

## **IMPACT OF MOTIVATIONAL TECHNIQUES ON THE LEARNING OF STUDENTS AT SECONDARY LEVEL IN DISTRICT MUZAFFAR GARH**

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***ABSTRACT-**The main objective of this research paper is to analyze different motivational techniques adopted by secondary school teachers and its impacts on the learning of the students. For this purpose, two types of research instruments were developed to collect primary data from the respondents. There are 12,800 students 808 subject specialist teachers (SSTs) at secondary schools of district Muzaffargarh. We selected 1000 students and 108 teachers as a sample through convenience sampling technique. The main finding of this study reveals that teacher's behavior is one of the best motivational technique and suggest that teachers should show good behavior to their students during teaching so that they may be motivated to focus on study.*

**Keywords:** Motivation, teaching techniques, teachers- parents meetings.

Type of study: **Original Research paper**

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## **1.INTRODUCTION**

### **1.1. Background of study:**

Education plays a very important role in each and every individual's life. For living a luxurious life or for living a better life, one should be educated properly. It helps a person to show his best by mind and spirit. Being educated and earning a professional degree prepares one to be a part in reputed organizations, companies or institutions. Education helps us in differentiating what is good or what is bad for ourselves. A person who gets good education would become good citizen and more productive worker. Without education a person is incomplete. Thus, education makes a human being right thinker and a correct decision maker.

Motivation is a psychological process which leads anyone to act in a way that helps him/her to fulfill unsatisfied needs (Latham G., 2011). Obviously, motivation plays a significant role in education. Especially, in the Higher education as the desire to learn appears to shrink with the growth of children (Lumsden, 1994). That's why there are numerous students' who start their study but can't graduate themselves. Actually, everyone wants any specific reason for the specific action which reason gives him/her the motivation to do that action. The same case is with academic performance. Students' need a reason or motivation to perform good academically.

Mosha, (2014) said that, students' performance was affected by shortage of English teachers and absence of teaching and learning materials. However, her findings showed that, the presence of untrained, under-qualified and trained teachers who are incompetent resulted to skip teaching some difficult topics in the syllabus and students' infrequent use of English language at school and home, large class size, teachers' responsibilities, poor conducive

teaching and learning environment in the classrooms, limited home support environment and poverty are among the factors that affecting students' academic performance in English Language. Students' effort, previous schooling (Siegfried & Fels, 1976; Anderson & Benjamin, 1994), parents' education, family income (Devadoss & Foltz, 1996), self-motivation, age of student, learning preferences (Aripin, Mahmood, Rohaizad, Yeop, & Anuar, 2008), class attendance (Romer, 1993), and entry qualifications are the factors that have a significant effect on the students' academic performance in various disciplines.

### **1.2. Main Research problem:**

This research study was conducted to analyze the impact the different motivational techniques adopted by the secondary school teachers on the academic performance of the students.

### **1.3. Objectives of study:**

The objectives of study are stated in the following: -

- ▶ To study different motivational strategies adopted by the teachers at secondary level in district Muzaffargarh.
- ▶ To record the students' views about these motivational strategies adopted by their teachers.
- ▶ To analyze the impact of different motivational techniques on the learning of the students at secondary level.
- ▶ To make suggestions to the teachers about the motivation on the basis of the result of this study.

#### **1.4. Significance of study:**

The results of this study is likely to be very important for educationalists, policy makers, researchers and administrators to frame motivational policies to improve the performance of students. Although this study is restricted to the secondary schools of District Muzaffargarh, yet its results relating to motivational techniques may be generalize to all secondary schools of Pakistan as well as international secondary schools.

## **2. LITERATURE REVIEW**

Figuroa (1992) studied student's perceptions of their intrinsic motivation to learn. The purpose of this study was to gain a better understanding of the phenomena of intrinsic motivation to learn and the individual meaning attributed to learning. A semi-structured qualitative interview was designed to collect information from the participants. From students' perspectives a definition of intrinsic motivation was drawn from this study. Intrinsic motivation was described as experiencing personal interest and joy for learning. This was coupled with the need for facing optimal challenging activities and the need of feeling and being competent. The strength of the individuals' significance of meanings attached to learning. Implications for teachers from this study are: keep students' interest high by introducing topics in an interesting, challenging, and informative way; highlight the stimulating intellectual tasks to be accomplished; demonstrate enthusiasm, interest in the topics, and in learning in the classroom; focus on higher learning tasks because they present challenging opportunities to generate new ideas and strategies to face them.

Ginsburg and Bronstein (1993) studied family factors related to children's intrinsic and extrinsic motivational orientation and academic

performance. Data were collected from 93 fifth grade students and their parents from Florida. Achievement scores were obtained from school records. Extrinsic rewards and over-and under controlling family styles were found to be related with extrinsic motivation and lower academic achievement of the students. On the other hand, parental encouragement was associated with intrinsic motivation of the students.

Mackie (1995) compared 125 students' intrinsic motivation and self-perceived competence before and after participation in a summer classes for economically disadvantaged middle school students. Program participants completed the Scale of Intrinsic versus Extrinsic Motivation in the classroom and the self-perception profile for children during the initial week of the program and again upon completion of the program. In order to determine challenging program practices, students were asked whether or not they worked hard and learned more in the program than in regular school, and, if so, why. The comparison of pre-and post-test scores showed students moving slightly in the direction toward intrinsic motivation, although the difference was not statistically significant. For the incentive to satisfy curiosity/interest subscale of the instrument, there was no significant difference in pre and post-test means. The results revealed that both teachers' and students' responses focused on the importance of the teacher-student relationship and the process of evaluation in fostering motivation and self-competence.

Husman (1998) studied the effect of perceptions of the future on intrinsic motivation. The study was designed to obtain data to examine the viability of the conceptual separation of two types of instrumentally, endogenous and exogenous instrumentality. It was proposed that a task is

exogenously instrumental when success on that task is artificially related to a future goal (doing well on a test in physics is exogenously related to becoming a doctor) and a task is endogenously instrumental when success on that task is intrinsically related to obtaining a future goal (i.e., learning organic chemistry is endogenously instrumental for becoming a good organic chemist.) Further, it was proposed that, although exogenous instrumentality may harm intrinsic interest in a task, endogenous instrumentality will, in fact, encourage intrinsic interest. Using an experimental design, this study examined the application of vector concepts under conditions designed to stimulate exogenous or endogenous instrumentality for the task. The results lend very partial support for the hypothesized conceptual framework.

Deci et al. (1999) meta-analyzed 128 studies that documented the effects of extrinsic rewards on intrinsic motivation represented by free-choice behavior and self-reported interest in the activity or task. The authors found that the use of extrinsic rewards significantly affected free-choice behavior, with an effect size of -0.24. There was no significant effect on students' self-reported interest. Thus, when students received extrinsic rewards in exchange for task participation, they were less likely to persist in the task once the reward conditions were removed, although their levels of self-reported interest did not decline. Overall, the authors concluded that the negative effects of tangible rewards were more dramatic for children than they were for college students. The effect of such rewards varied depending on the type of reward (i.e., whether it was tangible or intangible) and the context in which the reward was given.

Tsang (2004) investigated academic motivation and achievement among students from immigrants and America born families. Data were

collected through survey method and university records from over 998 college students. The results indicated that immigrants placed more importance on family interdependence than American born families. Family attitude contributed to greater academic motivation among youth from immigrants as compared to American born families.

### **3. RESEARCH METHODOLOGY**

#### **3.1 Theoretical framework:**

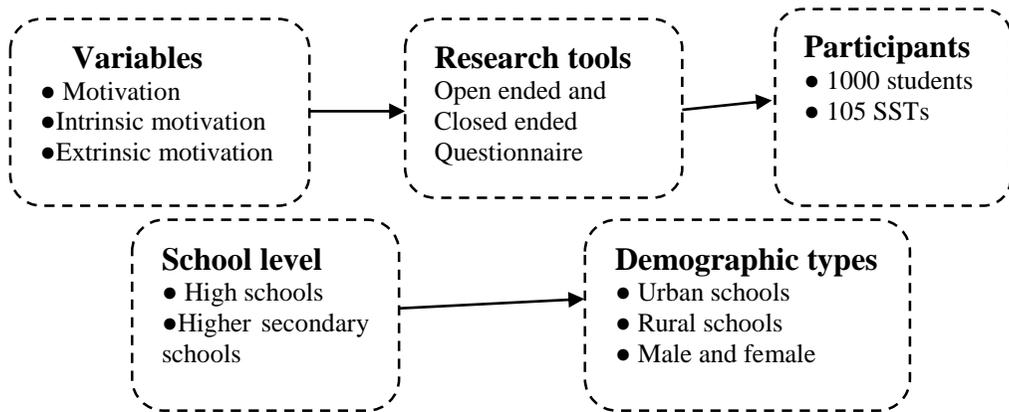
It is a framework based on an existing theory in a field of research that is related and/or reflects the hypothesis of a study. It is a blueprint that is often 'borrowed' by the researcher to build his/her own house or research inquiry. It serves as the foundation upon which a research is constructed. Sinclair (2007) as well as Fulton and Krainovich-Miller (2010) compare the role of the theoretical framework to that of a map or travel plan. Thus, when travelling to a particular location, the map guides your path. Likewise, the theoretical framework guides the researcher so that she/he would not deviate from the confines of the accepted theories to make his/her final contribution scholarly and academic. Thus, Brondizio, Leemans, and Solecki (2014) concur that the theoretical framework is the specific theory or theories about aspects of human endeavor that can be useful to the study of events. The theoretical framework consists of theoretical principles, constructs, concepts, and tenants of a theory (Grant & Osanloo, 2014).

#### **3.2. Methodology:**

This section describes research methods and procedures adopted for conducting the present study. The study was designed to find out the Impacts of motivational techniques on the learning of students at secondary level in

district Muzaffargarh. Methodology of this research study included research design, population and sample of the study, construction and validation of research instruments, method of data collection and statistical tools used for the analysis of data. The detailed description of the research procedure for collection of required information from the respective respondents was given below:

Figure1: Theoretical framework of the study



### 3.2. Development of Research Instruments

Keeping in view the objectives of the study, both types of research instruments (questionnaires and structured interview schedules) were developed, validated through testing for getting required information from the respective respondents. This is because they were found to be the most appropriate and suitable to answer the research questions posed.

### 3.3. Reliability and Validity Research Instruments

Following strategy was adopted for validation of the questionnaires:



### 3.3.1 Pilot Testing:

. The main function of pilot testing is to check the design of the research instrument, works in practice and to identify and amend problematic questions for refining. Any problems relating to the content, wording, layout, length, instructions or coding can be uncovered in pilot study and can be amended accordingly. A good research relies on validity and reliability of its instruments and the procedure adopted to conduct the study. If the methods employed are not valid and reliable, the data is at best worthless, and at worst, misleading. To determine the validity, suitability and reliability of items, a pilot testing of the research instruments was carried out in District Muzaffargarh. The results of pilot testing of each category are tabulated in Table 1.

**Table 1: Distribution of Respondent for Pilot Testing**

No	Responde nts	Sample distribution		
		Male	Female	Total
1	Students	500	500	<b>1000</b>
2.	Teachers	75	30	<b>105</b>
<b>Total</b>		<b>575</b>	<b>530</b>	<b>1105</b>

### 3.3.2 Reliability of Questionnaires

Reliability of the research instruments (questionnaires) was checked through Cronbach's Alpha test of which results are given in Table 2.

**Table 2: Reliability of Questionnaires**

No	Category	No of Items	Cronbach's Alpha Reliability
1.	Students	30	0.849
2.	Teachers	10	0.800

According to Field (2009), if the value of reliability is more than 0.70%, the questionnaire is considered as the most reliable. Table 2 indicates that value of Cronbach's alpha was more than 8, thus, the questionnaires were valid and reliable for the study purpose.

### **3.2 Data Collection:**

The study involved data to be collected from different categories of respondents serving in various teachers teaching at secondary schools located in district of Muzaffargarh. The only problem faced by researchers was that some respondents were reluctant to fill the questionnaire. However, they were ensured that information provided by them would be used for the research purpose only. These research instruments were got filled and collected back personally and thus the response rate was 100%. Every effort was made by the researcher to collect valid and reliable data. The process for collecting data from the respective respondents of this study almost took about 5 months.

### **3.3 Data Analysis:**

The collected data from the respective respondents through research instruments were properly tabulated, analyzed and interpreted by using appropriate statistical tools in terms of frequency percentages and means score method to work out overall average score of each item in the light of objectives

of the study. Value assigned to each response was based on 5-points Likert Scale having '5' options given below:

- Strongly agree (SA)
- Agree (A)
- Neutral
- Disagree (DA)
- Strongly Dis agree (SDA)

### **3.4 Questionnaire:**

Data is collected by using questionnaire. This questionnaire was included 30 items. There were five choices for the students to give their answers. Open ended questionnaire was used to collect data from the teachers. In order to conduct this study three types of research instruments were used.

#### **3.4.1 open ended questionnaire**

This research instrument was consisted of 10 questions and these questions were asked from the teachers about the religious aspects.

#### **3.4.2 close ended questionnaire**

This questionnaire was used to collect data from the students. There were 30 statements in it.

#### **3.4.3 observational Performa**

This tool was used by the researcher to observe the students and then all the observations were written in this Performa

### **3.5 Population:**

In order to collect data from district Muzaffargarh 135 high schools and 945 teachers were taken as population. There were 12,825 students in 9<sup>th</sup>

and 10 classes of secondary schools. The detail of schools, number of students and teachers are given in Table 3.

Table 3: Educational statistics of District Muzaffargarh



Home | Schools

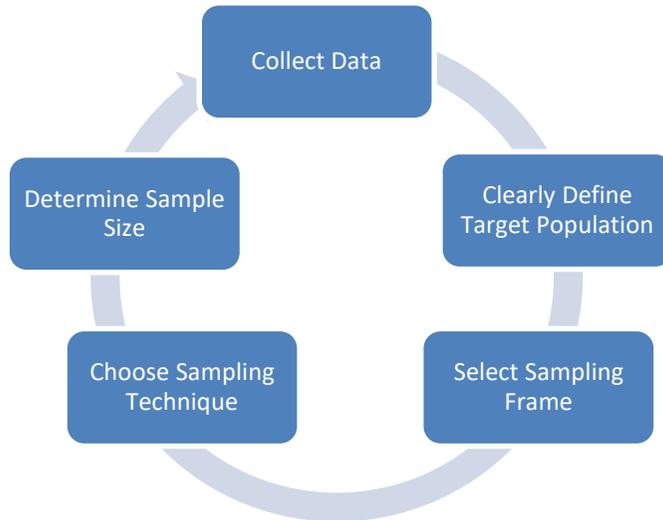
Statistics for District Muzaffargarh

Level Wise School

Level	Schools		Enrollment		Teachers
	Male Schools	Female Schools	Male	Female	
H.Sec.	9	5	10272	5310	504
High	90	45	55014	30051	2988
Middle	116	109	36676	32556	2779
Primary	770	842	125130	112667	5654
sMosque	97	9	5266	3653	353
<b>Total</b>	<b>1082</b>	<b>1010</b>	<b>232358</b>	<b>184237</b>	<b>12278</b>

### 3.6 Sample of study:

1000 students (500 male students and 500 female students) were selected as a sample which is 7.79% of the total population. In the same way, 105 teachers were selected for sampling which is 11.11% of the population. The sampling procedure is given in Figure 2.

**Figure 2: Sampling techniques**

## 4. DATA ANALYSIS

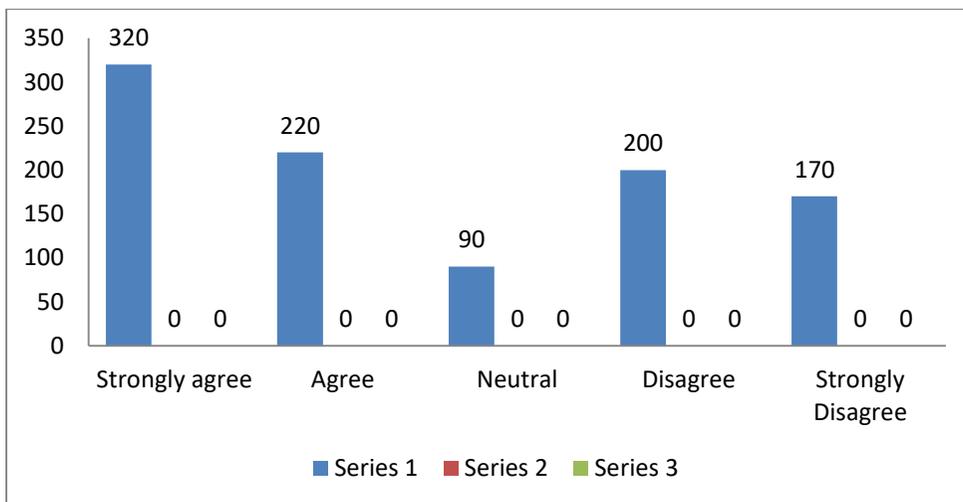
### 4.1 Analysis of the statements

The results of statements are shown in the following tables and figures.

Table 4: Impact of teacher's good behavior on students' performance

Statement	Levels	Frequency	Percentage	Mean score
<b>Teacher's good behavior is a source of motivation and encouragement for the students.</b>	Strongly Agree	320	32%	3.32
	Agree	220	22%	
	Neutral	90	9%	
	Disagree	200	20%	
	Strongly Disagree	170	17%	

**Figure 3 Impact of teacher’s behavior on students’ performance**



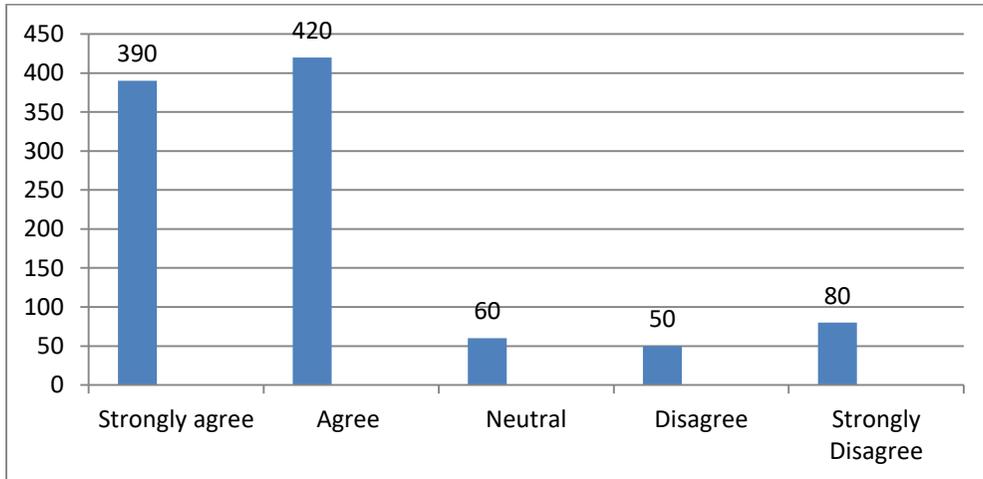
**Explanation of the results**

Teacher’s good attitude is responsible for the encouragement of the students. Majority of the students, 56% is agreed that teacher’s good attitude is a source of motivation for the students. 37% of the students are disagreed with this statement. The mean score of the statement i.e Teacher’s good behavior is a source of motivation and encouragement for the students, is 3.32.

**Table 4 Teacher’s appreciation in the class.**

Statement	Levels	Frequency	Percentage	Mean score
You are able to do well in the class when your teacher appreciates you in the class.	Strongly Agree	390	39%	3.99
	Agree	420	42%	
	Neutral	60	6%	
	Disagree	50	5%	
	Strongly Disagree	80	8%	

Figure 5: Teacher's appreciation in the class.



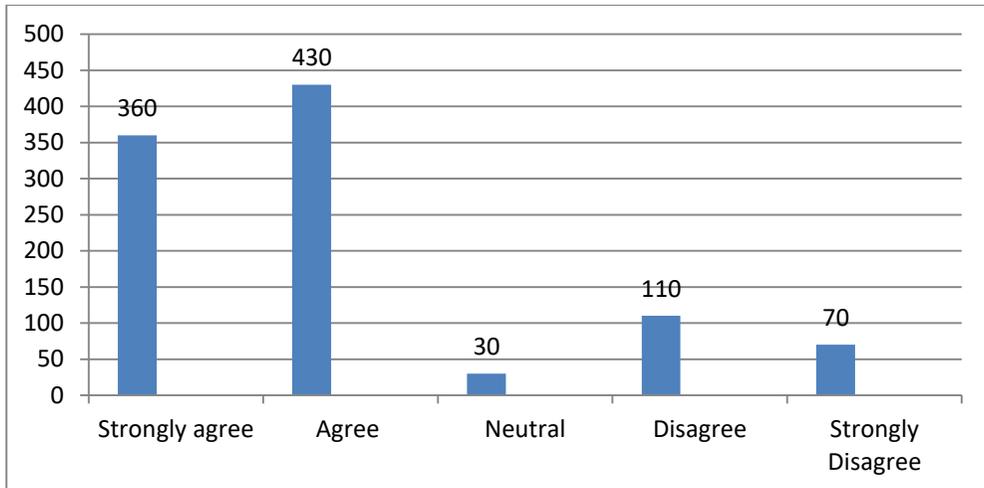
### Explanation of the results

81% of the students agree that they do well in the class when their teachers appreciate them in the class. On the other hand, 13% of the students are disagreeing with this statement. The mean score for the statement i.e you are able to do well in the class when your teacher appreciates you in the class is 3.99.

Table 5 "Good "or "star" on your notebooks as a motive force

Statement	Levels	Frequency	Percentage	Mean score
When your teacher writes "good "or "star" on your notebooks you are motivated to perform well in the class.	Strongly Agree	360	36%	3.90
	Agree	430	43%	
	Neutral	30	3%	
	Disagree	110	11%	
	Strongly Disagree	70	7%	

Figure 6: “Good “or “star” on your notebooks as a motive force



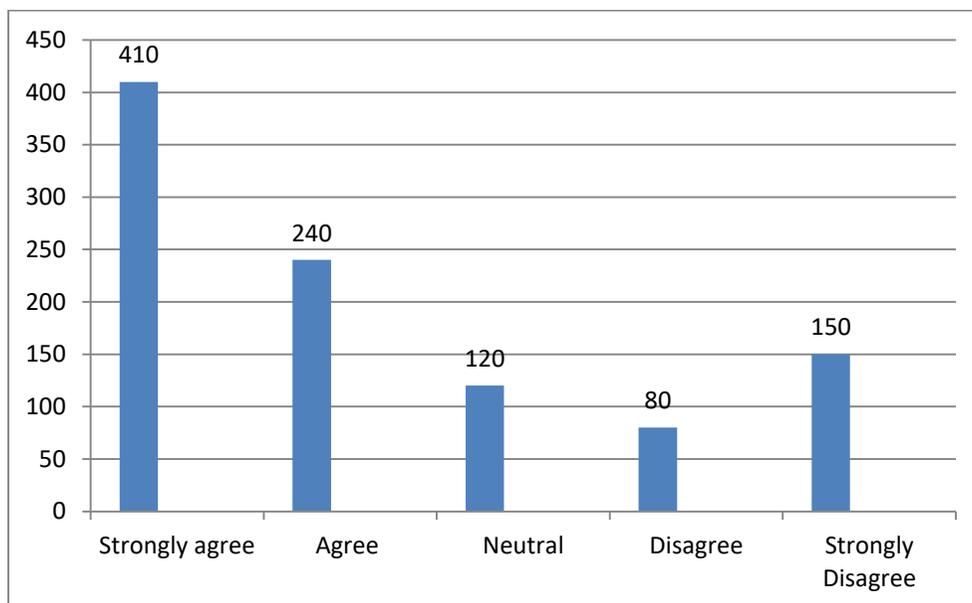
**Explanation of the results**

79 % of the students replied that when their teacher writes “good “or “star” on their notebooks they are motivated to perform well in the class. Only 3% of the students are neutral on this statement. The mean score for the statement i.e When your teacher writes “good “or “star” on your notebooks you are motivated to perform well in the class is 3.99.

Table 6: Clapping for the students as a major motivation

Statement	Levels	Frequency	Percentage	Mean score
Clapping for the students is a major motivation for the learner to do well in the studies.	Strongly Agree	410	41%	3.68
	Agree	240	24%	
	Neutral	120	12%	
	Disagree	80	8%	
	Strongly Disagree	150	15%	

Figure 7 Clapping for the students as a major motivation

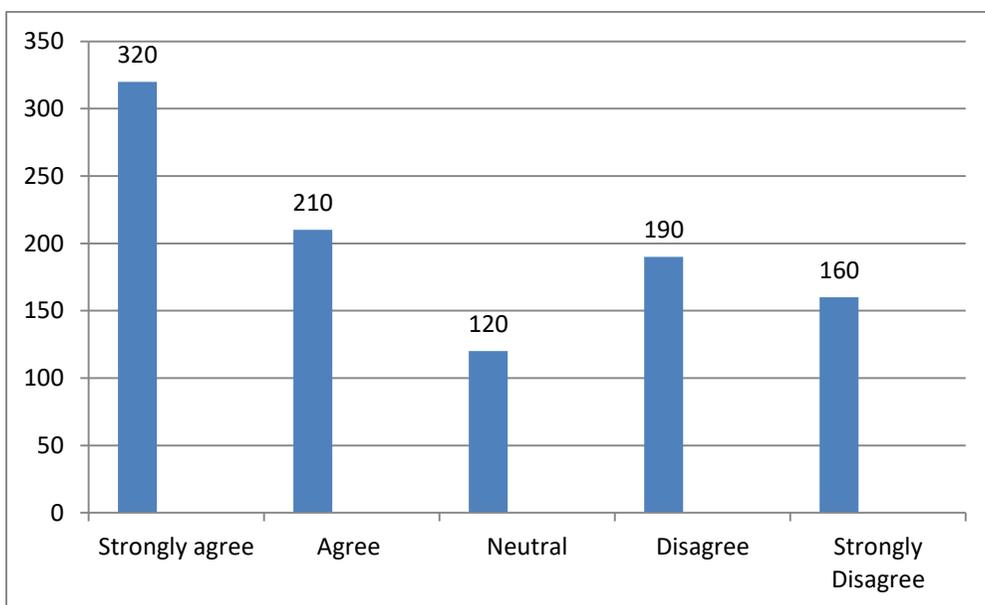
**Explanation of the results:**

Clapping for the students is a major motivation for the learner to do well in the studies, 65% of the students were agreed while 23 % of the were disagree with this statement. The mean score for the statement i.e clapping for the students is a major motivation for the learner to do well in the studies, is 3.68.

Table 7: Teacher motivation and students' laziness

Statement	Levels	Frequency	Percentage	Mean score
Your teacher motivates you more when you show laziness in the class.	Strongly Agree	320	32%	3.34
	Agree	210	21%	
	Neutral	120	12%	
	Disagree	190	19%	
	Strongly Disagree	160	16%	

Figure 8 Teacher motivation and students laziness



**Explanation of the results:**

53% of the students were agreed that their teacher motivates them more when they show laziness in the class. 12 % were neutral in this regard. 35% of the students were totally disagreed with this statement. The mean score for the

statement i.e., your teacher motivates you more when you show laziness in the class, is 3.34

## **5. FINDINGS:**

The main findings of this study show that a few teachers use different motivational techniques such as reward, clapping, fee concession in the class in order to make teaching learning effective. The other findings of this study are given in the form of average score in the followings: -

Teacher's good behavior is a source of motivation and encouragement for the students (3.32). You are able to do well in the class when your teacher appreciates you in the class (3.39). When your teacher writes "good" or "star" on your notebooks you are motivated to perform well in the class (3.90). Clapping for the students is a major motivation for the learner to do well in the studies (3.68). Your teacher motivates you more when you show laziness in the class (3.34). Students show more emotional attachments to the teachers that show more positive attitude towards class (3.56). Your good achievement and performance is totally dependent on the teacher's motivation (3.98). Punishment can be a motivation for the students in the class (2.31). Students do well in the class when they are punished by the teachers (2.68). Punishment adversely affects the confidence level of the personality of the students (3.79). Teachers abuse the students sometimes in the class (3.32). Motivational lectures are frequently delivered in the class by your teachers (2.19). Your teacher motivates the slow learners in the class (2.61). You tell your parents when you are punished by your teachers in the class (3.76). Your parents visit your school when they come to know that you are punished by your teachers (3.57). You have CRs in your class (2.09). Your teachers have arranged group

leaders in the class (2.33). There should be punishment and appreciation in the class (2.55). You are taught morality in the class (2.11). Your teachers assign you homework in the class (2.65). Activity based learning is carried out in the class (2.47). You feel free to express your feelings in front of class (2.63). Study tours can be helpful as a motivational strategy for the students in the class (3.97). Your school arranges study tours for the students (2.21). Your school has fee concession for the deserving students (2.5). Your teachers remain absent during the class hours (2.05). Your school arranges PTM at the end of every month in the school (2.05). You have good relations with your teachers (2.96). Your teachers arrange debates in the class (2.25). Your parents attend PTM positively in the school (2.81).

## **6. CONCLUSIONS:**

Motivation plays an important role in the teaching learning process. This study shows that there is limited use of motivation in the class. Teacher's behavior with the students is not good. A few teachers assign homework to the students and check on regular basis and write different motivational words like excellent, good etc. Some of the teachers ask the students to clap when their peers do well in the class. Because of this activity encouragement is transferred to the students. When it was asked from the students whether punishment can be a motivation for the students then most of the students replied in negative. But during this study the authors noted that most of the teachers punish, abuse and misbehave with the students. It is also deficiency in the teaching learning process that teachers don't deliver motivational lecture in the class. Activity based learning is also a source of information and motivation for the students but most of the teachers use lecture methods in which students are passive and they are unable to create confidence in their personalities. Study tours are

considered as a motivation tool for the students but schools don't arrange these trips for the students. Parent's teachers' meetings are source of information and these meetings work as a bridge between the teachers and parents about the performance of the students. But during this study researcher came to know that only a few schools arrange these meetings and only a few parents attend them.

### **7.RECOMMENDATIONS:**

- Teachers should show good behavior to the students so that they may be motivated to study.
- Teachers should appreciate the students in order to get good performance from the students.
- Teachers should write well, excellent and stars in the notebook of the students. In this way, more motivation will be created among the students.
- Teachers should show positive attitude to the students. In this way students will come close to the teachers.
- Students should not be punished by the teachers. Punishment creates anxiety and fear among the students.
- Government should strictly ban the Punishment in Schools and strict action should be taken against the teachers that abuse the students in class.
- Motivational lecture should be delivered in the class to create awareness among the students about the benefits of motivation.
- Slow learners should be given special care so that they may learn better Vis-a-vis other students.

- There should be class representative in every class.
- Teachers should form groups in class. Group leaders should be there to control such groups. In this way, students will be motivated much and will work hard to become group leaders.
- Homework should be assigned to the students to make them motivated and responsible.
- Activity based learning can also be used as a motivation technique in the class.
- Study tours should be arranged to motivate the students.
- Special fee concession should be given to deserving students. In this way students will do better.
- Teachers should remain present during class hours.
- Schools should manage parents-teachers' meetings in the school regularly.

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## CONTRIBUTION OF AUTHORS AND CONFLICT OF INTEREST

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This research work was carried between collaboration of two authors.

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