

1 Motivational Techniques and Learners 'Academic Achievement at 2 Primary Level

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5 *Received: 16 December 2012 Accepted: 2 January 2013 Published: 15 January 2013*

7 **Abstract**

8 Motivation is significant to arouse students' interest towards learning process in every
9 teaching learning situation. At primary level motivation plays important role as compared to
10 the other levels of learning due to the fact that young learners need to be motivated towards
11 learning as they experience the new knowledge. Present study is designed to explore the
12 impact of teachers' motivational techniques on students' academic achievements. Here
13 motivational techniques used by the primary school teachers were measured in relation with
14 the academic achievement of primary school students. In this research various objectives,
15 hypotheses and research questions were formulated. The stratified random sampling technique
16 was used to collect data from respondent teaching at Islamabad Model colleges (Schools).
17 Sample size was based on 100 teachers; 50 teachers were taken from five boys' schools and 50
18 teachers were taken from five girls schools.

20 *Index terms—*

21 **1 Introduction**

22 Motivation is the internal feeling that arises from the desires and needs of an individual. It is the continuous
23 process of needs and satisfaction that stimulate individual to perform. It is the process to inspire an individual
24 to utilize his/her best capabilities for the achievements of particular goals. Motivational techniques could arouse
25 interest, enthusiasm and regulate the individual behavior in order to perform different tasks with interest for the
26 attainment of particular goals.

27 Motivation can be classified into intrinsic motivation and extrinsic motivation, intrinsic motivation is the
28 pleasure and interest in activities that exists within an individual rather than outside pressure. It is the
29 foundation of having enjoyment in performing activity without any external incentives. Whereas individuals
30 who are extrinsically motivated need, rewards and the punishments to engage in any activity. For students
31 rewards can be in the form of grades and marks in examination. Achievement motivation is concerned with
32 achieving the successful outcomes at the end of the process.

33 Obviously in teaching learning process with the help of motivation teachers can maintain, controlling and
34 arousing interest of the learners. Learner is motivated by support his concerns with the ongoing activities and
35 interest. In education motivation is implemented in terms of what and how student learn about the subject
36 matter. Students' learning process becomes more successful by using different motivation techniques. In the
37 teaching-learning process, to encourage and boost up the students' ambition so that they can put more efforts
38 in their learning process. Motivation in the education is the degree of self-esteem to processes and the sense of
39 value to determine how well the student can improve and develop their learning can exploit his potentials.

40 Teachers can utilize successful strategies and tactics to make the learning effective because motivation plays a
41 significant role to arouse the student interest towards the learning process. Teacher who focuses student interest
42 toward studies should actively involve learner in the teaching learning process. Activities to direct towards
43 the learning of important processes or skills involve acquisition of useful knowledge. There is nothing more

1 INTRODUCTION

44 discouraging to a teacher more to spend hours preparing a lesson than to show concern about how students
45 are going in the acquisition of knowledge. For this teachers may use positive reinforcement because it plays a
46 significant role in achieving the student academic achievements.

47 In schools setting teachers often use positive and negative reinforces for motivations positive reinforces includes
48 praise, group activities grades, whereas negative reinforcement is another way to strengthen students behavior
49 through reinforces through an escape from an unpleasant situation or a way of preventing something unpleasant
50 from occurring ??Slavin, 1998). Within the class of positive reinforces first motivational technique implemented
51 in the teaching learning process is praise. It is expression of admiring words used to appreciate individual
52 achievement and appropriate behavior. Praise is the frequent intermittent and occasional comments that effect
53 favorable action. It is to recognize an individual orientation that can answer the need of belongingness, esteem
54 and selfactualization. Censure is another motivational technique which is bit negative in nature, it deserves the
55 individual understanding and use to develop reinforce existing feelings, threatens dampens and safety motivation.
56 The successful use of censure depends upon instructor as well because if it couple with constructive criticism
57 and praise then it could act like a motivator as well. Successful use of censure also depends upon learners' prior
58 experience and psychological needs as well. If carefully plan censure then instructor implicitly observes effects of
59 censure on the individual learner. But frequent use of the blaming words could develop negative feelings among
60 learners and hurt their self-esteem instead of improving behavior or learning.

61 Competition is a motivational strategy that generally creates achievement orientations among the learners.
62 When competition is using as a motivational strategy it arouse aspiration of wining, doing better than others.
63 If not properly planed it could also leads to rivalry for the competitors. If teachers are fair and competition
64 is properly planed by the classroom teachers' then competition could be a potent incentive for certain learners
65 because it arouses ambition to win in the learners.

66 Some teachers are using cooperation as a motivational strategy which is assumed to an act of working together
67 for the attainment of some common goal.

68 Cooperation inculcates the needs of belongingness, approval, self-actualization and safety in learners. Here
69 teachers develop collaborative effort and allow pupils to work in group these activities can develop confidence in
70 participant of the group.

71 Novelty as a motivational strategy provides experience of new concepts and ideas to the learners. Novelty can
72 be used for experimental investigations, because this technique is superior to other tradition methods of use in
73 teaching learning process but it requires extra efforts on the part of the learners. The advantage of novelty is to
74 develop the relationship between the previous and new ideas and concepts. It uses familiar procedure, novelty
75 enhances enthusiasm in expansion of knowledge into new fields and design the activities that learner observes
76 new lesson related to their real lives with the provision of real world examples.

77 Level of aspiration is the level of performance to aspire future success or failure in the preceding activities.
78 Aspiration is the ambition to achieve the goal. Teachers implement these motivational techniques in their teaching
79 learning process to motivate the students to develop the sense of future success and the respectable professions
80 audio-visual aids are tools in the teaching learning process, to improve the performance and learning process.
81 The aids are used to create, use and manage information and resources. They are used to get maximum outcomes
82 in the minimum time and resources. Aids are easy to access the course material, especially use to motivate the
83 learners toward the studies to actively participate of the class activities. The aids are using in the teaching
84 learning process to arouse the interest, maintain and control the behavior and performance.

85 Different Av-aids are being use in the teaching learning process as a motivational strategy to arouse the
86 learner interest in the learning process. Obviously there are various types of Av-aids. Each aid has its specific
87 functions and its advantages and limitations. The teacher has to know these functions in order to understand
88 their relevancy in the different teaching learning situations. An aid cannot be applied arbitrary; it has to be
89 applied at proper place, at proper time and in the proper manner. Their applicability depends upon the their
90 availability and the teacher long term planning and try to use proper aids by borrowing them from the other
91 sources, if not available in their own schools or from their colleagues. Hence knowledge about instructional aides
92 is must for every teacher.

93 Most of schools used grading system for evaluation, feedback and incentives; in fact it also helps teachers to
94 facilitate the interpersonal academic comparison between the learners. Grades could be effective motivators for
95 some learners but at the same grades could be very difficult to attain for others. One interesting thing about
96 students' satisfaction with their evaluation is this that for poor performers or weak students' C grade or simply
97 pass is very rewarding but for good students even a grade with 80% is not very rewarding. Anyhow grading
98 system is the process of accessing the teaching-learning process as some learners inevitable get appreciable marks
99 that develop the habit dilatoriness, superficiality and conformity whereas low achievers feel discouraged and
100 inferiority towards school work. Grade measure the student academic achievements through examination; it will
101 works as an effective motivator when parents value them because certainly parents appreciate their children on
102 the attainment of high grads.

103 Academic achievement is the educational outcomes of the specific performance, it is the extent to which teacher,
104 student and institution has achieved the goals related with education. Academic achievement is measured by
105 continuous assessment and examinations. The aspects are most significant to practical knowledge such as skills,
106 declarative knowledge etc. The academic performance is related with intelligence and personality. Learners with

107 higher cognitive ability as demonstrated by the IQ tests are the rapid learners make effort and those are higher
108 in meticulousness relation with achievement motivation and to achieve success in academic studies.

109 To evaluate the student academic achievements exams are conducted and results are presented in the different
110 form such the learner G unenthusiastic behavior in the learning situation can be the outcome of the present
111 situation. In the teaching learning process motivation is affected by many things. Instructors' can promote
112 learning through encouragement, and strong teacher-student affiliation. Learner disheartened when they are
113 frequently condemned for their weak performance to promote motivation among the learners it is important to
114 generate the positive environment.

115 Obviously there is no short cut or any royal road to learning new knowledge in teaching learning process but
116 there are ways and means through which young learners can be motivated in order to exert efforts needed to
117 learn required knowledge or skill. Present study is designed to investigate various motivational strategies used
118 by the teachers at primary level; it further aims to investigate the impact of various motivational strategies on
119 the academic achievement of the primary level learners.

120 **2 II.**

121 **3 Statement of the Problem**

122 The problem under consideration was to explore the impact of various motivational techniques used by the teacher
123 on the academic achievements of students at primary level; it further aims to investigate the role of teachers'
124 demographic variation in the selection of specific motivational strategy.

125 **4 III.**

126 Objectives i. To explore existing motivational techniques used by the primary school teachers.
127 ii. To measure the academic achievement of primary school students.
128 iii. To explore the impact of motivational techniques on the academic achievement of primary students. iv. To
129 measure the impact of demographic variations of teachers' qualification, training, socio economic background for
130 determining the motivational techniques and higher academic achievements for the learners of primary education.

131 **5 Hypotheses**

132 i. Teachers with higher qualification use positive reinforcement as motivational strategies.
133 ii. Teacher with early childhood training will use positive reinforcement as a motivate them teachers with
134 simple B.Ed. training.
135 iii. Teachers whose score 100% result used grades as motivational techniques than the teachers who score 70%
136 result.
137 iv. Teachers who belong to ethnic groups used negative reinforcement as motivational techniques than teacher
138 who belong to federal area.
139 v. Teachers who belong to federal area used positive reinforcement as motivational techniques than teacher
140 who belong to other ethnic groups.
141 vi. Teachers with the higher monthly income use positive reinforcement as motivational strategy than teacher
142 with low income group.
143 vii. Teacher with low income use negative motivational technique in their teaching methodology.

144 **6 Research Questions**

145 i. Which types of activities are used by the teachers to promote group work at primary level? ii. How can
146 teachers arrange group work for young children? iii. What type of activities teachers conduct in classrooms to
147 experience the pupil innovative things? iv. What kind of motivational techniques are used by the teachers to
148 motivate their students towards studies? v. What kinds of competition are more effective at primary level? vi.
149 Which Av-aids are essential to motivate the students in the learning process? vii. Which Av-aid teachers could
150 use in teachinglearning process? viii. Which Av-aid is most effective in arousing student interest?
151 VI.

152 **7 Methodology**

153 The study was designed to explore the impact of motivational techniques on the academic achievement of primary
154 students. The study is descriptive in nature which helps us to explore the various motivational techniques such
155 as, negative reinforcement, positive reinforcement and grades as a motivational technique, it further aims to
156 investigate the impact of demographic variation of teacher's qualification, training, socio economic background
157 in order to determine the type of motivational technique for primary students.

158 8 VIII.

159 9 Research Instrument

160 At present for the measurement of the relationship no standard tool was available so the researchers decided
161 to develop a research questionnaire for this purpose. It was consisted of 21 questions, first ten questions were
162 multiple choices, question number 11 and 12 were open ended questions, and question number 13 to question
163 number 18 prepared in the tabular form as respondent have to mark their opinion regarding most appropriate
164 motivational techniques for primary level learners. At the end of questionnaire researchers developed the list of
165 Av-aids to get respondents views about the most effective AV aid at primary level.

166 10 IX.

167 11 Data Collection

168 Data was collected through personal visits of the targeted schools and collected data through questionnaire from
169 the respondent. Collected data was analyze with the help of SPSS software and applied the various suitable
170 statistical techniques such as mean of central tendency, correlation and analysis of variances. ??

171 _____ ??
172 _____ The table 2 represents the mean and SD of teacher's scores for the variables place of
173 domicile, the results shows that teachers belonging to the KPK use positive motivational techniques for young
174 learners, whereas teachers belongs to federal capital territory use negative motivational techniques for young
175 learners. Teachers of who have domicile of Punjab use grades as a motivational techniques more as compared
176 to the teachers belong to other provinces. The table no 3 indicates the differences in the use of motivational
177 techniques due to difference in teachers' qualification, normally teachers are eligible for teaching after completion
178 of their Bachelor degree. In practice Master and M. Phil degree holders are also teaching to the primary level
179 students. Result shows that the teachers who possess bachelor degree use negative reinforcement techniques
180 whereas Master degree holder use motivational strategies based on positive reinforcements. Teachers with higher
181 qualification use grades as a motivational technique. The table 5 indicates the differences in the teachers'
182 motivational techniques due to variable monthly income or salaries. Total 100%

183 12 Subscales of Motivational Techniques

184 Table 7 describes about the types of motivational techniques, which are being used by primary teachers. Results
185 revealed that 65% teachers conduct group competitions, 21% teachers are not in the favour of group work related
186 activities for primary level learners., 6% reply that for group work they use innovative tasks, 4% teachers prefer
187 the field trip as a group activity, 2% agree for the subject experiment activities whereas 1 % emphasis on the
188 presentations and 1% response in the favour of group discussions. Table ?? describes that at primary level
189 teachers prefer the 30% praise and Av-aid in their learning process, 26% Av-aids, 18% praise and marks, 10%
190 teachers suggest more than two motivational techniques in their teaching learning process, 6% teachers in the
191 favor of marks as a motivational technique, according to 4% teachers use more than one motivational technique
192 whereas 3% teachers suggest praise as a motivational technique.

193 Table ??0 Types The table no 10 shows the result of the competitions conducted in the teaching-learning
194 process as 59% is Group competitions, 20% Quiz, 10% more than one competitions, 5% competition with oneself,
195 3% interpersonal competition, 3% more than two competitions conducted in the school organizations. The table
196 no 11 presents the result of essential Av-aid; according to 89% teachers' opinion all the AVaids are essential for
197 primary level learners, 4% specifically emphasized on graphic aids, 2% believe on activities, 2 % emphasized on
198 display aids and 3-D aids, and 1 % Av-aids as motivational techniques in the teaching learning process. The
199 table no 12 presents the responses of the primary teachers about most effective aids for primary students, as 91%
200 teachers suggested that all types of teaching aids are important in order to development motivation in the young
201 learners whereas only 3% suggests graphic aids, 2% 3-D aids and 1 % activity and 1% put emphasis on display
202 aids.

203 X.

204 13 Discussion

205 The research was designed to explore the various motivational techniques used by the primary school teachers at
206 primary level. This study was conducted on a sample of 100 teachers working in the Islamabad Model College
207 (Schools) for Boys and Islamabad Model College (Schools) for Girls Islamabad. In this study various objectives
208 were formulated such as, to explore existing motivational techniques used by the primary school teachers, to
209 measure the academic achievement of primary school students, to explore the impact of motivational techniques
210 on the academic achievement of primary students, to measure the impact of demographic variations of teachers'
211 qualification and training, and socio-economic background of learner in determining the motivational techniques
212 for higher academic achievements.

213 The research instrument was based on three types of motivational strategies such as positive reinforcement,
214 negative reinforcement and creation of motivation through the grading system. Results of the research indicated

215 that teachers who used grading system as a motivational strategy achieved 100% results. In this study various
216 research questions were also formulated to weigh the scope of various motivational strategies. These questions
217 include such types of activities are being used by the teachers to promote group work at primary level. motivate
218 the students towards studies? How teachers can develop the student performance level as teacher aspire success
219 or failure of student in the future learning? What kinds of competition are more effective at primary level?
220 Which Av-aids are essential to motivate the students in the learning process? Which Av-aid you would mostly
221 use in your teaching-learning process?

222 Volume XIII Issue W III Version I Percentage Av-Aids Sr.

223 Which AV.aid you suggest most effective in arousing the student interest?

224 Finding of the research study help us in the exploration of the answers of these questions as primary teachers
225 usually conduct 65% group competitions, 21% teachers do not response to the group work activities as they
226 do not emphasize on the group work activities, 6% innovative tasks implemented, 4% teachers prefer the field
227 trip activities, 2% agree for the subject experiment activities whereas 1 % emphasize on the presentations and
228 discussions. The different innovative activities implemented in the teaching learning process for young children
229 to motivate them towards the studies.

230 According to finding 28% teachers prefer the Debates, Speech competitions and Bazm-e-Adab in the classroom
231 environment, 20 % teachers do not response according to them there is no need of innovative activities in the
232 teaching learning activities, 8% teacher favor art activities, 7 % teachers apply classroom experiments and student
233 participation in the learning process, 6% prefer the sports, Classroom decoration, movies, magic shows, group
234 work and discussions, 5 % teachers suggest charts and model making activities, 4 % use the textbook activities as
235 the motivational techniques and 3% teachers prefer paragraph writing, card making and painting to motivate the
236 students towards the studies. Primary teachers prefer the 30% praise and Av-aid in their learning process, 26%
237 Av-aids, 15% praise and marks, 10% teachers suggest more than two motivational techniques in their teaching
238 learning process, 6% teachers in the favor of marks as a motivational technique, according to 4% teachers use
239 more than one motivational technique whereas 3% teachers suggest the praise as a motivational technique.

240 The level of performance as 30% more than one motivational techniques, 28% praise, 20% mutual cooperation,
241 7% more than two techniques, 5% motivated by future professional and cooperation, 4 % success and 1 % all
242 the motivational techniques. The competitions conducted in the teaching-learning process as 59% is Group
243 Competitions, 20% Quiz, 10% more than one competitions, 5% competition with oneself, 3% interpersonal
244 competition, 3% more than two Competitions conducted in the school organizations.

245 At the primary level teachers use all AV-aids to motivate the students towards the studies as according to
246 teachers opinion all AV-aids are essential in teaching learning process and teachers suggested all kinds of AV-aids
247 could be used in the teaching learning process to motivate the students towards studies.

248 14 XI.

249 15 Findings

250 From the whole research following findings were drawn i. The teachers belong to the federal area put more
251 emphasis on negative motivational techniques as compared to those belonging to provinces. The teachers having
252 domicile of Punjab use more positive motivational techniques as compared to the teachers from other provinces.
253 Teacher of KPK put more emphasis on grades as a motivational technique. ii. In primary teachers are Bachelor,
254 Masters and M.

255 Phil. Degree holders. The teachers having M. Phil. Degree implements motivational techniques in their
256 teaching learning process. the young learners motivate the students to learner skills and acquire knowledge with
257 each other's. With the healthy competition improve the performance of the learner as they set the standards to
258 achieve the goals; the feeling of winner helps to learner more to achieve the learning targets. Mutual cooperation
259 between the peer group also motivate the students in the teaching learning process as they share their ideas,
260 thoughts and feeling with each other and learner new things with each other. By practicing different innovative
261 activities also the student's interest in the teaching learning process is answered. iv. Primary teachers may
262 use techniques of novelty and to increase level of aspiration. These techniques develop the skills of learning
263 by doing; students experience new things and implement them in their daily life with permanent learning. To
264 practice these motivational techniques reduce the rote memorization method. Teachers can motivate the young
265 learners by letting them know about the failure and success of the learning process, to inform the students
266 about the benefits of the education and the future professional through this motivational technique young learner
267 know about the importance of acquiring knowledge and skills as well as to become ambitious about their future
268 life. v. Primary teachers may use AV-aids to arouse the students' interest in the learning process. The use of
269 different attractive and colorful AV-aids are motivate the students interest in the learning process, at this level
270 frequent use of the AV-aids in the teaching learning process develops the interest of the learner in the teaching
271 learning process and clarifies learner concepts related with academic learning. vi. Primary teachers may improve
272 their qualification and receive early childhood education in order to improve their attitudes towards students. vii.
273 Teachers may use grade as a motivational strategy in order to ensure 100 % Students achievement in examination.
274 At the primary level students are more conscious about the marks and grades and with the scoring grades and

16 SIGNIFICANCE OF THE STUDY

275 marks young learner come to know about their academic achievements and enthusiastic to achieve good marks
276 and grades.

277 With the help of marks and grades students develop interest in studies and effort to score excellent marks
278 and grades. viii. Primary teachers may increase their academic achievements by using different motivational
279 techniques. The teachers with good qualification can emphasize the learning process more effectively by
280 implementing different motivational techniques to achieve the appreciable student academic results.

281 XIV.

282 16 Significance of the Study

283 The research will increase teachers understanding regarding the existence of appropriate motivational techniques
284 for primary students. Finding of the study will be helpful to the teachers because it will increase their familiarity
285 to observe students' behavior and implementation of various motivational techniques at primary level of education.

286 As teachers are the backbone to motivate, develop and improve students' learning process especially at primary
287 level as they mainly depend total depend on their teachers in the learning process. It will arouse interest of the
288 teachers for the planning of creative learning environment. Teachers will definitely learn that satisfaction of the
289 basic need of the learners play a very important role in order to motivate young students for of success in their
achievements.



Figure 1:

2

Figure 2: Table 2 :

290

3

Subscales Type of Motivational Techniques	Teachers' Qualification			M.Phil. N= 3
	Bachelor N= 32	Master N= 64	SD	
Negative Reinforcement	9.84	2.316	6.86	2.53 18.33
Positive Reinforcement	11.53	1.741	12.45 2.390	11.33 5.508
Grades	9.84	1.903	10.53 1.681	11.00 2.646

[Note: GYear 2013© 2013 Global Journals Inc. (US)]

Figure 3: Table 3 :

4

Teachers Training

Figure 4: Table 4 :

5

Type of Motivational Techniques	Teachers' Salaries			SD	M	SD
	8,000-10,000 N= 41	10,000-20,000 N=28	20,000-30,000 N=19			
Negative Reinforcement	8.49	2.461	6.75	2.22	0.32	3.056
Positive Reinforcement	12.36	2.693	12.54 1.768	11.89	2.622	15.25
Grades	10.22	1.891	10.32 1.786	10.74	1.790	10.75
Total	34.61	4.128	32.86 3.759	32.58	3.934	35.50
						3.873

[Note: GYear 2013© 2013 Global Journals Inc. (US)]

Figure 5: Table 5 :

6

Type Motivational Techniques	S Student Academic Achievements					
	70% N= 16		80% N= 31		90% N= 10	
	M	SD	M	SD	M	SDM
Negative Reinforcement	8.38	2.754	6.52	2.249	6.20	1.68709
Positive Reinforcement	12.06	1.526	12.00	3.130	11.90	2.132
Grades	9.94	1.569	10.42	1.928	10.26	1.787
Total	33.81	3.970	32.61	4.310	32.10	2.183

The table no 6 indicates the student's academic achievements in terms of percentages. From this table it can be seen that teachers who produce 100 % results used grade and positive reinforcement as a motivational technique more frequent, whereas teachers who produce 70% results use more negative reinforcement as a technique to arouse learners' interest.

Figure 6: Table 6 :

7

Group Work Activities		Percentage
Sr.	Activities	
1	Group Competitions	65%
2	Not in favour of group activities	21%
3	Innovative tasks	6%
4	Group Field trips	4%
5	Group Experiments	2%
6	Group Presentations	1%
7	Group Discussions	1%

Figure 7: Table 7 :

Motivational Techniques and Learners 'Academic Achievement at Primary Level
of
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	Innovative Activities	Percentage
	Activities	28%
	Activities	20%
	Debates,	8%
	Speech	7%
	competi-	7%
	tions and	6%
	Bazm-e-	
	Adab Not	
	in favour of	
	innovative	
	activities	
	Art	
	Activities	
	Classroom	
	exper-	
	iments	
	Student	
	Partic-	
	ipation	
	Sports	
	Classroom	6%
	decoration,	

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Global movies and magic shows Group work and Discussion Charts and Model making 10 Textbook A
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of innovative activities 8% teacher favor art activities as innovate, 7 % teachers apply classroom experiments and student participation in the learning process, 6% prefer sports, Classroom decoration, movies, magic shows, group work and discussions, 5 % teachers suggest charts and model making activities, 4 % use the textbook activities as the motivational techniques and 3% teachers prefer paragraph writing, card making and painting to motivate the students towards the studies.

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Figure 8: Table 8

12

1	All	91%
2	Graphic Av-aids	3%
3	3-D Av-aids	2%
4	Av-aids	2%
5	Activity Aids	1%
6	Display Aids	1%
	TOTAL	100%

Figure 9: Table 12

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