

EFFECTIVE MOTIVATION TECHNIQUES USED BY TEACHERS IN ACADEMIC ACHIEVEMENTS AT SECONDARY SCHOOL LEVEL

Dr. Tehseen Tahir, Talat Khurshed
Dr. Umbreen Ishfaq and Muneeba Gul

ABSTRACT

Motivation is the heart of teaching and learning process. It is usually defined as an internal state that arouses, directs and maintains behavior a certain period of time. However, it is the process of arousing, sustaining and regulating activities, to be precise a concept limited to some aspects such as the energetic behavior or purposive regulation. The current study intended to investigate the motivational techniques used by the teachers in secondary schools and to explore the effects of motivation techniques on student's achievements. Out of forty teachers, twenty seven secondary level teachers were randomly selected from Working Folk Grammar School No 1 from District Haripur.

A questionnaire was used as an instrument for collecting data from the sampled teachers the data were collected by the personal visit of the researcher to the sampled school. Percentage was used for the analysis of data.

On the basis of the analysis it was concluded that most of the teachers provide chances for weak students to obtain good marks while some teachers treat both types of students equally. Majority of the teachers reward the students with positive reinforcement and very few with negative reinforcement which depends upon the teachers dispositions. Students for good behavior are appreciated by the teacher using signs and face expressions and some are silent when they punish the students and send problematic students out of the class. It was suggested that the teachers should be trained in the area of reward and punishment because this will change the learner's behavior, emphasis should be laid during training on the classroom management techniques to deal the students according to their individual differences, evaluation should be done at every step of teaching learning process so that proper feedback and guidance on the part of the teachers should be checked out.

Key words: *Effective, Motivation, Techniques, Secondary School, Teachers.*

INTRODUCTION

Motivation coerces us to perform something. It is the outcome of the contentment of per-

son's needs, so that they are inspired to meet the requirements of the test. The motivational techniques are necessary for the

instructor to accomplish the task relating to the students. It will also directly influence the students output. This tool is helpful in teaching learning process and encourages an action to be set in. Good teaching means having good professional behavior that is helpful for students to learn. Teacher motivation is important learning process. (Michaela 2002) which is furthermore acted upon. "Good Teaching" means having good professional behaviour that is supportive for the students to learn. It means attachment of teachers with professional behaviour and his efforts to help students learn bitterly according to teacher's knowledge. When the teacher is satisfied with his job, proficient and successful and his personal achievements are the diverse elements of his motivation that both motivate and motivated by the in this process.

Motivation is strongly related to success. Being motivated we can accomplish any task easily. In our daily life it can produces good results in achieving goals. Although, learning processes and other activities are different in schools but motivation is the basic need of all students in that

process. Learning procedures, actions and resources be at variance amid the institutes and instructors and teachers; however, motivation is basic need of learners and teachers when it results in meaning full learning.

In a model situation, all the learners have a strong urge to get information about the world around them. But the reality is contradictory to this relating to the learner's attitude (Dörnyei, 2001).

Brophy, (1998) states that if students are given choices to performs, their scholastic learning will not be according to their objectives. The teachers confronting with motivational challenge establish the outlets for the encouragement of students to meet the ends of classroom activities. And they should be encouraged to try to acquire those skills for which these activities are formulated in spite of their interest and disinterest in the available activities. (12).

Usually, today's students differ from each other on the basis of their learning experiences, social, psychological and economical backgrounds, and they also come from different institu-

tions of different areas, countries and continents.

According to Katherine Paget (2000) a teacher should have healthy communication with the students and be helpful for them to groom their individuality. The youngsters should be provided with training in such a way that they are self-assured to find the path towards their self-knowing, to insert healthy influence in society. Teacher who is really concerned about the students is appreciated by the people. His continuous approach and his interest for the betterment of the people creates a positive impact among them and the people in response not only be pleased about his ideas but also share their personal experiences of life.

According to Keller (1983) four dimensions of motivation should be covered by the teacher during his professional career. Firstly comes interest - which enhances learner's ability of knowing more. Secondly there is a relevance-which is linked to learner's awareness towards goals. Third strategy is Expectancy-Which means wish to achieve goals. Fourth is satisfaction, it means link of motivation in

response to reward. Moore Parton, Robertson, Maggie, Oliver, and Web. Ofоеqbu (2004) carried out the research on "Teacher motivation is an essential factor for classroom effectiveness and school improvement. Rationale of the research is to provide scope for knowledge and to explore instructors motivation would at last be resulted towards classroom effectiveness and institutes progress. Teacher motivation is necessary for healthy classroom environment and school progress which has been proven through the study conducted in the South Eastern part of Nigeria. (10%) of 772 teachers teaching at primary and secondary school level were chosen by using strategic random sampling technique. Survey method was used for the collection of the data. The result showed majority of the teachers admitted that teacher's motivation is an important component for the healthy and conducive classroom environment because motivated teachers guarantee the effective instructions in the classroom which would definitely results in more interrelation and good school management. Therefore, it is needed that teachers should not only be provided

good salary but they should also be facilitated technologically for classroom management and school improvement

Hukamdad (2004) carried out a research on effectiveness of reward and punishment as modifiers of student's classroom behavior. The population of the study made of teachers and students at secondary level of public schools in District Punjab. A sample having one thousands teachers and students was randomly selected from different districts of the Punjab which included rural and urban, boys and girls secondary schools. Results of the study revealed that the teachers not only avoid the proper techniques for behavior modification but they don't have know how of these techniques. In addition the teachers were not familiar with the latest behavior modification methods. This study suggested that teachers should be equipped with the latest techniques of classroom management and these programmes should be launched in our educational Institutions for enhancing teaching learning processes.

Objectives of the Study:

1. To recognize the motivational techniques in education.
2. To explore the effects of motivation techniques on students' academic achievements.

Hypothesis of Study:

Motivation techniques insert no influence on students' educational achievements.

Significance of Study:

The research is conducive for instructors to realize the student's psychology and may guide students towards accurate path. It is also helpful for the instructor to have understanding of factor related to motivation techniques useful for secondary level student's. The target of the study is effective for Secondary education. It is all about motivational potentialities of Instructors.

Population:

The population of the study is comprised of all the teachers teaching in working folk's Grammer schools in District Haripur.

Sample:

Twenty seven Secondary level teachers were randomly chosen

from the Working Folk Grammar School No 1 from District Haripur.

Delimitation:

Because of shortage of time and resources, limited time was devoted for this study to carry out in only One Working folks Grammar school No 1 in District Haripur.

Research Instrument:

A questionnaire was used for data collection from the teachers teaching at secondary level in Working Folk Grammar School No. 1 from District Haripur. The questionnaire contained three parts having twenty questions. The part of the questionnaire required personal information about the respondents, the second close ended questions the third open ended questions.

Data Collection:

The data were gathered by the personal visit of researcher to the sampled School. The data were collected through questionnaire.

Data Analysis

For the analysis of the data percentage was used.

Table-1
Good conduct of the students is rewarded with positive reinforcement by the teacher

Option	Fre-quency	Percent	Valid Percent	Cumulative Percent
Some-times	2	7.4	7.4	7.4
Often	7	25.9	25.9	33.3
Always	18	66.7	66.7	100.0
Total	27	100.0	100.0	

The above table-1 shows that 66.7% teachers always provide positive reinforcement soon after the good behavior of the student, whereas 7.4% sometimes and 25.9% agreed that they often provide reinforcement so it can be safely concluded that most of the respondent teachers always provide positive reinforcement soon after the good behavior of the student.

Table-2
Teachers give chances to students to get good marks in the classroom

Option	Fre-quency	Percent	Valid Percent	Cumulative Percent
Some-times	6	22.2	22.2	22.2
Often	8	29.6	29.6	51.9
Always	13	48.1	48.1	100.0
Total	27	100.0	100.0	

Table-2 shows that 48.1% teacher provides opportunities for weak students to obtain good result in

your class whereas 22.2% sometime and 29.6% often, so it can be safely concluded most of the respondent teachers provides opportunities for weak students to obtain good result in the class.

Table-3
Bright and Weak Students Are Equally Treated For Their Good Conduct

Option	Fre-quency	Percent	Valid Percent	Cumulative Percent
Some-times	3	11.1	11.1	11.1
Often	11	40.7	40.7	51.9
Always	13	48.1	48.1	100.0
Total	27	100.0	100.0	

Table 3 shows that 48.1% Teacher compensates the weak and shining students equally after their good behavior whereas 11.1% sometime and 40.7% often provide reinforcement so it can be safely concluded most of the respondent teacher compensates the weak and shining students equally after their good behavior

Table-4
Teacher Appreciate the Student of showing good behavior

Option	Fre-quency	Percent	Valid Percent	Cumulative Percent
Some-times	1	3.7	3.7	3.7
Often	9	33.3	33.3	37.0
Always	17	63.0	63.0	100.0
Total	27	100.0	100.0	

Table 4 shows that 63.0% Teacher admires the student if he/she behaves well whereas 3.7% sometime provide reinforcement, and 33.3% often provide reinforcement, so it can be safely concluded most of the respondent teacher admires the student if he/she behaves well.

Table-5
Teacher Gestures and Facial Expressions are source for students encouragement

Option	Fre-quency	Percent	Valid Percent	Cumulative Percent
Never	2	7.4	7.4	7.4
Some-times	6	22.2	22.2	29.6
Often	12	44.4	44.4	74.1
Always	7	25.9	25.9	100.0
Total	27	100.0	100.0	

Table 5 shows that 25.9 % Teacher encourages the students by the use of gestures and facial expression whereas 22.2 % sometime provide reinforcement, and 44.4 % often provide reinforcement and 7.4 % never provide reinforcement so it can be safely concluded most of the respondent teachers encourages the students by the use of gestures and facial expressions.

Table-6
Students Treated With Negative Reinforcement Techniques

Option	Fre-quency	Percent	Valid Percent	Cumulative Percent
Never	10	7.4	7.4	7.4
Almost Never	3	11.1	11.1	48.1
Some times	9	33.3	33.3	81.5
Often	3	11.1	11.1	92.6
Always	2	7.4	7.4	100.0
Total	27	100.0	100.0	

Table 6 shows that 7.4% Teacher reinforce student by using negative reinforcement techniques whereas 33.3% sometime provide negative reinforcement, and 11.1% often and 7.4% never and 11.1% almost never provide negative reinforcement so it can be safely concluded that most of the respondent teacher reinforce student by using negative reinforcement techniques.

Table-7
For wrong actions students are treated with negative reinforcement by the teacher

Option	Fre-quency	Percent	Valid Percent	Cumulative Percent
Never	5	18.5	18.5	18.5
Almost never	4	14.8	14.8	33.3
Some times	8	29.6	29.6	63.0
Often	3	11.1	11.1	74.1
Always	7	25.9	25.9	100.0
Total	27	100.0	100.0	

Table-7 shows that 25.9% Teacher gives negative reinforcement to the student when she / he has done something wrong. Whereas 29.6% sometime negative reinforcement, and 11.1% often and 18.5% never positive reinforcement and 14.8% almost never do so.

Table-8
The Teacher Negative Reinforcement Techniques are according to teachers Mood

Option	Fre-quency	Percent	Valid Percent	Cumulative Percent
Never	9	33.3	33.3	33.3
Almost never	4	14.8	14.8	48.1
Some times	8	29.6	29.6	77.8
Often	5	29.6	29.6	77.8
Always	1	3.7	3.7	100.0
Total	27	100.0	100.0	

Table 8 shows that 3.7% The teacher negative reinforcing techniques that you use depend on mood, whereas 29.6% sometime used negative reinforcement, and 29.6% often and 33.3% never and 14.8% almost never did so it can be safely concluded most of the respondent teachers negative reinforcing techniques depend on their mood.

Table-9
Teachers snub students for their mis behavior and tell to face penalty

Option	Fre-quency	Percent	Valid Percent	Cumulative Percent
Never	2	7.4	7.4	7.4
Some times	10	37.0	37.0	44.4
Often	6	22.2	22.2	66.7
Always	9	33.3	33.3	100.0
Total	27	100.0	100.0	

Table 9 shows that 7.4% Teachers warned the students who misconduct in class that they will face the penalty. Whereas 37.0% sometime, and 22.2% often and 7.4% never do so.

Table-10
Teacher is often silent while punishing the students.

Option	Fre-quency	Percent	Valid Percent	Cumulative Percent
Never	2	7.4	7.4	7.4
Almost never	2	7.4	7.4	14.8
Some times	11	40.7	40.7	55.6
Often	9	33.3	33.3	88.9
Always	3	11.1	11.1	100.0
Total	27	100.0	100.0	

The above table shows that 7.4% Teacher remains calm while giving punishment whereas 40.7% sometime, and 33.3% often 7.4%, 7.4% almost never did so.

Table-11
Teacher send problematic student out of Class

Option	Fre-quency	Percent	Valid Percent	Cumulative Percent
Never	3	11.1	11.1	11.1
Some-times	8	29.6	29.6	40.7
Often	11	40.7	40.7	81.5
Always	5	18.5	18.5	100.0
Total	27	100.0	100.0	

Table 11 shows that 18.5% teachers always send trouble making students out of class, whereas 29.6% sometime, 33.3% often did it and 11.1%. Never did so.

DISCUSSION

Motivation is the strength of the drive towards an action. It takes place within a culture, reflects an organizational behaviour model and requires communication skills. It also requires discovering and understanding the employee's drives and needs, since it originates within an individual and employees will be more motivated when they have clear goals to achieve (Lewis, 1998).

A motivational technique is very relevant in educational institutions if the goals and objectives need to be achieved. The head of the institutions must

ensure that the teachers and staff are well motivated. Motivation techniques can mean the difference between success and failure even if you are qualified to succeed. Even people who use motivation techniques know that without these techniques enthusiasm would fade. Finding the motivation techniques to put meaning and purpose in our life, developing a vision and becoming highly motivated can lead us towards a successful and exciting life. There are general techniques of motivation, each with one main goal: to make the day-to-day jobs more purposeful and interesting to employees.

Teachers use humor in classroom. It is agreed by 66.7% teachers always provide positive reinforcement soon after the good behavior of the student. This was supported by Gorham and Christophel (1992) when they say that students who take courses from teachers who use humor in class they become more motivated to do well in the class. Teachers show respect to all students is agreed by majority of the teachers. Teacher maintains the discipline in the classroom is agreed by. It was supported by Javed

and Nasreen (2013) by stating that maintaining the discipline in the classroom is necessary for better student learning. Teachers organize classroom space efficiently. This is supported by Savage (1999) that physical layout of classroom can affect the behavior of both teachers and students.

Teacher's reward the motivated behaviors is agreed by 69% teachers, 69% heads and 59% students. Teachers select rewards for good work which provides good feelings in students is agreed by 74% teachers, 71% heads and 66% students. Haines and Ryan (2001) supported this by saying that rewards for good work creates good feelings in students. Teachers use punishment as consequence of undesirable behavior is agreed by 82% teachers, 50% heads and 80% students.

Teachers use variety of teaching strategies to motivate students. It was supported by Javed and Nasreen (2013) by stating that variety in teaching strategies used by teacher enhances learning of students. Teachers give instruction according to students' achievement levels and needs Rahman and Haider (2013) supported this idea by stating

that regular feedback and evaluation seem highly motivational and increase good performance.

Conclusion

1. Most of the teachers provide chances for weak students to obtain good marks while some teachers treat both types of students equally.
2. Majority of the teachers reward the students with positive reinforcement and very few with negative reinforcement which depends upon the teachers dispositions.
3. Some of the teachers punish the students for their misbehavior in the class room.
4. Students for good behavior are appreciated by the teacher using signs and face expressions and some are silent when they punish the students and send problematic students out of the class.
5. For misbehaviors students are punished by the teacher with negative reinforcement using gestures or facial expressions as a negative reinforcer and use corporal punishment as a last step to treat such type of students.

Recommendations

1. A small number of teachers provide reinforcement immediately after the desired behavior because mostly teachers are not properly trained in this area that's why it is suggested that the teachers should be trained in the area of reward and punishment because this will change the learner's behavior.
2. Most of the teachers make the weak students adjust but some do not do this because they are not well aware of the classroom management techniques and individual differences so it is suggested that emphasis should be laid during training on the classroom management techniques to deal the students according to their individual differences
3. In most of the circumstances weak students are given chances to enhance their abilities and teachers should also give feedback on educational matters and should be concerned about this and it can be done through the process of evaluation. So it is recommended that evaluation should be done at every step of teaching learning process so

- that proper feedback and guidance on the part of the teachers should be checked out.
4. If teachers appreciate students for their efforts they will take more interest in these efforts so it is recommended that positive reinforcement must be given by the teacher for genuine efforts and positive behavior.
 5. The results disclose that a large amount of the teachers are rigid and harsh during teaching and learning process so it is recommended that teachers should be polite, courteous and kind hearted.

References

- Brophy, Jere. (1998) *Motivating Students to Learn*. Boston, MA: McGraw-Hill. Print.
- Dörnyei, Z, and Kata C. (1998) "Ten Commandments for Motivating Language, results of an empirical study. *Language Teaching Research*: 2,3;pp,203.
- Hukamdad, M. (2004). Effectiveness of Reward and Punishment as Modifiers of Students'
- Classroom Behaviour. (Unpublished) Ph.D. (Education) Thesis. University of Arid Agriculture, Rawalpindi, Pakistan
- Katherine P. H. (2000). Educational psychology. Retrieved from <http://www.school-teacher-student-motivation-resources-courses.com/effective-teacher.htm>
- Keller, J. (1983). Motivation design of instruction. In C. Reigeluth (Ed.), *Instructional design theories and models: An overview of their current status* (pp. 383 - 434). New Jersey: Lawrence Erlbaum Associates
- Haines, R & Rayan, T. (2001) students Motivation <http://www.tiger.towson.edu/rhainaz/studentmotivation> (accessed on june 6, 2013)
- Lewis, V. P. (1998). *Managing Human Relations*. Kent Publish Company, Boston, Massachusetts. pp. 188-204
- Moore Partin, T. C., Robertson, R. E., Maggin, D. M., Oliver, R. M., & Wehby, J. H. (2010). Using teacher praise and opportunities to respond to promote appropriate student behavior. *Preventing School Failure*, 54, 172-178. Retrieved March 11, 2010, from ERIC database.
- Ofoegbu, F. I. (2004). Teacher Motivation as an Essential Factor for Classroom Effectiveness and School Improvement. *College Student Journal*. Department of Educational Administration and Foundations, University of Benin, Benin City, Nigeria. Vol.3 Nos.1.54-69