

## COMPARISON OF MOTIVATIONAL TECHNIQUES USED BY ELEMENTARY SCHOOL TEACHERS IN PAKISTAN

Zafar Masaud<sup>1</sup> Muhammad Qasim Ali<sup>2</sup> Mehmood Ul Hassan<sup>3</sup> Saadia Nazli<sup>4</sup>

### Abstract

Motivation is the desire within a person to achieve some goal. Motivation plays a key role in the application of learning strategies and exerts an indirect influence on information processing in learning. The objectives of this study were; a) To investigate motivational techniques used by elementary school teachers in Pakistan. b) To examine the views of the students about the effective and ineffective motivational techniques used by their teachers. c) To find out the impact of motivational techniques used by the teachers on the performance of the students. For this study, survey was conducted to get the opinion of the respondents. Hence the nature of the study was descriptive type. The population of the study was comprised all the elementary school teachers as well as the students of Pakistan. Two questionnaires were used for data collection. It was concluded that teacher's appreciation, rewards, fair play, punctuality and decision making play a vital role as motivational techniques. The study concluded that regular evaluation and feedback seem strongly motivational and encouraged good performance. It is also found that constructive and optimistic attitude enhance the performance of the students.

**Keywords:** Elementary School, Motivational Techniques, goals.

### 1 Introduction

It is believed that motivation is a personal trait. Some students have it and others do not. Individuals differ basic motivational drives. It depends upon their areas of interest. According to Cole (2000), "Motivation is term used to describe those processes, both initiative and rational, by which people seek to satisfy the basic drives, perceived needs and personal goals, which trigger off human behavior." The concept of motivation is situational and varies between different students at different occasions. Motivating the students to learn is a topic of great concern for teachers of recent times.

It is virtually impossible to determine a person's motivation until that person's behavior or action an individual performs at each moment in time, the initiation and persistence of an intentional, goal-oriented activity (Mifflin, 1995). Motivational techniques can increase the performance of the students. Many factors determine students' behavior to motivate them. These are psychological needs, physiological drives, survival, urges, emotions, impulses, fears, threats, rewards (money, friendship, status), possessions, wishes, intensions, values, mastery, intrinsic satisfaction, interests, pleasures, dislikes, habits, ambitions and so on (Lewis, 1998). The main

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<sup>1</sup> PhD (scholar) Department of Education Preston University Islamabad Pakistan. Email: [zafarmasaud@gmail.com](mailto:zafarmasaud@gmail.com)

<sup>2</sup> PhD (Scholar), Bahauddin Zakariya University, Multan Email: [qasimvr@yahoo.com](mailto:qasimvr@yahoo.com)

<sup>3</sup>Lecturer Department of English University of Lahore Pakpattan Campus, Pakistan. Email: [mehmood.uol@gmail.com](mailto:mehmood.uol@gmail.com)

<sup>4</sup>M.Phil Scholar, Linguistics Riphah International University Faisalabad. Email: [nazlisaadia@gmail.com](mailto:nazlisaadia@gmail.com)

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purpose of this study was to find out the motivational techniques used by elementary school teachers in Pakistan to motivate their students for their effective performance.

### 2 Objectives of the study

The main objectives of the study were:

1. To investigate motivational techniques used by elementary school teachers in Pakistan.
2. To examine the views of the students about the effective and ineffective motivational techniques used by their teachers.
3. To find out the impact of motivational techniques used by the teachers on the performance of the students.

### 3 Review of Literature

Motivation is an important tool that is often under-utilized by teachers in today's classroom. Teachers use motivation techniques in the classroom to inspire students to work, both individually and in groups, to produce the best results for education in the most efficient and effective manner. It was assumed that motivation had to be generated from the outside, but it is now understood that each individual has his or her own set of motivating forces. It is the duty of the teachers to carefully identify and address these motivating forces. Motivation is an attempt to explain why behavior occurs (e.g., why people do what they do). Many educators believe motivation is a pre-requisite for learning. Behaviorists, though, view it as a collateral product of learning because it is, itself, taught. It comes from within, so it is up to each individual to motivate him/herself (Korman, 1974).

Motivation refers to a state that directs the behaviour of the individual towards certain goals. Motivation has been defined as: the psychological process that gives behavior purpose and direction (Kreitner, 1995). Teachers motivate learners through a variety of strategies based on understanding of the learners' growth and development patterns, individual ability differences, and through internal and external factors that may arouse and sustain the desire to learn more (Luthans, .1998). Heads need to provide the right organizational climate to ensure that their teachers can see that by working towards the organizational / institutional goals they are also achieving some of their own goals. These goals could be such things as financial rewards or personal rewards such as the respect of their colleagues or job satisfaction or a combination of any number of things that the teachers consider to be important. It is no good giving someone a pay rise if they are dissatisfied with the job and they do not see money as a very important factor in their working life (Peters, 1992).

The knowledge about motivation will be helpful to educators who are commonly faced with a variety of problems in situation where students react differently to learning activities. Some plunge into new learning with glee, some accept learning task with resentment and resignation and some themselves to learn anything offered by the teacher (Arif, 1992). Mifflin (1995) is of the view that state that teacher motivation naturally has to do with teachers' attitude toward work. It has to do with teachers' desire to participate in the pedagogical processes within the college environment. It has to do with teachers' interest in student discipline and control particularly in the classroom. Therefore, it could underlie their involvement or non-involvement in academic and non-academic activities, which operate in school. The teacher is the one that translates

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educational philosophy and objectives into knowledge and skills and transfers these to students in the classroom. Classroom climate is important in student motivation. If they experience the classroom as a safe, healthy, happy place with supportive resources and facilities for teaching for optimal learning, they tend to participate more than expected in the process of management, administration and the overall improvement of the college. The teacher commands and transmits the image of one who improves knowledge and the physical conditions of the classroom through orderliness, discipline and control. He or she makes diagnosis of students' feelings and attitudes inferred by their behavior and response in the classroom environment (Griffin, 1994).

To summarize, there have been demonstrated that motivation is one of the most important factors in learning and achievement. This means that if students are more motivated, their achievement is likely to increase. Moreover, the above discussion showed that teachers need to focus on students' preferences when planning to embark on teaching.

### **4 METHODOLOGY**

The main purpose of this study was to investigate motivational techniques used by elementary school teachers and their impact on the performance of the students. For this, survey was conducted to get the opinion of the respondents. Hence the nature of the study was descriptive type.

### **5 POPULATION**

The Study was descriptive cum survey in nature. The population comprised the following categories of the respondents:

- a. All the elementary school teachers working in schools in public sector in Pakistan.
- b. All the students studying in elementary wing of these schools.

### **6 DELIMITATION OF THE STUDY**

The study was delimited to the following:

- a. All the schools in public sector in Pakistan.
- b. All the teachers working in elementary wing of these schools.
- c. All the students studying in elementary wing of these schools.

### **7 SAMPLING**

The cluster sampling was used for selecting the sample of study. The sample of this study consisted of ten elementary schools of the District Vehari, Punjab (Pakistan). It is further included 40 teachers were selected randomly from 8 elementary schools 4 urban and 4 rural as a sample out of which 20 were male teachers and 20 were female teachers.

### **8 RESEARCH INSTRUMENT**

The researcher prepared two questionnaires using five point likert scale were used as a research instruments.

1. One questionnaire was prepared for teachers of elementary schools of the District Vehari.
2. The other questionnaire was for students of grade 8 of these schools.

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### 9 DATA COLLECTION

Data from the field was collected through questionnaires. The researcher administered the questionnaires personally. The researcher visited the schools mentioned in the sample for obtaining the opinions of the teachers of the at elementary schools level in the District Vehari.

### 10 DATA ANALYSIS

It was qualitative as well as quantitative research. These approaches were adopted because quantitative and qualitative results part and parcel to seen. Quantitative data were analyzed using SPSS. It was because quantitative results for the comparison between the Rural and the Urban were to be seen on various indicators given in the questionnaire. Then the quantitative results were discussed qualitatively on the basis views given in various studies conducted and the views of the urban and the rural population in Vehari in Punjab. Only top five items are discussed here.

**Table 1:** *Appreciating student's work openly* As an elementary school teacher, I motivate the students by appreciating student's work openly.

| Percentage     |    |    |   |   |    | t-statistics |               |            |         |       |
|----------------|----|----|---|---|----|--------------|---------------|------------|---------|-------|
| Respondents    | SA | A  | U | D | SD | Mean         | St. Deviation | Mean Diff. | t-Value | Sig.  |
| Rural teachers | 91 | 9  | 0 | 0 | 0  | 4.91         | .288          | 0.067      | 0.960   | 0.054 |
| Urban teachers | 85 | 15 | 0 | 0 | 0  | 0            | 4.84          |            |         | .367  |
| Students       | 84 | 15 | 1 | 0 | 0  | 0            | 4.80          |            |         | .492  |

Table 1 shows both the urban and rural teachers are much more markedly polarized in their views. Table 3 indicated that the mean score of the rural teachers' response (4.91) is greater than the urban teachers' response (4.84). Table highlighted that the mean difference is not significant at = 0.05 level of significance. Therefore no difference was found between the responses of urban and rural teachers. The response of the students is of the same kind. Thus the teachers tend to hold very positive view while nobody holds negative views. It may reflect the kind-hearted nature of the teachers.

**Table 2:** *Using rewards* As an elementary school teacher, I motivate the students by using rewards

| Percentage     |    |   |   |   |    | t-statistics |               |            |         |      |
|----------------|----|---|---|---|----|--------------|---------------|------------|---------|------|
| Respondents    | SA | A | U | D | SD | Mean         | St. Deviation | Mean Diff. | t-Value | Sig. |
| Rural teachers | 90 | 4 | 4 | 2 | 0  | 4.84         | .562          | 1.267      | 5.848   | .000 |

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|                |    |    |    |    |   |      |       |
|----------------|----|----|----|----|---|------|-------|
| Urban teachers | 31 | 31 | 11 | 18 | 9 | 3.58 | 1.340 |
| Students       | 37 | 35 | 12 | 9  | 7 | 3.86 | 1.219 |

The responses from the teachers of both rural and urban localities were collected. The descriptive statistics of the responses is shown in the table above. Table 2 indicates that the mean score of the rural teachers' response (4.84) is greater than urban teachers' response (3.58). Here the difference in rural teachers views strongly positive. They are more confident in their positive views than urban teachers. All categories of the respondents agree that using rewards ensure their better performance.

**Table 3:** *Arousing curiosity* As an elementary school teacher, I motivate the students by arousing curiosity.

| Percentage     |    |    |    |    |    | t-statistics |               |            |         |      |
|----------------|----|----|----|----|----|--------------|---------------|------------|---------|------|
| Respondents    | SA | A  | U  | D  | SD | Mean         | St. Deviation | Mean Diff. | t-Value | Sig. |
| Rural teachers | 87 | 9  | 0  | 4  | 0  | 4.76         | .712          | 1.244      | 5.107   | .000 |
| Urban teachers | 33 | 29 | 9  | 14 | 15 | 3.51         |               |            | 1.471   |      |
| Students       | 23 | 45 | 12 | 9  | 11 | 3.62         |               |            | 1.231   |      |

Man is curious by nature. He wants to know more about the world around him. Rural teachers are much more positive in their views than urban teachers. In general, arousing curiosity enhances the performance of all the groups, but comparatively it effects more positively on the performance of the rural teachers.

**Table 4:** *Being punctual* As an elementary school teacher, I motivate the students by being punctual

| Respondents    |    |    | Percentage |    |      |               | t-statistics |         |       |      |
|----------------|----|----|------------|----|------|---------------|--------------|---------|-------|------|
| SA             | A  | U  | DA         | SD | Mean | St. Deviation | Mean Diff.   | t-Value | Sig.  |      |
| Rural teachers | 80 | 9  | 6          | 03 | 2    | 4.62          | .886         | .578    | 2.268 | .000 |
| Urban teachers | 82 | 14 | 2          | 2  | 0    | 4.04          |              |         | 1.461 |      |
| Students       | 63 | 32 | 2          | 1  | 2    | 4.52          |              |         | .780  |      |

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Table 4 highlighted that the mean score of the rural teachers' response (4.62) is greater than the urban teachers' response (4.04). It shows both rural and urban teachers feel that their performance becomes better due to being punctual. Here both the teachers seem to be positive in their opinion. It shows both rural and urban teachers feel that their performance becomes better due to being punctual. The students tend to be sensitive and teachers' punctuality affects them.

**Table 5:** *Arranging the instructional material properly* As an elementary school teacher, I motivate the students by arranging the instructional material properly.

| Percentage            |           |    |    |   |    |      | t-statistics  |            |         |       |
|-----------------------|-----------|----|----|---|----|------|---------------|------------|---------|-------|
| Respondents           | SA        | A  | U  | D | SD | Mean | St. Deviation | Mean Diff. | t-Value | Sig.  |
| <b>Rural teachers</b> | <b>77</b> | 13 | 6  | 2 | 2  | 4.64 | .802          | 1.089      | 4.550   | .000  |
| <b>Urban teachers</b> | 33        |    | 25 |   | 20 |      | 9             | 13         | 3.56    | 1.391 |
| <b>Students</b>       | 32        |    | 37 |   | 12 |      | 9             | 10         | 3.75    | 1.258 |

The descriptive statistics of the responses is shown in the table above. Table 5 highlighted that the mean score of the rural teachers' response (4.64) is greater than urban teachers' response (3.56). The rural teachers are much more positive in their views than urban teachers. In general the proper arrangement of instructional material is surely a key to enhance the performance of the teachers as well as the students. The rural teachers are keen about their teaching materials.

### 11 EVALUATION OF STUDENTS' ACHIEVEMENT

In order to analyze the impact of motivation on students' achievement, Students pre-test and post-test results were analyzed. Their analysis is highlighted in the table below:

**TABLE 6** *One-sample statistics*

| Item No. | N   | Mean | Std. Deviation | Std. Error Mean |
|----------|-----|------|----------------|-----------------|
| P1       | 264 | 4.80 | .492           | .030            |
| P2       | 264 | 4.00 | .863           | .053            |
| P3       | 264 | 4.52 | .780           | .048            |
| P4       | 264 | 3.12 | 1.262          | .078            |
| P5       | 264 | 3.28 | 1.472          | .091            |
| P6       | 264 | 4.45 | .774           | .048            |
| P7       | 264 | 3.07 | 1.265          | .078            |
| P8       | 264 | 2.91 | 1.351          | .083            |
| P9       | 264 | 3.48 | 1.390          | .086            |
| P10      | 264 | 3.92 | 1.249          | .077            |
| P11      | 264 | 3.45 | 1.287          | .079            |
| P12      | 264 | 2.98 | 1.390          | .086            |
| P13      | 264 | 4.42 | .991           | .061            |
| P14      | 264 | 3.94 | .983           | .060            |
| P15      | 264 | 3.13 | 1.332          | .082            |

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|     |     |      |       |      |
|-----|-----|------|-------|------|
| P16 | 264 | 4.27 | 1.136 | .070 |
| P17 | 264 | 3.24 | 1.305 | .080 |
| P18 | 264 | 3.89 | 1.404 | .086 |
| P19 | 264 | 2.34 | 1.084 | .067 |
| P20 | 264 | 3.86 | 1.308 | .080 |
| P21 | 264 | 4.09 | .971  | .060 |
| P22 | 264 | 4.18 | 1.044 | .064 |
| P23 | 264 | 3.86 | 1.219 | .075 |
| P24 | 264 | 3.75 | 1.311 | .081 |
| P25 | 264 | 2.83 | 1.234 | .076 |
| P26 | 264 | 2.78 | 1.330 | .082 |
| P27 | 264 | 3.95 | 1.249 | .077 |
| P28 | 264 | 3.62 | 1.231 | .076 |
| P29 | 264 | 2.74 | 1.418 | .087 |
| P30 | 264 | 4.26 | 1.044 | .064 |
| P31 | 264 | 3.58 | 1.183 | .073 |
| P32 | 264 | 3.56 | 1.358 | .084 |
| P33 | 264 | 2.65 | 1.183 | .073 |
| P34 | 264 | 3.20 | 1.460 | .090 |
| P35 | 264 | 3.75 | 1.289 | .079 |
| P36 | 264 | 2.53 | 1.067 | .066 |
| P37 | 264 | 3.20 | 1.488 | .092 |
| P38 | 264 | 4.00 | .961  | .059 |
| P39 | 264 | 4.53 | .784  | .048 |
| P40 | 264 | 3.95 | 1.260 | .078 |
| P41 | 264 | 4.30 | .896  | .055 |
| P42 | 264 | 3.85 | 1.207 | .074 |
| P43 | 264 | 2.59 | 1.130 | .070 |
| P44 | 264 | 3.19 | 1.460 | .090 |
| P45 | 264 | 3.75 | 1.258 | .077 |
| P46 | 264 | 3.64 | 1.277 | .079 |
| P47 | 264 | 3.35 | 1.428 | .088 |
| P48 | 264 | 3.21 | 1.002 | .062 |
| P49 | 264 | 4.53 | .779  | .048 |

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For the assessment of the performance evaluation of the students of the representative schools questionnaire was administered to 270 students. Only 264 students responded. The performance evaluation score was calculated. The data tabulated and analyzed. Table 6 indicates that the achievement of the students is closely related to motivational techniques used the elementary teachers

## 12 CONCLUSIONS

The students to see certain characteristics in their teachers as appreciation, rewards, fair play, curiosity, punctuality recognition, freedom of action and joining the in decision making. Regular evaluation and feedback seem strongly motivational and encourage good performance. Students

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want to be appreciated. They want to be trusted, freedom of action and freedom of expression. The study results highlight that performance of the students and the teachers is closely related to the motivational techniques being used in learning and teaching environment. It is found that constructive and optimistic attitude enhance the performance of the students.

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