

Student Motivation in the Classroom: Practical Techniques and Strategies

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Abstract

The main objective of this study is to find out the practical techniques and strategies for student motivation in the classroom. This study is based on literatures review and presented in descriptive way. This article discusses numerous motivational techniques and strategies aimed to improve student's learning. It is found that supporting student motivation in the classroom is a challenging yet essential task for teachers. Enhancing classroom motivation is vital for creating a productive learning environment. Effective and practical techniques and strategies can significantly enhance students' motivation and academic performance. It gives teachers the useful resources they need to motivate and inspire their students. It is argued that encouraging students to perform in the classroom should come from both intrinsic and extrinsic sources, but that encouraging students to learn and achieve will ultimately come from an intrinsic source will be extremely important. It is important that motivated students should work toward being autonomous learners, using self-regulated learning techniques, and accepting accountability for their own education. This article provides insights into practical strategies that help maximize student motivation and encourage academic accomplishment, from creating an optimal learning environment to putting new methods of instruction into practice.

Keywords: Motivation, classroom, teaching learning, strategies, techniques.

Introduction

Motivation is driven by an individual's needs, desires, and internal impulses, playing a vital role in inspiring learners to improve their skills in areas they find interesting. Consequently, it is an essential element to consider in any learning process. Legault (2016) claims individual efficacy and efficiency are increased through the utilization of motivational variables. Therefore, motivation is a fundamental psychological concept that drives individuals to take action and achieve their goals.

Motivation includes all of the environmental and internal factors that lead, direct, and maintain learner's behavior. Knowing motivation is essential since it affects learning, employment, and personal growth, among other areas of life. "Believe in our self and all that we are know that there is something inside us that is greater than any obstacle". This statement encourages students to develop a growth attitude, which is the belief that abilities can be developed through devotion and hard work.

According to Cook and Artino (2016), motivation is the process through which goal-oriented behaviors are started and continued. Moos and Marroquin (2010) argue that human activities are influenced, directed, and helped to continue by motivation. However, it appears that there is a lack of research on the application of motivational aids in educational settings and their impact on student

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achievement (Guay, Marsh, Dowson, & Larose, 2005). This study focused on student motivation within this framework. At all educational levels, motivating students is a regular struggle for learning. A motivated student is more likely to participate actively in class, show greater determination, and perform better academically. It can be challenging to keep students motivated in the classroom, though, because they have different backgrounds, interests, and learning styles. Understanding these concepts is crucial, particularly in educational contexts.

Schweinkle, Amy and Meyer (2006) highlighted, in effective classrooms; motivated teachers create a positive and engaging learning environment that emphasizes student autonomy and participation. They set high expectations and provide essential support to help students meet their goals, while actively teaching the processes involved in learning. Clear classroom procedures promote stimulation and motivation, encouraging students to practice self-regulation and independence in completing tasks without teacher supervision. Therefore, this study's primary goal is to identify practical techniques and strategies for increasing student motivation in the classroom. In this article, the author examines a variety of techniques and strategies that teachers can use to improve student motivation and foster a supportive learning environment.

Literature Review

Ordorica, (2010) states motivation is a crucial component in teaching learning process. As driven students push themselves to meet their learning goals and enjoy the process of learning, it gets in the way of good learning. Motivation is defined as the physiological and psychological processes that initiate, sustain, and terminate behavior, as well as the perceived positive or negative value assigned to environmental factors influencing that behavior in the Great Dictionary of Psychology (Ardeleanu, Dorneanu, & Balta, 2006). Legault (2016) concluded that in order to foster extrinsic motivation in their pupils, teachers need to establish a stimulating environment.

The literature identifies two types of motivation: extrinsic and intrinsic. Extrinsic motivation, as defined by Deci (1999), is driven by external factors such as rewards or punishments, while intrinsic motivation stems from personal enjoyment and interest in the activity itself. Crookes (1991) emphasized the importance of creating a motivating classroom environment where teachers demonstrate care, pride in student progress, and maintain high expectations. This includes fostering a positive atmosphere that encourages risk-taking and accepts mistakes as part of the learning process. Crookes and Schmidt (1991) added that varying lesson structures and activities is essential to combat boredom and maintain student engagement, suggesting that teachers should adapt their methods while implementing motivational strategies. Ismail (2006) found that creating a positive classroom environment through humor, constructive feedback, and enthusiasm significantly boosts motivation. Additionally, clearly defined objectives and outcomes guide student learning and encourage ongoing engagement. Ismail recommended that teachers employ diverse classroom management techniques to foster a desire for learning among students.

Eccles and Wigfield (2002) concluded that students' motivation is determined by how much they value the job and how successful they think they will be. Students are more likely to be motivated if they think they can succeed and value the work. Similarly, According to the self-determination theory, when students' requirements for relatedness, competence, and autonomy are satisfied, they become more motivated. Ryan and Deci (2020) states allowing students to choose the subjects of their research projects might boost their interest and internal drive.

Ames (1992) claims that Success Goal Theory distinguishes between performance goals, which are concerned with showcasing skill, and mastery goals, which are concentrated on learning and

understanding. Promoting mastery objectives can increase deeper involvement. Similarly, Bandura (1997) concluded that Social Cognitive Theory, students' self-efficacy beliefs—beliefs in their own ability to succeed in particular tasks—have an impact on their motivation. Teachers who model effective actions and give constructive feedback might help students feel more self-directed. Furthermore, Weiner, (1985) asserted that the emphasis of Attribution Theory is on how pupils justify their accomplishments and shortcomings. Motivation can be increased by encouraging pupils to credit hard work above natural talent for accomplishment.

Method and Process

This study is based on literatures review. Secondary date is used in this study. This work employed two methods: a teaching-experience-based approach and a qualitative approach, supported by a literature review. The qualitative system facilitated the drawing out of key concepts from open-access scientific journal articles, which informed the strategies and techniques discussed. In order to convey the subjective experiences, thematic-narrative inquiry is a powerful strategy to use as an analysis tool in the field of educational studies (Polkinghorne, 1995). Similar to this, Dumaguit (2017) defines thematic approach as the act of integrating and combining numerous subject matter, topic and issue. The term "themes" refers to the key concepts of the study that are developed through the classification and grouping of similar sorts of data. Secondary sources from research reports, papers, articles, journals, and authentic book review are employed to conduct the study. The information is analyzed in descriptive way in this study.

Result and Discussion

According to obtained literature materials, articles, research reports and journals, this study is consistent with the practical techniques and strategies for increasing student motivation in the classroom. In this study, the key findings were presented in a descriptive manner below.

Classroom Motivation Techniques and Strategies

To Know About Motivation

Motivation is essential before moving into specific strategies. Self-determination theory (Deci & Ryan, 2000) divides motivation into two categories: extrinsic and intrinsic. An authentic interest in the work or activity itself serves as the basis for intrinsic motivation, which comes from inside the person. In contrast, extrinsic motivation is derived from outside sources like money, incentives, recognition, or avoiding penalties. Ryan and Deci (2020) highlighted that these two types of motivation influence how students behave and participate in the classroom.

Establishment of Friendly Learning Environment

A learning-friendly setting is one that is teacher-friendly and child-friendly. It emphasizes how crucial it is for teachers and students to learn as a group of learners. It puts students at the center of education and promotes their involvement in the teaching and learning process. Martin (2006) claims promoting student motivation requires a welcoming and inclusive learning environment in the classroom. Teachers can create positive relationship and environment by doing so. Getting to know students and showing them that we genuinely care about them will make them feel more motivated to succeed and like they belong.

Fostering Autonomy

According to Reeve (2006), giving students options and chances for self-directed learning can foster intrinsic motivation and a sense of control over their learning and performance. Giving pupils a

voice in their learning can increase their intrinsic motivation in the classroom (Oyserman, 2014; Ryan & Deci, 2020). Therefore, Student-teacher connections are the first step in fostering student autonomy in the classroom. Furthermore, McCombs (2010) highlights that encouraging students to develop their independence may enhance their natural drive, which enables them to pursue interests they find more interesting.

Clearly Defining Goals and Expectations

Brophy (2010) examined that giving students a feeling of direction and clarity about what is expected of them can boost their motivation and engagement. Having well-defined objectives gives students direction and clarity about what is expected of them. Establishing a learning atmosphere where students feel inspired, encouraged, and capable of giving their best effort is the goal. Clearly articulating goals and expectations significantly influences classroom atmosphere, student motivation, and academic achievement. Teachers should emphasize the importance of goal-setting by starting with a vision and establishing SMART (specific, measurable, achievable, relevant, and time-bound) goals. Involving students in the goal-setting process, communicating clear expectations, fostering a positive learning environment, and providing feedback on progress are essential steps. Adjustments may be necessary, accomplishments should be renowned, and reflection on the goal-setting process is vital for continuous improvement.

Presenting Constructive Comments and Feedback

When giving feedback, teachers should focus on students' growth. Dweck (2006) asserts students' growth mentality and motivation can be increased by focusing on their effort and progress rather than just their performance outcomes. Similarly, Hattie and Timperley (2007) highlighted that students are inspired to strive for success when they receive timely feedback that is actionable, constructive, and precise. This helps them recognize their areas of strength and growth. Duchesne and McCaughey (2020) states students who receive constructive comments are better able to recognize their strengths and areas for development.

Increasing Task Interest

Arends and Kilcher (2010) concluded that students' participation can be raised by making learning activities engaging and applicable to their daily life. Instead of constantly being monitored, students should be given the freedom to learn their own. Students will become more involved and motivated to learn if they have greater control and involvement over their education. Students that are interested in what is being taught are able to stay attentive and involved which speeds up and improves their understanding of the information. The positive aspect is that because they interact with their students directly throughout the day, teachers are the greatest people to encourage their interest. They are able to best engage and stimulate the attention of their students because they have a connection, relationship, knowledge, and rapport with them.

Developing a Sense of Belonging

A sense of belonging is an emotional need fulfilled by feeling seen and accepted within a group, with early connections formed primarily through immediate family being essential for individual development. Arends and Kilcher (2010) claims when students perceive themselves as members of a community, their motivation levels can raise. Students can feel more connected in the classroom when cooperation and a supportive atmosphere are promoted. Therefore, a sense of belonging is essential for enhancing student motivation and academic success. Key strategies to foster this include creating an inviting and safe environment, modeling inclusive behavior, promoting interpersonal

connections among students and between students and teachers, providing constructive feedback, celebrating diversity, encouraging collaboration, involving students in decision-making processes through an advisory board, sharing personal experiences to build rapport, and establishing a physical space that reflects inclusivity.

Using Technology

Technology is defined as the systematic use of scientific or organized knowledge to achieve practical everyday jobs. Yuksel (2011) states the using of technology with materials in the classroom can increase student's engagement and interaction. Technology improves learning by offering personalized experiences, increasing resource accessibility, enhancing student engagement, and encouraging collaborative efforts. Technology in the classroom enhances student engagement and information retention, caters to diverse learning styles, fosters collaboration among peers, offers immediate feedback for teachers, and equips students with skills necessary for future success.

Focus on Active Learning

Prince (2004) outlines students' interest and comprehension of the subject matter can be strengthened by promoting active engagement through group discussions, practical exercises, and problem-solving assignments. Active learning methods encourage student engagement by promoting critical thinking, discussion, investigation, and creativity. They involve practicing skills, solving problems, tackling complex questions, making decisions, proposing solutions, and articulating ideas through writing and dialogue in the classroom. This process fosters student empowerment and control over their educational journey by involving them in interactive activities that enhance engagement and interest. This approach not only makes learning more enjoyable and productive but also promotes the development of critical thinking and reasoning skills, encouraging students to take initiative towards achieving their goals.

Ramification

Deterding et al. (2011) argue that including consequences in the form of leader boards, challenges, and point systems can increase students' motivation and enjoyment of their studies. The classroom implications of learning outcomes focus on empowering students, fostering individual development, and encouraging active participation and responsibility in defining their learning goals and methods.

Differentiated Instruction

According to Tomlinson (2001), by making sure that all students feel encouraged and challenged, instructional strategies and materials may be modified to meet the unique requirements and learning preferences of each student. This will boost motivation and engagement levels. Differentiated instruction is advantageous for educators as it accommodates various learning styles, recognizing that not all students benefit from traditional lectures; alternative methods like games or videos may engage others more effectively.

Physical Facilities of the Classroom

Kilbas (2010) noted that improvements to the classroom's physical arrangement have improved student relations. It is crucial that the teacher maintains control over factors like the classroom's heating and cooling. Teachers should design every scenario in the classroom to engage students and

get their attention in order to be effective with the lesson. Effective teaching and learning require classrooms that are well-equipped. Essential classroom features include adequate space for all students, along with necessary furnishings such as desks, chairs, and whiteboards or blackboards. The inclusion of audiovisual equipment is also recommended to enhance the learning experience.

Enhance an Attitude of Growth

Dweck (2006) point out those students can be empowered to take on challenges and persevere in the face of failures by being encouraged to adopt a growth mindset, which is the conviction that skills can be developed through effort and determination. Similarly, Mueller and Dweck (1998) asserted that teachers can encourage a growth way of thinking in students by praising their determination and effort. Rewarding pupils for their determination and hard work instead than focused only on their natural talents might inspire students to take on new challenges and believe in the value of effort. In similar vein Yeager and Dweck, (2012) argued that setting an example of resolve students might be motivated to adopt a similar perspective and approach their learning with determination and optimism by seeing examples of persistence and resilience in the face of hardship.

Application of Rewards and Punishment

Use of rewards and punishment is very important in the classroom. Balci (2010) highlights financial rewards are offered when a student exhibits poor behavior related to learning. Examples of these rewards include books, pencils, and chocolate. Conversely, social rewards—such as laughing, making eye contact, and receiving approval—are spiritual incentives that provide students a positive sense of well-being. Exclusion from class, dropping out of school, humiliation in the classroom, writing children's names on the whiteboard, calling parents to explain the situation, and so on can all be considered forms of punishment in schools.

Getting Students' Attention.

Beginning the class with activities like problem-solving, role-playing, teaching by discovery, and storytelling keeps them engaged. Yuksel (2011) claims students' participation is correlated with their continuous attention width. Throughout the class, students can utilize gestures, actions, sounds, and questions as tools to help them do this. The following suggestions can assist us in getting pupils' attention back on the lecture or activity: a) Be specific b) practice patience c) turn up the volume d) engage in a game e) hit a note f) take a seat quietly g) explain your reasoning h) make use of insightful attention i) encourage for respond and j) take an unexpected action.

Modeling

Narratives and demonstrations are two ways that teachers model behavior. In order to provide the student an understanding of the kinds of mental processes involved in accomplishing various tasks and activities, the teacher may directly demonstrate how to complete an activity their actions. Basar (2005) claims students often view their teachers as role models for all of their behaviors, especially starting in elementary school. It is crucial for children's' motivation to have role models they can follow. Teachers should to be aware of their actions.

Although every teacher has a unique style to modeling, there are a few instances of teacher modeling that can begin implementing in classroom. Narration, for instance, is a fantastic technique to show pupils how we think. Thinking aloud and recounting actions helps students understand the types of thinking and behaviors they will need to do when working independently, whether modeling a writing technique or an emotional management technique is most important. Additionally, face-to-face interactions are not necessary for this type of modeling! Students can watch the video again

as needed as part of another teacher modeling example. SimiFlarly, teachers can demonstrate or direct the types of inquiries that students can pose to themselves or to one another by using language frames or sentence starters. Students actively participate in all facets of the teacher's work, including the processes of cognition that result in the actions required to finish a task. Because they can observe and participate in the activity in person, students gain a better knowledge of how to perform it on their own. Therefore, above mentioned techniques and strategies can help in developing an inspiring learning environment in the classroom that encourages student achievement and progress.

Conclusion

Motivation is a fundamental psychological concept that drives individuals to take action and achieve their goals. It is an essential component to consider in any learning process. Student's efficiency can increase through the better utilization of motivational variables. Teachers can enhance student engagement and academic achievement by understanding and applying motivation theories, addressing students' needs for autonomy, competence, intimacy, and self-confidence. Teachers can encourage students to reach their maximum potential and preserve their enthusiasm in learning by using effective motivational strategies. Through the application of the methods and strategies discussed in this article, teachers can design lessons that motivate and enable students. In addition to enhance student motivation, various strategies can be employed, including fostering both intrinsic and extrinsic motivation, creating engaging learning environments, and establishing high expectations. It is concluded that friendly learning environment, student autonomy, constructive feedback, sense of belongingness, focus on active learning, use of reward and punishment, modeling are the most important practical techniques and strategies for students motivation in the classroom. Furthermore, the use of positive reinforcement and promoting peer collaboration are essential for sustaining students' interest and commitment to their education. This study can lead to practical applications that improve educational practices, enhance student engagement, foster lifelong learning, and inform policy decisions and curriculum development. The future researcher should also do additional research how cultural backgrounds impact students' motivation strategies and various teaching techniques.

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