
Effectiveness of Motivational Techniques in Enhancing Teaching-Learning Process

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Abstract: *The main purpose of this study is to identify the motivational techniques used by the teachers and their effectiveness in enhancing teaching-learning process. The study used a descriptive research design and utilized a survey questionnaire as a research instrument in gathering data. In addition, the second year students taking Bachelor of Elementary Education (BEEd) of Illana Bay Integrated Computer College, Inc. served as the respondents of this study. The study found out that asking questions is the most used motivational technique by the teachers and it is also the most effective motivational technique employed to enhance teaching-learning process*

Keywords: *Motivation, Teaching-Learning Process, Teaching Techniques, Questioning Techniques, Education.*

1. INTRODUCTION

Motivation is an influential factor in teaching-learning process. The success or failure of learning outcome depends on how high or low students are motivated. It can drive learners in reaching their goals. A motivated learner is a participative learner. He shows interest and enthusiasm in every learning engagement he experiences. Therefore, motivation is the key for successful learning. Without motivation, the goal of learning is difficult to achieve.

Motivation is influenced by social orientation of the students. The way he perceives things affect his motivation in attaining his goal. Teachers can also influence motivation since they are the ones who facilitate learning in the classroom. The teaching strategy used by the teachers will serve as motivation to make learning experience more relevant, meaningful and worthwhile.

Learning environment is another component that influences motivation. It is where the physical aspect of learning condition comes in. A conducive learning environment provides better perspective for the student to gain more knowledge, skills and abilities in every learning



experience. Conducive learning environment also supports acquisition of the 21st century skills towards globalization and life-long learning.

According to Harmer (1998), most researchers and methodologists have come to the view that internal factors of motivation are especially important for getting success. Internal factors include needs, interest and enjoyment. The needs of the learners will engage them to achieve learning goal. Student's interest plays big role in enhancing his motivation towards the realization of his goal. A learner who shows interest in the classroom is a self-motivated learner. Enjoyment is also important in increasing student's motivation level. A learner who enjoys doing things inside the classroom during the activities has more learning opportunities to explore, discover, and experience compare to those who do not.

2. METHODOLOGY

This study used a descriptive research design. It is a research design that involves observing and collecting data on a given topic without attempting to infer cause-and-effect relationships. The goal of this design is to provide a comprehensive and accurate picture of the population or phenomenon being studied (Sirisilla, 2023) which was suitable to the current study since it aimed to gather, collect, and analyze data in order to identify the motivational techniques used by the teachers and to determine their effectiveness. The study was conducted within the parameters of Illana Bay Integrated Computer College, Inc. located in the Municipality of Parang. The respondents were the selected second year students taking Bachelor of Elementary Education (BEEd) of the said institution. Total enumeration method was used resulted to 28 respondents. Further, survey questionnaire was used as research instrument in gathering data needed for the study.

For the data gathering procedure, letters were sent to the head of academic affairs of the institution to ask permission to conduct the survey to the respondents. After the request letter was approved, the survey questionnaires were reproduced and distributed to the respondents personally. After the questionnaires were answered and retrieved from the respondents, the data were collated, tallied, and tabulated. In addition, Frequency Counts and Percentage Distribution were used as statistical tools for analysis and interpretation.

3. RESULTS AND DISCUSSION

Table 1. Distribution of respondents according to the motivational techniques used by the teachers.

Motivational Technique	Frequency	Percentage
1. Asking questions	28	100%
2. Reviewing the past lessons	27	96%
3. Group activities	25	89%
4. Encouraging students to participate	25	89%
5. Giving appreciation	19	68%
6. Stating the objectives of the lesson	14	50%
7. Seating arrangement	13	46%



8. Presenting a picture or idea	11	39%
9. Sharing a popular quotation	9	32%
10. Using current issue on the lesson	7	25%
11. Providing energizer	7	25%
12. Integrating ICT	2	7%

Table 1 shows rating of the respondents to the following motivational techniques used by the teachers in the teaching-learning process. Result shows that asking questions was found to be the most used motivational technique used by the teachers as indicated by its percentage of 100%. This only means that asking questions help students to be motivated in order to participate and engage in the learning process. As reported by Ohio State University (2008), teachers typically spend anywhere from 35 to 50 percent of their instructional time asking questions for variety of purposes including to increase motivation or interest in learning. Several studies also affirmed that by asking questions it can lead to higher-quality answers and increased learning and achievement. As presented, integrating ICT was found to be the least used motivational technique as indicated by its percentage of 7%. This signifies that ICT integration was rarely used in the teaching-learning process. There are several reasons for this. As explained by Udto & Kusain (2023), problems such as availability of equipment, access to resources, training and support, attitudes and beliefs about technology use, and the skills and knowledge may affect the way teachers utilize technology in their classroom teaching.

Table 2. Level of Effectiveness of the Motivational Techniques

Motivational Technique	Very Effective	Effective	Less Effective
1. Asking questions	22	6	0
2. Reviewing the past lessons	20	7	0
3. Group activities	12	10	3
4. Encouraging students to participate	16	9	0
5. Giving appreciation	8	10	1
6. Stating the objectives of the lesson	5	9	0
7. Seating arrangement	4	6	3
8. Presenting a picture or idea	9	2	0
9. Sharing a popular quotation	1	4	4
10. Using current issue on the lesson	2	4	1
11. Providing energizer	1	4	2
12. Integrating ICT	0	1	1

Table 2 shows the level of effectiveness of motivational techniques used by the teachers in enhancing teaching-learning process. Result shows that asking questions was found to be the very effective technique to motivate students in the teaching-learning process with 22 respondents agreed. It means that this technique is helpful to them as it increases students' attention and retention of what is being learned. This finding is congruent to Rahmah (2018) as she found out that the use of questioning strategies has positive effects in the English classroom learning activity and also helped in improving the motivation of students in learning



English. Findings also suggest that reviewing of past lessons was also effective in enhancing learning with 20 respondents agreed followed by encouraging students to participate with 16 respondents agreed.

4. CONCLUSION AND RECOMMENDATIONS

The study found out that asking questions is the most used motivational technique by the teachers and it is also the most effective motivational technique employed to enhance teaching-learning process. Based on the findings, the following recommendations are presented: (1) there should be a computerization program to all teachers so that they can use it in making their instruction more interesting, relevant, and meaningful; (2) there should be a regular in-service training for teachers to enhance their teaching skills and techniques for better teaching-learning outcomes; and (3) considering the motivational techniques used in this study, it is also recommended to use other indicators such as school environment, teachers personal and professional qualities, and parents' participation in enhancing learning.

5. REFERENCES

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