	6	14	7
16	I am regular and punctual.	30	0	1	2	10	17
17	I create competitive environment among teachers.	28	2	0	4	14	10
18	I take interest to give opportunities for professional growth and capability.	29	1	0	4	15	10
19	I encourage the teachers to evaluate their own achievements from time to time.	30		2	4	12	12
20	I give verbal or nonverbal recognition to the teachers on their performance.	30		2	6	12	10
21	I appreciate my teacher's work openly.	30		0	3	14	13
22	I award teachers with impressive titles.	25	5	1	5	9	10
23	I keep a positive attitude towards school activities and teachers.	30	0	0	3	11	16
24	I delegate responsibility and authority to subordinates in my absence.	29	1	1	3	11	14

25	I have high expectations from teacher's performance.	29	1	0	6	14	9
26	I establish a good relationship with my teachers.	30		0	4	18	8
27	I guide the teachers in developing realistic achievement targets.	29	1	1	5	13	10
28	I am never reluctant to allow the teachers any freedom of action.	24	6	0	2	13	9
29	I help the teachers to do something creative.	29	1	0	5	10	14
30	I write annual confidential reports realistically and timely	28	2	0	2	13	13
31	I expect the same level of accuracy in my work as well as in my teachers.	29	1	0	2	8	19
32	I trust in my teachers for achieving goals.	27	3	0	3	14	10
33	I criticize the teachers in a constructive way.	29	1	1	4	11	13
34	I am always constructive and optimistic.	30		1	5	13	11
35	I consult my teachers for decision making.	27	3	2	3	9	13

ANNEXURE VI

Raw scores of opinion of teachers regarding use of intrinsic motivational techniques
by heads

	Statement	Yes	No	If Yes			
				0 to 25%	26 to 50%	51 to 75%	76 to 100%
1	Appropriate relief time enhances my performance.	59	1	13	16	19	11
2	Encouragement on hard work motivates me.	60	0	7	11	20	22
3	Positive feedback by my head/principal improves my performance.	59	1	2	16	16	25
4	My head/principal Places staff members on jobs in which their individual abilities are most likely to be fully utilized.	57	3	12	16	13	18
5	Recognition on contributions in the school activities enhances my performance.	57	3	7	20	16	14
6	Sympathetic behavior of my head/principal improves my performance.	58	2	5	19	16	18
7	Care for self respect of the teachers by my head/principal enhances my performance.	59	1	3	18	17	21
8	The discriminating behavior of my head/principal affects my performance.	55	5	6	23	10	16
9	Involvement of the staff by my head/principal in making changes in his/her institution enhances my performance.	57	3	6	19	19	13
10	Good actions of my head/principal being a role model improve my performance.	55	5	5	16	14	20

11	Discipline maintained by my head/principal in the school motivates me.	51	9	9	13	12	17
12	Ambitious attitude of my head/principal enhances my performance.	51	9	8	18	8	17
13	Updated information given by my head/principal motivates me.	57	3	5	19	15	18
14	Task assigned according to my choice and interest motivates me.	58	2	7	14	15	22
15	Self study for professional development and growth enhances my performance.	58	2	5	14	19	20
16	The office timings strictly followed by my head/principal makes me punctual.	57	3	9	16	9	23
17	Competitive environment provided by my head/principal enhances my performance.	58	2	8	17	20	13
18	Opportunities for professional growth and capability enhance my performance.	57	3	8	12	16	21
19	Regular evaluation by my head/principal enhances my performance.	58	2	9	16	18	15
20	Verbal or non-verbal recognition given by my head/principal enhances my performance.	58	2	9	14	20	15
21	Appreciation on genuine efforts motivates me to do even better.	57	3	9	11	19	18
22	Award with impressive titles ensures my performance.	55	5	10	9	17	19
23	Positive attitude of my head/principal towards school activities and teachers enhances my performance.	56	4	9	16	10	21
24	Delegation of responsibility and authority enhances my performance.	55	5	10	16	14	15

25	Expressions of expectation of my head/principal enhance my performance.	54	6	9	17	16	12
26	Good relationship with my head/principal enhances my performance.	55	5	8	14	16	17
27	Assistance and guidance by my head/principal in achieving targets improves my performance.	58	2	8	15	18	17
28	Freedom of action enhances my performance.	52	8	9	11	16	16
29	Encouragement for creativity and innovation by my head/principal leads me to better performance.	56	4	8	11	19	18
30	Realistically and timely writing annual confidential report enhances my performance.	56	4	9	17	10	20
31	Expectation of accuracy in work enhances my performance.	56	4	10	15	19	12
32	Trust in teachers for achieving goals by my head/principal leads me to better performance.	59	1	9	11	19	20
33	Constructive criticism enhances my performance.	58	2	9	18	17	15
34	Constructive and optimistic attitude of my head/principal enhances my performance.	59	1	9	20	13	17
35	Participation in decision making about academic matters enhances my performance.	58	2	8	15	14	21

ANNEXURE VII

Raw scores of opinions of heads for teachers' performance

	Statement	Yes	No	If Yes			
				0 to 25%	26 to 50%	51 to 75%	76 to 100%
1	The Teacher in my institute encourages hard working students.	29	1	2	8	15	4
2	The Teacher in my institute emphasizes teamwork and tries to promote cooperation.	28	2	3	12	10	3
3	The Teacher in my institute inculcates habits of self study in students.	27	3	6	10	9	2
4	The Teacher in my institute is never reluctant to allow freedom of actions	25	5	2	15	3	5
5	The Teacher in my institute influences students to change their attitude or behavior.	27	3	1	5	11	10
6	The Teacher in my institute tries to settle disputes among pupils	28	2	2	5	14	7
7	The Teacher in my institute ensures a regular performance evaluation plan.	28	2	6	8	10	4
8	The Teacher in my institute gives feedback to his students on their academic matters.	27	3	1	10	7	9
9	The Teacher in my institute criticizes the students in a constructive way.	25	5	1	10	10	4
10	The Teacher in my institute gives credit to students where necessary	30	0	2	11	12	5
11	The Teacher in my institute appreciates the students' performance	30	0	4	11	10	5

	openly						
12	The Teacher in my institute appreciates his students on their academic achievement.	29	1	2	6	12	19
13	The Teacher in my institute uses sanctions and praise techniques for motivation.	27	3	5	14	6	2
14	The Teacher in my institute is punctual	28	2	2	10	11	5
15	The Teacher in my institute establishes a good relationship with students.	30	0	3	9	13	5
16	The Teacher in my institute creates democratic environment for overall development of students.	28	2	4	12	11	1
17	The Teacher in my institute provides a good and peaceful environment to the students	29	1	6	8	10	5
18	The Teacher in my institute controls the students' activities properly.	29	1	6	8	10	5
19	The Teacher in my institute keeps a positive attitude towards students.	28	2	4	6	11	7
20	The Teacher in my institute expects positive behavior from the students.	30	0	5	6	13	6
21	The Teacher in my institute maintains students' attention and interest during the class.	29	1	3	13	11	2
22	The Teacher in my institute provides social support for high academic achievement.	27	3	4	14	6	3
23	The Teacher in my institute motivates students to be more innovative.	25	5	6	6	8	5
24	The Teacher in my institute inspires creativity among students.	25	5	6	11	4	4

	The Teacher in my institute assesses student's performance appropriately during the lesson	29	1	4	12	8	5
25							
26	The Teacher in my institute has a lot of general knowledge other than his subject	28	2	4	11	9	4
27	The Teacher in my institute always discusses his subjects matter in the class	27	3	9	2	11	5
28	The Teacher in my institute gives individual attention to students	30	0	5	8	12	5
29	The Teacher in my institute comes well prepared in the class.	28	2	4	13	7	4
30	The Teacher in my institute is sympathetic to his students.	28	2	3	10	12	3
31	The Teacher in my institute's behavior is just and fair in the class.	29	1	5	9	11	4
32	The Teacher in my institute tries to be a role model for students.	30	0	4	11	8	7
33	. The Teacher in my institute prefers to give new information to the students timely.	29	1	6	12	7	4
34	. The teacher in my institute treats students without any discrimination	28	2	9	5	10	4
35	. The Teacher in my institute encourages all students for participation during the lesson	30	0	5	10	7	8

ANNEXURE VIII

Raw scores of opinions of students for teachers' performance

	Statement	Yes	No	If Yes			
				0 to 25%	26 to 50%	51 to 75%	76 to 100%
1	My teacher encourages hard working students.	285	5	30	49	111	95
2	My teacher emphasizes teamwork and tries to promote cooperation.	252	11	49	86	72	45
3	My teacher inculcates habits of self study in students.	254	10	49	71	76	58
4	My teacher is never reluctant to allow freedom of actions	182	34	42	54	56	30
5	My teacher influences students to change their attitude or behavior.	276	8	31	33	72	140
6	My teacher tries to settle disputes among pupils	273	9	51	62	81	79
7	My teacher ensures a regular performance evaluation plan.	244	20	70	43	93	38
8	My teacher gives feedback to his students on their academic matters.	275	10	38	62	88	87
9	My teacher criticizes the students in a constructive way.	215	46	56	97	28	34
10	My teacher gives credit to students where necessary	272	5	80	82	59	51
11	My teacher appreciates the students' performance openly	255	20	70	67	60	58

12	My teacher appreciates his students on their academic achievement.	265	10	80	77	60	48
13	My teacher uses sanction and praise techniques for motivation.	248	25	63	64	71	50
14	My teacher is punctual	220	13	61	59	52	48
15	My teacher establishes a good relationship with students.	276	11	67	58	89	62
16	My teacher creates democratic environment for overall development of students.	243	20	59	73	79	32
17	My teacher provides a good and peaceful environment to the students	283	10	46	78	102	57
18	My teacher controls the students' activities properly.	260	22	43	69	92	56
19	My teacher keeps a positive attitude towards students.	253	12	49	76	78	50
20	My teacher expects positive behavior from the students.	274	12	28	69	80	97
21	My teacher maintains students' attention and interest during the class.	267	18	58	60	91	58
22	My teacher provides social support for high academic achievement.	269	31	48	70	111	40
23	My teacher motivates students to be more innovative.	200	37	45	77	57	21
24	My teacher inspires creativity among students.	249	20	41	60	99	49
25	My teacher assesses student's performance appropriately during the lesson	260	5	37	61	100	62

26	My teacher has a lot of general knowledge other than his subject	264	22	53	51	89	71
27	My teacher always discusses his subjects matter in the class	261	20	64	122	36	39
28	My teacher gives individual attention to students	259	5	65	49	88	57
29	My teacher comes well prepared in the class.	265	17	38	36	128	63
30	My teacher is sympathetic to his students.	275	15	56	58	97	64
31	My teacher's behavior is just and fair in the class.	269	14	54	80	87	48
32	My teacher tries to be a role model for students.	271	17	27	56	127	61
33	My teacher prefers to give new information to the students timely.	277	14	55	106	75	41
34	My teacher treats students without any discrimination.	248	7	27	107	90	24
35	My teacher encourages all students for participation during the lesson.	274	14	41	96	78	59

ANNEXURE IX

EXPERTS COMMITTEE TO CHECK CONTENT VALIDITY OF QUESTIONNAIRES

1. Dr. Samina Malik

Chairperson

Department of Education, International Islamic University Islamabad

2. Dr. Zarina Akhter

Assistant Professor

Department of Education, International Islamic University Islamabad

3. Dr. Maqsood Alam Bukhari

Foundation University Rawalpindi

LIST OF SAMPLE SCHOOLS

1. F. G Boys Model School, Sihala (F.A), Islamabad
2. F. G. Boys High School No. 8, F-6/2, Islamabad
3. F. G. Boys High School, Golra (F.A), Islamabad
4. F. G. Boys High School, Rawal Dam (F.A), Islamabad
5. F. G. Boys Model School, F-8/3, Islamabad
6. F. G. Boys Model School, G-10/3, Islamabad
7. F. G. Boys Model School, G-6/4, Islamabad
8. F. G. Boys Model School, G-7/3-1, Islamabad
9. F. G. Boys Model School, I-10/2, Islamabad
10. F. G. Boys Secondary School, I-14, Islamabad
11. F. G. Boys Secondary School, I-9/4, Islamabad
12. F. G. Boys Model School, I-9/4, Islamabad
13. F. G. Boys Secondary School, Bhara Kahu (F.A), Islamabad
14. F. G. Boys Model School, G-9/4, Islamabad
15. F. G. Boys Model School, G-8/4, Islamabad
16. F. G. Model School for Girls, G-6/2, Islamabad
17. F. G. Girls High School No.6, I-10/4, Islamabad
18. F. G. Girls High School No.8, E-8, Islamabad

19. F. G. Girls Model School, F-7/2, Islamabad
20. F. G. Girls Model School, I-8/1, Islamabad
21. F. G. Girls Model School, G-10/1, Islamabad
22. F. G. Girls Model School, G-9/3, Islamabad
23. F. G. Girls Model School, G-7/2, Islamabad
24. F. G. Girls Model School, G-11/2, Islamabad
25. F. G. Girls Secondary School No. 14, I-9/4, Islamabad
26. F. G. Girls Secondary School, G-10/3, Islamabad
27. F. G. Girls Secondary School, G-9/1, Islamabad
28. F. G. Girls Secondary School No.13, G-9/4, Islamabad
29. F. G. Girls Secondary School No.10, G-8/2, Islamabad
30. F. G. Model School For Girls, F-11/1, Islamabad

