Relationship of Motivational Techniques used by Secondary School Teachers with Academic Performance of Students in District Bagh AJ&K

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Abstract
The study was carried out with the purpose to find out the relationship of motivational techniques used by teacher with academic performance of students at secondary level. The objectives of the study were to find out the motivational techniques used by teacher in classroom at secondary level and to find out the relationship between motivational techniques used by teacher and performance of students. Descriptive research design was used for this study. The method adopted for the research study was a survey method. The set of individual, item or data from which a statistical sample is taken is called population. There were 87 secondary schools (47 male and 40 Female) in district Bagh. The total Number of teacher teaching at secondary level was 226 (147 male and 79 female) the data of population was confirmed by DEO Offices male and Female Bagh. Researcher prepared a questionnaire using five points likert scale after reviewing the literature. Questionnaire was made for the teacher only. The questionnaire was administered to the respondents. The information from the respondents were collected and recorded by the researcher to avoid any kind of discrepancies .The researcher collected data by herself. The data collected was tabulated analyzed and interpreted in the light of the objectives of the study. Frequency, percentage and Pearson correlation was used to analyze the data collected from the respondents. The study showed a positive and significant relationship of motivation al techniques used by teacher with students' academic performance. It is recommended that teachers may use motivational techniques to enhance academic performance.
Key words: Motivation techniques, Academic Performance, Secondary Schools

INTRODUCTION
Education plays a very important role in each and every individual's life. For living a luxurious life or for living a better life, one should be educated properly. It helps a person to show his best by mind and spirit. Being educated and earning a professional degree prepares one to be a part in reputed organizations, companies or institutions. Education helps us in differentiating what is good or what is bad for ourselves. A person who gets good education would become good citizen and more productive worker. Without education a person is incomplete. Thus, education makes a human being right thinker and a correct decision maker. Motivation is a psychological process which leads anyone

to act in a way that helps him/her to fulfill unsatisfied needs. Obviously, motivation plays a significant role in education. Especially, in the Higher education as the desire to learn appears to shrink with the growth of children. That's why there are numerous students' who start their study but can't graduate themselves. Actually, everyone wants any specific reason for the specific action which reason gives him/her the motivation to do that action. The same case is with academic performance. Students' need a reason or motivation to perform good academically. It was proposed that a task is exogenously instrumental when success on that task is artificially related to a future goal (doing well on a test in physics is exogenously related to becoming a doctor) and a task is endogenously instrumental when success on that task is intrinsically related to obtaining a future goal (i.e., learning organic chemistry is endogenously instrumental for becoming a good organic chemist.) Further, it was proposed that, although exogenous instrumentality may harm intrinsic interest in a task, endogenous instrumentality will, in fact, encourage intrinsic interest. Using an experimental design, this study examined the application of vector concepts under conditions designed to stimulate exogenous or endogenous instrumentality for the task. The results lend very partial support for the hypothesized conceptual framework.

Deci et al. (1999) meta-analyzed 128 studies that documented the effects of extrinsic rewards on intrinsic motivation represented by free-choice behavior and self-reported interest in the activity or task. The authors found that the use of extrinsic rewards significantly affected free-choice behavior, with an effect size of -0.24. There was no significant effect on students" self reported interest. Thus, when students received extrinsic rewards in exchange for task participation, they were less likely to persist in the task once the reward conditions were removed, although their levels of self-reported interest did not decline. Overall, the authors concluded that the negative effects of tangible rewards were more dramatic for children than they were for college students. The effect of such rewards varied depending on the type of reward (i.e., whether it was tangible or intangible) and the context in which the reward was given. Tsang (2004) investigated academic motivation and achievement among students from immigrants and America born families. Data were collected through survey method and university records from over 998 college students. The results indicated that immigrants placed more importance on family interdependence than American born families. Family attitude contributed to greater academic motivation among youth from immigrants as compared to American born families. All these studies were carried out in different parts of the world. Unfortunately, no literature was found in AJK. Therefore the researcher found a gap to study this topic at secondary level in district Bagh Azad Jammu and Kashmir.

Statement of the Problem

The issues of motivation of students in education and the impact on academic performance are considered as an important aspect of effective learning. Motivation has positive effect on students learning. Motivation is a factor that facilitates the learning achievements of the individuals. It is researcher's personal observation that motivated students show excellent performance in their learning. Lack of motivational techniques used by teachers was found in the students at secondary level. The above mentioned studies in the present section showed that there is a positive relationship between motivation and achievement of students. Hence keeping in view the above situation the

researcher intends to explore the impact of motivation techniques used by teacher at secondary level in public sector secondary schools of district Bagh Azad Kashmir.

Objective of the Study

The study was conducted to find out the following objectives:

1- To explore the motivational techniques used by teacher in classroom at secondary level.
2- To find out the relationship between motivational techniques used by teacher and performance of students.

REVIEW OF THE RELATED LITERATURE

As per Tileston (2004) the word Motivation identifies with an individual's drive to accomplish something. Motivation drives individuals to concentrate on new things and urges them to attempt again in the event that they fizzle. It likewise causes individuals to start and finish an undertaking that is testing and might be of minimal individual interest. Wagner (2002) stated that all kids are brought into the world with the Motivation to learn. It is normal for the human species. Kids are normally inquisitive and look for their current circumstance to sort out their environmental factors. Most kids enter kindergarten amped up for figuring out how to peruse and compose.

Stipek and Seal (2001) watch, nonetheless, that Motivation appears to diminish with age. They further show that the decrease is consistent after third grade. Stipek and Seal proceed with that after third grade, learners see the learning cycle as dull and exhausting. This is a difference in the energy and assurance that moves them when they are more youthful. There are numerous reasons why this decline in Motivation happens. Wagner (2002) accentuates that youngsters in school are done accepting customized consideration from their families or parental figures. These kids are presently students among at least twenty cohorts all competing for the consideration of one or perhaps two instructors. Wagner likewise brings up that kids are required to follow a set educational program. Kids can't generally investigate the roads they are actually keen on. Wagner (2002) proceeds with that in higher evaluations there is a move to an expanded accentuation on evaluations and rivalry. Honor moves, public honor society, and class rankings all power learners to contend with one another (Kohn, 1999). Kohn (1999) stated that this makes a negative climate where learners are not ready to help one another and periodically need their colleagues to come up short.

Wagner (2002) further sees that this evaluative climate uses plenty of tests, tests, and state appraisals to decide how well learners are learning. Before formal testing happens, most children discover that slip-ups are a road to learning (Stipek and Seal, 2001). Wagner finds that once testing starts, learners rapidly discover that mix-ups equivalent disappointment. This disappointment gives them a negative impression of the subject and diminishes their Motivation to attempt. Wagner additionally brings up that learners start to get schoolwork and figuring out how to turn out to be progressively mind-boggling.

There are numerous attributes of an learner who is unmotivated. Brewster and Fager (2000) noted that an unmotivated learner gives indications of weariness, inactivity, and delaying. Goslin (2004) concurs and adds that unmotivated learners incline toward simple work that should be possible with insignificant exertion, are handily debilitated and occupied, don't elect to address

questions or solicit any from their own, and guarantee that the work is exhausting. Goslin proceeds with that these learners show almost no perception of the material being instructed and regularly show conduct issues.

Brewster and Fager (2000) located that propelled learners express sure feelings when learning. These feelings incorporate high revenue, interest, and eagerness. Propelled learners are more mindful and show more cognizance of the material being educated. These learners are effectively taking an interest in their learning by responding to and posing inquiries. Learners are less occupied and spotlight on learning and prevailing in school. Roused learners typically don't act mischievously on the grounds that they are so inspired by what they are realizing. Achievement expands, which prompts higher confidence (Brewster, 2000; Brown, 2002). The guideline of Motivation is worried about the segments that impact individuals to go in specific ways. So as to accomplish an outcome, driving others is identified with getting them to go down the course one needs them to go. Motivation can be depicted as coordinated, target activities. People are stirred when they expect that a blueprint will conceivably trigger the accomplishment of a goal and a regarded grant that fulfills their necessities (Armstrong, 2007). Motivation is accepted to be answerable for "why individuals need to accomplish something, how long they are anxious to proceed with the activity and how hard they will seek after it". Motivation is accepted to be answerable for "why individuals need to achieve something, how long they are anxious to proceed with the activity and how hard they will seek after it" The Motivation request is worried about why individuals continue in view of a reasonable reason. The essential mystery request is, the reason do individuals do what they do? Motivation is introduced as an activity heading and relentlessness (Mullin, 2002). It is concerning why individuals lean toward a specific way to deal with grade to others and why they stay with a picked practice, frequently over a huge separation, and through troubles and issues.

As indicated by Demo (2004) Motivation is the inward cycle that provides conducts its energy and guidance. These objectives incorporate one's objective, convictions, recognition, and desire. He further stated that the individual convictions about the reasons for one's disappointment and accomplishment on a current errand impact his/her Motivation and conduct on a future assignment. Motivation makes individuals settle on decisions from accessible options about how best to designate their energy and time. Individuals regularly will in general be more roused in exercises or connections that offer the best-seen reward. For instance, the longing for educators who need to win the public, territorial, or locale best instructor grant rouses them to work more enthusiastically (Armstrong, 2007).

For this situation, one spurs and drives one forward to make a move and make the fantasy a reality. Motivation might be added to each target and activity. An obscure lingo could be contemplated, passing grades at school, heating a cake, composing a poem, walking each day, having more income, improving work, purchasing another house, possessing an organization, or being a creator, a pro, or a legitimate guide. Motivation is open anytime where there is an obvious vision, explicit information about what one needs to do, a powerful urge, and confidence in one's capacities (Robbins and Longton, 2003).

Perhaps the greatest key to progress is motivation. On the off chance that there is a nonappearance of Motivation one, no outcomes or just normal

outcomes are gotten, though when Motivation one is available, more eminent and better outcomes and accomplishments are accomplished. Think about an learner who requires motivation and who once in a while mulls over, a profoundly energetic learner who commits incalculable hours to his examination; they will acquire altogether various evaluations (Dessler, 2007). The absence of Motivation shows the absence of energy, punch, and goal, while Motivation's proprietorship is a pointer of compelling impulse, eagerness, and fervor, and the ability to find a way to accomplish what one decides to do. An animated individual is a more joyful human, more hopeful, and finds in his/her mind the positive eventual outcome (Mullins, 2002).

Motivation is, from the perspective of Remez (2001) the internal power or energy that drives towards movement, achievement, and accomplishment. Motivation has a great deal to do with desire and goal, and Motivation is likewise missing on the off chance that they are absent. An individual frequently has the yearning and wants to accomplish something or accomplish a specific objective, however, doesn't have the drive, action, and ability to make a move. This is a direct result of an absence of internal drive and motivation. Motivation expands want, manufactures action, and offers the course, courage, limit, and assurance to accomplish one's objectives. A roused individual takes a move and does whatever the person in question needs to accomplish their objectives. At the point when you have a fantasy, motivation gets strong, away from a picture of what you have to do, and furthermore a powerful urge to construct it (Dessler, 2005).

Investigators, as Skemp (2012) comprehend that Motivation is normally and totally mental in nature, and it can proceed with execution thusly. It was further guaranteed that when he saw a circle he called the persuading cycle, motivation would energize the learning of number-crunching. Utilizing the above pictorial portrayal of the cruiser, Skemp (2012) lets us see how, in particular, convincing Motivation gets its establishment from a felt need. Such a need might be made inside or distantly. A sensitive teacher of Motivation will at that point manufacture conditions that assist learners with seeing the satisfaction of their felt need as an open door just as a reality. The energy or premium will make the drive if these conditions are set up to make the learner vivacious or more determined by his/her figure out how to guarantee the satisfaction of his/her felt need. The Motivation will be the strengthening power to cause it significantly harder for the learner to endeavor to fulfill his/her need or objective.

The objective is alluded to by Skemp (2012) as the terminal reason for activities, that is, as a result of a felt need, the result of all the exertion the learner would have placed into his/her learning. At the point when the fourth and last advance of the persuading cycle is finished with this need or objective, that is, the satisfaction stage is reached. There is a suspension of the drive activity now because of the consummation of the learner encounters because of the accomplishment of a predefined target. Moreover, the above is extended by Krause, Buchner, and Duchesne, (2003) who recognized that Motivation includes cycles that strengthen, direct, and empower activity.

For the most part, Motivation can be gathered into two, inborn Motivation and outward Motivation. In performing proficient responsibility as an instructor, Motivation is significant on the grounds that, without Motivation, the work being done won't accomplish the goal and won't be progressed nicely. As per Mustafa

and Othman (2010) when there is a characteristic and extraneous Motivation, instructors can generally think decidedly, be imaginative, and attempt to utilize new techniques in educating and learning.

Outward Motivation is a development that applies to development anytime so as to get any separable result (Ryan and Deci, 2000). Outward consolation alludes to what in particular is done to or by individuals to prod them. These incorporate advantages, for example, expanded prizes, praise, or advancement, and orders, for example, disciplinary activity, pay or maintenance study, (Armstrong, 2007). For instance, pay, offering improved working and ordinary conditions, and open entryways for in-organization arranging are regularly affected by outside parts. It might have a quick and great impact, however in spite of the way that the foreseen happiness keeps on being useful in any function when the endeavor to be done has fundamentally no noteworthiness (Armstrong 2010) it won't generally keep on going longer. Aacha (2010) announced that the impacts of money related and non-financial compensations on the Motivation of instructors are gigantic with proficient stipends having extraordinary hugeness in propelling educators to accomplish their work viably.

RESEARCH METHODOLGY

The present study was descriptive in nature and survey method was adopted to carry out this research to achieve the set objectives. All the 582 (403 male and 179 Female) teachers were taken as the population of the study. The data of population was confirmed by DEO Offices male and Female Bagh. This study was carried out with sample taken from public sector secondary schools. The sample was selected by using simple random sampling technique. Using the Krejcie and Moragan table for the selection of sample size the researcher took 226 secondary school teachers (147 male and 79 female). Subsequent to experiencing the important writing, the researchers arranged a poll utilizing the five-point Likert scale, comprising of books, papers, records, studies, magazines. Data is collected by using self-developed questionnaire. This questionnaire was included 29 items including 18 item of motivational techniques and 11 regarding academic performance. There were five choices for the teachers to give their answers. Cronbach's Alpha was used to decide the reliability of these instruments and was used to determine the inner accuracy of these items. Using the statistical package for social science version 23 and found α = 0.763. The study involved data to be collected from respondents (teachers) teaching at secondary schools. The only problem faced by researchers was that some respondents were reluctant to fill the questionnaire. However, they were ensured that information provided by them would be used for the research purpose only. The research instrument was got filled and collected back personally and thus the response rate was 100%. Every effort was made by the researchers to collect valid and reliable data. The process for collecting data from the respective respondents of this study almost took about 2 months.

Data Analysis

The collected data from the respective respondents through research instruments were properly tabulated, analyzed and interpreted by using statistical tool SPSS and Mean, standard deviation and Pearson correlation was used.

Table 1: Motivation Techniques used by Teachers (Descriptive

DIALOGUE SOCIAL SCIENCE REVIEW

Statistics)

Statements	N	Mean	Std. Deviation	Level of motivation
Good communication can create interactive environment toward academic tasks.	226	4.15	1.158	High
Sense of humor can motivate student toward active participation.	226	4.19	.830	High
Goal oriented technique help students to achieve tasks.	226	3.92	1.173	Moderate
Student's participation techniques can develop self-oriented learning skills in students.	226	3.64	1.467	Moderate
Performance base grade reading help student for more efforts and work hard.	226	3.50	1.350	Low
Introducing various interesting topics can creates more interest toward butter performance.	226	3.89	1.210	Moderate
Supportive class room helps students to achieve more than an ordinary class.	226	3.61	1.503	Moderate
Teacher enthusiasm helps students enhance performance.	226	3.50	1.442	Low
Techniques class opening activity help to enhance student's active attitude toward learning.	226	3.63	1.380	Moderate
Invite native speakers to help students to idealize someone.	226	3.68	1.285	Moderate
Reasoning and arguments help to manage student's behavior.	226	3.58	1.312	Moderate
Create competition among students help to create good competitive environment.	226	3.69	1.222	Moderate
Appreciations of student's contribution help to enhance the learning processes which result in effective performance.	226	3.75	1.348	Moderate
Keeping student active and engaged help students develop hardworking attitude.	226	3.49	1.297	Low
Changing presentation formats help student's academic progress by reshaping presentation skills.	226	3.60	1.273	Moderate
Providing feedback help to motivate students for their more participation in classroom.	226	3.79	1.350	Moderate
Providing feedback help to motivate students for their more participation in classroom.	226	3.68	1.498	Moderate
Starting class with fun help to decrease boring and passive environment in class room.	226	3.42	1.431	Low

The table 1 presents descriptive statistics of motivational techniques used by teachers. Data were collected from 226 respondents. Mean scores (on a 5-point Likert scale) and standard deviations indicate the perceived effectiveness and consistency of each technique, categorized into High, Moderate, and Low levels of motivation.

High Motivation Techniques
- Sense of humor (Mean = 4.19, SD = 0.830) and good communication (Mean = 4.15, SD = 1.158) received the highest mean scores, indicating strong agreement that these methods are highly motivating.
- Lower SD values, especially for humor, reflect high consistency among respondents.
Moderate Motivation Techniques
- Most techniques fall into this category, such as goal-oriented approaches (Mean = 3.92)**,** introducing interesting topics (Mean = 3.89), providing feedback (Mean = 3.79), appreciation of student contributions (Mean = 3.75), and creating competition (Mean = 3.69).
- SDs range from 1.2 to 1.5, suggesting moderate variation in responses.
Low Motivation Techniques
- Techniques like performance-based grading (Mean = 3.50), teacher enthusiasm (Mean = 3.50), keeping students active (Mean = 3.49), and starting class with fun (Mean = 3.42) were perceived as less motivating.
- Higher SD values (around 1.3–1.4) indicate diverse opinions on their effectiveness.
Variability
- The lowest variability appears in sense of humor (SD = 0.830), showing strong consensus.
- The highest variability appears in supportive classroom (SD = 1.503), reflecting mixed perceptions.
Key Insights
1. Most influential strategies: Communication and humor.
2. Moderately effective strategies: Feedback, participation, interesting topics, and competition.
3. Least effective strategies: Performance-based grading and fun activities at the start of class.
4. Variability factor: Some techniques show high disagreement, suggesting they may work differently across contexts or students.

Table 2: Correlations between Motivation Techniques and Academic Performance

		Motivation Techniques	Academic Performance
Motivation Techniques	Pearson Correlation	1	.160[*]
	Sig. (2-tailed)		.016
	N	226	226
Academic Performance	Pearson Correlation	.160[*]	1
	Sig. (2-tailed)	.016	
	N	226	226

[*]. Correlation is significant at the 0.05 level (2-tailed).

The correlation analysis between motivation techniques and academic performance was conducted using Pearson's correlation coefficient. The results show:
- Pearson correlation (r) = 0.160, which indicates a positive but weak correlation between the use of motivation techniques by teachers and students' academic performance.

- The correlation is statistically significant at the 0.05 level (p = 0.016), meaning there is sufficient evidence to conclude that motivation techniques have a measurable, though small, impact on academic performance.
- The sample size is N = 226, ensuring reliability in detecting small effects.

Conclusion

The findings collectively indicate that:

1. Certain motivational techniques—particularly humor and effective communication—are perceived as highly effective by students.
2. Most techniques show moderate motivational impact, while a few (e.g., performance-based grading and fun class openings) are rated low.
3. The overall correlation between motivational techniques and academic performance is significant but weak, implying that motivation alone does not strongly predict academic outcomes; other academic and environmental factors also play a role.

Recommendations

1. Prioritize High-Impact Techniques
Teachers should focus on strategies with the greatest perceived effectiveness, such as using humor and maintaining good communication, to build a positive learning environment.
2. Integrate Motivation with Pedagogy
Motivation strategies should be combined with active learning methods, differentiated instruction, and formative assessments to strengthen the impact on performance.
3. Enhance Feedback and Goal-Setting
Since feedback and goal-oriented approaches were rated moderately effective, teachers should implement structured feedback systems and clear goal-setting to increase their motivational impact.
4. Teacher Training and Professional Development
Provide training programs emphasizing the use of humor, communication skills, and interactive strategies for motivating students effectively.
5. Reevaluate Low-Impact Techniques
Techniques like performance-based grading and fun-based openings should be redesigned or paired with other engaging methods to improve effectiveness.
6. Address Broader Influences on Performance
Since motivation explains only part of academic success; institutions should also consider resource availability, curriculum design, and student support services.
7. Further Research on Mediating Factors
Future studies should explore whether factors such as student learning style, socio-economic background, or subject difficulty influence the relationship between motivation and academic performance.

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