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EFFECT OF THE MOTIVATIONAL TECHNIQUES ON ACADEMIC ACHIEVEMENT OF ELEMENTARY SCHOOL STUDENTS

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Abstract

The main aim of the study was to find out the effect of motivation on the academic achievements of the students. The objectives of the study were to explore the motivational techniques of elementary school teachers and to evaluate the effect of the motivational techniques of elementary teachers on the academic achievement of students. Ex-post-facto design was used to conduct the research, and a survey method was used to collect the data. 3768 elementary school teachers at public sector elementary schools of district Kotli were the population of the study. A stratified r, random sampling technique was used to select the sample. 309 (200 female, and 109 male) elementary school teachers were the sample of the study. A five-point Likert scale questionnaire developed by the researcher was used to collect the data. The questionnaire consisted of twelve motivational techniques and 48 statements. Based on the results of pilot testing reliability of the instrument was checked by using Cronbach's alpha statistical technique. The reliability of the instrument was 0.79. Data were analyzed by using SPSS version 25. Descriptive statistics were used to explore the motivational techniques, whereas regression analyses were used to find out the impact of the motivational techniques. It was concluded that motivational techniques have a significant effect on the academic achievement of the students. It is recommended that the teachers use techniques such as "make content relevant to students", and "values, and goals, and reward student achievement, and learning efforts" to get good grades from their students.
Keywords: Techniques, Academic, Achievements, Teachers, Students

Introduction

Barkley & Major (2020) claim that parents, teachers, society, and the school environment are the major aspects of the life of students at the elementary level because the foundation of lifelong learning starts from elementary classes. Critical thinking, reasoning, comparing, creating, and adjusting skills develop among the students during the middle st, andards. That is why elementary education is considered the most important period of the life of a student. (Batool, Faqir, et. al. 2024), Elementary-level education emphasizes the need for a connection between teacher, student, and parent. But in most of the developing countries like Pakistan, Azad Jammu, and Kashmir parents are not involved fully in teaching teaching-learning process, especially the parents of public sector students who do not give attention, and support to their kids in studies. So it can be said that only the person who is responsible for the good, and bad of the students is the teacher. (Asal, Yousuf, et. al, 2023), Therefore teaching techniques play a vital role in developing the learning capabilities of the student. Teachers adopt various motivational techniques to engage their students in teaching teaching-learning process. Although the natural preference of the child should also be taken into account in the education, and training, the role of teachers cannot be minimized at elementary-level schooling. Wentzel, (2009) claimed that the the motivational input of the teachers develops the learning attitude among the students. Learning' emotions, and character development of the students are highly associated with the motivation given by the teachers. This is the right of a child that his learning may be by modern needs (Rosemarin, 2009). The students of current age suffer from mental stress, because the pressure of getting high grades, the cost of education, lack of transportation facilities, inappropriate attitude of teachers, and gender discrimination also influence the mindsets of

the students. These issues can be addressed by the motivational input of the teachers. (Syed, Samina, Shamsa, 2023), Teachers inspire the students by making them aware of the responsibilities, and educational goals of today's students by providing them a deep insight into the development developments going across the globe; as a result, the students get motivated, and can better understand the dem, and of the modern world (Eekelaar, 2018). The advancement of the students is highly associated with motivation and inspiration, and motivation can be made by praising the students, by giving rewards, and by discussing their role in their educational achievements. Highly motivated students can judge complex situations easily, and h, handle them nicely. Contrary to this demotivated students do not engage themselves in complex situations, and they behave very casually while dealing with them (Filgona & Okoronka, 2020). The main phase in which the inspiration of most of the students has reduced is from junior level to high school. The report of the National Research Council in 2004 concluded that 40 % of matriculation students are detached from learning are oblivious, apply little exertion to school work, and are acknowledged as not interested in school. It has a harmful result for a case; (2006) study investigation revealed that 70% of high school dropouts said they were unmotivated by various factors (Brown, Bull & Pendlebury, 2013). The idea of natural inspiration is closely related to inborn esteem. There is a huge difference between natural, and outward inspiration as intrinsic is triggered by individual delight, intrigue, or joy, while the other is significant by support possibilities. The arrangement of compact rewards, and have a remarkable impact like cash, grades, and benefits, or intangibles such as commends can be the base to control the outward inspiration. (Shahzaib, Datoo, 2023), be that as it may, external inspiration can come almost from other implies. For the case, self- assurance

hypothesis recognizes a few distinctive sorts of administrative components that can act as support. Outside control compares to the lowest level of self-determination, where behavior is persuaded by a craving for remuneration or discipline shirking (Carayannis, 2003). Radu (2016) narrated that "a good teacher is always a good motivator", so it can be said that motivation from the teachers, parents, friends, society, and fellows leads students toward academic success. But this important aspect has not a properly adjusted in the educational setting of developing countries, so the students face a lot of problems on this front. Therefore the researcher is going to research to evaluate the effectiveness of the motivational techniques on the academic achievements of the students. (Tahira, Muhammad, Asma, 2023)

Problem Statement

Motivation plays an important role in the life of students. It is an admitted fact that motivation increases the confidence level of the student. Some recent research suggested that it is necessary to inspire students to play a valuable role in society. But this aspect of the teaching-learning process is not in the common practice of most of the teachers in developing countries like Pakistan, and Azad Kashmir. Thus, the researcher decided to research to evaluate the "Impact of teacher motivational techniques on academic achievement of elementary school students"

Research Objectives

1. To explore the motivational techniques of elementary school teachers.
2. To find out the effect of the motivational techniques of elementary teachers on the academic achievement of students.

Hypothesis

$H_0 1$ Elementary school teachers do not use a variety of motivational techniques.

$H_0 2$ There is no significant effect of the motivational technique "Making content relevant to student's goals" on the academic achievement of the students.

$H_0 3$ There is no a significant effect of the motivational technique "Helping student achieve their goal through learning" on the academic achievement of the students.

$H_0 4$ There is no a significant effect of the motivational technique "Provide a a potent model of learning" on the academic achievement of the students.

Literature Review

This literature review includes the intensive reading of, Theories of Motivation in Education, Types of Motivation, The Motivational Techniques on Education, and Effectiveness of Motivation, and the role of motivation in educational achievements.

Motivation

(Hussain, Rubab et. al. , 2023), The constraint that makes the essentialness to attain the goal is vitality, and through all craving accomplish the specified objective, and shows a specific demeanor towards that objective Teachers need a strong conviction, and point that coordination is essential to motivating practices. These beliefs need to be taken advantage of for the benefit of the young. It is very important that the instructor look at the impact on his / her students, and fully appraise that pupils get involved in them (Bock, 2002). The rule variable within the considered corridor is not only instruction, in any case, taught. Uncommon instructors have special different needs, and ideas for their students, but still, have altogether higher desires for them. (Rai, Syed, 2023), These instructors understand the significance of interferometer with their students that at this point they are ineligible to associate with them; at this point, it may be unfortunate to have a "brainwashing effect on their children." Capture up within the way, and after some time, they turn numerous lives into something peculiar that humankind should put together (Marzano, 2004).

Types of Motivation

Inspiration has been classified into two types one is outward, and the other is natural.

Various theories came into being. Many people are triggered only by inside motivation while others are due to extraneous components; however, some have been propelled by both. Inner, and exterior aides insinuate those factors or prizes that energize the individual to get participation and perform in-game (Jackman, 2015).

Extrinsic Motivation

External prizes and a significant results played a role in the animation of inspiration Instructors that confidence that has come through outward inspiration might provide changes at a young age but it will have no long-lasting impact on his genuine inspiration. In one depiction, the understudy buckled down, not to progress in school, be that as it may, to obtain remunerate (Morris, 2014). The exercises of a person are commonly pushed by outward inspiration, and one's sentiments and achievement-related objectives have been attained by this. An outward remunerate system is utilized to know about students, and their achievements has been found in most center school settings. Ponders resulted as to think about lobbies that utilization base fortress on foreign rewards truly squares homeroom inspiration that helps in building concepts (Chanchinmawia, 2018).

Intrinsic Motivation

Internal inspiration, where in-person spying is the real payoff, ensures no compensation whatsoever. Sharing children's learning experiences has had a profound impact on encouraging heritage at the Center School. To conclude they may be compelled to educate them to meet the five basic needs. These requirements are survival, one that has power, control, opportunity, and fun (Flexner, 2002). At this point, when young people feel secure in their state, they can focus on their interface, and fully participate in their education. Estimates of youth motivation in youth are based on two broad applications (Rennin, 2002).

The motivational Techniques

The students come into classrooms with distinctive measurements of inspiration to memorize. Pupils those are graduated from here must be guided by our instructors to create a better-than-average endeavor to ace in the unit and help them in finding out approximately the knowledge destination once classes finish. We help them or make them easy to find a way to remember. An educator can make a perpetual number of moves that will extend understudy inspiration; in any case, we apply around one hundred procedures that we think are approximately the most noteworthy, and conceivable. The methods start from mental theories, like social mental speculation, psychotherapy techniques, for illustration, enticing assembly, recommendations of appearing masters, and from our exceptional claim experiences as students, and instructors (Urdan, 2004).

Make Content Relevant to Student Values, and Goals

The Objectives to be shown in a focused way that has a greater impact on the provoking application, and students to benefit convincingly, students are more likely to be involved in the way that many subjects have balance issues like revelling, going past analyzing the issue, and encourage students to test limitation techniques hence, they will be motivated in sense of objective setting, and self-checking to coordinate their possess eating (Corbett, 2001).

Help Students Achieve Their Goals through Learning

Many students in their life have no particular objective; the teacher should get data approximately about their lives, and encourage them to set sub-objectives. They can be motivated for a more challenging goal of their life which will be achieved from their learning. Always interact with the students, and show them how it's more important to be connected with their goals all the time. remind pupils all the time to apply thoughts in their

possess lives in conduct obligated to benefit them, through giving all-around earned acknowledgment for charming or steady conduct that one may ignore in any condition (Cornish, 2004).

Effective Models of Learning

It's good to come a little earlier in the class with full arrangement, and Efforts need to be discussed, whether later or remotely, for molding, especially similar substances that are currently covered There are many ways to memorize the lesson for the students if to be presented in story fashion. Students are motivated if their work is being cheered. Those students who struggled at the start need to be given a proper narrative for a better proceeding. All individuals must be welcomed who are eager to share their observations about that course as they already know about it. One of the most authentic, and professional ways is to do extracurricular activities, and outings to visit a spot that is related to the course, and found helpful (Dörnyei, 2008).

Brief, and Persuade Students to Learn

Boost students to create better endeavors in the unit. Reason has to be given for Unit requirements. Learning of focuses needs to be stressed that comes out past the unit content. Students were encouraged to propose progress reading, and working out to explore subjects for them, in the unit, and after. Brief them with the approximation of profound established learning. Students need to be taught about how they are progressing in their daily routine by self-screening their learning endeavors (Nemer, 2002).

Build up a Positive Relationship with Students

Imperative information needs to be consolidated to the unit, and you as a human when you meet the class in the initial stage, and in case there is less strength in the classroom then students are asked to familiarize themselves with each other. Classes are always welcomed by the instructors whenever they are going to start. Talk to them politely, and present yourself as if you are here

only for them. Need to remember scholars' names, and frequently call them. Get closer to the students at the time the lecture is delivered. Sometimes it is very useful to give them a party for better interaction. Express excitement for empowering the learning of the students. Keep in touch with those students who remain absent, and ask whether you'll be able to offer assistance (Gordon, 2003).

Reward Student Achievement, and Learning Efforts

Studying enterprises needs to be rewarded with commendation, and continued checks. Encourage the students in front of all for their awesome effort. The students must be encouraged to contribute intensely to their learning endeavors, and achievements based on the student's learning outcomes (Vescio, 2008).

Material, and Methods

Ex-post-facto design was used to conduct the research, and a survey method was used to collect the data. 3768 elementary school teachers of public sector elementary schools of district Kotli were the population of the study. A stratified random sampling technique was used to select the sample. 309 (200 female, and 109 male) elementary school teachers were the sample of the study. The sample (minimum 10% of the population) was selected according to the chart of LR Gay given by Singh & Masuku, (2014). A five-point Likert scale questionnaire developed by the researcher was used to collect the data. The questionnaire consisted of twelve motivational techniques and 48 statements. However, in this article, the researcher used only three of them. The questionnaire was validated by the educational experts of the Department of Education, University of Kotli Azad Kashmir. The questionnaire was modified according to the valuable suggestions of the experts. Pilot Testing was done by collecting the data from twenty teachers who were not part of the final sample. Based on the results of pilot testing reliability of the instrument was

checked by using Cronbach's alpha statistical technique. The reliability of the instrument was 0.79. Data were analyzed by using SPSS version 25. Descriptive statistics (Mean, and SD) were used to explore the the motivational techniques, whereas regression analyses were used to find out the impact of the motivational techniques on the academic achievements of the students.

Results

Analysis of the motivational techniques

Table 1 Making content relevant to student goals

Statements	Mean	SD
I give students choices about what they learn	3.70	1.255
I make the subject matter of contents relate to student interest	3.53	1.328
Goals setting has helpful outcomes on the academic success of learners	4.32	.800
Learning material plays playing important role in the academic achievement of students	3.41	1.328

Table 1 indicates the analysis of "making content relevant to student goals" of the motivational technique. The mean result showed that the majority of the participants agreed with the statements "goals setting has constructive outcomes on the academic success of learners" M=4.32, "I give students choice about what they learn" M=3.70, "I make the subject matter of contents relate to student interest" M=3.53, and "Learning material is playing important role in the academic achievement of students" M=3.41. Moreover, the result indicated that the motivational technique of making content relevant to student goals was effective for teachers.

Table 2 Help student achieve their goal through learning

Statements	Mean	SD
I help the student to set their goals	4.32	.800
I encourage students to apply their concepts	3.94	1.100
Appreciation motivates students for more learning	3.70	1.255
Setting goals helps students in their academic achievement	3.97	1.093

Table 2 indicates the analysis of the "Help student achieve their goal through learning" motivational technique. The mean result showed that the majority of the participants agreed with the statements "I help student to set their goals" M=4.32, "Setting goals helps students in their academic achievement" M=3.97, "I encourage students to apply their concepts" M=3.94, and "appreciation motivate students for more learning" M=3.70. Moreover, the result indicated that the motivational technique of helping students achieve their goals through learning was effective for teachers.

Table 3: Provides a potent model of learning

Statements	Mean	SD
I use anecdotal records to motivate students to learn	4.29	.813
I speak with students in an enthusiastic tone of voice	3.77	.1.239
Personal interest in topics has more effect on the academic achievement of students	3.70	1.255
Co-Co-curricular activities related to the topics have a positive effect on academic achievements	3.65	1.287

Table 4.9 indicates the analysis of "Provide a potent model of learning" the motivational technique. The mean result showed that the majority of the participants agreed with the statements "co-curricular activities related to the topics make a positive effect on academic achievements" M=4.29, "I Speak with students in an enthusiastic tone of voice" M=3.77, "Personal interest in topics is more effect on academic achievement of students" M=3.70, and "co-curricular activities related to the topics make a positive effect on academic achievements" M=3.65. Moreover, the result

indicated that the motivational technique provided a potent model of learning was effective for teachers.

Table 4 Model Summary of Making Content Relevant to Student Goals, and Academic Achievement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.744	.553	.541	1.91112
Predictors: (Constant), emotional literacy				

Table 4.50 shows the model summary of regression analysis of Making content relevant to student's goals, and Academic achievement. According to the model summary, the correlation R is .744. The value of R (.744) shows that there was a positive relationship between Making content relevant to student's goals, and Academic achievement.

Table 5 ANOVA Summary of Making content relevant to Student's goals, and Academic Achievement

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	171.610	1	171.610	46.986	.000
	Residual	138.790	38	3.652		
	Total	310.400	39			
a. Predictors: (Constant), Making content relevant to student's goals						
b. Dependent Variable: Academic Achievements						

Table 5 shows the ANOVA Summary of Making content relevant to student's goals, and Academic achievement. This table revealed that the regression equation is a significant $F_{(1, 38)} = 46.896$ p=.000< .05 Hence, Making content relevant to student's goals has a positive effect on academic achievements.

Table 6 Coefficients Summary of Making Content Relevant to Student's goals, and Academic Achievement

Model		Unsd. Coefficients		Std. Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.274	1.551		2.756	.009
	tech 1	.727	.106	.744	6.855	.000
Dependent Variable: Academic Achievements						

Table 6 shows the coefficient summary of Making content relevant to students' goals (a motivational technique), and academic achievement. It showed the value of the coefficient Making content relevant to students' goals was .727, its t value was 6.855 which was significant at the .05 level as p = .000. It means that there was a significant positive effect of Making content relevant to student's goals on the academic achievements.

Table 7 Model Summary of Helping a student achieve their goal through learning and Academic achievement

Model	R	R^2	Adjusted R^2	Std. Error
1	.809a	.655	.646	1.67935
a. Predictors: (Constant), Help student achieve their goals through learning				

Table 7 shows the model summary of regression analysis of helping a student achieve their goal through learning which is the motivational technique which is used by elementary school teachers. According to the model summary, the correlation R is .809. The table reveals that there was a positive relationship between Help student achieve their goal through learning, and academic achievement.

Table 8 ANOVA Summary of Helping a student achieve their goal through learning and Academic achievement

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	203.232	1	203.232	72.063	.000ª
	Residual	107.168	38	2.820		
	Total	310.400	39			
a. Predictors: (Constant), Help student achieve their goals through learning						
b. Dependent Variable: Academic achievement						

ANOVA Summary of helping student achieve their goal through learning which is the motivational technique, and academic achievement was illustrated in Table no 8. The table reveals that the regression equation is a significant F (1, 38) = 72.063, p = .000. Hence, helping a student achieve their goal through learning has a significant effect on the academic achievements of the students.

Table 9 Coefficients Summary of Helping a student achieve their goal through learning and academic achievement

	Model	Unsd. Coefficients		Std. Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.074	1.743		.043	.966
	Tech2	.956	.113	.809	8.489	.000
a. Dependent Variable: Academic Achievements						

Table 9 shows the coefficient summary of Helping a student achieve their goal through learning (a motivational technique), and academic achievement. It showed the value of the coefficient Help student achieve their goal through learning was .956, and its t value was 8.489 which was significant at the .05 level as p=.000. It means that there was a significant

positive effect of Help student achieve their goal through learning on the academic achievements of the students.

Table 10 Model Summary of Provide a potent model of learning and Academic achievement

Model	R	R²	Adjusted R²	Std. Error
1	.857	.734	.395	2.19495
a. Predictors: (Constant), Provide a potent model of learning				

Table 10 shows the model summary of regression analysis of providing a potent model of learning that is the motivational technique which is used by elementary school teachers. According to the model summary, the correlation R is .857. The table also revealed that there was a positive relationship between providing a potent model of learning, and academic achievement.

Table 11 ANOVA Summary of Providing a potent model of learning and Academic achievement

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	127.323	1	127.323	26.427	.000ª
	Residual	183.077	38	4.818		
	Total	310.400	39			
a. Predictors: (Constant), Provide a potent model of learning						
b. Dependent Variable: Academic Achievements						

ANOVA Summary of Provide a potent model of learning which is the motivational technique, and academic achievement was illustrated in Table no 11. The table reveals that the regression equation is a significant F (1, 38) = 26.427, p = .000. Provide a potent model of learning Hence, was a significant effect on academic achievement.

Table 12 Coefficients Summary of Provide a potent model of learning and Academic achievement

Model		Unstd. Coefficients		Std. Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.553	2.004		2.272	.029
	PPML	.695	.135	.640	.141	.000
Dependent Variable: Academic Achievements						

Table 12 shows the coefficient summary of providing a potent model of learning (a motivational technique), and academic achievement. It showed the value of the coefficient Provide a potent model of learning was .695, and its t value was 5.141which was significant at the .05 level as p = .000. It means that there was a significant positive effect of Provide a potent model of learning on the academic achievement of students.

Findings
1. The teachers use motivational techniques; making content relevant to student goals, helping the student achieve their goals through learning, and providing a potent model of learning, so the null hypothesis is rejected (Table 1-3).
2. The motivational technique "Making content relevant to student goals" has a significant positive effect on the academic achievements of the students; the value of R-square is .553. So, the null hypothesis is rejected (Table 4-6).
3. The motivational technique "Help students achieve their goal through learning" has a significant positive effect on the academic achievements of the students; the value of the R-square is .655. So, the null hypothesis is rejected (Table 7-9).
4. The motivational technique "Provide a potent model of learning" has a significant positive effect on the academic achievements of the students; the value of R-square is .734. So, the null hypothesis is rejected (Table 10-12).

Conclusions
1. Make Content Relevant to Students' Values, and Goals Help Students Achieve Their Goals through Learning, and a potent Models of Learning are the motivational techniques of elementary school teachers.
2. The motivational technique "Make Content Relevant to Students' Values, and Goals" has a significant effect on the academic achievements of the students.
3. The motivational technique "Help Students Achieve Their Goals through Learning" has a significant effect on the academic achievements of the students
4. The motivational technique "Provide a potent model of learning" has a significant effect on the academic achievements of the students

Recommendations
1. The result showed that the motivational technique of making content relevant to students' goals has a significant effect on the academic performance of the students, so it is recommended that the curriculum developers check the relevancy of contacts with the demands of the subject.
2. The result showed that the motivational technique Help Students Achieve Their Goals through Learning has a significant effect on the academic performance of the students, so it is recommended that teachers, parents, and society provide enough support to the students in achieving their educational goals.
3. The result showed that the motivational technique Provide a potent model of learning has a significant effect on the academic performance of the students, so it is recommended that a firm model of learning may be adopted by the teachers to get good grades from the students.
4. The current study only examined the effect of motivational techniques on the academic achievements of the students, but in the future, the researchers may check the influence of these motivational techniques on the behavior of the students.

Innovation / Research Gap

The current study explored three innovative motivational techniques that are not in use by teachers in developing countries, so it can be said that this was an innovative approach in the context of Azad Jammu, and Kashmir. This research will add a lot of stuff to the educational setting of AJ&K. It will Enhance students' social-emotional competencies, and help them become well-rounded individuals capable of contributing positively to society, thus empowering humanity through holistic education.

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