Effectiveness of Extrinsic Motivation in the Teaching of English Language in Government Girls High Schools of Khyber Pakhtunkhwa, Pakistan

Dr. Sajjad Hayat Akhtar
Dr. Hamida Zafar
Nasrullah Khan

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Abstract

The study looked in to experimental research to analyze the Effectiveness of Extrinsic Motivation in the Teaching of English Language at Secondary Level. It has defined the aptitude of English Language of the learners, inspiration for learning, motivation level and Lerner's achievements. The main objectives of the study were to recognize the needs regarding the proficiency of English language for the students of secondary level, to find out the effective ways of motivation in the classroom, to identify the attitudes of teachers using motivational techniques and analyze the performance of student when taught by experimental method. The results were drawn by the researcher in the light of the analysis of the data.. The achievement level of Control Group, taught by traditional method, was better. The students in the controlled Group were not improved their average score while the students of the Experimental Group were improved their average score in Post-Test as compared to Pre-Test.

Key Words: Extrinsic Motivation, English Language, Secondary Level,
inspiration for learning and Lerner's achievement

Introduction

Education is a process of learning and teaching at a healthy and positive change in the behavior of individual. It enables them to distinguish between right and wrong and to lead a comfortable and respectable life by learning the art of living in a society. Islam favors education as is clear from the first revelation in the Holy Quran (Sura, Aalaq)

Teachers at the secondary level do not provide enough motivation to make the teaching and learning environment. But they must be aware of the fact that motivation plays important role to enhance

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the learning, interest and individual's attitude and to utilize their creative skills. They always show readiness to achieve their goals. Motivation is studied under two types Intrinsic Motivation and Extrinsic Motivation. The first one comes from inside while the second one depends on the surrounding environment.

Keeping the above role of the teacher and learner in view, the provision of motivation to satisfy their needs is to be sought, investigated and studied for assuring the degree and importance of the psychological impact on the way and style of the learning. Each learner is privileged and entitled to have freedoms in a natural environment but in Pakistan, there is always a problem in the satisfaction of learners' needs in various educational institutions which has created an alarming situation which adversely affects the learners' behavioral ability.

Review of Literature

The status of English in Pakistan has been a subject of heated controversy ever since independence. When Pakistan attained independence on August 14 1947, there was a natural reaction against the study of English. On the other hand, there are people who plead for the retention of English on plausible ground. On the other, there are persons who want to banish English from the country lock, stock and barrel.

> "The status of Urdu as a national language cannot be called in question. But instead of being misled by catchy words and high-flown slogans, we must adopt a pragmatic approach in the pure light of reason.

> As a developing country, we in Pakistan should not fall into glorified vision of being self-sufficient in all respects. It may appear to be news to some readers but the fact is that today 70 percent of all technical and professional publications are initially published in English and are later a translated into other languages." Saif. M. (2000, Pp. 4-5)

Students learning strategies are affected by many factors. Students approach learning in different ways and their approach to a particular course or activity exercise is affected by its context and by their motivation. To help students learn in the strongest sense, teachers of English will want to encourage them to try to understand the material at a deep level.

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Ausubel (1963) identified a difference between meaningful and rote learning, "He mentioned that students motivation was an important factor for inducing meaningful learning" (p.2). This is similar to (but not the same as) the difference between deep and surface learning. Entwistle (1988, p.2) identifies three possible approaches:

1. A surface approach, where the students aim is to simply reproduce the material necessary to complete their course;
2. A deep approach, where the students aim is to reach a personal understanding of the material.
3. A strategic approach, where the students aim is to be successful by whatever means are necessary.

Obviously, these approaches tend to lead to different learning strategies and hence different outcomes. A surface approach leads to rote learning, a deep approach can lead to the student examining evidence and relating it to their ideas in a constructive way, and a student with a strategic approach will use whichever strategy they perceive will result in the best marks.

The strategies students use affect what they learn, rote learning at best results in a substantial knowledge of factual information, but a deep approach can result in a deep level of understanding. Rossum and Schenk (1984) pointed out that, "High quality learning requires a deep approach". (p.73)

Inertia is a property of matter by which it remains at rest or in uniform motion in the same straight line unless acted upon by some external force. Motivation helps individuals overcome inertia. External forces can influence behavior but ultimately it is the internal force of motivation that sustains behavior.

"Academic achievement is more a product of appropriate placement of priorities and responsible behavior that it is of intelligence" (Peter, 2000, p.4). Intelligent students are often our performed by less bright students with high motivation. If a student is motivated enough he can accomplish learning of any scale. "The main idea of motivation is to capture the students' attention and curisosity and channel their energy towards learning" (Lile, 2002, p.1).

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Any experienced teacher knows that without the proper motivation for students to engage in a learning experience, will be unsuccessful. Many instructors consider the motivation level of learners the most important factor in successful instruction.

The key to understanding the process of motivation lies in the meaning of and relationship among needs, drives, and incentives. Needs set up drives aimed at incentives, this is what the basic process of motivation all about.

Needs   ⟶   Drives   ⟶   Incentives

Kochhar (2001) has explained the process of motivation as motivational cycle, "needs-----wants----satisfaction chain" (p.50).

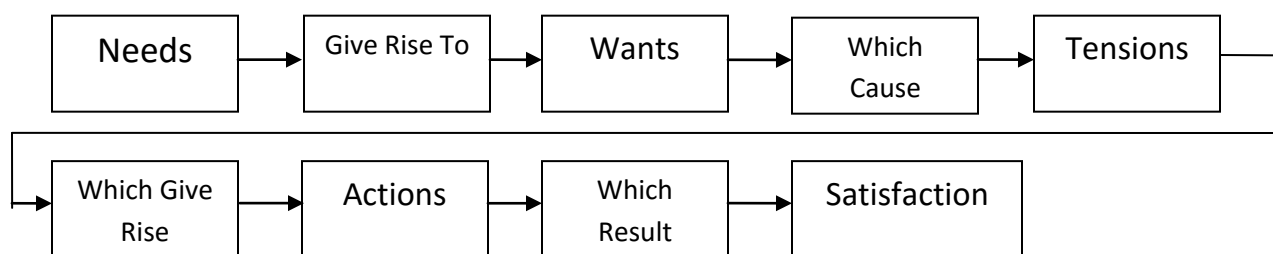| Needs	→	Give Rise To	→	Wants	→	Which Cause	→	Tensions
Which Give Rise	→	Actions	→	Which Result	→	Satisfaction		

Figure 4: Process of Motivation.

Source: Kochhar, S.K. (2001, p.50). Methods and Techniques of Teaching. New Delhi: sterling Publishers Limited.

The unmotivated students present a problem in the classroom setting. According to Brown (2002), "Overall classroom morale can be at shake due to the unmotivated students. Behavior becomes a problem because they may not respect the classroom, the sanctuary of learning. Learning is boring and a task that the students feel is forced upon them. As a result, these students cannot thriven the classrooms causing low grades and low achievement" (P.5).

Most importantly, the unmotivated student does not have a chance to attain that personal comprehension of the material being taught. Jones (1995) stated as cited by Brown (2002) that, "These students are less able to decipher, interpret, and apply learning in the classroom to them every day lives out side of the classroom".

Objectives

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i.   To identify the needs regarding the proficiency of English language for the students of secondary level.

ii.   To find out the effective ways of motivation in the classroom.

iii.   To identify the attitudes of teachers using motivational techniques.

Methodology

This research is going quantitatively and qualitatively. The method of research was experimental. Single group was taken and they were given a treatment for a particular time. Then were taken a post test and the comparison was analyzed to find the effectiveness of motivation.

One group and posttest design

O	X	O
Protest	Treatment	Posttest

Statistical analysis was done to find whether the motivation worked or not.

The population of this study represents all Government Girls High Schools of District Mardan, KPK,(Pakistan). However, data for the study was collected from the randomly selected respondents of Government Girls High Schools of Tehsil Mardan, KPK,(Pakistan). Fifty (50) students of secondary level class out of 40 secondary schools of district Mardan were selected randomly and were divided into two groups of 25 students each. **Result**

Table No 1: COMPARISON OF RESULTS OF PRE-TEST AND POST-TEST FOR THE CONTROLLED GROUP

S. No	Name of Student	Scores of Pre-Test	Percentage	Scores of Post-Test	Percentage
1.	Khush Bakht	17	42.5	16	40
2.	Rashida	14	35	15	37.5
3.	Ambreen	21	52.5	23	57.5

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4.	Nida	24	60	22	55
5.	Noreen	22	55	20	50
6.	Uzma	19	47.5	21	52.5
7.	Samina	18	45	14	35
8.	Saima	17	42.5	18	45
9.	Neelum	12	30	13	32.5
10.	Gul Rukh	17	42.5	18	45
11.	Fatima	18	45	17	42.5
12.	Perveen	16	40	16	40
13.	Tabassum Ara	14	35	15	37.5
14.	Naila	14	35	16	40
15.	Shabeena	17	42.5	17	42.5
16.	Shama	16	40	20	50
17.	Bushra	22	55	18	45
18.	Ambreen	17	42.5	16	40
19.	Samon	14	35	21	52.5
20.	Mehreen	20	50	21	52.5
21.	Aqeela	17	42.5	19	47.5
22.	Dilshad	18	45	16	40
23.	Irshad	14	35	18	45
24.	Begum	16	40	19	47.5

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25.	Zubaida	19	47.5	16	40
	Average	**17.3**	**43.25**	**17.8**	**44.5**

Table No: 2

COMPARISON OF RESULTS OF PRE-TEST AND POST-TEST FOR THE EXPERIMENTAL GROUP

S. No	Name of Student	Scores of Pre-Test	Percentage	Scores of Post-Test	Percentage
1.	Tabassum	24	60	35	87.5
2.	Shazia	22	55	30	75
3.	Naila	25	62.5	36	90
4.	Aneela	20	50	32	80
5.	Aalia	19	47.5	29	72.5
6.	Zareena	22	55	30	75
7.	Razia	17	42.5	31	77.5
8.	Palwasha	18	45	34	85
9.	Alezbat	17	42.5	30	75
10.	Irshad Begum	20	50	31	77.5
11.	Uzma	19	47.5	29	72.5
12.	Nabeela	18	45	32	80
13.	Nowsheen	20	50	33	82.5

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14.	Samia Zaib	21	52.5	32	80
15.	Tazkira	19	47.5	34	85
16.	Gulshan	16	40	28	70
17.	Shazma	15	37.5	29	72.5
18.	Shazia	18	45	31	77.5
19.	Raheela	21	52.5	32	80
20.	Zakia Bibi	17	42.5	27	67.5
21.	Basmin	16	40	26	65
22.	Chand Bibi	16	40	27	67.5
23.	Anjum	22	55	33	82.5
24.	Alina	20	50	30	75
25.	Shahida	21	52.5	33	82.5
Average		**19.3**	**48.25**	**30.9**	**77.25**

Discussion

The researcher compared the scores of the pre-test and the post-test for the 50 students of secondary level. The first table shows that the students in the controlled group were not improved their average score while the students of the experimental group shown high average score in post-test as compare to pre-test.

Their scores in all cases are significantly greater than their respective score of the pre-test.The students of secondary level were taught by researcher. Nine lesson plans exploiting various texts, some authentic material, others specially designed which were motivating and interesting and provided the students several opportunities to improve their language skills, grammar and phonology of English. These lesson plans became more interesting because the researcher had used flash cards, pictures, wall charts. Initially most of the students of the experimental group did not want to participate but with the passage

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almost every student participated in the activities. Sometimes they themselves initiated the activity and also became motivators for the weak students. Cooperation and coordination were seemed amongst the students while going group discussion and role play. The researcher role in initial stage was more like an initiator but later she acted just like the director instructed the students who easily and successfully performed the activities in the right way. Verbal encouragement was given to the students frequently and their errors were corrected without any reference to any individual's name. This further generated confidence in the students and they freely started participating in the activities class.The researcher also observed the English language of Group-B and noted their performance. The researcher found that class was dull and having because the same lecture method of teaching was followed daily, Moreover the students did not get enough opportunities to participate actively and develop confidence and improve their command of English language.

Recommendations

On the basis of findings and conclusions following recommendations were made,

1. A variety of instructional methods may be used in order to arouse interest of the students in English subject at secondary level.
2. Well-prepared demonstrations may be used by English teachers and students' involvement may be ensured in demonstration activities.
3. Group work activities may be arranged by the teachers to enhance the potential of students.
4. To create interest and to gain better results of the students various A.V aids may be used.
5. At the beginning of the lesson presentation questions may be asked to the students to produce curiosity.
6. Competition between students may be followed by the teachers in the classroom learning for obtaining high scores.
7. Quiz and project activities provide opportunities in English teaching to engage students in small group cooperative interactions; these may be used by the teachers.
8. Teachers should use rewards from time to time to encourage the students.
9. Students out comes may be continuously assessed by the teachers and feedback be regularly conveyed to the students.
10. Motivational techniques have positive effects on students learning therefore the teachers must use them.

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Dr. Sajjad Hayat Akhtar
Assistant Professor
Abasyn University
Peshawar
Pakistan

Dr. Hamida Zafar
Professor
Jinnah University for Women
Karachi
Pakistan

Nasrullah Khan
Lecturer
Education Department
Abasyn University
Peshawar
Pakistan
nasir22_afd@hotmail.com

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