The impacts of motivational elements on L2 learners: A comparative study of private and government colleges in Pakistan

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ABSTRACT

The purpose of this study is to investigate the impact of motivational features which have been observed on students who are studying English at the graduate level (B.A., both regular and private level), while the levels of F.A. and F.Sc. Learning can be made easier by the application of an effective technique known as motivation. Several distinct methods of boosting motivation have been shown to have significant and favorable impacts on the learning process. There are a number of students in Pakistan who are capable to successfully complete their college exam through a variety of educational modes, conducted by boards and colleges using either the annual examination or mid-term examination. The ongoing research is quantitative in nature, and its primary goal is to collect an increasing amount of data from both of these areas in order to make the research more efficient and objective. In order to acquire the necessary information from the participants, a questionnaire was prepared. There were a total of 70 students who were prepared for the Intermediate and Bachelor examinations. Fifty of these students were F.Sc candidates at a public sector college, and the remaining 20 students were Graduate level candidates at a public sector institution. The findings, which were based on statistics and an in-depth examination of the data, revealed favorable changes in the performance of students in exams as well as in the behavior of students when learning English in comparison to the condition of the students in the beginning of the study period. The importance of motivation cannot be overstated in terms of its effect on the rate of and quality of learning.

Keywords: Elements of motivation, L2 learners, impacts, Private college, Government college.

1 Introduction

Communication can take place between speakers of a wide variety of languages in Pakistan. During conversations with persons from a variety of backgrounds, speakers will frequently casual conversation between their native language and another language. Educational environments in Pakistan also foster the development of multilingual speakers who are able to speak two languages simultaneously within the confines of their educational environments. A speaker who uses both English and Urdu will develop a language that is a hybrid of the two languages. Urdu is the national language of Pakistan while other languages are also in used which have clear impacts on English language.

It is believed that motivation is a valuable tool that can motivate a learner to learn in a more effective manner. It is one of the most significant aspects that contribute to a profound and favorable consequence. Kim (2008) provides the following definition of motivation “motivation is a desire to do something” (Kim, & Lee, 2008). There are several external and internal forces that play important role and combine to produce the desire results to carry out particular activities as a direct consequence which have been driven. These variables might include instructors, parents, the surrounding environment, or even just one’s own internal drive. Because of this, motivation is an important quality that brings out the best in a learner’s personality. Motivation is defined as ‘psychological forces that determine the direction of a person’s behavior, a person’s level of effort, and a person’s level of persistence in the face of obstacles (Jones, George & Hill 2000: 427). Therefore, one could say that both internal and external influences are the components that bring about changes in a student's behavior, amount of effort, and level of persistence. According to the definition provided by David Myers (1996: 297), motivation is “a need or
desire that serves to energize behavior and direct it towards a goal”. Therefore, one’s behavior is dependent on the elements that motivate them. The more motivation a student has, the more successful they will be in their studies.

In light of all of the previously described interpretations of motivation, it is possible to draw the conclusion that in the process of studying L2 or L3 (if Urdu is your second language or your national language), that is English, motivation plays a significant part in building the student’s level of motivation and confidence in their ability to learn. Students at the collegiate level typically have a distinct shift in their mentality. They move on to the realm of higher education, where the education they received in high school is supplemented by new material. They apply for admission to a variety of programmes on purpose, including B.A., Bachelor of Arts, Bachelor of Science, Bachelor of International Commerce, and so on. They have the urge to acquire various kinds of information, according to the topics that attract them. At the school level, a student is not overly developed and open minded, but by the time they reach the college level, they have become serious, and their level of motivation has been built up through time by specific variables. The process of motivation is not constrained by time, but rather it exhibits both an increase and a drop in intensity as time and age progress. Goudas and others have stated that “motivation is an ongoing process” (Goudas, Biddle, & Fox, 2011). The learner’s psychological state is taken into consideration throughout the process of motivating them towards learning. Therefore, according to Marques (2009), “motivation is dependent on three main psychological processes: arousal, direction, and intensity” (Curral, L., & Marques-Quinteiro, 2009). It is vital for a competent teacher to stimulate and excite his students about learning on a consistent basis; this is an essential component of the teaching methodology of a good teacher. Therefore, learning a second or third language requires efficient instruction that both boosts and sustains a person’s level of motivation.

Learning English as a second language involves a significant investment of time and energy. In Pakistan, a country in which English is not the native language, it is taught in schools, colleges, and universities. Therefore, a significant amount of incentive is required. According to Schmidt, Palminteri, Lafargue, and Pessiglione (2010), “the strength of a person’s desire to attain a goal is generally understood to be the defining characteristic of motivation”. The idea of L3 can be understood most easily when framed in terms of the well-established ideas of L1 and L2. L1 may be defined as “a language that is acquired right after birth”, and L2 might be described as “a language that is not our mother tongue”. L3 does not fundamentally mean “number three” in the array of acquisition; rather, it refers to the language that is currently acquired after L1 and L2. It has been noted that the languages that are learned at an early age have a significant impact on the way that we talk and the way that we utilize language. One more essential facet to take into consideration is the fact that the first language acquired leaves traces in subsequent languages that are subsequently learned. Typological similarity is a significant factor that has an effect on L3, as it states that “Influence of motivational techniques from L2 is favored if L2 is typologically closer to L3 and if L1 is more distant” (Chumbow, 1981). The similarity may also concern cultural factors that are connected with the languages and linguistic communities. The level of proficiency and fluency in L3 is likewise influenced by the amount of time spent with L1 and L2 respectively. When we talk about competence, we mean that a learner has a solid grasp on a second language and makes regular use of L2 in their everyday lives. If a learner has just learnt L3, he should have direct access to it so that he can learn the other formations and rules of L3. This will allow him to learn the language more effectively. Another component in conditioning is the L2 status: the activation of L2 rather than L1 is a common tendency in the presentation of L3, therefore this factor is important. Therefore, a learner ought to be motivated throughout the process of learning, and the consequence would be improved learning.

Developing an interest in learning anything new calls for a number of essential components that effectively double the learning process. As an illustration, Huang asserts that Motivation is dependent on four dynamic perceptual components: attention, relevance, confidence, and satisfaction (Huang, & Tschoopp, 2010). Overall, motivation is a crucial factor in determining the success of students studying English as a second or additional language or third language.

**Types of motivation:**
Extrinsic and intrinsic are the two types of motivation which stimulate learners for learning.

**Extrinsic Motivation:**
The external factor of motivation is about the influences that learners are exposed to provide the impetus for what is known as extrinsic motivation. All of these elements contribute to an increase in his level of motivation, which in turn pushes him to learn new things. For instance, a student’s level of motivation rises to a specific level when he or she is awarded a reward for any achievement. Other examples of this sort of motivation include rewards from one’s place of employment; this type of motivation is prevalent throughout in society and is applied in a variety
of contexts. According to Santrock (2004), extrinsic motivation includes doing something in order to achieve something else. Extrinsic motivation includes doing something in order to achieve something else. In this form of motivation, the term ‘external motivation refers to the source of inspiration, which, in this case is object of interest that is inspiring the individual and producing output. It is for the sake of his income that he finds the drive to work hard, since he is aware that he would be paid for his efforts if he does so. Learner is motivated by his surroundings and is successful in accomplishing his goals.

Intrinsic Motivation:
The learner is motivated by an internal force known as intrinsic motivation, which does not require any external forces or stimuli to be effective. An individual who is learning draws motivation from himself. In this regard, he is able to demonstrate improved performance as well as an enthusiastic output. The term intrinsic motivation was coined by Woolfolk (1998) and refers to motivation that stems from factors such as interest or curiosity. In its most basic form, intrinsic drive derives from the individual's own internal resources. When someone is intrinsically motivated, he or she takes pleasure in pursuing a particular passion or field of study. In times of difficulty, he or she derives satisfaction from the company of others. For instance, elaborating on the prospects for one’s own personal progress and internal ease, or becoming a group role model or mentors are all examples. They intrinsic motivation, and it strengthens a person’s resolve to engage in creative endeavors of many kinds. do everything they take on for their own personal satisfaction; no matter what are the occurrences. The student’s belief system serves as the foundation for all of this, and the learner has an internal sense of satisfaction as a result. The concept of intrinsic rewards is also a part of

Levels of Motivation:
Instrumental Motivation:
Integrative Motivation:
Instrumental Motivation:
The student is driven to study the language in order to accomplish any specific goal, which provides this level of motivation. For instance, a person may decide to study a foreign language in order to improve their employment prospects, to achieve a higher academic aim or degree, or even simply to increase their potential income. Learning a second language as a means to achieve social and economic goals is an example of instrumental motivation. Learning a second language relies heavily on one’s level of motivation. According to the findings of a number of researchers, both of these types are necessary for the process of education.

Integrative Motivation:
A learner with integrative motivation is one who studies the language of the target community in order to understand and speak that language, as well as to immerse himself in the culture of other communities that speak the target language. Learners who have gone to two or three different foreign countries are more likely to have been exposed to a wider variety of cultures, which gives them a stronger foundation for learning additional languages than learners who have had less experience travelling to other nations. Learners who are driven by integrative motivation have a strong desire to blend in with the culture of other groups. A non-native speaker might, for instance, travel to their country of origin in order to attend school there. He is completely clueless when it comes to the indigenous language. Therefore, in order to ensure his own existence, he puts up his greatest effort to acquire that L2 skill. Therefore, a person who wants to acquire a second language wants to learn that L2 so that they can communicate with individuals of different races and areas.

Review of related literature:
Since a good number of years ago, numerous scholars have been concentrating their efforts on an ongoing study that examines a variety of approaches to inspiration and motivation. A great number of academics and researchers have placed an emphasis on the learner’s approach in order to raise the level of his or her motivation in their studies. For instance, according to Ditual R.C. (2012), a positive attitude is extremely motivational and effective on both an instrumental and integrative basis when it comes to learning a second or third language. Another researcher, Christo Moskovsky and Fakieh Alrabai, focused on the pivotal effects of instrumental approaches to teaching English as a foreign language and English as a second language, both of which are dependent on integrative motivation. In another piece of research, authored by a well-known socialist scholar, the relation between pragmatic approach and instrumental motivation is unveiled.
According to Fahad Alqurash (2014), newly accepted students at the college level do not have any significant challenges when it comes to studying English for the sake of their education. They must be evaluated after predetermined intervals in order to determine the amount of expertise they have attained. English language is crucial for instructors, curriculum designers, and school administrators to be aware of the important variables that can contribute to a wholesome and productive educational setting. He advises that other research should be conducted in order to explore the students' other accomplishments, and he says that these investigations should be conducted.

According to the findings of A.Rehman et al. (2014), motivation plays a significantly more important part in the learning process. He also suggested that the strength of students is higher in relation to instrumental motivation as compared to integratively motivated students (A.Rehman, 2014). He made this comparison in order to support his previous point.

According to Mansur (1993), learning English is the best way to give oneself more independence. This phrase also addresses the students' actual needs as well as the students' perceived needs. It is a common practice in Pakistan to refer to English as the language of the colonizers. This perception has had a lasting effect on students of English, and the aftereffects of colonization can be seen even today in the form of Pakistani language. Waseem (2009), for instance, emphasized that the psychological effects of colonization are still being felt in Pakistan and that these effects can still be observed in the country's society in the form of a desire to speak English like the former overlords. Waseem asserted that psychological repercussions of colonization are still felt in Pakistan and that the country's society can still analyze them.

Another researcher, Shearin (1974), asserts that motivation directly influences how students use L2 learning strategies, the degree to which a native and non-native come into contact and interact, how they perform on exams and tests conducted within the parameters of their particular curriculum, the level of proficiency they attain, and the length of time they maintain and maintain L2 skills after language study is complete. Motivation also affects the length of time that students retain and maintain L2 skills after language instruction ends.

According to Thongma Souriyawongsa and colleagues (2012), a teacher's proficiency in the target language, a positive learning environment, the English curriculum's lesson contents, the teacher's own motivation and interest in the subject they are teaching, classroom amenities, and a positive outlook on the class all have a substantial effect on a student's ability to learn. Dopplet (2003) discovered through his research on the student's personality and sense of honor that a variety of motivational techniques increase the student's level of motivation.

2 Research Methodology:

The process of figuring out the answers to the hypotheses that one generates in order to prove his research is what is known as research methodology. During this phase of the process, one selects several procedures, methods, and models to follow in order to arrive at a conclusion and accomplish one's goals. The present investigation makes use of quantitative methodology in the shape of a questionnaire that was created in a methodical manner for the purpose of collecting data. This empirical data was collected through observations made and actual events that took place in Pakistani educational establishments. The data that was gathered for the current research could be validated and verified after it was obtained. The nature of the ongoing research is both descriptive and applied in nature. The current research takes a structured approach to its methodology. The following hypotheses were tested using the data that were collected:

1. The use of instrumental incentive, as opposed to integrative motivation, would result in a rise in the rate of learning among college students in Pakistan who are studying the English language.
2. Students of English would acquire the language more rapidly if they were educated in an environment that was real, welcoming, and conducive to healthy learning.
3. The methods of teaching that are most effective, the atmosphere of the classroom, and the variety of learning activities are closely related to the process of learning.
4. If students' efforts are recognized and praised more frequently, there will inevitably be a rise in their level of learning.
5. The effectiveness of various methods of motivation is related to the frequency with which they are utilized. The more that they were used, the more that it demonstrated that there was progress being made in the process of learning.

These hypotheses shed light on the fact that instrumental motives are extraordinarily important and beneficial for the students. A learner's interest and the presence of a conducive atmosphere are both critical components in the
achievement of goals. Students are more likely to be motivated when they are complimented and rewarded for their hard work. They make an effort to be the best they can be and have a strong desire to accomplish what they set out to do. This component not only has an effect on the learner’s state of mind but also helps to improve the learner’s overall level of proficiency. If a teacher is helpful and kind and encourages the learner in the classroom, then the teaching style will also have a significant impact on the learner. This will allow the learner to more easily accomplish his goals with the assistance of the instructor. We are able to learn L2 in a relatively short amount of time and grasp things in any context after we have been motivated to do so thanks to these assumptions and hypotheses. Integrative motives, on the other hand, are beneficial for learning target language because they enable the learner to comprehend the culture of another group and interact with members of that culture. Because each of these facets is aimed at satisfying the requirements of the students, we are unable to omit any part of our motivational research for the entirety of this scenario.

Data collection:

The role of motivational factors on college students in Pakistan was observed, analyzed, and explained with the help of data that was obtained based on a questionnaire. The primary focus of this investigation is on the ways in which motivational strategies can impact non-native language learners. The questionnaire was consisted of 15 short questions. The students came from a variety of educational backgrounds, but they were all asked the same questions. The students who were in their first year of Intermediate School and their first year of Bachelor of Arts were the ones that participated in the data collection.

Participants:

In the city of Sargodha, there were a well-known public sector girls’ college and a private boys’ colleges that were the population of the research respectively 70 students were the participant. The students’ prior educational experiences varied greatly. Some of them came from an educational background based on the English medium, while others belonged to the Urdu medium of instruction. The pre-engineering and pre-medical programmes for first-year students were open to female students at the college. A few of the female students were attending private BA classes. On the other hand, the educational focus of the males was the same as that of the girls. The questionnaires were filled out by researchers with the assistance of students.

Research Instrument:

The Likert scale was utilized in the development of the questionnaire. The Likert scale is essentially made up of a bunch of different possibilities that are all connected to the participants’ thoughts and feelings in some way. It was made up of five different choices, such as 1) Agree, 2) strongly Agree, 3) Neutral 4) Disagree and 5) Strongly Disagree. It was built on learners’ feelings and motivation, specifically how learners are convinced and inspired to learn English at a college level. The questionnaire, in its entirety, was made up of two different sections. The first section consisted of a brief introduction of the participants, during which they shared information about themselves such as their age, their level of education, their gender, and the name of the institution to which they are admitted. The second section consisted of 15 questions that were easy to answer and was based on the changes that were observed in the students following the implementation of motivational strategies. Consequently, the answers to all of those questions were compiled into final results, which were then used to draw conclusions.

Data Analysis:

During the process of the data analysis, a structured survey was carried out. A questionnaire based on a likert scale has been constructed for the purpose of this study. In that survey, each and every question that was asked was brief, and it did not leave any room for interpretation. In order to make this research more accurate, the data from factual stances was obtained through the use of these questions. The time and resources spent on this investigation were minimal. It was not difficult to get a large number of responses. It would be simple to enter the data into the computer in order to conduct the analysis. An examination of the required data focuses on a few specific activities that, if completed, would assist in providing a summary of our necessary outcomes. During the course of the processing of the data, flaws and inaccuracies were identified and, ultimately, rectified. After that, the data that had been obtained were categorized according to the responses that had been provided by the participants. It was noted that there were a total of seventy students who came from a variety of educational backgrounds. 68 students provided responses to the questionnaire that was produced, while 2 students simply handed back the questionnaire without providing any comments on it. This could be because they are not interested, do not
comprehend, or do not have confidence in themselves. Fifty students from two different public sector colleges in Sargodha who were studying at F.A. or F.Sc level were chosen. Other twenty students at the Bachelor of Arts level from the same colleges were chosen. There were a total of 50 students enrolled in the intermediate level, including 25 male students and 25 female students. There were two students from the same area of study who responded to this questionnaire in a manner that was not serious. At the B.A level, there were a total of 15 male students and 5 female students. These participants were all dedicated and enthusiastic about achieving their long-term objectives. Because of this, they presented a level-headed perspective, and the statistics proved to be of great assistance in understanding the outcomes.

### Analysis

<table>
<thead>
<tr>
<th>Participants</th>
<th>Intern level</th>
<th>Graduation</th>
<th>Students with no response</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>23</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>F</td>
<td>25</td>
<td>05</td>
<td>0</td>
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</tbody>
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Table 1.1

Based on this data, it appears that students develop a desire in learning as second language learners after receiving their motivations. When asked about incentives, several of the students felt that motives might boost one's level of confidence and provide inspiration for learning a second language. 78% of students agreed that it is mandatory to have motives and a need for the amount of time to learn L2. Twenty percent of them also agreed that they should study English. 2% of people did not show their consent. In Pakistan, learning English is required for citizens of all ages, and students also take a wide variety of other language classes. Therefore, the findings of all of the research indicate that people in Sargodha are interested in studying English; and they required to inculcate motivations among them.

### 3 Findings and Discussion:

On the basis of the data that was obtained, some findings show that 78% of the total number of participants were in agreement with the statement that they are learning English for the following reasons:

1. They were driven towards attaining higher marks and a decent job.
2. They are required to submit an application for higher education at the university level.
3. It would be beneficial to ensure that their future is safe.

On the other hand, twenty percent of the students admitted that they are studying the English language for the following reasons:

1. They have always had an interest in acquiring new languages
2. The language of the upper class speaks it.
3. They plan to pursue their ambitions in a foreign country.

Two percent of the student population does not exhibit a behavior that is considered to be positive and healthy. This may be attributed to the following:

1. A lack of previous experience
2. Over confidence
4. The low degree of education that they have.

There are a variety of public and private schools in the city of Sargodha that are both committed to, and capable of delivering high-caliber education. At each and every one of these educational facilities, students are required to study the language of English. The language of instruction for the other topics at this level is English. Therefore, getting better in English language is strongly encouraged. There are a large number of private schools that are currently offering English Language programmes. When it comes to making students turn into fluent speakers, they use their unique methods. A speaker who has attended one of these academies is free from anxiety and lack of self-assurance when speaking English language. This is only possible via a significant amount of preparation and self-motivation prior to their presentations. They start off not being completely proficient in the language, but with the support of the language instructor and their consistent desire, they eventually become regular speakers. In contrast to their prior state, they now speak with a considerable amount of self-assurance.
In addition, teachers, students' families and friends all play an important part in the educational process. They encourage kids to find their own sources of motivation. They direct individuals in the direction of these language academies. In Pakistan, the use of English in business and other economic contexts is widespread. It is employed in all settings, including offices, courts, banks, and so on. The children in Sargodha are not required to speak English in their classrooms; yet, they are aware of the value and importance of the English language. The student can benefit enormously from and experience great success with the application of instrumental motivation. The passing of time has resulted in an increased level of interest in the English language in Sargodha. It is very beneficial for the state, and it also serves as a source of cash for the country, so policies are developed to promote the spread of languages.

The ability to communicate in English is another source of empowerment for the various parties. Both of these different kinds of motivation play an important role in the process of picking up a second language. They offer the student an equal chance and opportunity, which enables them to learn information quickly and easily. Because of the variety of educational systems that exist in our nation, it is impossible for all citizens to take advantage of the same opportunities. Therefore, policies are established in an effort to address this vacuum, which results in shame for both the learner and the educationist. Therefore, there are also issues of this kind for learners in this city, but the language stakeholders of this city are working hard to find a solution to this issue and developing a policy with which they can all come to an agreement. There is also a crucial role that culture content plays in the process of learning English. It is possible these said factors will bring a positive and favorable condition. On the other side, these items might raise the learner's overall skills which would be beneficial for the future studies and researchers as well. If a learner achieves high scores in an English class, it indicates that he comprehends the material in a more developed manner. As a result of these observations, we have arrived at the conclusion that the instrumental and integrative motivations both play an important role in L2. The scope of the study was mainly limited to college students, yet despite this, the learner found it to be both beneficial and enlightening. In the end, we have come to the conclusion that motivational components are beneficial to second-language acquisition and learning. One can reach his or her goal and arrive at their destination if they have the motivation to do so. The learner’s level of confidence and competence will rise as a result of these components. These investigations were conducted with the intention of investigating and exposing the capabilities of students who are learning a second language.

4 Conclusion:

On the basis of above discussion, it could be concluded that learning English in a non-native countries is to stimulate the learning process, a country requires a number of crucially important motivating factors. Since English is the language of colonial authority, colonized nations must rely on this language of powerful individuals. Pakistan is also on the list of nations that have experienced the repercussions of colonialism. Pakistanis must therefore use the English language to survive. There are numerous individuals in Sargodha who wish to study English. There are Urdu and English medium institutions through the matriculation level, but all subjects are primarily taught in English thereafter. Therefore, every student must traverse this bridge of education in order to survive in these classes. At B.A. level, students turn into mature, profound thinkers. Because they are aware of their strengths and weaknesses, they are extremely motivated to study.

Every year, the number of English language learners increases worldwide. Although learning English is difficult for these students, they must acquire it regardless. Therefore, motivational techniques play a crucial function in this regard. These techniques not only strengthen the learning process, but also refine their creative abilities. Through motivation, students make deliberate efforts to learn English. This research article offers a variety of recommendations for enhancing the standard of education. Occasionally, instructional strategies play a prominent role in the learning process. An effective teaching method not only motivates students to learn, but also reveals their latent talents.

Multiple languages are utilized for communication in Pakistan. During their discourses with individuals from diverse backgrounds, speakers alternate between languages. Educational settings also yield bilingual speakers who are able to converse in two languages within those settings. A speaker of these languages generates a language that is a blend of English and Urdu (national language).

In a bilingual setting, it is difficult to use two languages simultaneously. One must choose adequate words while speaking continuously. This procedure entails the selection of appropriate linguistic elements, such as lexical, syntactic, or grammatical elements, etc. But as far as the average speaker is concerned, this is not an onerous task. In actuality, they execute this task more efficiently and effectively. There is a negligible possibility of making an error. However, switching between two languages is frequently facilitated by environmental cues.
5 Suggestions

A teacher acts as a catalyst for students throughout the duration of their time spent learning English. Therefore, he ought to have solid teaching skills. He needs to embrace strategies that will assist him lead his students to success. A teacher with chops needs to have solid psychological chops too. He needs to know everything there is to know about his students, including their families, friends, and previous educational experiences, because all of these things have a significant impact on the students.

A teacher in the Pakistani environment needs to be able to communicate effectively in both the national language and the international language. He needs to be totally clear on what he wants and how to get it. He needs to show compassion for his students if they make a mistake. He should not be so harsh on him as he is only starting off in school. He needs to keep a close eye on what his student is doing each week and give clear, concise feedback. Students should feel free to question him anything without fear of reprisal if he is not a tyrant. According to research, taking time out to regroup throughout lessons can improve retention. So, it is up to the language teacher to show his class how to take breaks while learning. Continuous instruction over long periods of time reduces motivation and delays learning. At this point, students’ interest levels are too low to continue.

The teacher should use techniques that keep students interested in class. To hold his students’ attention, he should use a wide range of interesting reading materials. The teacher and the students could both benefit from a session of presentations and group discussions to hone their speaking and listening abilities. College-level skills that are beneficial to students’ prospects should be taught in schools. In this way, a teacher can accomplish his goals.

Helping students overcome challenges is another responsibility of a good teacher. B.A. student is expected to take part in competitive examinations, and having a high sense of desire would provide him an advantage in these tests. This would help him succeed economically. In sum, they were suggestions for both the educators’ growth and their students are well-being. Motivated student can overcome obstacles and forge a new course for his destiny. The teacher’s final task is to show anger on the students’ curiosity and develop a stimulating curriculum that will keep them engaged and increase their self-esteem.

References:


