



RESEARCH PAPER

Assessing the Impacts of Motivational Techniques used by Primary Level Teachers on the Performance of Students in District Quetta

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ABSTRACT

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Current study intends to discover the impact teacher's motivational techniques on students' academic performance. Here motivational techniques used by the primary school teachers were measured in relation with the academic performance of primary level students in district Quetta. In this research work various research questions, objectives and hypotheses were formulated. Data was collected from respondent teachers with the use of probability sampling techniques. Sampling size was based on 58 schools at primary level including both genders from which 101 teachers and 237 students were taken. The author used interview and questionnaire for collection of the data. The data were analyzed using SPSS. The findings of the study revealed that teachers' appreciation via incentives and rewards can enhances the motivation and commitment towards job. The author of the study took total 58 schools from which data is collected in the shape of teacher's questionnaire, student's questionnaire for the quantitative method and teacher's interviews for qualitative method, data is collected over all with mixed method.

Introduction

Motivation is measured as a vital feature that affects the performance and behavior of human. So in the field of education teachers and experts play a crucial role. Motivation gives strength to students or individuals to do something with more enthusiasm, dedication and passion. Same as a car not runs without fuel, in this regard without motivation we cannot expect much from a pupil, for the pupils to achieve in the education field motivation is must.

The study motivational techniques used by primary level teachers and their impact on students' academic performance in Quetta, focus on the motivational involvement of the school teachers at primary level with their pupils and what are the results of this motivation in the shape of progress reports of students. This study will deeply analysis the teacher and student's involvement during studies in the shape of motivation. This study will often give us a clear picture that how frequently

teachers motivate their students and what are the methods they used or what are the techniques which will help them to motivate their pupils.

Motivation energizes an individual even to animals to do some work. There are so many motivational techniques which we can use to motivate someone. Motivation improves the competence of the students, Motivation empowers friendly relationships between teacher and students. Motivation leads towards invention. Motivated students are more devoted towards their studies. They studied with a sense of obligation and perseverance. Ultimately they progress in their studies as compared to those students who are demotivated or not been motivated. Apart from those there are many motivational techniques which enhance the student's academic achievements.

Motivation mobilizes the efforts of the students towards higher progress. It affects cognitive techniques and psychological conditions of the pupils during learning process. Fear of failure is also motivated the pupils to work hard to pass the academic year. And reward from teacher in the shape of pen, pencil, geometry box or even a single candy or toffee some time energizes and motivates them. Appreciation by teacher boosts up the energy and motivational level of the pupil.

For motivation teachers mostly use both positive and negative reinforcement, positive reinforcement may include grades, praise, group activities, whereas negative reinforcement is also another way to strengthen student's behavior through reinforcement through an escape from an unpleasant situation or preventing something from occurring which is unpleasant.

Teachers use competition has a motivational strategy that creates achievement orientations among the pupils, while some teachers are using cooperation as a motivational strategy in which students working together for attainment of some common goal.

According to Dornyei & Ushioda, 2011 Dornyei, Z., & Ushioda, E. (2011). "As one of the most often-researched topics in the field of psychology and education, motivation has been generally observed as energy that people moves to accept change by nature. Therefore motivation is the key for success. Researcher uses motivational interviewing (MI) with families and teachers to promote better environments for students.

After this study on motivation will arise a new viewpoint, accepting of mutual reasons that weaken enthusiasm to modification, and a tactic to assist change students towards adjustment. The methodology, named motivational interviewing (MI), has been established to talk about obstacles to motivational approach in the primary schools of Quetta city.

Literature Review

According to Breen and Lindsay 2002, "Extant literature suggests that the factors which motivate students to actively engage in the classroom vary from one discipline to another depending on the relevance and scope of the subject and the pedagogy the instructor uses".

According to Gasco et al. proposed motivation plays a vital part in education; it mainly clarifies educational performance as it is a idea that assimilates together opinions and thoughts. Marks (2000) defines engagement is closely connected with students' scholastic accomplishment and ideal human improvement while, Willms (2003) sees engagement as understudies' sentiments of belongingness to school, acknowledgment of school's values and dynamic support in school exercises.

Teachers immediate feedback in class room and strategies directly have effect on learner's motivation and achievement. Addressing on both personal and entirety classroom educator procedures empower a more profound understanding of reasons basic teachers' techniques.

As of late, two ponders of teacher's anticipations included how entirety classroom characteristics influence teachers' directions procedures, appearing that educator discernment of classroom characteristics influence utilize of outwardly arranged or naturally arranged motivational methodologies (Rubie - Davies et al. 2012) and students' learning outcomes (Archambault et al. 2012).

The concept of motivation consists of very important three vital factors,

(i) Activating the behavior of the person that's required for a certain goal;

(ii) directing this behavior; and (iii) the inner state that starts and guides this behavior. The encourage of fulfilling the requirements of the person is the main source of motivation. In expansion, numerous concepts, such as intrigued, values, attitude and crave of the person towards an activity, influence the process of inspiration as well

(Akpur 2015). subsequently, motivation includes a multi-dimensional structure rather than a straightforward and fundamental one. In this respect, each person may have a distinctive sum of motivation. Deci and Ryan (2002) observed three types of motivation which have directly influence the performance of an individual.

(i). Intrinsic motivation:

When a person is himself ready to do a particular job without any external force (Ural 2009). Personal interest, his or her needs and curiosity are the basis of this type of motivation. Activities which are performed through inborn inspiration and which begin from these sources are inalienably fulfilling for the person, hence no extra motive or discipline is required (Şen 2006). In Intrinsic motivation the person is anticipated to display behaviors such as volunteerism, readiness and making a choice (Deci and

Ryan 2000). In this manner, these activities more often than not produce inherent comes about as individual encounters which have a meaning for the person (Erdoğan 2013). A ponder underlining the significance of natural inspiration demonstrated that understudies will learn a point more effectively in the event that they are willing to secure and get a handle on this point (Çelen 2010).

(ii). Extrinsic motivation:

On the off chance that the drive of the individual's behavior is independent of him, in other words on the off chance that it lies in his environment, at that point this is often outward motivation. The behaviors which begin from outside sources, such as rewards, punishment, and social back, are behaviors which are connected with the result of the individual's action (Erdoğan 2013). In this respect, the person isn't propelled by any interest in the activity itself but or maybe he is spurred by the benefits that this activity brings (Şen 2006). A few activities which are considered to be vital for the students by teachers and guardians are activated by outward inspiration, and, so, they do not draw the natural consideration of people (Deci and Ryan 2016).

(iii). Amotivation:

In case people cannot set up a association between their actions and the comes about of their activities there's no inspiration, not and the individuals experience amotivation (Reeve 2014). In this case, people cannot make an association with the affect of their activities or the affect of their environment, and, thus, they cannot be spurred either naturally or outwardly. In this manner, the individual who accepts that his activities will not give a advantage for him does not take any activity and falls into the state of amotivation (Tahiroğlu and Aktepe 2015).

Separated from these inspiration sorts, there are within the writing extra motivational components that deliver clues around the nature of the inspiration of the individuals. A few of these components are straightforwardly related to the academic achievement of the people; these are inherent objective introduction, outward goal orientation and the esteem of the subject, control of learning convictions, self-sufficiency and test uneasiness (Aktan and Tezci 2013; Bates et al. 2016). Besides, these components are composed of three sub-components which are: Esteem that can be affected by the esteem of the subject and the natural and outward objective orientation; expectation that can be influenced by the control of learning convictions, self-sufficiency and execution; and excite that can be influenced by test uneasiness and student's self-confidence level (Liu and Lin 2010).

So in spite of the fact there are so many literature which clarifies that there's a positive relationship between inherent inspiration and accomplishment (Burton et al. 2006; Lepper et al. 2005) so the above literature recommending that inborn and outward inspiration ought to be combined together in arrange to motivate a person to urge into activity for a goal. (Barrett et al. 2005; Gillet et al. 2009; Hayenga and Corpus 2010).

Material and Methods

This study is mixed in nature and mixed method is used for data collection purpose. This study aims to create the relationship between students' academic achievement and motivation of primary school teachers, so this study will be correlational in nature. Data is collected from the teachers and students with the help of randomly selected interviews, and 5 Likert options scale.

This study is testing the effects of motivation on student's achievement with the help of Likert scale, for the research design of this study, survey and interviews

will be conducted. This survey and interviews will be conducted by the researcher in the primary boys and girl's schools of district Quetta. In this study focus will be on the opinion of the teachers, that how they respond to the questions in this study in the shape of questionnaire and interviews. Answers will be collected to identify the research studies, the researcher will constitute the study population, Data is collected with mixed method included, questionnaires and open ended questions also interviews will be conducted.

In the primary school of district Quetta, the researcher focuses the primary school teacher. As this research is mixed in nature so in each school two teachers are selected to data collection. Each teacher is provided a questionnaire for the responses, after filling the questionnaire the researcher collected the hard copies from the teachers. and the interviews randomly from each school one teacher is selected, the interviews have in the respondent schools.

During the data collection ethical considerations are make sure, first of all take concern for the data, and secondly told them that this data will only for this research paper and not share with else, and for interviews voice recording make sure take consent.

Results and Discussions

The data is analyzed thoroughly centered upon three types of statistical analysis to explain the as per the order of sampling units of the variables of the study. The data is comprised up of three types of full-pledge questionnaires designed for this study. In the first phase the raw data is interpreted in SPSS and analyzed thoroughly.

The data is analyzed in the form of frequency, percentile, correlational statistics and descriptive statistics as per the nature of data.

The data is presented in form of standardized tabulations and explained as per order.

The data is analyzed and sectioned into two parts addressing the main variables of the study. The main variables of the study are students studying at primary level in district Quetta, and teachers teaching in primary schools/ sections of the study area.

In the first phase the teacher's data analysis is presented and in the second phase students data analysis is described.

The raw data collected and analyzed is sectioned as per research protocols and is presented in three forms of description.

In the first instance statistical tables are presented to show the descriptive statistics, standard deviation and variance against each statement or set of statements. After the data is presented in frequency and percentile distribution and in the last phase the data is presented in co-relational statistics to highlight the positive/negative co-relations between the main objectives of the study.

The qualitative data is analyzed from the interviews taken from the sampling units of the study and is presented after the quantitative data.

Research work was planned to discover the several motivational techniques used by the primary school teachers at primary level of the district Quetta and what is the impact of motivation on the academic performance of students. And also to measure the impact of demographic variation of teacher's qualification, training and learner's engagement level in studies. The result of this research work shows that teacher motivation has directly impact on the learner's performance. students feel confident and take part in learning, students engaged in group work learn from each other. Learning becomes fruit full for them. This study helps us that how we can motivate the underperformed students in the classroom.

Table 1
Descriptive Statistics of Gender of teacher

	N	Minimum	Maximum	Mean	Std.	Variance
Gender of teacher	101	1.00	2.00	1.4653	.50129	.251
Valid N (list wise)	101					

Table 1 describes that total number of participants from which data is collected, the mean of the gender of teacher is 1.4653, standard deviation is .50129 and variance is .251.

Table 2
Frequency statistics of Gender of teacher

Gender of participant	Frequency	Percent
Valid Male	54	53.5
Female	47	46.5
Total	101	100.0

Table 2 describes that the number of total participant are 101 in which male participant are 53.5 percent and female participant are 46.5 percent.

Table 3
Descriptive Statistics of the students

	N	Minimum	Maximum	Mean	Std.	Variance
Age of the student	237	3.00	5.00	4.4008	.65393	.428
Class of the student	237	2.00	5.00	4.3840	.56019	.314
Valid N (list wise)	237					

Table 3 indicates the mean, standard deviation and variance; first in indicator shows the age of the students (M= 4.4008, SD= .65393, V= .428) second indicator which show class of the students (M= 4.3840, SD= .56019, V= .314).

Table 4
Frequency Statistics of Gender of the student

	Frequency	Percent
Valid	Male	129
	Female	108
	Total	237
		100.0

Table 4 describes that the number of total participant are 237 in which male participant are 54.4 percent and female participant are 45.6 percent.

Table 5
Correlation between students last year annual result and teacher encouragement

	Students last year annual result	I encourage my students to set specific, learning goals for themselves.
Students last year annual result	Pearson Correlation	1
	Sig. (2-tailed)	.052
	N	237
I encourage my students to set specific, learning goals for themselves.	Pearson Correlation	.052
	Sig. (2-tailed)	.604
	N	101
		101

Table 5 having level of significant to be 0.05 while $p = 0.604$, this result shows that there is a positive relation between the student last year performance and teachers encouragement.

Conclusion

It is shown from this research study that A self-determined motivation leads to a good study approach and high study effort, which leads to better academic performance. And it is also clear that there is important and useful connection between intrinsic motivations of teacher and students' academic achievement than unmotivated students at primary schools. When teachers intrinsically motivated the students this ultimately have reparations on them. There is a huge deference between the motivated and unmotivated students, this is very clearly identified from their annual results.

As we now this study is only limited to the primary section of Quetta district schools, further research is recommended in this field to know about the motivation level of rural areas specially in Balochistan, further this study not consider the student classroom assessments, test score, this study on focus on the annual result of the students to conclude the results that how much motivation enhance their performance, so more research work is recommended to go in depth.

Further the secondary school's administration should also be trained that apart from classroom management the motivational strategies must be included to enhance the quality of education. Peer and group work give confidence to the students to show their qualities. Our teachers need to be chance their approach in this regard.

Our curriculum should be design in the modern techniques in which motivational content must be included. In this way education department must take initiative to review the content of the developed countries and their educational system. Our classroom teaching must be included with more and more audio visual aids to motivate the pupils in learning process. Finally factors like ethnicity, social background, parents and peers could also be explored in the future research to see these factors implication on student's motivation and engagement.

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