Improving Motivation of Students: Motivational Strategies used by Secondary School Teachers

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Abstract- This research aims to focus on the motivational strategies used by Public and private school teachers in their classrooms to motivate students at secondary level. The study was carried out on a sample of two hundred and forty (240) secondary school teachers from (8) Public and (8) private schools. The data was collected through convenient sampling technique. Questionnaire was used to collect data from the teachers to know that how these strategies were being used in public and private schools. For comparing the means of both types of secondary schools, independent sample t- test was applied to see the difference of groups' opinion.The results revealed that teachers of both type of schools were using multiple strategies i.e. Cooperative instructional Behavior, Structuring the lesson, Students' overall work, reading skills and writing skills.Furthermore, private school teachers were more appreciative towards students' performance to motivate them than public school teachers. It wasalso indicated that private school teachers were more actively motivating and advising students to read newspaper than public school teachers.

Keywords: Motivation, secondary, teachers, teaching strategies

I. INTRODUCTION

Motivation is generally defined as an internal condition that activates the behavior towards a specific direction. In simple words it's what keeps you going, and determines where you are trying to go (Child, 2004). Motivation may be defined as the force that energizes, directs and sustains behavior toward a goal (Hancock, 2004).Motivation as a process or behavior refers to a reinforced, selective and goal directed behavior initiated and energized by a motive which aims to maintain balance and equilibrium of the person in relation to his environment by keeping his basic needs in the process of satisfaction. (Singh & Nath, 2005).

There are many factors involved in willingly made efforts to learn such as personality, abilities, characteristics, and particular tasks. These factors are involved in enhancing ones learning. These factors are called motivational factors. Motivation is a process which somehow starts steers, sustains and finally stops goal-directed sequences of behavior (Eysensk, 2000).

The role of the teacher is a facilitator and a guide. There are certain principals of motivation described by Robbins (1994) in which he emphasized that all types of behaviors can be motivated by using some strategies. A teacher, when in trying to adopt the subject and the classroom setting to appeal to a child, must realizes mostly on two sources of satisfaction, extrinsic and intrinsic motivation. Internal motivation occurs when they feel pleasure to do something and attach importance to it. (Ryan & Deci, 2000) Whereas, extrinsic motivation can be seen when a student proceedin a certain way because of external reason (reward or higherposition).By using different motivational strategies we can make the studies easy and interesting also keep students engaged. Because desirable changes in their behaviors are only possible when they are properly motivated.

Strategies of different authors also include in this research. Some of them are that we use in our institutions. Most of them are used in Pakistan according to the environment. This study identified different strategies that are used in Public and private schools and tried to find difference between them.

A teacher has many influences in a student's life. Teachers spend more time with a child each day then their parents or guardians do. The teacher is ultimately responsible for constructing and maintaining the academic environment in which the students learn. This environment influences how the students learn and how they perceive school (Urdan & Schoenfelder, 2006).

The students' relationship with the teacher is extremely important in enhancing learning, motivation, and achievement. A study was done to find out whose support mattered the most, teachers, parents, or peers. It was found that students who had strong relationships with their teachers were more socially responsible and more interested in school than students who had the same strong relationships with their parents and peers (Urdan & Schoenfelder, 2006).

These positive relationships that students have with teachers also promote greater engagement and effort. When teachers show they care and promote autonomy, they are taking a role similar to an authoritative parent. Students who have authoritative parents are more likely to be interested in school and have higher levels of achievement (Urdan & Schoenfelder, 2006).

The amount of positive support students receive from teachers is a good predictor of increased effort, high social responsibility, and increased interest in academics, increased motivation, and increased performance.

Before the 1980's, research on motivation and achievement focused primarily on the idea that motivation results largely from characteristics inherent within the individual. Psychologists and educators alike believed that motivation was an internal characteristic that could not be modified.

This somewhat simplistic perspective, although not at that time, under-estimated the social and environmental influences that are now known to be associated with human motivation and achievements of students

A variety of studies have demonstrated that students require both the ability to understand the information being presented (i.e. cognitive ability) as well as a positive attitude toward attempting to learn the information, in order to succeed in an academic environment (Linnenbrink & Pintrich, 2002).

The motivational strategies are consisted of motivational factors which are used to motivate an individual for effective performance. Basic motivational strategies are:

- Cooperative instructional behavior
- Structuring the lesson
- Students overall work
- Reading strategies
- Writing Strategies

It is the teacher's ability to uphold the students' interest for effective learning in the classroom. A teacher can transform the level of motivation students carry to the classroom by effective functioning in that classroom (Erickson, 1978).

According to Bligh & Sass (1989) there is no setrule to motivate students. Factors like subject matter, perception about its usefulness, desire to achieve, self-efficacy, and persistence etc can affect student's motivationto learn.Following can be done to encourage students to become self-motivated independent learners :

- Give regular andconstructive feedback
- Assign tasks that are of appropriate difficulty level to ensure opportunities for students' success
- Create open and encouraging atmosphere.
- Facilitate students to feel valued members of a learning community

Cooperating Instructional behavior Strategies:

Following are some cooperating instructional behavior strategies:

1.   Holdingrealistic expectations and set achievable goalsfor students will improve students performance .Research has shown that a teacher's expectations have effect on a student's performance (Forsyth & McMillan, 1991).Setting unrealistic goals and failure in achieving such goals can upset and discourage students.(Cashin & McMillan, 1991)

2.   Inform students what they need to do to succeed and what is expected of them. Reassure them exactly what they must do to succeed. (Cashin ,1979 & Tiberius, 1990).

3.   Support students' self-motivation and avoid creating intense competition. Avoid to convey messages that emphasizethe power of instructor or that emphasizes extrinsic rewards. (Lowman, 1990). Competition produces anxiety that can affect learning (Eble & McMillan, 1991).

4. An enthusiastic instructorenhance student motivation and a boring or apathetic instructor will do the reverse.

Structuring the lesson to motivate the students

1. Students' strengths and interests are important. one should define the lesson objectives andsubstance of the course to achieve students'learning, professional, or individual goals (Brock, Cashin,1979& Lucas, 1990).

2. students shouldchoose themselves what they will study and which topics to investigate in greater depth.(Ames, 1990).It is imperative to include easier and difficult questions in the assignments and exams. (Cashin, 1979).

3. Use variety of teaching methods to increase students' participationand motivation in the course, for example demonstrations, role playing, presentations,discussion, debates,case studies, invited speakers,group work or pair share (Forsyth & McMillan, 1991).

Motivating students to their overall work

1. Give prompt feedback to students to indicate their current performance level and how to improve. (Cashin, 1979).

2. Rewarding the studets' performance enhance students' self-confidence, competence, and self-esteem. (Cashin & Lucas, 1990). Precise give negative feedback and try to give mild negative comments with anadmiring comment about the assignment (Cashin, 1979).

Reading strategies

1. Give students plenty of time to get ready and to rouse their interest about the reading (Lowman, 1989).

2. Ask students to write themselves. students are generally asked to choose a single word that best summarizes the reading and then write a page (Angelo, 1991). A deviation highlighted by Erickson and Strommer (1991) is to ask students to write one composite sentence in answer.

3. Initially pose general and nonthreatening questionsto ease students' tension or feelings of resistance.

4. Use class time as a reading period (Forsyth & McMillan, 1991) and a written assignment should be given to those students who did not completed the reading assignment.

Writing Strategies

1. Brief summary should be given at the end of the classto evaluate student writing skills (Stephen, 1986).Self writing opportunities on current affairs and problems will help in effective students' writingskills.

2. Correct students' grammatical mistakes and sentence structure to improve their quality. Encourage and motivate the students with poor handwriting on their effort. (Tiberius,1990). describe the importance of clear, thoughtful handwriting.

3. Regularly assign writing exercises and ask students to write a few lines during class. Appreciating students on good and neat homework will motivate the other students too.

4. Group Work will also help in learning better about their handwriting (Fiore, 1985).

5. Give feed back to students after checking their homework on sentences, punctuation and grammatical mistakes (Sass, 1989).

Objectives of the study

The research has been carried out with the following objectives:

• To find out the difference in cooperative instructional behavior of Public and private school teachers.

• To check the difference in structuring the lesson used by Public and private school teachers.

• To analyze the involvement of Public and private school teachers in encouraging the students participation in class.

• To examine the reading and writing strategies used to motivate their students in classby Public and private school teachers.

II.   RESEARCH METHODOLOGY

It was survey type research and sample was selected conveniently. The data used in this study was drawn from following two types of schools:

• Public schools= 08

- Private schools = 08

Target population of this study was secondary school teachers include public and private secondary schools teachers of Lahore. Sample was conveniently selected.Sample size of this study comprised of 16 schools(8 public and 8 private schools of Lahore district) and a total of 240 secondary teachers (120 private school teachers and 120 public school teachers).The questionnaire was used as an instrument of the study. The questionnaire consisted of 25 statements. This questionnaire was classified into four categories:

1. cooperative instructional behaviors
2. structuring the lesson
3. students' overall work
4. reading skills
5. writing skills.

The questionnaire was distributed to the teachers and the information was solicited personally by the researchers. The researchers visited schools and distributed the questionnaire among teachers for data collection.

III.   ANALYSIS AND INTERPRETATION OF DATA

Statistical package of social studies (SPSS-15) was used for the analysis of data. Further, mean value of responses were calculated for the interpretation of data. Independent samples t-test was also applied to describe the difference between the groups. The research questions were tested at 0.05 level of significance. Following are the results of the study:

Table1

Group difference for co-operative instruction behaviors that motivate students

Statement	Type	N	M	S.D	t-value	Sig.
I can take care of students' self respect	Public	120	4.72	.453	-.282	.778
	Private	120	4.73	.463		
I hold high but realistic expectations for my students.	Public	120	4.28	.621	-1.377	.170
	Private	120	4.39	.690		
I provide opportunity to students to work themselves.	Public	120	4.49	.580	.416	.678
	Private	120	4.46	.660		
I try to develop the students' interest in learning.	Public	120	4.46	.494	.130	.896
	Private	120	4.65	.496		
I support them in their effort to learn.	Public	120	4.62	.553	-.499	.618
	Private	120	4.65	.479		
Total	Public	120		.356	-.548	.584
			4.55			
	Private	120	4.57	.349		

N=240

Table 1 shows the result of Group difference for cooperative instructional behaviors that motivate students. There are five statements related cooperative instructional behaviors on five point likert scale. Independent sample t-test was applied to evaluate the research objective.

The results of first statement revealed that both types of schools teachers (Public and private) were agreed on taking care of students' self respect and there is no statistical significant difference found between their opinions on this statement.

As for as the second statement is concerned the results pointed out no statistical significant difference between public and private school teachers as both types of teachers hold realistic hopes for their students.Statement three indicates that this strategy is being used by Public and private teachers as they were agreed to provide opportunities to their students and therefore no significant difference was found between both type of schools to motivate their students.

It seems from the forth statement that both types of school teachers (Public and private) were developing the interest of students in learning. Although their opinions were almost similar still private

teachers respond more favorably as indicated from the mean difference of Public teachers i.e. (M: 4.46) and the mean difference of private school teachers i.e. (M: 4.65).So there is no significant difference between both type of schools to motivate their students.The fifth statement shows Reponses of Public and private teachers were supporting their students about their learning and there is no significant difference between their responses on this statement.

The overall total mean of cooperative instructional behavior is 4.55 for Public schools and 4.57 for private schools and significance level is .584 p>0.05. So, results showing that there is no significant difference found between the Public and private school teachers and both schools teachers were applying motivational strategies for cooperative instructional behaviors in classroom.

Table 2
Group difference for structuring the lesson that motivate students

Statement	Type	N	M	S.D	t-value	Sig.
I organize the lesson according to the ability of students.	Public	120	4.43	.706	.919	.359
	Private	120	4.33	.833		
I deliver lesson with concrete and appropriate examples.	Public	120	4.49	.565	-.812	.418
	Private	120	4.55	.548		
I use audiovisual (AV) aids in the class.	Public	120	4.20	.866	-.739	.461
	Private	120	4.28	.698		
I conduct experiments during practical work.	Public	120	4.13	.925	-.443	.658
	Private	120	4.18	.820		
I link the new learning with the past learning.	Public	120	4.42	.740	-.623	.534
	Private	120	4.48	.710		
Total	Public	120	4.33	.545	-.476	.634
	Private	120	4.36	.422		

N=240

Table 2 shows the results of Group difference for structuring the lesson that motivates students. There are five statements related to structuring the lesson on five point likert scale. Independent sample t-test was applied to evaluate the research objective.

The first statement is concerned about both type of school teachers (public and private) were organizing the lesson according to their students ability and there is no statistical significant difference between their responses on this statement.In second statement the respondents of both type of school (public and private) were delivering the lesson with appropriate examples to their student and responses were equal so there is no significance difference in this statement that motivates students.

Analysis of the above third statement mentioned that there is no significance difference between public and private teachers as both of them used audiovisual aids to motivate the students in their class.The results obtained from the fourth statement shows that both type of school teachers respond that they conduct experiment to motivate their students during practical work that indicates that there is no significant difference between public and private school teachers on this statement.

Further both types of schoolteachers (Public and private) were linking the new learning with the past learning to motivate their students. As for as the significant value is concerned no significant difference on the opinion of Public and private teachers was found.The opinion of both respondents was almost similar still private teachers respond more favorably on fifth statement than public school teachers so there is no significance between both schools.

The overall total mean of structuring the lesson is 4.33for Public schools and 4.36 for private schools and significance level is .634p>0.05. So, results showing that there is no significance difference on the opinion of both schools. And a slight difference was found on their responses in their mean values that means both type of respondents were equally applying this strategy for motivating their students.

Table 3
Group difference for students overall work that motivate students

Statement	Type	N	M	S.D	t-value	Sig.

I encourage students to participate in challenging tasks.	Public	120	4.52	.673	-1.561	.120
	Private	120	4.64	.562		
I often provide written feedback on the students' performance.	Public	120	4.14	.813	.155	.877
	Private	120	4.13	.856		
I appreciate on their performance. (Verbal Praise)	Public	120	4.51	.534	-2.251	.025
	Private	120	4.67	.555		
I sometimes give them rewards. (Prizes)	Public	120	4.13	.856	.411	.682
	Private	120	4.08	1.022		
I give punishment on doing work.	Public	120	2.95	1.389	.641	.522
	Private	120	2.83	1.428		
Total	Public	120	4.04	.506	-.306	.706
	Private	120	4.06	.506		

N=240

Table 4.3 shows the result of Group difference for students overall work that motivate students. There are five statements related to students overall work on five point likert scale. Independent sample t-test was applied to evaluate the research objective.

The results obtained from the first statement that both the groups (public and private school teachers) were almost of the same opinion about this statement. According to the mean value of public school teachers that i.e. (M: 4.52) and the mean value of private school teachers i.e. (M: 4.64), the private school teachers were encouraging their students more than Public school teachers.

It was gleamed from second statement the respondents of both types (public and private) were providing written feedback often to motivate their students' performance so there is no significance difference in this statement between the responses of both respondents.There is strong evidence from this analysis in statement three that private teachers have more appreciation for students' performance than public teachers. There exists significant difference between their responses on this statement as mean value of public school is (M: 4.51) is less than mean value of private school is (M: 4.67) and t-value -2.251 is significant at p = .025<0.05.

The Statement four explains that the teachers of both types of school agreed upon to gave rewards to their students. So the analysis for this statement implies that there exists no meaningful difference between the opinion of public and private school teachers.The statement five indicates that the students were not punished by the Public and private school teachers on not doing work. So there exists no significance difference between the opinions of both respondents.

The overall total mean of students overall work is 4.04 for Public schools and 4.06for private schools shows that there exists no significant difference between the opinions of both type (public and private) school teachers.

Table 4
Group difference for reading skills that motivate students

Statement	Type	N	M	S.D	t-value	Sig.
I encourage students to read books not only in school but also at home.	Public	120	4.34	.667	-1.34	.179
	Private	120	4.46	.672		
I give class time to students to use the library.	Public	120	3.88	1.00	-.691	.490
	Private	120	3.98	1.04		
I take reading tests on regular basis.	Public	120	4.37	.744	-1.91	.056
	Private	120	4.53	.593		
I try to help students with reading difficulties.	Public	120	4.58	.529	-1.00	.316
	Private	120	4.64	.499		
I advice students to read English and Urdu news paper.	Public	120	4.18	.914	2.50	.013
	Private	120	3.83	1.22		
Total	Public	120	4.26	.541	-.262	.794
	Private	120	4.28	.543		

N=240

Table 4.4 shows the result of Group difference for reading skills that motivate students. There are five statements related to reading skills on five point likert scale. Independent sample t-test was used to evaluate the research objective.

The first statement illustrate that both type of school teachers were focused on encouraging students for reading books at home. It shows that no significance difference between Public and private school teachers was existed.The second statement indicates that both types of school teachers gave class time to their students to use library. So there is no significant difference between the responses of both schools.

As for as the third statement is concerned both types of school teachers (public and private) were taking reading tests of students to motivate them and there is significant difference between their opinions on this statement as t-value (–1.919) is significant at (p = .056). Also the mean value of Public school is (M: 4.37) is less than mean value of private school is (M: 4.53). Analysis of the above fourth statement mentioned that no significant difference between Public and private school teachers were found as both of them were trying to remove reading difficulties to their students.

The results of fifth statement revealed that the opinion of both respondents was not similar as private teachers respond more favorably on fifth statement than Public school teachers so there is significance between both schools as t-value (2.506) is significant at (p = .013).So it can be indicated that private school teachers were more actively advise students on reading newspaper than Public school teachers.

The overall total mean of reading skills is 4.26 for Public schools and 4.28 for private schools and significance level is .794 p>0.05 . So, results showing that overall there is no significant difference between both types of schools.

Table 5
Group difference for writing skills that motivate students

Statement	Type	N	M	S.D	t-value	Sig.
I ask students to write on current problems to enhance their creative writing skills.	Public	120	4.13	.836	.810	.419
	Private	120	.403	.916		
I give feedback to improve their grammatical mistakes after checking home work.	Public	120	4.39	.612	-1.270	.205
	Private	120	4.49	.608		
I dictate them difficult words/phrases to improve spelling.	Public	120	4.42	.668	-.680	.497
	Private	120	4.48	.661		
I try to encourage their self writing abilities.	Public	120	4.50	.580	-.416	.678
	Private	120	4.53	.660		
I usually give them paragraph for writing to improve their hand writing.	Public	120	4.23	.775	-.081	.936
	Private	120	4.24	.820		
Total	Public	120	4.33	.493	-.345	.731
	Private	120	4.35	.479		

N=240

Table 4.5 shows the result of Group difference for writing skills that motivate students. There are five statements related to writing skills on five point likert scale. Independent sample t-test was applied to evaluate the research objective.

The first statement shows that the observed difference in the means is not significant. Both types of schools teachers were agreed on enhancing their students' creative writing skills on current problems.The second statement illustrate that the Public and private teachers give feed back after checking homework to improve students grammatical mistakes. The significant difference between the responses of public and private school teachers was not found.

It seems from the third statement that the public and private school teachers were giving dictation to their students to improve spelling mistakes. No significant difference between the responses of public and private school teachers was found.Statement four explains that both type of school teachers (public and private) were trying to encourage students' creative writing skills. In this statement no significant difference was found between the opinions of both types of school teachers.The results obtained from the fifth

statement indicated that the Public and private school teachers were improving students' hand writing by giving them paragraph for writing. The t-value is -.081that is > than p = 0.05 value. The difference was not significant.

The overall total mean of writing skills for Public schools is 4.33 and for private schools is 4.35 and significance level is -.345 p>0.05 . So, results showed that there is no significant difference between the opinions of both types of school teachers that illustrate that the teachers of both schools were applying writing strategies in their classroom for motivating students.

IV. CONCLUSION AND RECOMMENDATIONS

This study is about motivational strategies used by secondary school teachers (both public and private) to motivate their students.Motivation is an internal state that activate and provides direction to our thoughts, feelings and actions. Motivation is a way of meaningful learning and teaching through which both learning and teaching can be made effective. Motivation is classified into three categories of psychological, social and personal. The concern of our study is on personal motivation. The purpose of our study is to determine the motivational strategies that are useful for the teachers for effective learning. These strategies helped in engaging students better in learning process and shape a sound personality. This study has benefits for teachers as well as for students. By using these strategies teachers will be able to develop the skills or strategies that will make a student more knowledgeable and to structuring the learning environment, so that the students are able to take ownership and reward of their learning. The positive learning environment will lead to the overall development of our country as progress and prosperity of any country largely depend upon the standard of education. Linnenbrink & Pintrich,(2002) also highlighted the benefits of positive learning environment for students' success.Urdan & Schoenfelder, (2006) further emphasized the enhancement of motivation in students through good learning environment and they unfold the fact thatpositive learning environment influences how the students learn and how they perceive school. It is the teachers who are the basic source of educating, shaping character and behavior patterns of their students. In this respect this study will play a vital role to improve student's learning, enhance intrinsic motivation and to upgrade the standards of education by applying these motivational strategies. Due to these strategies students will be able to achieve many goals related to their work. It is important to know that some sort of motivational strategies are developed and some are related to internal state. This research showed the difference of both schools i.e. Public and private school that used the strategies most frequently in their teaching learning process. The five major categories of motivational strategies described in this research that is cooperative instructional behaviors, structuring the lesson, students' overall work, reading skills and writing skills.

Overall, the results showed that there exists no statistically significance difference in the use of above mentioned strategies except on two items.There is strong evidence from the analysis on the statement on appreciation (verbal praise) on students' performance that private teachers were more appreciative towards students' performance than Public teachers. There exists significant difference between their responses on this statement as mean value of Public school is (M: 4.51) is less than mean value of private school is (M: 4.67) and t-value -2.251 is significant at p = .025<0.05.   The results on the statement, " Teacher advice students to read English and Urdu news paper" revealed that the opinions of both respondents were not similar as private teachers respond more favorably on this statement than Public school teachers so there is difference of opinion found between both schools as t-value (2.506) is significant at (p = .013).Therefore, it was indicated that private school teachers were more actively advise students on reading newspaper than Public school teachers.

V. RECOMMENDATIONS

This study recommended that:
1.   Teacher should use motivational strategies more actively to ensure students' involvement and provide prompt feedback and encouragement to students.
2.   Teacher should know basic and modern motivational strategies and be practices in class situations, especially Public school teachers should use motivational strategies more actively to enhance students' motivation.
3.   Teachers should use class time as a reading period that enhances students' reading capabilities.

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