"MOTIVATIONAL TECHNIQUES USED BY THE TEACHERS AND THEIR IMPACT ON THE ACADEMIC ACHIEVEMENTS AMONG SECONDARY SCHOOL STUDENTS"

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ABSTRACT

This paper is designed to examine the motivational approaches used by the teachers and related impact on student's achievement. Motivation is an act of an individual which persuades him or her for a certain task. The interest of students is an important aspect of academic achievement and learning. Psychologists believe that it is difficult that learning can take place without ample motivation for learning. The existing research was of a character nature, so the survey method was used to accomplish the research goal. A questionnaire was designed as a tool for data collection. Questions on both aspects of the study; motivational techniques used by a teacher, and their impact on learning achievement, were included in the tool. After data collection, a profound analysis of data was done. The study concluded that the students were in favor that teachers used motivation strategies in a variety of ways. The consideration of disciplinary issues, regularity, praise, and use of effective teaching methodology were the characteristics of the teachers who work as potential motivators. These motivation strategies show a substantial impact on students' performance. Also, the effectiveness of motivational techniques varied according to students' proficiency level. It was further concluded that motivation increases classroom liking and gives the energy to achieve the goal. It was recommended that formative evaluation should be carried out and it has a positive impact on the learning of students and extrinsic motivation. The immediate feedback on the exam results may be helpful in the student's motivation.

Keywords: Motivation, Behavior, Classroom Disipline, Appreciation, Reward

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Introduction

Motivation is an inner phenomenon that arises from an individual's desires and needs. It is a tenacious approach to needs and satisfaction that increases the performance of individuals. It is a method of moving a person to use his / her best abilities to achieve an explicit destination (Aelterman, Vansteenkiste, Haerens, Soenens, Fotaine, & Reeve, 2019). To achieve explicit objectives, the assist systems can energize interest, vitality, and guide the individual to perform various tasks with energy. A person who forms a learning atmosphere and whose normal tasks consolidate moving under-study to learn is a key on-screen teacher (Johnson, 2019). Internal motivation is an internal force that encourages and directs an individual to do well for his or her reasons, such as successful happiness, the achievement of goals, a desire to remain in good standing, requirements, and needs. External motivation, on the other hand, concerns external aspects that are induced to elevate an individual to the target of desire. External motivators are influences that sustain the actions of the person and direct him or her to fulfill his or her needs and desires, such as reward and punishment.

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Teachers can vary the way they try to persuade understudies to learn and their persuasive strategies can vacillate from one person to another (Hornstra, Mansfield, Van Der Veen, Peetsma, & Volman, 2015). School education plays a very important role in education, is the final stage of students' higher and vocational learning, and is the primary determinant of the standard of higher and vocational learning. Therefore, the school curriculum must offer a variety of realistic options to encourage students to choose a course that suits their skills, interests, and needs. Education is a mechanism established by a country through the creation of its consciousness by the people who make up their consciousness by Akhtar, Iqbal, and Tatlah (2017); Iqbal, Kankaanranta, and Neittaanmäki in (2010, 2011).

In developing a productive and successful environment in the classroom, encouragement is very beneficial. It contributes to the capacity of the person to work together with his willingness. As an activator and energizer, motivation functions. It arouses the actions of the person by guiding the achievement of the goals of desire. Cooperation among learners develops motivation. This generates desire and trust for the achievement of the objectives (Raju & Parthasarathy, 2000).

Motivation in stressful learning conditions has a positive impact on the learning of students. Without encouragement, learning will not be feasible. Motivation allows students to complete their objectives and achieve their goals. It also improves the learner's efficiency. In the field of education, the level of motivation of students impacts their achievements. It is a factor that affects the achievement of the objectives of desire (Brown, 2001). To strengthen individuals, a lot of things and tasks are used. Such activities attract different people differently. Reinforcement is known as behavior interventions in two separate categories, and first is negative reinforcement, primary and secondary, or intrinsic and extrinsic. Personality-grants are approached by intrinsic rewards. Between intrinsic rewards and extrinsic rewards, there is a distinction (Crowl, Kaminsky, & Podell, 1997). Generally, they are experienced. These can also come from self-esteem, self-actualization, and positive emotions in the form of feelings of satisfaction, pleasure, and happiness. Such forms of rewards are self-checked and dependent on the self-worth of each person. Individuals who are happy and have an intrinsic reward are pleased and do their job effectively. Four initial forms of encouragement are available: positive reinforcement, prevention, extinction, and punishment (Crowl et al., 1997).

A perfect way to motivate learners to study is to reward them with various things. Educators provide rewards in the form of recognition or money for their outstanding work in various learning environments. It can be in any basic shape, such as presents, stickers, etc. (Margolis & McCabe, 2006). In various circumstances where learners are struggling due to low academic results, poor self-efficiency, and lack of motivation, a single teaching strategy may help them understand how to understand. Teachers should outline other methods to inspire them to work hard. The best student can be disturbed and frustrated when he feels he's not getting credit like the rest of the students. Teachers should therefore give each individual an equal opportunity in the classroom (Tuckerman, 2003). The school system itself has many issues that hinder the evolution of the teachers. Between them, the conditions of service in the teaching profession, especially in the public school system in Pakistan, can never be comparable to other professions. Teachers in public schools do not enjoy reasonable fringe benefits like sick allowances, paid vacations, free medical care, and so on. They are subject to work in unfavorable environments, such as overcrowded, dusty, and noisy staff rooms, empty libraries, and laboratories. There are no functional facilities that can make their responsibilities less burdensome. Promotions are not easy, even when they finally come there are not followed by fair benefits, often no benefits at all.

Few schools in Pakistan are run with an autocratic style of leadership in certain cases. They are not ample opportunities for teachers to develop themselves to be competent, except for a few that can see it with their meager income from in-service training. The school system has been adversely impacted by all of these and many others, and this could leave teachers disenchanted with the work.

Rationale for Study

Pakistan is facing the problem of illiteracy for decades. There are multiple reasons for this decline. One of the reasons is the complete absence of a suitable environment for learning (Aijaz, 2001). Lack of supportive style of teachers does no attract the attention of the learners, which eventually affects the school liking and engagement (Khan, Shah, Ahmad, Amin, Khalid, & Malik, 1999). Motivation has a huge influence on the way employees are engaged. That is why this study focused on the motivation methods used by teachers and their relationship with the performance of students.

Statement of the Problem

Several approaches such as classroom supervision, appreciation, interpersonal relationships, and professional commitment were part of the research inquiry. Moreover, the associations of these approaches with the performance in schools were studied in this research. Thus, this research was a serious effort to improve the quality of learning through the identification of potential motivators. Thus the statement of the study was "a study of motivational techniques used by teachers and their impact on the academic achievement of students".

Research Questions

1. What are the techniques used by the school teachers of various subjects for classroom motivation?
2. What is the impact of motivational techniques on accomplishments and studies?

Research Objectives

The purpose of the study was to probe the motivational techniques used by the school teachers and their impact on the learning of students. The objective of the study was:

1. To identify the motivation techniques used by the school teachers of various subjects.
2. To compare the techniques of motivation being used by science and art teachers.
3. To review the impact of motivational techniques on the academic outputs of students.

Research Methodology

The research study was descriptive. The questionnaire was designed to collect the data from students of schools district Bahawalpur. The main focus of the study was motivation techniques used by teachers and their impact on the learning of students. The population of the study consisted of the school students of the district Bahawalpur. Marguerite and Dean (2010) the sample is a smaller part of the population or the entire population group to which the study would eventually like to simplify or apply the study's outcome. 600 students of secondary classes were selected randomly as the sample of the study from district Bahawalpur.

A questionnaire was self-developed for investigating motivation techniques used by teachers of schools and their impact on the learning of students. The reliability and validity of the research instrument were measured by the experts and specialists. Six hundred questionnaires were divided among the students from which the researcher got 430 questionnaires back. As a result, the response rate was 71.66%. The same questionnaire was filled by the respondents for both science and arts subjects separately.

Data Analysis

Data were collected from the students of schools of district Bahawalpur and were analyzed by using SPSS (special package for social sciences). Comparative analysis was applied in science and arts subjects. Mean value, standard deviation, t-value, and ANOVA were applied to the data obtained for science and arts subjects.

Table 1. *Motivational Techniques Used by the School Teachers*

Sr. No	Statement	Subject	M	SD	MD	SE	t	Sig.
1	Behavior	Science	34.49	4.18	.221	.074	2.97	.003
		Arts	33.78	3.98		.073	3.00	
2	Methodology	Science	38.40	6.14	.226	.082	3.23	.001
		Arts	36.21	5.41		.082	3.25	
3	Discipline in Class	Science	21.01	4.12	.169	.076	2.22	.027
		Arts	20.74	5.14		.076	2.23	
4	Appreciation and Rewards	Science	35.73	5.18	.258	.082	3.15	.002
		Arts	36.59	3.21		.081	3.17	
5	Impact of Motivation on Performance of Students	Science	21.50	4.11	.233	.079	2.96	.003
		Arts	20.40	3.14		.078	2.98	

Table 1 explores the difference between motivational techniques used by science students and arts students. In case of behaviour, arts students (M = 33.78, SD = 3.98) are significantly lower than science students (M = 34.49, SD = 4.18) is a significant p-value 0.003. Methodology, art subject students (M = 36.21, SD = 5.41) are less than science subject students (M = 38.40, SD = 7.201) is a significant different at .001. The application of discipline by art students (M = 20.74, SD = 5.14) is less than that of science students (M = 21.01, SD = 4.12) is significant p-value is .027. Assessment and reward of art students (M = 36.59, SD = 5.18) is higher than that of science students (Mean = 35.73, Std. deviation = 5.18) a statistically significant p-value 0.002. The impact of motivational techniques and performance of art students (M = 20.40, SD = 3.14) is favourable response of science students (M = 21.50, SD = 4.11) a p-value is significant with 0.003.

Table 2. *Impact of Motivation on Academic Achievement of Students*

Statement		SA	A	UD	DA	SDA	M	SD
Motivation provides you energy to achieve your goal.	*f*	88	217	32	60	33	3.62	1.178
	%	20.5	50.5	7.4	14.0	7.7		
A friendly environment, helps you to work hard	*f*	97	231	28	54	20	3.77	1.078
	%	22.6	53.7	6.5	12.6	4.7		
A teacher's regularity makes you punctual.	*f*	95	214	38	46	37	3.66	1.183
	%	22.1	49.8	8.8	10.7	8.6		
Teacher's feedback on the academic matters enhances your performance	*f*	73	222	70	45	20	3.66	1.027
	%	17.0	51.6	16.3	10.5	4.7		
The teacher's encouragement enhances your performance	*f*	80	267	25	37	21	3.81	.997
	%	18.6	62.1	5.8	8.6	4.9		
You to adopt good	*f*	66	243	33	68	20	3.62	1.068

behaviors from the personality of the teacher	%	15.3	56.5	7.7	15.8	4.7

Table 22 explores the opinions of the students about the Science subject teachers' opinions' towards the impact of motivation on the performance of students. The majority of 71% of students agreed and 21.7% of students disagreed with the statement that the teacher gives motivation and it gives the energy to achieve their goal. Mean value 3.62 and standard deviation 1.178 shows agreement to the statement. The majority 76.3% of students agreed and 17.3% of students disagreed with the statement that due to a friendly environment, they try to work hard. Mean value 3.77 and standard deviation 1.078 shows agreement to the statement. The majority 71.9% of students agreed and 19.3% of students disagreed with the statement that teacher's timely arrival and departure in the classroom, make them punctual. Mean value 3.66 and standard deviation 1.183 shows agreement to the statement. The majority of 68.6% of students agreed and 15.2% of students disagreed with the statement that provided feedback on the academic matters enhances their performance. Mean value 3.66 and standard deviation 1.027 shows agreement to the statement. The majority of 80.7% of students agreed and 13.5% of students disagreed with the statement that a teacher's encouragement enhances their performance. Mean value 3.81 and standard deviation .997 shows agreement to the statement. The majority of 71.8% of students agreed and 20.5% of students disagreed with the statement that the teacher plays his role as a role model it helps them to adopt good behavior. Mean value 3.62 and standard deviation 1.068 shows agreement to the statement.

Table 3. *Correlational Analysis of Motivational Techniques Used by Teachers*

Variable	α	M	SD	1	2	3	4	5
(1) Behaviour	.71	21.80	5.36	-	-	-	-	-
(2) Methodology	.81	18.84	4.72	.659**	-	-	-	-
(3) Discipline in Class	.72	14.78	3.36	.360**	.487**	-	-	-
(4) Appreciation and Rewards	.78	17.75	4.31	.251**	.378**	.495**	-	-
(5) Impact of Motivation on Performance of Students	.82	21.75	4.43	.334**	.393**	.361**	.528**	-

Note. α is the average difference between the two variables; $***\ p < 0.001$; $**\ p < 0.01$.

The results in Table 3 that, at the point of importance, the component with a higher average, such as behavior, methodology, discipline in class, appreciation and rewards and impact of motivational techniques on performance of students was in favor of behavior is statistically significant average differences with all other components except behavioral techniques (M = 21.80, SD = 5.36), p-value .003, motivation had an effect on student performance (M = 21.75, SD = 4.43).), p-value = .003, methodology techniques (M = 18.84, SD = 4.72), p-value = .001, assessment and reward methods (M = 17.75, SD = 4.31, p-value = .001 and discipline in class (M = 14.78, SD = 3.36), p-value = 0.027.

Table 4. *Impact of Motivational Techniques on the Behavior and Studies*

β	Std.Error	t	Sig	F	R	R Square
.212	.077	2.765	.006*	7.647	.175	.031

Note. Dependent Variable: Behaviour of students   *Significant at 0.01 level*

The value of the correlation (.175) shows that it has a positive effect on students' motivational techniques and behavior. The goodness of the corresponding index value (.031) showed that only 3% of the total variability in students' behavior (dependent variable) was explained by

motivational methods (independent variable). The F-value (F = 7.64, p = .006) .01 is important at the significance level, so model compatibility is important. Offers a linear connection between students' motivational techniques and behaviors. The coefficient table shows how much the value of the independent variable, which is the mother's motivational method (β = .212), contributes to the value of the dependent variable, which is the behavior of the students. The value of T (t = 2.76, p = .006) is also important, indicating that the mother's motivational technique has a positive effect on students' behavior. This means that the independent variable has a positive effect on the dependent variable.

Discussion and Conclusion

The result of the study indicates that motivational techniques used by science students and art students. In the case of behavior, art students are significantly lower than science students. Moreover, in the case of Methodology, art subject students are less than science subject students. The application of discipline by art students is less than that of science students. Assessment and reward of art students are higher than that of science students. The impact of motivational techniques and performance of art students is a favorable response of science students. Teachers often utilize motivation as a tool in today's workplace. Teachers make use of motivation techniques to inspire students to work in different learning situations for both individuals and in groups to attain the best results for education most effectively and efficiently. People assumed that the motivation had to generate from the outside, but nowadays it is understood that each individual has his own set of motive forces that can be different from level to level. The teacher must carefully identify and address those motivation forces (Ricks, 2010).

It is the teacher's responsibility that he should accommodate students equally, push them, and give a fair chance to everyone to participate in classroom activities. In other words, try to motivate all of them by using motivation techniques. A teacher should arouse their desire and direct them to meet their short term and long term goals. He should prepare them for self-direct and lifelong learning (Banerjee, 1992). Teacher motivation is essential for gaining a better quality of teaching in an institution. On the part of the teacher number of things to do such as punctuality in attendance, conduct special training sessions, and guiding students in the curriculum, and sometimes going beyond the curriculum that satisfies the hunger for knowledge, it is important to have a high level of commitment and dedication. A highly motivated teacher by teacher can greatly help a student's intelligence and personality development.

The third objective of the study described the impact of motivational techniques on behavior and studies. Teachers know the psychology of students. Teachers use teaching methods according to interest, age, and content because the teaching method encourages students to learn. Students know the purpose of the activity. These goals motivate students to achieve their goals. Teachers must convince students. Students are not encouraged to learn without satisfaction. The teacher knows the application of different teaching methods and is used according to the requirements of students. Teachers pay full attention to their students, and students feel that the teacher is interested in our work. Show interest in your students and the classroom. The teacher analyzes the student's feelings after completing the room activity. These feelings help motivate students and guide the teacher to plan effective activities. Before teachers impart knowledge, they know how to engage students in classroom activities.

Teachers and parents can develop mutual trust. This belief develops students' motivation to learn. The main purpose of the study was to evaluate the students' perceptions of motivation techniques used by teachers and their impact on students' achievement. A questionnaire survey was

conducted with students to fulfill the objectives. From the analysis of data, it appeared that students appreciate the teachers' efforts for using motivation techniques to make the students' learning better. The results of the study revealed that teachers use a variety of motivation techniques to increase the performance of students. These motivation techniques have a positive impact on the achievement of students. The results of the current study are directly related to the results of the previous study. A comparative and evaluative study of motivational techniques used in the classroom by Ohood and Al Henaky (2013) in Riyadh, Saudi Arabia. The current study highlights that the majority of the teachers use motivation techniques they assign a challenging task to the students, appreciate the good work of the students, and supplement their lectures with daily life examples. Results are similar to the previous research conducted by Heafner on using technology to motivate students to learn social studies accomplished in 2004. Similarly, a study on motivation techniques titled "The Impact of Prophet Muhammad Motivation Techniques on students' performance" by Yusoff in 2012.

The results of this study revealed that teachers equally treat all the students, encourage them for self-study, helps the students to become independent learner, give input for the improvement of the students' work, give prizes to the extraordinary students, ask questions from students, and use audio-visual aids in their lectures. Lindner (1998) is also in the favor of this idea that good teamwork and equally treated all students encourage them to self-study and they become an independent learners.

The overall results showed that teachers used motivation strategies in a variety of ways. These motivation strategies show a significant impact on students' performance. Besides, the effectiveness of motivational strategies varied according to students' proficiency level. The impact of the English teacher's motivation on the performance of students' motivation, gives them the energy to achieve their goal. Their teacher arrives in the classroom on time the teacher leaves the classroom before time, it makes they punctual. The teacher provides them a friendly environment, they try to work hard, feedback encourages them in matters, and it enhances their performance. Teachers encourage them individually, and it enhances their performance. They behave as a role model and it helps them to adopt good behaviour. It was recommended that teachers can take weekly or monthly exams. The impact of this test might be good for students' learning and motivation.

Recommendations

The impact of this test and the result is virtuous for students' learning and motivation. Based on the results and findings of the study, the following recommendations are made:

1. As the study concluded that motivation techniques help in the promotion of learning, it is suggested that emphasis be placed on the teacher's motivation and professional growth during training.
2. Teacher's feedback and guidance have an impact on learning. It is recommended that the management of school education make sure the conduction of assessment at every step of the teaching process so that teachers can check the progress of students regularly and provide prompt feedback and guidance.
3. It revealed in the study that the professional attitude of teachers is viewed as a potential motivator by the students. So the teachers should be sensitized regarding professional ethics and consciences.

4. The results revealed that a large proportion of teachers were less encouraging during the teaching and learning process, so it is recommended that teachers should be advised to remain polite, courteous, and kind.

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