



RESEARCH PAPER

Effectiveness of Motivational Techniques as Perceived by
Secondary School Teachers and Students

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ABSTRACT

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The aim of this study is to assess the perceptions of teachers and students regarding the effectiveness of motivational techniques used at the secondary school level. The nature of this study is descriptive. The researchers employ a simple random sampling technique to choose the sample for this study. Researchers utilized two questionnaires (one for teachers and one for students) to collect data from the respondents, which were developed on a five-point Likert-type scale. 663 respondents were selected, out of which 359 were female teachers and students and 304 were male teachers and students. The study's essential findings expose that teachers' positive feedback, rewards, and friendly behavior play a pivotal role in motivational techniques. The study's major recommendations were that teachers motivate students so that they accept the honor for their efforts and use the most recent and advanced teaching techniques to make lessons more engaging.

Introduction

Motivation is the internal feeling that arises from the desires and needs of an individual (Locke & Schattke, 2019) It is the continuous process of needs and satisfaction that stimulate individual to perform. It is the process to inspire an individual to utilize his/her best capabilities for the achievements of particular goals. Motivational techniques could arouses interest, enthusiasm and regulate the individual behavior in order to perform different tasks with interest for the attainment of particular goals (Lauc, Jagodic & Bistrovic, 2020).

Topçu & Leana-Taşclar (2018) stated that motivation is a goal-directed activity that raises the thirst for striving goals and has a constant nature. Pupils demand motive, direction, guidance, and counselling to change their behavior and compete with their fellows at all levels of education. Ali, Dahie, & Ali (2016) have mentioned some vital functions of motivation that play a key role in students' goal accomplishment. In motivation, we have an exclusive goal for doing any activity. Our efficiency is increased when we have internal motives, move better, and stay engaged in that action for a long time (Vartanova, 2014).

Lauc, Jagodic & Bistrovic (2020) explained that in education, motivation is defined as the degree of self-esteem and sense of worth that determines how well a student can improve and develop their learning and explore their potential. Many factors influence motivation in the teaching-learning process. Encouragement and a solid teacher-student relationship are two ways for instructors which can help students to learn. Learners become discouraged when they are constantly punished for their poor performance. It is critical to create a pleasant environment in order to foster motivation among students (Bhaduri & Kumar, 2011).

In the academic achievement of students, motivation plays a unique role, without a doubt (Lei,2010). During the teaching-learning process, motivation improved the pace of learning and activities in the classroom. In the education system, an individual's low and high achievement is, directly and indirectly, linked with motivation (Ardura, Zamora & Pérez-Bitrián, 2021).

The goal of motivation is to achieve successful outcomes at the end of the process. In education, motivation is used to influence what and how students learn about the subject matter (Hardr, Sullivan & Crowson, 2009). Using various motivating approaches, students' learning processes become more successful. Encourage and raise students' ambitions during the teaching-learning process so that they can have a greater impact on their learning (Altun & Tahir,2020).

Motivational techniques can inspire interest, enthusiasm, and regulate individual behavior in order to accomplish various tasks with enthusiasm in order to achieve specific goals. Teachers have long been using the traditional techniques of motivating students, for example, praising, and smiling, touching, etc (Hashemian & Heidari, 2013). A need is always felt during every era of the teaching-learning process to find out techniques that can be effectively used for motivating students in the learning process (Schikofsky, Dannewald & Kowald, 2020).

Tas, Subaş, and Yerdelen (2019), motivation plays a critical role in learning. They state that motivation is derived from two types of motivational techniques: intrinsic (internal) motivation and extrinsic (external) motivation (Hidi & Renninger,2006). In intrinsic or internal motivation, pupils participate in various activities for enjoyment. Contrary to this, in extrinsic or external motivation, pupils participate in various activities to get social or tangible reinforcements to get a prize or avoid punishment. Gifts, prizes, praise, and stickers, for example, are examples of reinforcers (Kaura & Sharma, 2015).

As the previous research indicates, the use of motivational techniques in the classroom benefits students. Self-regulated motivational techniques are used to make the pace of learning better and longer-lasting for students (Stoffers & Hatler, 2017). On the basis of previous research, the motivational strategies for students indicate that motivation is a necessary part of the student's life that enables them to achieve more (Sucuoglu, 2017). Moreover, the praise and the rewards given to the students helped them to attain more creativity and sustain it in their lives (Tagkaloglou & Kasser, 2018). Above literature show the motivational techniques play significant role in the process of teaching and learning. This study is based on the motivational techniques used by the teachers in their classroom at secondary school level, which have not been studied deeply before.

Literature Review

Motivation comes from the Greek word "Mover," which means "to move" or "to drive forward." It is a psychological state of mind through which the cause of an individual's behavior, course of activeness, and activity level during a specific period or predominated period can be observed (Martin, Galentino & Townsend, 2014). According to Latham (2012), motivation is an intellectual activity that helps people accomplish unsatisfied needs.

Bruton, Ahlstrom, & Si (2015) stated that motivation is a process that delivers some energy boosters to individuals, which helps them achieve their goals. Motivation provides the learner a starting point to keep them on track. With the help of motivation, learning goals are achieved in the teaching-learning process (Hashemian & Heidari, 2013). In the learning procedure, without the active engagement of a learner, learning cannot be effective. Through motivation, they help learners engage in various activities of their own choice (Navidian, Mobaraki & Shakiba, 2017).

Characteristics of Motivation

Hidi & Harackiewicz (2000) briefly explain the characteristics which are given below.

- Motivation is a psychology term that refers to a state of mind. It is a person's inherent desire to reach something greater. The more an individual is motivated, the better his or her performance will be.
- Motivation is a never-ending or continuous process. This is due to the fact that human needs, desires, wants, and wishes are limitless. They can never all be satisfied at the same time. Satisfaction of one demand expands the scope of another. As a result, the incentive process never ends.
- Motivation is a systemic phenomenon. It is the system that consists of three major components; Internal factors, such as a person's needs, aspirations, wants, wishes, values, and so on. And Internal factors such as institutional structure, technology, physical facilities, work environment, and so on. Factors that operate in the external environment, such as custom, societal norms, culture, and so on. The combination of these components leads to motivation.
- Motivation is a procedure that satisfies a desire. Unmet needs cause stress, which in turn fuels a person's drives. These urges cause people to hunt for specific goals that will satisfy their needs and relieve anxiety.
- Motivation is a complex and dynamic process. It's because it's about human behavior, which is never static but always changing. It changes on a regular basis.
- Motivation is an individual's interior sensation. It identifies the energizing forces that motivate or inspire a person to behave in a certain way.
- Motivation is defined as an individual's readiness to put out effort in the pursuit of institutional goals while also satisfying some personal needs.
- Motivation differs from person to person and from season to season. Motivation differed from person to person, and it also differed according to time and place, because people's desires differed according to time and place.
- Positive or negative motivation drives an individual's behavior. Incentives or rewards are used to motivate people. There are monetary and non-monetary

incentives available. Penalties, demands for explanations, threats, and dread are all examples of negative motivation.

Intrinsic motivation

Deci & Ryan (2010), intrinsic motivation belongs to the natural attitude. It is an activity, and enjoyment and satisfaction are derived from engagement (Reid, 2007). Person need no incentives or punishment when intrinsically motivated because the activity itself is pleasing. Vasalampi, Kiuru, & Salmela-Aro (2018) say that when someone does real work for their own curiosity and satisfaction, it's called intrinsic motivation. Intrinsic motivation increases with perceived task expertise. Positive feedback boosts intrinsic motivation by boosting self-efficacy (e.g., verbal praise). Positive feedback requires individual participation to boost intrinsic motivation (Pourhosein Gilakjani, Leong & Saburi, 2012).

Aubret, Matignon, and Hassas (2019), in intrinsic motivation, the student is internally motivated for themselves. Student has a unique curiosity about an activity or subject. Lamb (2017) explain there are two intrinsic motivation factors: self-exploration and altruism. Self-exploration means that the student is fully motivated and believes that they have the quality to show good results and perform well. According to Carr (2017) students do work and activities for their inner satisfaction. Curiosity, knowledge of the outcome, aspiration level, ego involvement, and rivalry are examples of intrinsic motivation.

Intrinsic Motivational Techniques

When compared to extrinsic motivational techniques, internal motivational techniques are more difficult to explain (DeVargas & Stormshak, 2020). Reward, punishment, meaningless activities, and a lack of support are all barriers to intrinsic drive. The learning environment must support one's intrinsic sources of motivation in order for them to grow. It may be more realistic to investigate intrinsic strategies inside a single framework, such as that of basic necessities (Ucar & Kumtepe, 2020).

Lari (2014) describe some intrinsic motivational techniques. These techniques are described by him.

Love and Belonging: Each of us deserves to be cherished. Need of love and belonging act as intrinsic motivation for students.

Power: Our need for a sense of authority is primitive and basic. Teachers can empower children by providing them with responsibilities, leadership and opportunities.

Freedom: Each of us requires the freedom to choose. Teachers can help kids feel free to be creative without giving them praise or making them feel bad.

Extrinsic motivation

Extrinsic motivation refers to a wide variety of behaviors displayed when an individual is engaged as a means to an end and not for their own interest (Kagama, 2018).

External motivation forces the individual from the outside. The outside environment pulls individuals towards the desired activity (Nevid, 2012). Extrinsically motivated students do their work while avoiding punishment and hoping to win a prize. In extrinsic motivation, students show their total effort to get an award. It arises from outside consequences and incentives (Woolfolk & Margetts, 2012).

Extrinsic motivation is the performance of a behavior that is dependent on achieving a separate goal. It has a natural purpose. It changes the outcome. Teens may wash dishes for a stipend. A student can study to earn an (Wu, 2003). Extrinsic motivation might be wholly external (e.g., washing dishes for money) or completely internal (e.g., engaging in recycling because one perceives oneself to be an environmentally responsible citizen) (Walker, Greene & Mansell, 2006).

Kapur (2018) refers to some positive extrinsic reinforcement in the classroom, which includes: praise, certificates, attention, high grades, scholarships, stickers, privileges, honors, trophies, prizes, public recognition like the school's honor roll finding award, money, and smiles of approval. Teachers can give students stickers or sweets if they get good grades on the exam. If they don't get good grades on the test, they can also lose their right to take a break because they didn't do well on the test.

Extrinsic Motivation Techniques

Locke & Schattke (2019) describe some extrinsic motivational techniques. These techniques are described by them.

Praise is a strong incentive for students. When the pupils perform well some appreciation must be given to them. The nature of praise must be determined according to the work done by the students.

Reward: A powerful motivator is a reward. Rewards positively affect the student's future performance. Pride of honor, prizes and souvenirs, and other things that make students feel good about themselves can help them develop self-confidence, self-respect, and other skills in them.

Punishment: Punishment is a strong incentive. The trend of penalties must be lowered because it hinders the students' skills.

Criticism is a powerful motivator for students. Criticism is a way to make modifications, and it is used to highlight the students' weaknesses. The instructor must know his students' strengths and weaknesses and then critique them.

Grade: Every student wants a good grade in school. The grade is a powerful incentive for the student. In schools, with the help of grades, increase student performance in the future.

Inducements: Inducements are the different ways of motivating individuals. This incentive can help clarify and change someone's behavior. These incentives are the reason for promoting good habits throughout their lifetime period.

Teachers' words of encouragement: Teachers' words of encouragement were magical for their students' it enhanced motivation levels. Motivation ability might be produced by the teacher's guidance and counselling at the correct time. Motivational strategies increase students' curiosity for learning with enjoyment.

The following objectives led the study:

- To assess the perceptions of teachers and students regarding the effectiveness of motivational techniques at the secondary school level.
- To explore the prevailing motivational techniques utilized by secondary school teachers in the Multan district.

Material and Methods

This was descriptive research and belongs to the positivism paradigm of research. The target population of this study was all the public-sector schools at the secondary level in Punjab. The accessible population consisted of all the public-sector secondary school teachers and students in the district of Multan. Researchers employed a simple random sampling technique to choose the sample for this study, and a total of 663 respondents were selected, out of which 359 were female teachers and students, and 304 were male teachers and students. The investigators employed two separate scales based on restricted response items about motivational techniques to collect the data from participants. The 18 items were prepared by the researchers based on five points' Likert type. To check the research tools' validation, the researchers got assistance from a team of experts to determine the flaws and strengths and improve the tools. The researchers used SPSS software and applied Cronbach's Alpha to determine the research instrument's reliability. The teacher's scale's reliability value was 0.72, and for the student, the scale had 0.83, which is quite satisfactory. With the help of the survey method, data was collected by researchers. Collected data was entered into SPSS software, and the data was analyzed through descriptive and inferential statistics. In descriptive statistics, the researchers used mean, frequency, and percentage. An inferential statistics Z-test was used to analyze the demographic differences like gender, marital status, and area between urban and rural areas .An ANOVA was also used to analyze the difference between the participant teachers who belonged to different age groups, had different teaching experiences, and had different qualifications.

Results and Discussion

Table 1
Descriptive Analysis of demographic variables of teachers

Gender	Frequency	Percentage
Male	100	48%
Female	107	52%
Area		
Rural	124	60%
Urban	83	40%
Marital status		

Married	104	51%
Unmarried	103	49%
Age		
20-30	22	10%
31-40	90	44%
41-50	95	56%
Teaching experience(Years)		
0-5	69	33%
6-10	86	42%
11-15	32	15%
More than 15 years	20	10%
Qualification		
M.A/M.sc	70	34%
M.Phil./MS	110	53%
Ph.D.	27	13%

Table No. 1 exposes the detailed percentage distribution of respondents (teachers) according to their gender, area, marital status, qualifications, and teaching experience. The table value revealed that 52% of respondents were female teachers and 48% were male teachers, with an urban ratio of 40% (n = 83) and a rural area ratio of 60% (n = 124). Age was divided into three groups (20-30), (31-40), and (41-50), but most of them belong to the (41-50, 56%, n = 95) age group, and the ratio of married people is higher (married 51%, n = 104) than unmarried (unmarried 49%, n = 103). The table showed that teachers' qualifications were divided into M.A. /MSc, MS/M.Phil., and Ph.D. groups, and most of them belonged to MS/M.Phil. (53%, n =110) groups more than M.A./MSc (34%, n =70) and Ph.D. (13%, n =27) groups. Teaching experience was divided into four groups, and most of the teachers fall under the (6-10) years of teaching experience group (42%, n =86).

Table 2
Descriptive Analysis of demographic variables of students

Gender	Frequency	Percentage
Male	225	49%
Female	231	51%
Area		
Rural	197	43%
Urban	259	57%

Table No. 02 exposes the detailed percentage distribution of respondents (students) according to their gender and area. Table value showed that 49% per cent of respondents were male students, 51% per cent were female students, the urban ratio was urban 57% and the rural area ratio was rural at 43% secondary school students.

Table 3
Descriptive analysis and comparison of the questionnaire for teachers and students.

Sr No	STATEMENTS	TEACHERS RESPONSES'			STUDENT RESPONSES'		
		Agree	Neutral	Disagree	Agree	Neutral	Disagree
01	Positive feedback	97%	1%	2%	90%	3%	7%
02	Teachers give rewards	96%	3%	1%	92%	2%	6%
03	Sharing of ideas	86%	3%	11%	31	1	68
04	Maximum opportunities for weak students	28%	1%	71%	60%	10%	30%
05	Develop a sense of responsibilities	94%	1%	5%	22%	1%	77%
06	Develop a sense of choice	91%	1%	8%	21%	10%	69%
07	Raising curiosity among students	95%	1%	4%	98%	1%	1%
08	Attention and listening	94%	3%	4%	36%	2%	62%
09	Friendly behavior	91%	4%	5%	96%	2%	2%
10	Eye contact in the classroom	32%	2%	66%	95%	1%	4%
11	Gesture and facial expressions	95%	2%	3%	96%	2%	2%
12	Celebration of success	92%	1%	7%	98%	1%	1%
13	Encourage students and Positive remarks	94%	3%	3%	96%	1%	3%
15	Negative reinforcement	43%	2%	55%	42%	2%	54%
16	Harsh or insulting criticism	77%	1%	22%	91%	4%	5%
17	Punishment used as a powerful incentive	85%	3%	12%	12%	4%	84%
18	Appreciation for work	94%	3%	3%	83%	5%	12%

This table exhibits teachers' and students' attitudes towards various motivational techniques at the secondary level in public sector schools. Both students and teachers exhibit a positive attitude towards motivational techniques, but there are some indicators on which they have contradictory opinions. Teachers said that motivational techniques develop a sense of responsibility and a sense of choice among students. Still, students did not agree. Similarly, teachers said they give proper attention to their students and listen to them carefully. Nevertheless, students have different opinions regarding teachers' attention and listening skills in their classrooms. Teachers said they utilize good gestures and facial expressions while teaching in their classrooms, but student opinions were different from them.

Table 4
Significance of difference between demographic factors (area, gender, and Marital status) for the teacher

Gender	N	Mean	S.D	z-value
Female	107	1.189	0.7711	2.324
Male	100	1.117	0.8861	
Marital status				
Married	104	1.1686	0.9839	2.894
Unmarried	103	1.1412	0.8196	
Area				
Rural	124	1.1606	0.9215	0.908
Urban	83	1.1464	0.9017	

This table shows that gender and marital status's calculated values were more than the table value at 0.05 (1.96). It shows that male and female secondary school

teachers' perceptions were statistically different from married and unmarried participants. Similarly, participants in different areas did not have significantly different perceptions regarding motivational techniques as the calculated value was less than the table value.

Table 5
Significance of difference between factor for students (Area and Gender)

Gender	N	Mean	S.D	z-value
Female	231	1.2501	0.8971	0.000
Male	225	1.1709	0.7665	
Area				
Rural	197	1.3084	0.8322	0.000
Urban	259	1.1368	0.46914	

This table reveals that the calculated value (.908) is less than the table value at 0.05 (1.96) for both variables, revealing insignificant differences between male and female and rural and urban participants (students).

Table 6
Significance of the difference between factors (age, teaching experience, teachers' qualification)

Teachers demographic variables		Sum of Squares	df	Mean Square	F	Sig.
Age	Between Groups	174.235	2	87.117		
	Within Groups	17039.504	204	83.527	1.043	.354
	Total		206			
Teaching experience	Between Groups	463.197	2	154.399		
	Within Groups	16750.543	204	82.515	1.871	.136
	Total		206			
Qualification	Between Groups	387.937	2	193.969	2.352	.038
	Within Groups	16825.802	204	82.479		
	Total		206			

The table reveals a significant difference in secondary school teachers' perception who fall under different qualification because the value of p is less than 0.05 ($p < 0.05$). The results also show that an insignificant difference exists between secondary school teachers perception who had fall under different teaching experience and age groups because the value of p is more than 0.05 ($p > 0.05$).

Conclusion

Teachers give their students positive feedback when they complete their work, and the teachers' give rewards to motivate students to increase their performance in their learning process. They give attention and listen to each student in their classroom, and the teachers appreciate the students for their good

performance in their classroom. They motivate the students by raising their curiosity, and motivational techniques force students to learn more from their mistakes in the learning process. They reinforce students by utilizing negative reinforcement techniques in their learning process and give criticism for their poor performance in their learning process. They use positive remarks to encourage student performance in their classroom, and this serves as positive reinforcement to motivate students to get good academic grades. Teachers' friendly behavior motivates students to perform well in their activities, and teachers interact with students on a higher demand to improve students' performance. They encourage students with the help of gestures and facial expressions in their learning process, and teachers motivate the students to solve their problems themselves. The majority of the students agreed with the opinions of their teachers, but on some statements they had differing opinions, like regarding teachers' attention and listening skills in their classrooms, and whether they developed a sense of responsibility and a sense of choice among students.

Recommendations

- Teachers should keep their eyes on the students in order to motivate them, and they should pay extra attention to the weaker students in order to make them do better.
- Teachers should motivate students so that they are responsible for accepting the honor for their efforts and should use the latest and most advanced teaching tactics to make lessons more engaging. Teachers should discourage negative criticism and punishment.
- Teachers should figure out what their students need to learn effectively and make sure they have a good learning environment in the classroom. They should also take strict steps to keep the classroom in order.

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