

**RESEARCH PAPER**

The Relationship between Teacher Motivation and Students' Academic Achievement at Secondary School Level

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ABSTRACT

This study was designed to explore the relationship between teacher motivation and students' academic achievement at secondary school level. Current study was descriptive in nature so the survey method was used to fulfill the objective of the study. A questionnaire for the students was assembled as a research tool. Random sampling technique was used to select sample from target population. Ten schools were selected. 60 students were randomly selected from each school. Codes were assigned to each response during entering the data into SPSS. Major findings of the study reveal that students appreciate the teacher's efforts in the classroom. On the basis of findings it was suggested that teachers should plan classroom activities according to students' psychology. Teacher should properly organize the classroom discussions and give equal chance students to participate.

Keywords: Teacher Motivation, Student Academic Achievement, Secondary Level

Introduction

Motivation is one of the essential components that influence an individual's work depends. Teacher is a person who gives institution, its credibility and also determines its characteristics. An individual performance is determined by its ability to do the work and his willingness to do it. Motivation is basically a process of activating the potentials among individuals for all sort of development in different field of life (Qayyum & Siddique 2003).

Carroll and Tosi (1970), in educative process motivation play vital role. One of the most important components of learning is motivation and it is difficult to measure accurately. It is a teacher's job to discover initiate, sustain and increase students' motivation to learn and to engage them those activities that leads to learning. Various stakeholders like students, teachers, parents, and organizations need motivation for the education system to prepare youngsters for future challenges. Parents should track the educational system, and administrators should ensure continuous improvement (Knezevich 1984).

Teachers utilize motivation as a tool in today's workplace, employing various techniques to inspire students across different learning situations. Motivation can vary between individuals and groups for achieving the best educational outcomes. The understanding now is that each individual has their own motivation source, shifting from the notion that motivation solely comes from external factors. Consequently, it becomes the teacher's duty to carefully identify and address these varying motivation forces (Ricks et al., 1995).

The study investigates motivation techniques used by secondary school teachers and their impact on students' academic achievement. It defines motivation techniques as teacher activities in the classroom. The study considers the multidimensional measurement of student performance based on various factors.

Literature Review

Main purpose of the study was to find out the students' perception about motivation techniques used by school teachers and their impact on students' achievement. This literature review serves to explain the theoretical perspective of motivation its approaches and analysis of different motivation techniques. It also explains how teachers motivate students to make them excellent in their performance and further professional development. Motivational techniques preferred by teachers will influence by the perception and behavior of the students (Knezevich, 1984). Motivation is an individual can be viewed in two ways. Some educators and psychologists give importance to extrinsic motivation such as receiving reward and others stress on intrinsic motivation that is desire of people to fulfill their curiosity (Crowl et al., 1997).

Concept of Motivation

Motivation, derived from the Latin verb "mover" meaning to move, is seen by various researchers as a force that energizes, directs, and sustains human behavior. Jones has defined it is concerned with "how behavior get started, is energized, is sustained, is directed, is stopped and what kind of subjective reaction is present in the organization while all of this is going on" (Jones, 2009). According to Gottfried (1990) academic motivation is "school learning enjoyment that is characterized by mastery orientation; willing to do, continuity, and acceptance of challenging, difficult and different tasks. Turner (1995) considers motivation as the synonymous strategies which regulate the self learning such as give attention, connecting with activities and observation. Motivation is basically a combination of an individual's beliefs, perception, interest and his actions that are closely related to each other.

Simple Motivation Techniques to Enhance Students' Academic Achievement

Motivation has positive impact on students' learning in the difficult learning situations. Learning may not possible without motivation. Motivation helps the learners; to accomplish the tasks and achieve goals. It also increases the performance of learner. In educational field, students' level of motivation impact on his or her achievements. It is factors that affect on achieving the desire goals (Brown, 2001). There are some simple motivation techniques that teachers adopt to motivate students for learning.

Teachers' Supportive Style

Teachers' directions are vital for students and those direction rouse and add to the enthusiasm of learning. Educator permits students to choose any task and instructor manage the student for doing task. Strong instructor practices incorporate tuning in, giving indications and consolation, being receptive to understudy inquiries and demonstrating compassion for students (Reeve & Hyungshim, 2006).

Responsibilities

Assigning various responsibilities to learners expands the sense of motivation. Students execute classroom responsibilities and enjoy the job. It also references Karvink (1993), stating that this approach permits students to do dissimilar works in the classroom, motivating students to work hard and develop a sense of responsibilities.

Assign Challenging Tasks

Students perform best when tasks are slightly above their current level. Too easy leads to boredom, too hard cause anxiety and undermine self-efficacy. Scaffolding is a strategy where challenge levels increase as students handle more complex tasks (Margolis and McCabe, 2006).

Set High Goals But Achievable

On the off chance that you are not pushing your students to accomplish more than the absolute minimum, most was not look to inspire them all alone. Students like to be tested and will work to accomplish elevated requirements insofar as they trust those objectives to be inside of their achievement, so don't be reluctant to push students to get more out of them (Adams, 1998).

Provide Feedback and Give Chances to Improve

Students who cope with class work can in some cases feel disappointed and get down on themselves, depending on inspiration. In these circumstances it's basic that instructors help students to learn precisely where they turned out badly and how they can advance next time. Making sense of a strategy to get where students need to be can help them stay spurred to buckle down (Margolis and McCabe, 2006).

Motivate Students and give Equal Chance to Perform

Motivate Students and give equal chance to perform. Low self efficiency and lack of motivation, teachers' single technique may help them. Teacher should outline different other strategies to teach them how to learn. A best student can be disturbed and de motivated for them feels that he is not getting credit as the rest of students are getting. So teacher should give equal chance to each individual in classroom (Tuckerman, 2003).

Material and Methods

Research is a simple process to find out the solution of a problem through planned and systematic collection, analysis and interpretation of data. It is true that research is not only a process but it is so an effective way of solving any scientific problem (Singh, 2006). The study was descriptive in nature and in education the most methodology that used for descriptive study is the survey. In education, descriptive studies include identifying the students' academic achievement; and describing the teachers' behavior, evaluating the attitude of administrators and parents. Describing phenomenon open up new researches to accomplish (Fraenkel & Wallen, 1990).

Population

The actual population that can be any size is generally referred to the target population to whom a researcher would like to simplify (Fraenkel & Wallen, 1990). Population of the current study was comprised all male and female students from science and arts subjects in public sector secondary schools of Dera Ghazi Khan, covering both rural and urban areas.

Sample and sampling

According to Marguerite, Lodico, and Dean (2010) "Sample is a small part of the population or the group from whole population to which the research would finally like to simplify or apply the consequence of the study". Using a random sampling technique, ten

schools were selected from Dera Ghazi Khan, and 60 students were randomly selected from each.

Research Tool

A research tool such as a questionnaire is usually used for attaining accurate information, supporting observation and assessing the attitude and option of individuals or a group (Colton Covert, 2007). Keeping in view the characteristics of a research tools 4-point Likert scale questionnaire with 41 items (35 close-ended, 2 open-ended, 4 demographic) was used for data collection.

Data Analysis

Data was analyzed using SPSS, including mean scores for close-ended statements, Independent T-tests for male-female comparisons, one-way ANOVA (significance level 0.05), and categorization of open-ended responses presented in tabulation form.

Results and Discussion

The chapter deals with analysis and interpretation of data from a survey of male and female students in 10 public secondary schools in Dera Ghazi Khan. Data was analyzed using SPSS with an Independent-Samples T-test applied

Table 1
Demographic Characteristics of Participants

Variables	Category	Frequency	Percentage
Gender	Male	251	49.0%
Gender	Female	261	51.0
Status	Rural	236	46.1
Status	Urban	276	53.9
Subject	Science	241	47.1
Subject	Arts	271	52.9

Gender: Gender wise respondents' distribution shows that 51% respondents were female whereas 49% respondents were male.

Status: Residential status wise respondents' distribution reveals that 53.9% respondent belong to urban residential status whereas 46.1% respondents were belonged to rural.

Subject: Subject wise respondents' distribution indicates that 47.1% respondents from science subject whereas 52.9% from arts.

Table 2
Impact of departments on Students' attitude towards learning opportunities

St#	Statement	Dept.	Mean Difference	Std. Error	F	df	t	Sig.
1	Teachers appreciate the good work of students.	Science & Arts	.221	.074 .073	9.95	510 507	2.97 3.00	.003
2	Students know about teachers' expectations.	Science & Arts	.226	.082 .082	15.26	510 509	3.23 3.25	.001 .001
3	Students are keen to take part in co-curricular activities.	Science & Arts	.169	.076 .076	11.69	510 510	2.22 2.23	.027 .026
4	The quality of students' assignment is high.	Science & Arts	.258	.082 .081	9.71	510 509	3.15 3.17	.002 .002
5	Students like to complete challenging tasks.	Science & Arts	.233	.079 .078	10.85	510 509	2.96 2.98	.003 .003

Table 2 show that Science students have a higher attitude towards learning compared to arts students. The difference is significant ($p < .027$).

Conclusion

Students' perception about motivation techniques used by secondary school teachers and their impact on student's academic achievement was evaluated through survey questionnaire. On the basis of result it was concluded that majority of the students felt motivated by teachers for learning and appreciated for good work. They participated actively in class, were self-motivated, and completed challenging tasks. Teachers used daily life examples and assigned challenging tasks. Students favored motivation techniques like equal treatment, appreciation for good work, and using audio-visual aids. These techniques had a significant impact on academic achievement.

Findings of current study directly relates with the results of previous study. A comparative and evaluative study of motivational techniques used in the second intermediate level EFL classroom in Riyadh, Saudi Arabia conducted by Ohood Suliman S. Al Henaky in 2013. Result are similar with the previous research conducted by Tina Heafneron Using Technology to Motivate Students to Learn Social Studies accomplished in 2004. The overall results showed that teachers used motivation strategies in a variety of ways. These motivation strategies show a significant impact on students' academic achievement. In addition, the effectiveness of motivational strategies varied according to students' proficiency level.

Recommendations

- Teachers should plan classroom activities according to students' psychology.
- Institutions must provide conducive and good physical learning environment to students.
- Teachers may encourage students to ask questions during lectures.
- There should be transparency in grading of students.

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