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**Motivational Strategies and Their Impact on Elementary Education in Punjab, Pakistan**

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**Abstract**

Motivation, defined as the intrinsic desire to achieve specific goals, is crucial in the application of learning strategies and indirectly influences information processing in educational contexts. This study aimed to explore the motivational factors affecting elementary school teachers and students in Punjab, Pakistan. The research adopted a descriptive methodology, utilizing surveys to gather opinions from the respondents, thereby capturing a comprehensive view of motivational influences in this educational setting. The population for this study encompassed all elementary school teachers and students across Punjab. To collect data, two distinct questionnaires were administered, targeting both groups to understand their perspectives on motivational techniques and their effectiveness. The findings of the study highlighted several key motivational strategies employed by teachers that significantly impact student performance. One of the primary conclusions drawn was that teacher appreciation, rewards, and fair play are essential motivational tools. These techniques foster a positive learning environment where students feel valued and motivated to excel. Additionally, the study emphasized the importance of punctuality and decision-making as critical elements that enhance motivation. Teachers who consistently display punctuality and involve students in decision-making processes create an atmosphere of trust and respect, further encouraging student engagement and effort. The study also revealed that regular evaluation and feedback are powerful motivators. Providing students with consistent feedback and evaluations helps them understand their progress, identify areas for improvement, and maintain a focus on their learning objectives. This approach not only motivates students but also promotes a culture of continuous improvement and excellence. Furthermore, the research underscored the significance of maintaining a constructive and optimistic attitude. Teachers who exhibit a positive demeanor and encourage an optimistic outlook can significantly boost student morale and performance. Such an environment enables students to approach challenges with confidence and resilience, ultimately leading to better academic outcomes. The insights gained from this research provide valuable guidance for educators seeking to enhance student motivation and performance. By implementing the identified motivational strategies, teachers can create a supportive and dynamic learning environment that promotes student success and overall educational excellence.

**Keywords:** Motivation, Elementary Education, Teachers, Students
**JEL Codes:** I21, I28, J24

## 1. INTRODUCTION

It is believed that motivation is a personal trait, with some students naturally possessing it while others do not. Individuals differ in their basic motivational drives, and this variation is largely influenced by their areas of interest. For instance, a student who is passionate about a particular subject is likely to be more motivated to engage with and excel in that area. Conversely, a lack of interest can lead to lower levels of motivation and engagement (Barkley & Major, 2020). These differences highlight the importance of recognizing and fostering individual interests to enhance motivation and, consequently, improve learning outcomes. Understanding that motivation is not uniformly distributed but rather linked to personal interests can help educators develop more tailored and effective teaching strategies (Rasheed, 2020; Iqbal & Nasir, 2018; Riaz & Safdar, 2018; Mahmood & Naz, 2018). When educators identify and tap into the unique interests of their students, they can create learning experiences that are more engaging and relevant. This approach can involve incorporating a variety of teaching methods and materials that cater to different interests, thereby making learning more appealing and stimulating. Moreover, recognizing the personal nature of motivation emphasizes the need for a supportive learning environment that encourages self-discovery and personal growth. Students should be given opportunities to explore different subjects and activities, allowing them to identify what truly excites and motivates them (O'Keefe et al., 2017). This exploration can be facilitated through diverse curricular offerings, extracurricular activities, and a flexible approach to education that values student choice and autonomy.

Additionally, motivation is not a static trait but can be developed and nurtured over time. Educators and parents can play a crucial role in this process by providing positive reinforcement, setting achievable goals, and offering constructive feedback. By creating a positive and encouraging learning environment, students are more likely to develop a growth mindset, where

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they see challenges as opportunities for learning and improvement rather than obstacles. Incorporating elements of intrinsic and extrinsic motivation can also be beneficial. While intrinsic motivation, driven by personal interest and enjoyment in the task itself, is ideal, extrinsic motivation, such as rewards and recognition, can also play a significant role, especially when used judiciously (Rasheed, 2020; Iqbal & Nasir, 2018; Riaz & Safdar, 2018; Mahmood & Naz, 2018). The key is to strike a balance that maintains students' natural curiosity and desire to learn while providing incentives that can boost their motivation. Motivation is a complex and multifaceted trait that varies among individuals based on their interests (Kanfer et al., 2017). By recognizing and fostering these interests, creating supportive and engaging learning environments, and utilizing both intrinsic and extrinsic motivators, educators can enhance student motivation and facilitate more effective and enjoyable learning experiences. This approach not only improves academic performance but also promotes lifelong learning and personal fulfillment.

According to Cole (2000), "Motivation is a term used to describe those processes, both initiative and rational, by which people seek to satisfy the basic drives, perceived needs, and personal goals, which trigger off human behavior." This definition underscores the complexity of motivation, highlighting that it is driven by a combination of innate impulses and conscious reasoning. Individuals are motivated by a range of factors, including their fundamental needs, such as food and shelter, as well as higher-order desires, such as personal achievement and self-fulfillment. The initiative aspects of motivation refer to the spontaneous and instinctual drives that propel individuals towards certain behaviors. These can include biological imperatives like hunger and thirst, as well as more abstract desires such as the need for social belonging or self-esteem. On the other hand, the rational aspects of motivation involve deliberate and thoughtful processes where individuals assess their needs and goals, and then take purposeful actions to achieve them. This rational side includes setting personal goals, making plans, and evaluating progress towards these objectives.

Cole's definition implies that motivation is not a one-size-fits-all concept but rather a personalized experience influenced by each individual's unique set of drives and goals (Motuma, 2022). It suggests that understanding what motivates a person requires an appreciation of both their instinctual desires and their rational aspirations. This dual perspective can be particularly useful in educational and organizational settings, where tailored strategies can be developed to effectively motivate different individuals. In an educational context, for instance, recognizing the diverse motivations of students can help teachers design more engaging and effective learning experiences. Some students might be driven by intrinsic motivations, such as a love of learning or curiosity about a subject, while others might be more extrinsically motivated by grades, praise, or future career prospects. By catering to these different motivational drives, educators can better support their students' learning journeys. Similarly, in the workplace, managers can use an understanding of motivational processes to enhance employee engagement and productivity (Barkley & Major, 2020). Employees who feel that their basic needs are met and that their personal goals are aligned with organizational objectives are likely to be more motivated and committed to their work. Strategies such as providing opportunities for professional development, recognizing achievements, and creating a positive work environment can all contribute to satisfying both the initiative and rational components of employee motivation. Cole's definition of motivation provides a comprehensive framework for understanding the multifaceted nature of human behavior. It emphasizes that motivation arises from a complex interplay of innate drives and rational considerations, both of which must be addressed to effectively inspire and guide individuals toward achieving their personal goals and satisfying their needs.

The concept of motivation is indeed situational and varies significantly between different students and across different occasions. This variability underscores the importance of understanding the diverse factors that can influence a student's motivation at any given time. Motivating students to learn is a topic of great concern for teachers in recent times, as it is critical to fostering effective learning environments and promoting academic success. Motivation can be influenced by a wide array of situational factors, including the learning environment, the subject matter, the teaching methods employed, and the individual student's personal interests, goals, and challenges (Lucey, 2018; Smith, 2019). For example, a student who is highly motivated in a science class due to a strong interest in the subject and a supportive teacher might feel less motivated in a history class where they find the material less engaging and the teaching style less compatible with their learning preferences. Teachers face the ongoing challenge of identifying and responding to these situational variations in motivation. One effective approach is to create a learning environment that is flexible and responsive to the needs of different students. This can involve using a variety of teaching methods to cater to different learning styles, such as incorporating hands-on activities, group work, multimedia resources, and individualized assignments. By providing a diverse range of learning experiences, teachers can help ensure that more students find the material engaging and relevant. Additionally, building strong relationships with students can be crucial for understanding their unique motivational drivers. When teachers take the time to get to know their students' interests, strengths, and challenges, they can tailor their approaches to better support each student's learning journey. This might involve setting personalized goals, offering targeted encouragement, and providing constructive feedback that acknowledges each student's progress and efforts.

Another key strategy is to make learning meaningful and relevant to students' lives. When students see the real-world applications of what they are learning, they are more likely to be motivated to engage with the material. This can be achieved by connecting lessons to current events, personal experiences, or future career aspirations (Fang et al., 2023). For instance, a math teacher might illustrate the importance of algebra by showing how it is used in various professions, or an English teacher might connect a literature lesson to contemporary social issues. Moreover, fostering a growth mindset in students can significantly impact their motivation. Encouraging students to view challenges as opportunities for growth rather than

obstacles can help them develop resilience and a positive attitude towards learning (Barkley & Major, 2020). Teachers can promote a growth mindset by praising effort over innate ability, highlighting the value of persistence, and creating a classroom culture that celebrates learning from mistakes. The concept of motivation in students is dynamic and influenced by numerous situational factors. Teachers today must be adept at recognizing and responding to these variations to effectively motivate their students to learn. By creating flexible, engaging, and supportive learning environments, building strong relationships with students, making learning relevant, and fostering a growth mindset, teachers can address the diverse motivational needs of their students and promote a more inclusive and effective educational experience (Wellhöfer & Lühken, 2022; Makovec et al., 2023; Richardson & Ball, 2024).

It is virtually impossible to determine a person's motivation until that person's behavior or actions are observed. Motivation is revealed through the behaviors and actions that an individual performs at each moment in time. According to Mifflin (1995), motivation can be understood by examining the initiation and persistence of an intentional, goal-oriented activity. This means that while the internal drives and reasons behind a person's motivation may be complex and hidden, they become apparent through the consistent and deliberate actions taken to achieve specific goals. Understanding a person's motivation involves looking at the choices they make, the effort they put forth, and the persistence they display in the face of challenges. For instance, a student consistently dedicating time to study and complete assignments, even when faced with difficulties, demonstrates a high level of motivation towards academic achievement. On the other hand, a lack of engagement or frequent abandonment of tasks might indicate low motivation or interest in the subject matter. Observing behavior over time provides insights into the underlying motivational processes. It helps educators, employers, and others in supportive roles to tailor their approaches to better align with the motivational needs and goals of the individuals they are working with. For example, a teacher might notice a student who excels in project-based learning but struggles with traditional exams, suggesting that the student is more motivated by hands-on, experiential learning opportunities.

Moreover, understanding motivation through behavior can guide the development of strategies to enhance it. By recognizing patterns in actions and responses, it becomes possible to create environments and situations that foster and sustain motivation. This might involve setting clear, achievable goals, providing regular feedback, and creating a supportive and encouraging atmosphere that acknowledges effort and progress. While it is challenging to determine a person's motivation directly, observing their behavior and actions provides valuable insights into their motivational state. By focusing on the initiation and persistence of goal-oriented activities, as suggested by Mifflin (1995), it becomes possible to understand and influence motivation more effectively. Motivational techniques can significantly increase the performance of students. Various factors determine students' behavior and can be leveraged to motivate them. These include psychological needs, physiological drives, survival instincts, urges, emotions, impulses, fears, threats, rewards such as money, friendship, and status, possessions, wishes, intentions, values, mastery, intrinsic satisfaction, interests, pleasures, dislikes, habits, and ambitions (Lewis, 1998). To effectively motivate students, educators can employ a variety of strategies that cater to these diverse factors. For example, understanding and addressing psychological needs, such as the need for belonging and self-esteem, can foster a supportive classroom environment where students feel valued and confident. Meeting physiological drives, such as ensuring students are not hungry or tired, can also enhance their ability to focus and perform well academically. Survival instincts and urges can be tapped into by creating a sense of urgency and relevance in learning materials, making the content feel immediately applicable to students' lives and futures. Emotions play a crucial role in motivation; positive emotions such as excitement and curiosity can be cultivated through engaging and dynamic teaching methods, while managing negative emotions like fear and anxiety can help students approach challenges with resilience.

Rewards, both extrinsic (such as grades, certificates, and praise) and intrinsic (such as personal satisfaction and mastery of a subject), can be powerful motivators. Creating a classroom culture that celebrates achievements and progress, no matter how small, can boost students' motivation to keep striving for their goals. Moreover, fostering a sense of competition, either with oneself or with peers, can drive students to perform better. Encouraging healthy competition and recognizing top performers can stimulate others to improve. Similarly, emphasizing the importance of friendship and social connections within the classroom can motivate students through peer support and collaboration. Possessions and material rewards can also motivate students, but it's important to balance these with the development of intrinsic motivations, such as a genuine interest in learning and the pleasure derived from acquiring new knowledge. Teaching students to find value and satisfaction in the learning process itself can lead to long-term academic engagement and success. Lastly, addressing students' ambitions and long-term goals by connecting classroom activities to their future aspirations can provide a powerful source of motivation. Helping students see the relevance of their current studies to their future careers and personal goals can inspire them to put forth their best effort.

Understanding and addressing the myriad factors that influence student motivation can lead to the implementation of effective motivational techniques, ultimately increasing student performance. By creating a supportive, engaging, and relevant learning environment, educators can tap into the diverse sources of motivation that drive students to succeed. The main purpose of this study was to identify the motivational techniques employed by elementary school teachers in Pakistan to enhance their students' performance effectively. Understanding these techniques is crucial, as motivation plays a key role in driving student engagement, persistence, and academic success. By examining the specific strategies teachers use, the study aims to shed light on how educators in Pakistan navigate the challenges of motivating young learners in diverse classroom settings. This

investigation seeks to provide insights that can inform educational practices and contribute to the development of more effective motivational strategies in elementary education.

## 2. REVIEW OF LITERATURE

Motivation is an important tool that is often under-utilized by teachers in today's classrooms. Teachers use motivational techniques to inspire students to work, both individually and in groups, to achieve the best educational outcomes in the most efficient and effective manner. While it was once assumed that motivation had to be generated externally, it is now understood that each individual possesses their own set of motivating forces. It is the duty of teachers to carefully identify and address these motivating forces, tailoring their approaches to meet the unique needs and interests of each student. By doing so, teachers can foster a more engaging and productive learning environment, ultimately enhancing student performance and satisfaction. Motivation is an attempt to explain why behavior occurs, essentially addressing the question of why people do what they do. Many educators believe motivation is a prerequisite for learning, serving as the driving force that propels students to engage with and absorb new information. Behaviorists, however, view motivation as a collateral product of learning, asserting that it is a learned behavior itself. According to this perspective, motivation emerges from within, and it is ultimately up to each individual to find and harness their own motivational drives (Korman, 1974). This dual understanding of motivation highlights the complexity of educational strategies, emphasizing the need for teachers to create environments that not only provide external motivational stimuli but also encourage students to develop and recognize their own intrinsic motivations. Motivation refers to a state that directs the behavior of an individual towards certain goals. It encompasses the internal and external factors that stimulate the desire and energy in individuals to be continually interested and committed to a role or subject. Kreitner (1995) defines motivation as "the psychological process that gives behavior purpose and direction." This definition underscores the idea that motivation is the driving force behind purposeful actions, guiding individuals towards the achievement of specific objectives and fostering a sense of direction in their efforts. Teachers utilize a diverse array of strategies to motivate learners, recognizing that effective motivation stems from a deep understanding of each student's unique growth and developmental patterns. This approach considers individual differences in abilities, learning styles, and personal interests. Motivation is not a one-size-fits-all phenomenon; rather, it is influenced by a combination of internal and external factors that can vary greatly from one student to another.

Internal factors that can impact motivation include a student's intrinsic interests, personal goals, and emotional state. For instance, a student who is genuinely interested in a subject is more likely to engage deeply and persist through challenges. Teachers can tap into these intrinsic motivations by designing lessons that connect with students' interests and aspirations, thus fostering a more meaningful and personal learning experience. External factors also play a crucial role in motivating students (Barkley & Major, 2020). These might include rewards, recognition, and feedback from teachers. External motivators can provide immediate incentives for students to achieve specific goals, such as praise for good performance or tangible rewards for meeting certain milestones. While external motivators are effective in the short term, they are often most impactful when combined with strategies that also support intrinsic motivation. Effective teachers use their knowledge of developmental stages to adapt their strategies accordingly. For younger students, motivation might be driven by more immediate rewards and interactive, engaging activities. As students mature, they may respond better to strategies that emphasize personal responsibility, goal-setting, and the relevance of learning to their future goals. In addition to tailoring motivational strategies to individual needs, teachers must also create a supportive and encouraging classroom environment. This involves fostering a positive atmosphere where students feel safe to express themselves, take risks, and make mistakes. By creating such an environment, teachers can help students develop a growth mindset, where they view challenges as opportunities for learning rather than obstacles.

Heads of educational institutions play a crucial role in creating an organizational climate that aligns the goals of the institution with the personal goals of their teachers. This alignment is essential for fostering a motivated and engaged teaching staff. For teachers to be effective and committed to their roles, they need to perceive that their work contributes to both the institution's objectives and their own personal aspirations. An effective organizational climate supports teachers in recognizing how their efforts towards institutional goals also help them achieve their own goals. These personal goals may vary widely among teachers and can include financial rewards, professional respect, job satisfaction, or a combination of factors that they deem important. For instance, while financial incentives such as pay raises are often appreciated, they may not be sufficient if a teacher feels dissatisfied with other aspects of their job. If a teacher values respect from colleagues or job satisfaction more highly than monetary compensation, these factors must be addressed to ensure their motivation and engagement.

Peters (1992) emphasizes that simply providing financial rewards without considering other dimensions of job satisfaction is unlikely to result in a motivated and fulfilled workforce. Heads need to understand that motivation is influenced by a variety of factors beyond salary. This includes creating a work environment where teachers feel valued, respected, and supported in their professional development. For example, recognition of their achievements, opportunities for career growth, and a positive and collaborative work environment can significantly impact teachers' motivation. In practice, this means that heads should actively work to create a supportive and rewarding work environment. This might involve regular feedback and acknowledgment of teachers' contributions, providing opportunities for professional growth, and fostering a culture of mutual respect and collaboration. By aligning institutional goals with teachers' personal aspirations and addressing a range of motivational factors, educational leaders can enhance both teacher satisfaction and overall institutional effectiveness.

Understanding motivation is invaluable for educators who frequently encounter a spectrum of student reactions to learning activities. In any classroom, students exhibit diverse responses to educational tasks, ranging from enthusiastic engagement to reluctance or apathy. This variability underscores the need for educators to grasp the dynamics of motivation to effectively address and manage these differing reactions. Some students approach new learning experiences with eagerness and excitement, displaying a readiness to explore and absorb new information (Wellhöfer & Lühken, 2022Makovec et al., 2023; Richardson & Ball, 2024). This positive attitude towards learning can be driven by intrinsic motivation, where students are genuinely interested in the subject matter or find personal satisfaction in mastering new skills. For these students, the challenge for educators is to sustain their enthusiasm and provide opportunities that continue to stimulate their curiosity and engagement. Conversely, other students may approach learning tasks with resentment or resignation. These negative responses can stem from a variety of sources, including past educational experiences, perceived relevance of the material, or a lack of confidence in their abilities. Addressing these issues requires educators to identify and mitigate the factors contributing to students' reluctance. This might involve adapting instructional strategies to make learning more relevant and engaging, offering additional support to build confidence, or providing a more supportive and encouraging learning environment. There are also students who seem indifferent to learning, displaying minimal interest or motivation towards the tasks presented. For these students, motivation may be lacking due to a disconnect between the learning material and their personal interests or goals. Educators need to employ strategies to make learning more engaging and meaningful, such as incorporating students' interests into the curriculum, setting clear and achievable goals, and fostering a sense of ownership over their learning. Arif (1992) highlights the importance of recognizing and addressing these varied student responses. By understanding the different ways students react to learning activities, educators can tailor their approaches to better meet individual needs and foster a more motivating and effective learning environment. This might involve employing a range of motivational techniques, adjusting teaching methods, and creating a supportive classroom atmosphere that encourages all students to engage with and value their learning experiences.

Mifflin (1995) emphasizes that teacher motivation is intrinsically linked to their attitudes towards their work. This motivation encompasses various facets of a teacher's role and responsibilities within the educational environment. Teachers' desire to engage in pedagogical processes, their commitment to maintaining student discipline, and their overall interest in classroom management all play critical roles in shaping their motivation. A teacher's involvement in both academic and non-academic activities within the school can be significantly influenced by their motivation. When teachers are motivated, they are more likely to actively participate in and contribute to various school activities, both inside and outside the classroom. This involvement extends to their willingness to engage in extracurricular activities, professional development, and collaborative efforts with colleagues, all of which contribute to a more vibrant and effective educational environment. Moreover, teachers serve as the crucial link between educational philosophy and its practical implementation. They are responsible for translating broad educational objectives into actionable knowledge and skills that are imparted to students. This process involves not only delivering content but also creating an engaging and supportive learning environment. A motivated teacher is more likely to be invested in this translation process, ensuring that educational goals are met and that students receive a high-quality learning experience. In essence, teacher motivation affects their dedication to their teaching duties and their approach to interacting with students. It influences their enthusiasm for the subject matter, their willingness to invest time and effort into lesson planning, and their ability to foster a positive and productive classroom atmosphere. By understanding and addressing the factors that impact teacher motivation, educational institutions can enhance teachers' effectiveness and, consequently, improve the overall educational experience for students.

Classroom climate plays a crucial role in student motivation. When students perceive their classroom as a safe, healthy, and positive environment, they are more likely to engage actively in their learning process (Griffin, 1994). A supportive classroom setting, equipped with adequate resources and facilities, fosters an atmosphere where students feel comfortable and motivated to participate. This conducive environment not only enhances their learning experience but also encourages their involvement in the broader aspects of school management and administration. The teacher's role is pivotal in shaping this positive classroom climate. By maintaining orderliness, discipline, and control, the teacher sets a tone that promotes respect and focus (Griffin, 1994). Effective classroom management involves more than just enforcing rules; it includes creating a nurturing environment where students feel valued and supported. This approach helps in cultivating a sense of security and belonging among students, which is essential for their active participation and motivation. Furthermore, teachers are instrumental in diagnosing and understanding students' feelings and attitudes based on their behavior and responses. By observing and interpreting students' reactions, teachers can gain insights into their emotional and psychological states. This understanding allows teachers to address students' needs more effectively, adapt their teaching strategies, and provide additional support where necessary (Mifflin, 1995). In essence, a positive classroom climate, driven by the teacher's efforts to create a well-structured and supportive learning environment, significantly influences student motivation. When students feel that their classroom is a place where their needs are met and their contributions are valued, they are more likely to engage fully in their education and contribute positively to the overall improvement of the school (Griffin, 1994). Motivation is a critical factor in learning and achievement. Research has consistently shown that when students are more motivated, their level of achievement is likely to improve. This underscores the importance of addressing motivational factors in educational settings. Teachers must pay close attention to students' preferences and interests when planning their instructional strategies. By aligning

teaching methods with students' motivational drives and creating a supportive classroom environment, educators can enhance students' engagement and overall academic performance.

## 3. METHODOLOGY

The primary objective of this study was to explore the motivational techniques employed by elementary school teachers and assess their impact on student performance. To achieve this, a survey was conducted to gather the perspectives of the respondents. Consequently, the study was descriptive in nature, incorporating both qualitative and quantitative research methodologies. This dual approach was adopted to provide a comprehensive analysis of the data, with qualitative insights complementing the quantitative results. Quantitative data were analyzed using SPSS to facilitate comparison between rural and urban settings based on various indicators outlined in the questionnaire. This allowed for a detailed examination of the effectiveness of different motivational techniques in diverse educational contexts. By integrating both qualitative and quantitative analyses, the study aimed to provide a nuanced understanding of how motivational strategies influence student outcomes in elementary education.

## 4. RESULTS AND DISCUSSIONS

The data presented in Table 1 reflects the perceptions of various respondents regarding the practice of openly appreciating students' work by elementary school teachers. The responses from rural teachers indicate a high level of agreement, with 91% strongly agreeing and 9% agreeing, resulting in a mean score of 4.91 and a standard deviation of 0.288. The mean difference and t-value for rural teachers are 0.067 and 0.960, respectively, with a significance value of 0.054, suggesting that the rural teachers perceive the practice of open appreciation very positively, though the significance is marginal. Urban teachers also show strong support, with 85% strongly agreeing and 15% agreeing, leading to a mean score of 4.84 and a standard deviation of 0.367. This indicates that urban teachers also view the practice favorably, although slightly less so compared to their rural counterparts. Students, on the other hand, report a mean score of 4.80 with 84% strongly agreeing and 15% agreeing, showing a similar high level of appreciation for the practice. The standard deviation for students is 0.492, indicating some variation in responses but still a generally positive perception. Overall, the data shows that both teachers and students across rural and urban settings value the practice of openly appreciating student work, with rural teachers showing the highest level of agreement.

**Table 1: Appreciating students**

| Percentage Respondents | SA | A | U | D | SD | Mean | St. Deviation | Mean Diff. | t-Value | Sig. |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | t-statistics | | |
| Rural teachers | 91 | 9 | 0 | 0 | 0 | 4.91 | .288 | 0.067 | 0.960 | 0.054 |
| Urban teachers | 85 | 15 | 0 | 0 | 0 | | 4.84 | .367 | | |
| Students | 84 | 15 | 1 | 0 | 0 | | 4.80 | .492 | | |

**Table 2: Using rewards**

| Respondents | SA | A | U | D | SD | Mean | St. Deviation | Mean Diff. | t-Value | Sig. |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Percentage | | | | | | t-statistics | | |
| Rural teachers | 90 | 4 | 4 | 2 | 0 | 4.84 | .562 | 1.267 | 5.848 | .000 |
| Urban teachers | 31 | 31 | 11 | 18 | 9 | | 3.58 | 1.340 | | |
| Students | 37 | 35 | 12 | 9 | 7 | | 3.86 | 1.219 | | |

The data in Table 2 provides insights into how various respondents perceive the use of rewards as a motivational strategy by elementary school teachers. For rural teachers, a substantial 90% strongly agree and 4% agree that they use rewards to motivate students, resulting in a mean score of 4.84 with a standard deviation of 0.562. This indicates a strong positive view of rewards as an effective motivational tool. The mean difference is 1.267, and the t-value is 5.848, with a significance level of 0.000, demonstrating a statistically significant and robust agreement among rural teachers regarding the use of rewards. Urban teachers, however, show a more mixed response. Only 31% strongly agree, while 31% agree, with a mean score of 3.58 and a higher standard deviation of 1.340. This reflects a more varied perception of rewards as a motivational tool compared to their rural counterparts. Students report a mean score of 3.86, with 37% strongly agreeing and 35% agreeing. The standard deviation is 1.219, indicating some variability in student responses. While students generally support the use of rewards, their level of agreement is less pronounced compared to the rural teachers. Overall, the data reveals that while rural teachers are highly supportive of using rewards to motivate students, urban teachers and students exhibit more varied opinions

on the effectiveness of this approach. The significant t-value and low p-value for rural teachers underscore their strong consensus on the benefits of using rewards.

Table 3 presents the responses regarding the use of arousing curiosity as a motivational strategy by elementary school teachers. For rural teachers, the data shows that 87% strongly agree and 9% agree with the statement that they use curiosity to motivate students, yielding a mean score of 4.76 and a standard deviation of 0.712. The high mean and low standard deviation indicate a strong consensus among rural teachers on the effectiveness of this strategy. The mean difference is 1.244, and the t-value is 5.107 with a significance level of 0.000, highlighting a statistically significant positive perception of arousing curiosity as a motivational tool among rural teachers. In contrast, urban teachers display a more varied response. Only 33% strongly agree and 29% agree, with a mean score of 3.51 and a standard deviation of 1.471. This suggests that urban teachers have less uniformity in their views on the effectiveness of this approach compared to their rural counterparts. Students also have a mixed view on this motivational strategy. With 23% strongly agreeing and 45% agreeing, their mean score is 3.62, and the standard deviation is 1.231. While students do appreciate the effort to arouse curiosity, their responses indicate a broader range of opinions compared to the strong consensus seen among rural teachers. Overall, the results indicate that rural teachers are notably more consistent in their belief in the efficacy of arousing curiosity as a motivational tool compared to urban teachers and students, who show more variability in their responses.

**Table 3: Arousing curiosity**

| Percentage Respondents | SA | A | U | D | SD | t-statistics Mean | St. Deviation | Mean Diff. | t-Value | Sig. |
|---|---|---|---|---|---|---|---|---|---|---|
| Rural teachers | 87 | 9 | 0 | 4 | 0 | 4.76 | .712 | 1.244 | 5.107 | .000 |
| Urban teachers | 33 | 29 | 9 | 14 | 15 | 3.51 | 1.471 | | | |
| Students | 23 | 45 | 12 | 9 | 11 | 3.62 | 1.231 | | | |

Table 4 examines the responses regarding the impact of being punctual as a motivational strategy by elementary school teachers. For rural teachers, 80% strongly agree and 9% agree that being punctual is an effective way to motivate students, resulting in a mean score of 4.62 and a standard deviation of 0.886. The mean difference is 0.578, with a t-value of 2.268 and a significance level of 0.000. This indicates that rural teachers perceive punctuality as a significant motivational tool with high agreement and a statistically significant effect. Urban teachers report a mean score of 4.04 with 82% strongly agreeing and 14% agreeing. The standard deviation is 1.461, suggesting more variation in opinions compared to rural teachers. This variation reflects a slightly less consistent view among urban teachers about the motivational impact of punctuality. Students also report a positive perception of punctuality as a motivational strategy, with 63% strongly agreeing and 32% agreeing, yielding a mean score of 4.52 and a standard deviation of 0.780. The students' responses indicate a generally favorable view of teachers' punctuality as a motivational factor, though their agreement is less pronounced than that of rural teachers. Overall, rural teachers show the highest level of consensus on the effectiveness of punctuality as a motivational strategy, compared to urban teachers and students, who display more varied responses.

**Table 4: Being punctual**

| Respondents | | | | Percentage | | t-statistics | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | SA | A | U | DA | SD | Mean | St. Deviation | Mean Diff. | t-Value | Sig. |
| Rural teachers | 80 | 9 | 6 | 03 | 2 | 4.62 | .886 | .578 | 2.268 | .000 |
| Urban teachers | 82 | 14 | 2 | 2 | 0 | 4.04 | 1.461 | | | |
| Students | 63 | 32 | 2 | 1 | 2 | 4.52 | .780 | | | |

Table 5 presents data on how arranging instructional material properly is perceived as a motivational strategy by elementary school teachers. According to the responses, 77% of rural teachers strongly agree and 13% agree that arranging instructional material properly is an effective motivational strategy. This results in a mean score of 4.64 and a standard deviation of 0.802, indicating a strong consensus among rural teachers. The mean difference is 1.089, with a t-value of 4.550 and a significance level of 0.000, reflecting a significant perception that proper arrangement of instructional materials is crucial for motivating students. In contrast, urban teachers show a mean score of 3.56, with 33% strongly agreeing and 25% agreeing. The standard deviation is 1.391, suggesting a broader range of opinions among urban teachers regarding the effectiveness of this strategy. The variation in responses indicates less agreement compared to rural teachers. Students provide a mean score of 3.75, with 32% strongly agreeing and 37% agreeing that properly arranged instructional materials motivate them. The standard deviation is 1.258, highlighting some variability in their views but generally positive feedback. Overall, rural teachers exhibit the

strongest agreement on the motivational impact of properly arranged instructional materials, while urban teachers and students show more diverse opinions.

**Table 5: Arranging the instructional material properly**

| Percentage Respondents | SA | A | U | D | SD | Mean | t-statistics St. Deviation | | Mean Diff. | t-Value | Sig. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Rural teachers | 77 | 13 | 6 | 2 | 2 | 4.64 | .802 | | 1.089 | 4.550 | .000 |
| Urban teachers | 33 | | 25 | | 20 | 9 | 13 | | 3.56 | 1.391 | |
| Students | 32 | | 37 | | 12 | 9 | 10 | | 3.75 | 1.258 | |

## 5. CONCLUSIONS

Students are often motivated by several key characteristics they observe in their teachers. Appreciation, for instance, acknowledges students' efforts and achievements, fostering a sense of value and encouragement. Rewards, whether tangible or intangible, serve as incentives that recognize and reinforce positive behavior and accomplishments. Fair play ensures that all students feel treated equally and justly, which helps build a positive and respectful classroom atmosphere. Curiosity and enthusiasm demonstrated by teachers can stimulate students' interest in learning, making educational activities more engaging and stimulating. Punctuality reflects a teacher's commitment and respect for the students' time, setting a standard for professionalism and responsibility. Recognition of individual and group achievements boosts students' self-esteem and motivates them to strive for continued success. Moreover, giving students freedom of action allows them to take ownership of their learning, encouraging creativity and independence. Involving students in decision-making processes fosters a sense of agency and responsibility, making them feel more invested in their educational journey. Regular evaluation and constructive feedback play a crucial role in motivation. They provide students with ongoing insights into their performance, helping them understand their strengths and areas needing improvement. Constructive feedback not only guides students in their learning process but also reinforces their sense of accomplishment when they see tangible progress. Together, these factors create a dynamic and supportive learning environment where students are more likely to engage actively, perform well, and remain motivated throughout their educational experiences. Students have a deep-seated desire for appreciation, trust, freedom of action, and freedom of expression. They seek recognition for their efforts and achievements, which fosters a sense of value and motivates them to excel. Trust from teachers instills confidence and encourages students to take initiative in their learning. Freedom of action allows students to explore and engage in their studies in a manner that suits their individual learning styles, while freedom of expression enables them to share their ideas and opinions without fear of judgment. The study results underscore the close relationship between the use of motivational techniques and both student and teacher performance. It is evident that the implementation of effective motivational strategies significantly impacts the educational environment. Constructive feedback, coupled with an optimistic attitude from teachers, contributes to improved student performance. When teachers maintain a positive and supportive demeanor, it not only enhances students' motivation but also fosters a more engaging and productive learning atmosphere. These findings highlight the importance of integrating motivational techniques into teaching practices. By creating an environment where students feel appreciated, trusted, and free to express themselves, educators can significantly enhance both student engagement and achievement.

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