Motivational Techniques and Learners 'Academic Achievement at Primary Level

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MOTIVATIONALTECHNIQUESANDLEARNERSACADEMICACHIEVEMENTATPRIMARYLEVEL

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Motivational Techniques and Learners Academic Achievement at Primary Level

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Abstract - Motivation is significant to arouse students' interest towards learning process in every teaching learning situation. At primary level motivation plays important role as compared to the other levels of learning due to the fact that young learners need to be motivated towards learning as they experience the new knowledge. Present study is designed to explore the impact of teachers' motivational techniques on students' academic achievements. Here motivational techniques used by the primary school teachers were measured in relation with the academic achievement of primary school students. In this research various objectives, hypotheses and research questions were formulated. The stratified random sampling technique was used to collect data from respondent teaching at Islamabad Model colleges (Schools). Sample size was based on 100 teachers; 50 teachers were taken from five boys' schools and 50 teachers were taken from five girls schools. For this research tool of 21 items was developed through standardized procedure After data collection, it was analyzed by using multiple statistical techniques that is Mean, Percentage, Standard Deviation and Correlation. Result of research revealed that teachers with higher qualification used positive reinforcement as motivational strategies. Teacher with early childhood training used positive reinforcement to motivate teachers with simple B-Ed training. Teachers who scored 100% result used knowledge of grades to learners as motivational techniques than the teachers who score 70% result. Teachers belonging to federal area used negative reinforcement as motivational techniques than teacher belong to other provinces.

I. Introduction

Motivation is the internal feeling that arises from the desires and needs of an individual. It is the continuous process of needs and satisfaction that stimulate individual to perform. It is the process to inspire an individual to utilize his/her best capabilities for the achievements of particular goals. Motivational techniques could arouses interest, enthusiasm and regulate the individual behavior in order to perform different tasks with interest for the attainment of particular goals.

Motivation can be classified into intrinsic motivation and extrinsic motivation, intrinsic motivation is the pleasure and interest in activities that exists within an individual rather than outside pressure. It is the foundation of having enjoyment in performing activity without any external incentives. Whereas individuals who are extrinsically motivated need, rewards and the punishments to engaged in any activity. For students rewards can be in the form of grades and marks in examination. Achievement motivation is concerned with achieving the successful outcomes at the end of the process.

Obviously in teaching learning process with the help of motivation teachers can maintaining, controlling and arousing interest of the learners. Learner is motivated by support his concerns with the ongoing activities and interest. In education motivation is implemented in terms of what and how student learn about the subject matter. Students' learning process becomes more successful by using different motivation techniques. In the teaching-learning process, to encourage and boost up the students ambition so that they can put more effects in their learning process. Motivation in the education is the degree of self-esteem to processes and the sense of value to determine how well the student can improve and develop their learning can exploit his potentials.

Teachers can utilize successful strategies and tactics to make the learning effective because motivation plays a significant role to arouse the student interest towards the learning process. Teacher who focuses student interest toward studies should actively involve learner in the teaching learning process. Activities to direct towards the learning of important processes or skills involve acquisition of useful knowledge. There is nothing more discouraging to a teacher more to spend hours preparing a lesson than to show concern about how students are going in the acquisition of knowledge. For this teachers may use positive reinforcement because it playsa significant role in achieving the student academic achievements.

In schools setting teachers often use positive and negative reinforces for motivations positive reinforces includes praise, group activities grades, whereas negative reinforcement is another way to strengthen students behavior through reinforces through an escape from an unpleasant situation or a way of preventing something unpleasant from occurring (Slavin, 1998). Within the class of positive reinforces first motivational technique implemented in the teaching learning process is praise. It is expression of admiring words used to appreciate individual achievement and appropriate behavior. Praise is the frequent intermittent and occasional comments that effect favorable action. It

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is to recognize an individual orientation that can answer the need of belongingness, esteem and self-actualization. Censure is another motivational technique which is bit negative in nature, it deserves the individual understanding and use to develop reinforce existing feelings, threatens dampens and safety motivation. The successful use of censure depends upon instructor as well because if it couple with constructive criticism and praise then it could act like a motivator as well. Successful use of censure also depends upon learners' prior experience and psychological needs as well. If carefully plan censure then instructor implicitly observes effects of censure on the individual learner. But frequent use of the blaming words could develop negative feelings among learners and hurt their self- esteem instead of improving behavior or learning.

Competition is a motivational strategy that generally creates achievement orientations among the learners. When competition is using as a motivational strategy it arouse aspiration of wining, doing better than others. If not properly planed it could also leads to rivalry for the competitors. If teachers are fair and competition is properly planed by the classroom teachers' then competition could be a potent incentive for certain learners because it arouses ambition to win in the learners.

Some teachers are using cooperation as a motivational strategy which is assumed to an act of working together for the attainment of some common goal. Cooperation inculcates the needs of belongingness, approval, self-actualization and safety in learners. Here teachers develop collaborative effort and allow pupils to work in group these activities can develop confidence in participant of the group.

Novelty as a motivational strategy provides experience of new concepts and ideas to the learners. Novelty can be used for experimental investigations, because this techniqueis superior to other tradition methods of use in teaching learning process but it requires extra efforts on the part of the learners. The advantage of novelty is to develop the relationship between the previous and new ideas and concepts. It uses familiar procedure, novelty enhances enthusiasm in expansion of knowledge into new fields and design the activities that learner observes new lesson related to their real lives with the provision of real world examples.

Level of aspiration is the level of performance to aspire future success or failure in the preceding activities. Aspiration is the ambition to achieve the goal. Teachers implement these motivational techniques in their teaching learning process to motivate the students to develop the sense of future success and the respectable professions audio-visual aids are tools in the teaching learning process, to improve the performance and learning process. The aids are used to create, use and manage information and resources. They are used to get maximum outcomes in the minimum time and resources. Aids are easy to access the course material, especially use to motivate the learners toward the studies to actively participate of the class activities. The aids are using in the teaching learning process to arouse the interest, maintain and control the behavior and performance.

Different Av-aids are being use in the teaching learning process as a motivational strategy to arouse the learner interest in the learning process. Obviously there are various types of Av-aids. Each aid has its specific functions and its advantages and limitations. The teacher has to know these functions in order to understand their relevancy in the different teaching learning situations. An aid cannot be applied arbitrary; it has to be applied at proper place, at proper time and in the proper manner. Their applicability depends upon the their availability and the teacher long term planning and try to use proper aids by borrowing them from the other sources, if not available in their own schools or from their colleagues. Hence knowledge about instructional aides is must for every teacher.

Most of schools used grading system for evaluation, feedback and incentives; in fact it also helps teachers to facilitate the interpersonal academic comparison between the learners. Grades could be effective motivators for some learners but at the same grades could be very difficult to attain for others. One interesting thing about students' satisfaction with their evaluation is this that for poor performers or weak students' C grade or simply pass is very rewarding but for good students even a grade with 80% is not very rewarding. Anyhow grading system is the process of accessing the teaching-learning process as some learners inevitable get appreciable marks that develop the habit dilatoriness, superficiality and conformity whereas low achievers feel discouraged and inferiority towards school work. Grade measure the student academic achievements through examination; it will works as an effective motivator when parents value them because certainly parents appreciate their children on the attainment of high grads.

Academic achievement is the educational outcomes of the specific performance, it is the extent to which teacher, student and institution has achieved the goals related with education. Academic achievement is measured by continuous assessment and examinations. The aspects are most significant to practical knowledge such as skills, declarative knowledge etc. The academic performance is related with intelligence and personality. Learners with higher cognitive ability as demonstrated by the IQ tests are the rapid learners make effort and those are higher in meticulousness relation with achievement motivation and to achieve success in academic studies.

To evaluate the student academic achievements exams are conducted and results are presented in the different form such the learner

unenthusiastic behavior in the learning situation can be the outcome of the present situation. In the teaching learning process motivation is affected by many things. Instructors' can promote learning through encouragement, and strong teacher-student affiliation. Learner disheartened when they are frequently condemned for their weak performance to promote motivation among the learners it is important to generate the positive environment.

Obviously there is no short cut or any royal road to learning new knowledge in teaching learning process but there are ways and means through which young learners can be motivated in order to exert efforts needed to learn required knowledge or skill. Present study is designed to investigate various motivational strategies used by the teachers at primary level; it further aims to investigate the impact of various motivational strategies on the academic achievement of the primary level learners.

II. Statement of the Problem

The problem under consideration was to explore the impact of various motivational techniques used by the teacher on the academic achievements of students at primary level; it further aims to investigate the role of teachers' demographic variation in the selection of specific motivational strategy.

III. Objectives

i. To explore existing motivational techniques used by the primary school teachers.

ii. To measure the academic achievement of primary school students.

iii. To explore the impact of motivational techniques on the academic achievement of primary students.

iv. To measure the impact of demographic variations of teachers' qualification, training, socio economic background for determining the motivational techniques and higher academic achievements for the learners of primary education.

IV. Hypotheses

i. Teachers with higher qualification use positive reinforcement as motivational strategies.

ii. Teacher with early childhood training will use positive reinforcement as a motivate them teachers with simple B.Ed. training.

iii. Teachers whose score 100% result used grades as motivational techniques than the teachers who score 70% result.

iv. Teachers who belong to ethnic groups used negative reinforcement as motivational techniques than teacher who belong to federal area.

v. Teachers who belong to federal area used positive reinforcement as motivational techniques than teacher who belong to other ethnic groups.

vi. Teachers with the higher monthly income use positive reinforcement as motivational strategy than teacher with low income group.

vii. Teacher with low income use negative motivational technique in their teaching methodology.

V. Research Questions

i. Which types of activities are used by the teachers to promote group work at primary level?

ii. How can teachers arrange group work for young children?

iii. What type of activities teachers conduct in classrooms to experience the pupil innovative things?

iv. What kind of motivational techniques are used by the teachers to motivate their students towards studies?

v. What kinds of competition are more effective at primary level?

vi. Which Av-aids are essential to motivate the students in the learning process?

vii. Which Av-aid teachers could use in teaching-learning process?

viii. Which Av-aid is most effective in arousing student interest?

VI. Methodology

The study was designed to explore the impact of motivational techniques on the academic achievement of primary students. The study is descriptive in nature which helps us to explore the various motivational techniques such as, negative reinforcement, positive reinforcement and grades as a motivational technique, it further aims to investigate the impact of demographic variation of teacher's qualification, training, socio economic background in order to determine the type of motivational technique for primary students.

VII. Sample

A stratified random sample of 100 primary teachers was collected from five boys' school and five girl's Islamabad Model colleges/ schools (ten teachers from each school). Name of five boys' places from where sample was collected were Islamabad Model College for boys F-7/3, Islamabad Model College for boys F-11/3, Islamabad Model College for boys F-10/3, Islamabad Model College for boys F-8/4 and Islamabad Model College for boys' I-10/1. Data from female schools was collected from Islamabad Model College for girls F-8/1, Islamabad Model College for girls F-10/2, Islamabad Model College for girls G-10/2, Islamabad

Model College for girls' I-10/4 and Islamabad Model College for girls' I-8/4.

VIII.   Research Instrument

At present for the measurement of the relationship no standard tool was available so the researchers decided to develop a research questionnaire for this purpose. It was consisted of 21 questions, first ten questions were multiple choices, question number 11 and 12 were open ended questions, and question number 13 to question number 18 prepared in the tabular form as respondent have to mark their opinion regarding most appropriate motivational techniques for primary level learners. At the end of questionnaire researchers developed the list of Av-aids to get respondents views about the most effective AV aid at primary level.

IX.   Data Collection

Data was collected through personal visitsof the targeted schools and collected data through questionnaire from the respondent. Collected data was analyze with the help of SPSS software and applied the various suitable statistical techniques such as mean of central tendency, correlation and analysis of variances.

Table 1 : Subscales of Motivational Techniques

Subscales	Negative Reinforcement	Positive Reinforcement	Grades
Negative Reinforcement Positive Reinforcement.279 .289		Grades	.97
Total	.497**	.524**	.663**

Table 1 represents the correlation of motivational techniques research questionnaire with its subscales. Scale has highest correlation with grades as a motivational technique (.663**). The highest inter scales correlation exists between negative reinforcement motivational strategies and grades.

Table 2 : Comparison of Mean and Standard Deviation of Teacher's Place of Domicile

Type of Motivational Techniques	Federal N= 37		Punjab N= 40		Sindh N= 4		Baluchistan N= 1		KPK N= 17		AJK N= 1	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Negative Reinforcement	9.95	2.223	6.90	2.362	8.00	4.967	7.00		6.59	2.808	3.00	
Positive Reinforcement	12.46	2.362	14.35	1.942	12.75	1.500	14.00		16.53	3.165	14.00	
Grades	10.27	1.694	19.40	1.919	10.50	1.291	9.00		12.35	1.902	8.00	
Total	32.68	10.581	40.65	6.223	31.25	13.018	30.00		35.47	7.875	25.00	

The table 2 represents the mean and SD of teacher's scores for the variables place of domicile, the results shows that teachers belonging to the KPK use positive motivational techniques for young learners, whereas teachers belongs to federal capital territory use negative motivational techniques for young learners. Teachers of who have domicile of Punjab use grades as a motivational techniques more as compared to the teachers belong to other provinces.

Table 3 : Comparison of Mean and Standard Deviation of the Variable Teachers' Qualification

Teachers' Qualification						
Subscales Type of Motivational Techniques	Bachelor N= 32		Master N= 64		M.Phil. N= 3	
	M	SD	M	SD	M	SD
Negative Reinforcement	9.84	2.316	6.86	2.531	8.33	4.041
Positive Reinforcement	11.53	1.741	12.45	2.390	11.33	5.508
Grades	9.84	1.903	10.53	1.681	11.00	2.646
Total	34.72	3.674	33.16	3.989	34.67	5.033

The table no 3 indicates the differences in the use of motivational techniques due to difference in teachers' qualification, normally teachers are eligible for teaching after completion of their Bachelor degree. In practice Master and M. Phil degree holders are also teaching to the primary level students. Result shows that

the teachers who possess bachelor degree use negative reinforcement techniques whereas Master degree holder use motivational strategies based on positive reinforcements. Teachers with higher qualification use grades as a motivational technique.

Table 4 : Comparison of Mean and Standard Deviation for the Variable Teachers' Training

Teachers Training										
Type of Motivational Techniques	B.Ed. N= 42		M.Ed. N= 19		Early child education training N= 5		Teacher English language course N= 1		Study technology Inclusive education N= 2	
	M	SD	M	SD	M	SD	M	SD	M	SD
Negative Reinforcement	6.86	2.248	7.79	2.529	6.00	2.915	8.00		8.00	1.414
Positive Reinforcement	12.43	2.615	12.53	2.270	15.00	1.414	11.00		13.00	1.414
Grades	10.31	1.841	10.21	2.168	10.80	2.168	9.00		13.50	.707
Total	32.81	3.959	34.11	3.799	35.40	3.050	31.00		37.50	3.962

Type of Motivational Techniques	Refresher Courses N= 5		CRI Course N= 22		Montessori Courses N=1		UNICEF Teacher training N= 2	
	M	SD	M	SD	M	SD	M	SD
Negative Reinforcement	6.00	3.391	5.86	2.122	7.00		8.50	3.536
Positive Reinforcement	13.00	2.550	12.41	1.869	13.00		11.00	5.657
Grades	10.00	2.236	10.23	.973	9.00		11.00	4.243
Total	32.20	3.962	32.18	3.404	32.00		33.50	9.192

Table no 4 describes the mean and SD of the teachers having various types of training courses such as B.Ed., M.Ed. CRI courses, Early child education training, Teacher English language course, Study technology inclusive education, Refresher Courses, Montessori Courses and UNICEF teacher training. B.Ed. teacher training is compulsory in IMCG/IMCB whereas

teachers have done different courses. The teachers who received early childhood education implement positive reinforcement as a motivational strategy more as compared to other groups of the teachers. Teachers who have received training in inclusive education use grading system as a motivational technique more frequently.

Table 5 : Comparison of Mean and Standard Deviation for the Variable Teachers' Salaries

Teachers' Salaries								
Type of Motivational Techniques	8,000-10,000 N= 41		10,000-20,000 N=28		20,000-30,000 N=19		30,000-40,000 N= 4	
	M	SD	M	SD	M	SD	M	SD
Negative Reinforcement	8.49	2.461	6.75	2.222	6.32	3.056	7.00	1.826
Positive Reinforcement	12.36	2.693	12.54	1.768	11.89	2.622	15.25	.957
Grades	10.22	1.891	10.32	1.786	10.74	1.790	10.75	1.500
Total	34.61	4.128	32.86	3.759	32.58	3.934	35.50	3.873

The table 5 indicates the differences in the teachers' motivational techniques due to variable monthly income or salaries. Table shows that teachers having less monthly income use negative reinforcement as a motivator whereas teachers with higher monthly income believe on positive reinforcement as a motivational technique.

Table 6 : Comparison of Mean and Standard Deviation for the Variable Students' Academic Achievements

	Student Academic Achievements							
Type of Motivational Techniques	70% N= 16		80% N= 31		90% N= 10		100% N= 43	
	M	SD	M	SD	M	SD	M	SD
Negative Reinforcement	8.38	2.754	6.52	2.249	6.20	1.687	7.09	2.724
Positive Reinforcement	12.06	1.526	12.00	3.130	11.90	2.132	12.72	1.804
Grades	9.94	1.569	10.42	1.928	10.26	1.787	14.26	1.787
Total	33.81	3.970	32.61	4.310	32.10	2.183	34.07	3.845

The table no 6 indicates the student's academic achievements in terms of percentages. From this table it can be seen that teachers who produce 100 % results used grade and positive reinforcement as a motivational technique more frequent, whereas teachers who produce 70% results use more negative reinforcement as a technique to arouse learners' interest.

Table 7 : Percentage of Respondents Scores on Motivational Techniques

Group Work Activities		
Sr.	Activities	Percentage
1	Group Competitions	65%
2	Not in favour of group activities	21%
3	Innovative tasks	6%
4	Group Field trips	4%
5	Group Experiments	2%
6	Group Presentations	1%
7	Group Discussions	1%
	Total	100%

Table 7 describes about the types of motivational techniques, which are being used by primary teachers. Results revealed that 65% teachers conduct group competitions, 21% teachers are not in the favour of group work related activities for primary level learners., 6% reply that for group work they use innovative tasks, 4% teachers prefer the field trip as a group activity, 2% agree for the subject experiment activities whereas 1 % emphasis on the presentations and 1% response in the favour of group discussions.

Table 8

Innovative Activities		
Sr.	Activities	Percentage
1	Debates, Speech competitions and Bazm-e- Adab	28%
2	Not in favour of innovative activities	20%
3	Art Activities	8%
4	Classroom experiments	7%
5	Student Participation	7%
6	Sports	6%
7	Classroom decoration, movies and magic shows	6%
8	Group work and Discussion	6%
9	Charts and Model making	5%
10	Textbook Activities	4%
11	Paragraph Writing, card making and painting	3%
	TOTAL	100%

Table 8 describes different innovative activities implemented in the teaching learning process for young children are to motivate them towards the studies. According to the data collection 28% teachers prefer the Debates, Speech competitions and Bazm-e- Adab in the classroom environment, 20 % teachers are not in favour of innovative activities 8% teacher favor art activities as innovate, 7 % teachers apply classroom experiments and student participation in the learning process, 6% prefer sports, Classroom decoration, movies, magic shows, group work and discussions, 5 % teachers suggest charts and model making activities, 4 % use the textbook activities as the motivational techniques and 3% teachers prefer paragraph writing, card making and painting to motivate the students towards the studies.

Table 9

Teachers Preferred Motivational Techniques		
Sr.	Motivational Techniques	Percentage
1	Praise and Av-aids	30%
2	Av-aids	26%
3	Praise and Marks	18%
4	More than two	10%
5	Marks	6%
6	Av-aids and Marks	6%
7	More than one	4%
	TOTAL	100%

Table 9 describes that at primary level teachers prefer the 30% praise and Av-aid in their learning process, 26% Av-aids, 18% praise and marks, 10% teachers suggest more than two motivational techniques in their teaching learning process, 6% teachers in the favor of marks as a motivational technique, according to 4% teachers use more than one motivational technique whereas 3% teachers suggest praise as a motivational technique.

Table 10

Types of Competitions		
Sr.	Competitions	Percentage
1	Group Competitions	59%
2	Quiz	20%
3	More than one	10%
4	Competition with oneself	5%
5	Interpersonal Competition	3%
6	More than Two	3%
	TOTAL	100%

The table no 10 shows the result of the competitions conducted in the teaching-learning process as 59% is Group competitions, 20% Quiz, 10% more than one competitions, 5% competition with oneself, 3% interpersonal competition, 3% more than two competitions conducted in the school organizations.

Table 11

Essential Av-Aids At Primary level		
Sr.	Av-aids	Percentage
1	All	89%
2	Graphic Av-aids	4%
3	Activity Aids	2%
4	3-D Av-aids	2%
5	Display Aids	3%
	TOTAL	100%

The table no 11 presents the result of essential Av-aid; according to 89% teachers' opinion all the AV-aids are essential for primary level learners, 4% specifically emphasized on graphic aids, 2% believe on activities, 2 % emphasized on display aids and 3-D aids, and 1 % Av-aids as motivational techniques in the teaching learning process.

Table 12

Suggested Av-Aids for Primary level Students		
Sr.	Av-Aids	Percentage
1	All	91%
2	Graphic Av-aids	3%
3	3-D Av-aids	2%
4	Av-aids	2%
5	Activity Aids	1%
6	Display Aids	1%
	TOTAL	100%

The table no 12 presents the responses of the primary teachers about most effective aids for primary students, as 91% teachers suggested that all types of teaching aids are important in order to development motivation in the young learners whereas only 3% suggests graphic aids, 2% 3-D aids and 1 % activity and 1% put emphasis on display aids.

X. DISCUSSION

The research was designed to explore the various motivational techniques used by the primary school teachers at primary level. This study was conducted on a sample of 100 teachers working in the Islamabad Model College (Schools) for Boys and Islamabad Model College (Schools) for Girls Islamabad. In this study various objectives were formulated such as, to explore existing motivational techniques used by the primary school teachers, to measure the academic achievement of primary school students, to explore the impact of motivational techniques on the academic achievement of primary students, to measure the impact of demographic variations of teachers' qualification and training, and socio-economic background of learner in determining the motivational techniques for higher academic achievements.

The research instrument was based on three types of motivational strategies such as positive reinforcement, negative reinforcement and creation of motivation through the grading system. Results of the research indicated that teachers who used grading system as a motivational strategy achieved 100% results. In this study various research questions were also formulated to weigh the scope of various motivational strategies. These questions include such types of activities are being used by the teachers to promote group work at primary level. How teachers can arrange group work for young children? What type of activities teachers can conduct in classroom to experience the pupil innovative things? What kind of motivational techniques are used by the teachers to motivate the students towards studies? How teachers can develop the student performance level as teacher aspire success or failure of student in the future learning? What kinds of competition are more effective at primary level? Which Av-aids are essential to motivate the students in the learning process? Which Av-aid you would mostly use in your teaching-learning process?

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Which AV.aid you suggest most effective in arousing the student interest?

Finding of the research study help us in the exploration of the answers of these questions as primary teachers usually conduct 65% group competitions, 21% teachers do not response to the group work activities as they do not emphasize on the group work activities, 6% innovative tasks implemented, 4% teachers prefer the field trip activities, 2% agree for the subject experiment activities whereas 1 % emphasize on the presentations and discussions. The different innovative activities implemented in the teaching learning process for young children to motivate them towards the studies.

According to finding 28% teachers prefer the Debates, Speech competitions and Bazm-e- Adab in the classroom environment, 20 % teachers do not response according to them there is no need of innovative activities in the teaching learning activities, 8% teacher favor art activities, 7 % teachers apply classroom experiments and student participation in the learning process, 6% prefer the sports, Classroom decoration, movies, magic shows, group work and discussions, 5 % teachers suggest charts and model making activities, 4 % use the textbook activities as the motivational techniques and 3% teachers prefer paragraph writing, card making and painting to motivate the students towards the studies. Primary teachers prefer the 30% praise and Av-aid in their learning process, 26% Av-aids, 15% praise and marks, 10% teachers suggest more than two motivational techniques in their teaching learning process, 6% teachers in the favor of marks as a motivational technique, according to 4% teachers use more than one motivational technique whereas 3% teachers suggest the praise as a motivational technique.

The level of performance as 30% more than one motivational techniques, 28% praise, 20% mutual cooperation, 7% more than two techniques, 5% motivated by future professional and cooperation, 4 % success and 1 % all the motivational techniques. The competitions conducted in the teaching-learning process as 59% is Group Competitions, 20% Quiz, 10% more than one competitions, 5% competition with oneself, 3% interpersonal competition, 3% more than two Competitions conducted in the school organizations.

At the primary level teachers use all AV-aids to motivate the students towards the studies as according to teachers opinion all AV-aids are essential in teaching learning process and teachers suggested all kinds of AV-aids could be used in the teaching learning process to motivate the students towards studies.

XI. Findings

From the whole research following findings were drawn

i. The teachers belong to the federal area put more emphasis on negative motivational techniques as compared to those belonging to provinces. The teachers having domicile of Punjab use more positive motivational techniques as compared to the teachers from other provinces. Teacher of KPK put more emphasis on grades as a motivational technique.

ii. In primary teachers are Bachelor, Masters and M. Phil. Degree holders. The teachers having M. Phil. Degree implements motivational techniques in their teaching learning process. They stress various motivational techniques to motivate the students towards the studies.

iii. Although B.Ed. is compulsory for teachers, teachers have done different teacher training courses as well. Teachers with other training backgrounds were also there, it is found that teachers with M.Ed. degree use a mix of motivational techniques as compared to teachers having any other training.

iv. Teachers with the higher income use positive reinforcement as a motivational strategy than teacher with low income group. Teacher with low income use negative motivational technique in their teaching methodology.

v. Through this research information regarding various motivational strategies were collected and it was found that 65% primary teachers conduct group competitions, 21% teachers do not response to the group work activities as they do not emphasize group work activities, 6% implement innovative tasks, 4% teachers prefer the field trip activities, 2% agree for the subject experiment activities whereas 1% teachers emphasize the presentations and discussions.

vi. The different innovative activities are implemented in the teaching learning process for young children to motivate them towards the studies. According to the data collection 28% teachers prefer the Debates, Speech competitions and Bazm-e-Adab in the classroom environment, 20 % teachers do not respond as according to them there is no need of innovative activities in the teaching learning activities, 8% teacher favored art activities, 7% responded that they teachers apply classroom experiments and Student participation in the learning process, 6% preferred the sports, Classroom decoration, movies, magic shows, group work and discussions, 5% teachers suggested charts and model making activities, 4% teachers use the textbook activities as the motivational techniques and 3% teachers prefer paragraph writing, card making and painting to motivate the students towards the studies.

vii. The question regarding use of praise for motivation of students was answered in following percentage. The 30% teachers prefer praise and AV-aids in their learning process, 26% AV-Aids only, 15% praise and marks, 10% teachers suggest more than two

motivational techniques in their teaching learning process, 6% teachers are in the favor of marks as a motivational technique, 4% teachers use more than one motivational technique whereas 3% teachers suggest the praise as a motivational technique.

viii. More than one motivational 37% teachers suggest the use of more than one technique in the classroom environment, 19% prefer the Novelty, 18% suggest the competition and cooperation in the learning process, 13% believe in aspiration as motivational techniques, 11% use more than two motivational techniques in learning process and 2% teachers suggest all the motivational techniques.

ix. Teachers suggest the 37% more than one motivational technique in the classroom environment, 19% prefer the Novelty, 18% suggest the competition and cooperation in the learning process, 13% believe in aspiration as a motivational techniques, 11% use more than two motivational techniques in learning process and 2% teachers suggest all the motivational techniques.

x. For the question of the level of performance 30% preferred more than one motivational techniques, 28% praise, 20% mutual cooperation, 7% more than two techniques, 5% motivated by future professional and cooperation, 4% success and 1% preferred the use of all the motivational techniques.

xi. The competitions conducted in the teaching-learning process as 59% is group competitions, 20% quiz, 10% more than one competitions, 5% competition with oneself, 3% interpersonal competition, 3% more than two competitions conducted in the school organizations.

xii. Essential Av-aid according to the teacher's opinion are 89% of all the Av-aids, 4% graphic aids, 2% activity, display and 3-D aids, and 1 % Av-aids as a motivational techniques in the teaching learning process.

xiii. Teachers Av-aids in the teaching learning process as teachers use 88% all the Av-aids in learning process, teachers prefer 5% Graphic aids,3%Display aids, 2% 3-D aids and 1% activity and Av-aids.

xiv. Teacher's suggestions about the Av-aids in the teaching learning process as 91% teachers suggested that all types of teaching aids are important in order to develop motivation in the young learners whereas only 3% suggests graphic aids, 2% 3-D aids and 1 % activity and Display aids.

xv. Teachers who use positive reinforcement increases academic achievements of the primary level learners. Reinforcement through knowledge of grads can motivate learners towards learning, because in the year of 2011, teachers showed better results by using the grading system positive ways to motivate the students.

XII. CONCLUSIONS

1. At primary level teachers are using various techniques to motivate young learners this includes negative reinforcement, positive reinforcement and knowledge of grades.

2. Teachers who use positive reinforcement mostly praise the students by using the expression of words i.e., well done, keep it up, good student, excellent, good, very good, fair, neat and use the statements of praise to motivate the students i.e. you have done well, I am proud of you, You are a good student, you can do better ,excellent work.

3. In the Model schools of Islamabad, teachers conduct the innovative group activities such as in the subject of general science, teachers conduct the experiments in the classroom as well some home assignments are assigned in order to groom the students thinking, prediction and understanding. While in the subject of Mathematics concept of word problem. English language reading, writing and speaking skills are developed by speaking of English and practicing of grammar exercises.

4. Teachers help to realize the young learners the importance of learning by telling them different ways to become a good citizen and successful human being in future through teaching of general objectives.

5. In teachers' opinion, models, charts and boards and Av aids are essential in teaching learning process to create interest of learners in studies.

XIII. RECOMMENDATIONS

i. Teachers may use positive motivational strategies (praise and appreciation) in the teaching learning process to motivate the students towards studies. The motivational techniques of praise is effective to motivate the students in the process of teaching learner as young learner are encouraged and they focus on their studies.

ii. Sometime with praise teachers can carefully use censure to comment on students' strength and weakness in the learning process.

iii. At primary level competition and cooperation strategy can be used to create mutual understanding and sharing of the knowledge with each other. Competition and cooperation between the young learners motivate the students to learner skills and acquire knowledge with each other's. With the healthy competition improve the performance of the learner as they set the standards to achieve the goals; the feeling of winner helps to learner more to achieve the learning targets. Mutual cooperation between the peer group also motivate the students in the teaching learning process as they share their ideas, thoughts and feeling with each other and learner new things with each other. By practicing

different innovative activities also the student's interest in the teaching learning process is answered.

iv. Primary teachers may use techniques of novelty and to increase level of aspiration. These techniques develop the skills of learning by doing; students experience new things and implement them in their daily life with permanent learning. To practice these motivational techniques reduce the rote memorization method. Teachers can motivate the young learners by letting them know about the failure and success of the learning process, to inform the students about the benefits of the education and the future professional through this motivational technique young learner know about the importance of acquiring knowledge and skills as well as to become ambitious about their future life.

v. Primary teachers may use AV-aids to arouse the students' interest in the learning process. The use of different attractive and colorful AV-aids are motivate the students interest in the learning process, at this level frequent use of the AV-aids in the teaching learning process develops the interest of the learner in the teaching learning process and clarifies learner concepts related with academic learning.

vi. Primary teachers may improve their qualification and receive early childhood education in order to improve their attitudes towards students.

vii. Teachers may use grade as a motivational strategy in order to ensure 100 % Students achievement in examination. At the primary level students are more conscious about the marks and grades and with the scoring grades and marks young learner come to know about their academic achievements and enthusiastic to achieve good marks and grades. With the help of marks and grades students develop interest in studies and effort to score excellent marks and grades.

viii. Primary teachers may increase their academic achievements by using different motivational techniques. The teachers with good qualification can emphasize the learning process more effectively by implementing different motivational techniques to achieve the appreciable student academic results.

XIV. Significance of the Study

The research will increase teachers understanding regarding the existence of appropriate motivational techniques for primary students. Finding of the study will be helpful to the teachers because it will increase their familiarity to observe students' behavior and implementation of various motivational techniques at primary level of education. As teachers are the backbone to motivate, develop and improve students' learning process especially at primary level as they mainly depend total depend on their teachers in the

learning process. It will arouse interest of the teachers for the planning of creative learning environment. Teachers will definitely learn that satisfaction of the basic need of the learners play a very important role in order to motivate young students for of success in their achievements.

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