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The Impact of Motivational Techniques on the Academic Performance of Students at Secondary School Level

Shaiza Gul ¹ Saima Ali ²

Abstract: *The main objectives of this study were to investigate the impact of teacher support (motivational techniques) on students' academic performance. The population of the study comprised 697 SST teachers and 8822 students of the 10th class of 85 public sectors, girls 'secondary higher. Secondary schools of District Peshawar. The sample size comprised 248 SST teachers and 377 students of the 10th class. The sample was selected through a simple random sampling technique and was rationalized by using the Krejcie and Morgan sample size table. Data was collected from the respondents through self-constructed, 5- 5-point Likert scale Questionnaires consisting of 50 items each. Questionnaires were validated by experts, and their reliability was tested through the Cronbach alpha test. The study was descriptive in nature. This study used regression analysis (OLS technique to analyze the data. This study concluded that motivational techniques used by teachers have improved the academic performance of students. Based on the findings of the study, it was recommended that teachers and caregivers should make efforts to inculcate the value and knowledge of teacher-student interactions in order to improve students' academic performance. Seminars and workshops should be held to educate both teachers and students on healthy teacher-student relationships.*

Key Words: Motivational Techniques, Academic Performance, Impact

Background of the Study

Motivation

Motivation is a term used for the description of processes, both initiative and rational, by which people seek to satisfy the basic drives, perceived needs, and personal goals that activate human conduct. Motivate is a transitive verb, which means to give somebody an inducement, to give somebody a motive or inducement to accomplish a task. The extraordinary leader comprehends that it is his/her concern to make available an extremely motivating environment for students (Cole et al., [2004](#)).

Motivation plays a significant role in developing students' interest in the teaching-learning process. Motivational techniques evoke curiosity and sprightliness and align the individual's demeanor for the performance of various tasks with interest in the accomplishment of specific goals (Abbas & Khurshid, [2013](#))

Motivational Techniques in the Classroom

Teacher's motivation is closely linked to their work attitude. It has to do with the desire of teachers to participate in teaching practice in the school setting. It has to deal with teachers' concerns about students' control and discipline, especially in the classroom. Teachers use both intrinsic and extrinsic motivational techniques to motivate students toward effective performance in class (Malouff et al., [2008](#)).

Teacher's Support

In school scenarios, teachers employ both positive and negative motivational techniques to reinforce students. Praising, involving students in group work, awarding grades, etc., are positive motivational

¹ PhD Scholar, Department of Teacher Education, Qurtuba University of Science and Information Technology, Dera Ismail Khan, Peshawar Campus, KP, Pakistan.

² PhD Scholar, Department of Teacher Education, Qurtuba University of Science and Information Technology, Dera Ismail Khan, Peshawar Campus, KP, Pakistan.

techniques. Rewarding the students is also used as a positive reinforcement towards their learning. Teachers may also motivate students by employing problem-solving techniques. In this way, the students are encouraged to be adept in problem-solving and get work satisfaction by solving their problems themselves. This approach enhances the prospect of forthcoming attainments. Negative motivational techniques reinforce students' conduct by avoiding a blistering situation or preventing some drastic situation (Dynarski, [2015](#)).

Students' Performance

Motivational techniques enable students to perform well. Students' performance is enhanced when they are highly motivated towards the performance of the assigned tasks efficiently. Only then the educational institutes would attain high standards. Therefore, teachers' responsibility to motivate students is a crucial factor in students' instructional performance. There is a crucial role of motivation in a person's life. It is a valuable endowment in an individual's life, but unfortunately, the majority of them do not consider it worth importance. Some of them are not even aware of it. Motivation techniques enable individuals to achieve success in their lives. It enables them to be visionary. Individuals who use motivational techniques are strongly aware of the fact that they would be no more enthusiastic if they don't use them adequately (Stipek, [2002](#)).

Literature Review

Motivation

Whenever an individual cannot build up a relationship between their actions and the outcomes of actions, it can be stated that there is no motivation (Reeve, [2018](#)).

Shiri ([2015](#)) stated that there are various motivational theories that lead to quality learning in class. The outcomes of motivational theories that result in quality learning have increased the motivational studies towards cognitive motivation and achievement needs. These are associated with elements, namely, class features and language teachers. Eymur and Geban ([2011](#)) stated that motivation is a process in which goals are investigated and sustained. Motivation is considered a force that focuses the behavior of an individual towards a goal. Eggen and Kauchak ([1994](#)) Motivation is considered a vital element in educational psychological concepts. Deci and Ryan ([2013](#)) suggested in their research that motivation can be classified into three main categories: intrinsic motivation and extrinsic motivation.

Intrinsic Motivation as an Enabler of Success

According to Schunk et al. ([2014](#)), the idea of intrinsic versus extrinsic motivation is related to the social-cognition model of motivation, which is included in the idea of motivation as an academic facilitator. Intrinsic motivation can be explained as motivation in which an individual gets involved in a task for its own purpose.

Extrinsic Motivation

When the drive of an individual behavior is independent or if it lies in his surroundings, this is called extrinsic motivation. The behavior of an individual is basically related to external things, for instance, reward, punishment, social support, and behavior that have an association with the individual's own actions (Bayounes et al., [2022](#)).

An individual is not motivated to do a task, but he is interested in the advantage that he may receive. Şen ([2006](#)) states that the actions that are considered vital for students through parents and teachers are indicated as extrinsic motivation. Thus, it does not refer to the intrinsic motivation of the individual.

Teacher's support

The motivational needs of students are always prioritized by good teachers. They also aim to provide such a facilitating environment for students where a learning community may grow. Learner motivation is typically more likely to be intrinsic rather than extrinsic. Learner control increases the significance of learning, which in turn boosts motivation (Schunk, [2005](#)). However, teachers who commonly deal with a



variety of problems due to students' diverse reactions to teaching and learning activities could benefit from knowing about motivation. Some eagerly and willingly embrace new learning, while others accept their assigned tasks with bitterness and resignation, and still others refuse to be attentive to take the teacher's lessons at all (Arif, 1992).

Objectives of the Study

1. To assess the teacher's support provided to students at the secondary school level.
2. To examine students' academic performance at the secondary school level.
3. To investigate the impact of teacher's supports on students' academic performance at secondary school

Hypothesis of the Study

Ho: There is no significant impact of teacher support on students' academic performance at the secondary school level.

Research Methodology

Nature of the Study

The nature of the study was descriptive and used quantitative methods, which assisted in finding out the impact of different motivational techniques used by teachers on students' academic performance, such as negative reinforcement, positive reinforcement, reward, incentives, punishment, appreciation, grades, etc.

Research Design

Research design determines the structure of a research project. It refers to the entire process, from the initial idea to the data analysis, findings, conclusion, and recommendations (Cress Well, 2012). According to Kalof et al. (2008), in quantitative research, the number is used for comprehending the requisite matter of interest. In this kind of research, data collection is ensured by steering surveys in which the same set of questions is presented to the respondents for their responses.

Muijs (2004) presented that numerical data is gathered for quantitative research, which is then examined using mathematical and statistical techniques.

Research requires the investigation of problems in a scientific way in order to find out some practical solutions. A quantitative research design was conducted by the researcher. The study was configured to investigate the impact of motivational techniques on the academic performance of students at the secondary level. For this purpose, a survey was steered, and data was obtained through questionnaires from the respondents. So, a quantitative inferential survey research design was used for the study.

Population of the study

Population refers to all the subjects to whom the findings of the study could be generalized (Graneheim & Lundman, 2004).

The population of this study comprised all the 10th class students and SST teachers of public sector secondary and higher secondary girls' schools of District Peshawar, Khyber Pakhtunkhwa.

Table 1

Population Parameter

S.No	Districts	No. of Govt. Girls' Secondary/ Higher Secondary schools	No. of SST teachers	No. of 10 th Class Students
01	Peshawar	85	697	8822

Source: The data report given by D.E.O (Female) Peshawar (Annexure A).

The table shows that 697 S.S.T teachers and 8822 students of 85 Public Sector Girls secondary and higher secondary schools of District Peshawar, Khyber Pakhtunkhwa, was the target population of this study.

Sampling and Sampling Procedure

According to Jupp and Sapsford (2006), the selection of samples from the population is done with the intention of saving time and energy. It also aimed at obtaining reliable and unbiased approximations of the population.

The probability sampling technique, i.e., simple random sampling, was used for the selection of a sample from the population. The researcher selected an adequate number of respondents for the sample from the targeted population randomly.

Krejcie and Morgan (1970) have forwarded a table for the selection of a requisite sample from the acknowledged population. The sample was rationalized by using the Krejcie and Morgan sample size table (Annexure B).

Table 2

Sample size

S.No	Districts	No. of Girls' Secondary/H. secondary schools	No. of SST teachers	No. of 10 th class students
01	Peshawar	70	248	377

A random sample of 248 secondary school teachers and 377 students of the 10th class were selected from 70 government girls' secondary and higher secondary schools of District Peshawar. SST female teachers and girls' students were randomly selected from each school according to Krejcie Morgan's (1970) table.

Research Instrument

The researcher used 02 self-developed, closed-ended, 5-point Likert scale Questionnaires for data collection from the respondents through personal visits to the targeted schools. Prior consent from the participants was taken before embarking upon the journey of collection of data.

Pilot Study

A pilot test of the instrument was conducted in a few Girl's secondary schools of District Peshawar with 25 teachers and 25 students. The draft questionnaire was administered to the pilot sample to determine its validity and reliability. The pilot sample was not included in the study.

Data Analysis Techniques

This study used descriptive statistical tools like means, frequencies, and percentages to depict the results. This study also used Pie-Chart to indicate the results more clearly. The pie chart is also called a circle chart as well, which summarizes the nominal data of the variable in the percentage distribution. The pie chart measures the share of each scale in a percentage of 1. This study used a regression test to check the impact of one variable on another. For this, SPSS software was used to analyze the data.

Table 3

The Impact of teachers' support on Students' Academic Performances (SAP)

Variables	Std. Error	Coefficients	t	Sig.
The teacher always encourages you to dream more, learn more, and develop more.	1.653	0.240*	3.064	0.002
A teacher always appreciates your performance.	2.763	0.126	0.954	0.341
The teacher establishes a good relationship with you.	2.471	0.339*	2.872	0.004
The teacher gives verbal or nonverbal recognition to you.	1.803	0.375*	4.706	0.000
The teacher uses reassuring words to motivate you.	2.732	0.635*	5.044	0.000
The teacher encourages your hard work.	2.872	0.467*	-3.403	0.001
The teacher arranges enrichment activities for slow learners.	1.767	0.203**	2.544	0.011



Variables	Std. Error	Coefficients	t	Sig.
The teacher delegates/assigns responsibility and authority to you.	3.132	0.240***	1.639	0.100
The teacher provides reinforcement to academically weak students.	3.795	0.030	0.172	0.863
The teacher helps you in solving your academic problems.	1.812	-0.111	-1.333	0.183
The teacher cares for your feelings.	1.941	0.087	1.002	0.317
The teacher provides counseling and guidance assistance to you in solving your social problems.	1.866	0.169**	2.052	0.041
The teacher does not rebuke you for your mistakes.	1.506	0.107***	1.709	0.088
The teacher involves you in decision-making about your academic matters.	1.967	0.098	1.101	0.271
The teacher treats you as her own child.	1.893	-0.098	-1.111	0.267
The teacher acts as a role model for you.	2.505	0.294**	2.414	0.016
The teacher provides a facilitating environment for you.	2.466	0.344*	2.993	0.003
Teacher allows you freedom of action	1.838	0.120	1.602	0.110
Keeping in view students' individual differences, the teacher supports all students.	2.554	0.381*	3.392	0.001
The teacher emphasizes teamwork and tries to promote cooperation in class.	2.222	0.102	0.989	0.323
The teacher pays special attention to you.	3.141	-0.076	-0.527	0.599
Awarding your best performance by the teacher motivates you to learn.	2.740	0.498*	4.022	0.000
The teacher uses the question-and-answer technique properly,	2.923	0.369*	2.808	0.005

Note: *, **, and *** show the significance level at 1%, 5%, and 10%, respectively.

Table 3 shows that the teacher always encourages students to dream more, learn more, and develop more, which has a positive and significant effect on students' academic performance, while always appreciating students' performance has an insignificant effect on students' academic performance. However, the teacher establishes a good relationship with students, gives verbal or nonverbal recognition to students, uses reassuring words to motivate students, and encourages students' hard work, which has a positive and significant effect on students' academic performance. Similarly, the teacher arranges enrichment activities for slow learners and delegates/assigns responsibility and authority to students' which has a positive and significant effect on students' academic performance. However, the teacher provides reinforcement to academically weak students, helps students solve their academic problems, and cares for students' feelings has an insignificant effect on students' academic performance. However, the teacher provides counseling and guidance assistance to students in solving their social problems, does not rebuke students on their mistakes, has a positive and significant effect on students' academic performance while involving students in decision-making about academic matters, and treats students' as her own child has an insignificant effect on students' academic performance. However, the Teacher acts as a role model for students and provides a facilitating environment that has a positive and significant effect on students' academic performance, while the teacher allows students' freedom of action to have an insignificant effect on students' academic performance. However, keeping in view students' individual differences, the teacher's support of all students has a positive and significant effect on students' academic performance while emphasizing teamwork and trying to promote cooperation in class, and the teacher pays special attention to students has an insignificant effect on students' academic performance. However, Awarding students for their best performance motivates you to learn, and using question-and-answer techniques properly has a positive and significant effect on students' academic performance. Therefore, the teacher's support has a positive significant influence on the student's academic performance.

Conclusion

This study concluded that the teachers have significantly increased the student's learning ability and academic performance by supporting the students and properly using the available resources during the teaching-learning process in the classroom. So, the null hypothesis that there is no significant impact of teacher support on student's academic performance at the secondary school level has been proved wrong.

Recommendations

Based on the above conclusion, the following recommendations are made:

- It is recommended that teachers, students, policymakers, parents, caregivers, and school administrators make all possible efforts to foster supportive connections in the learning environments in order to improve academic performance in public secondary schools.
- Policymakers should work hard to create systems in educational environments that provide teachers with the most up-to-date knowledge on how to establish and develop professional connections with students.
- Teachers and caregivers should make efforts to inculcate the value and knowledge of teacher-student interactions in order to improve students' academic performance. , the Directorate of Professional Development (D.P.D), Regional Professional Development Centre (R.P.D.C), and Directorate of Curriculum Development are recommended to include specific content in their training Modules to train teachers to support students so that their academic performance is enhanced.
- Seminars and workshops should be held to educate both teachers and students on healthy teacher-student relationships.

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