



UNIVERSITI PUTRA MALAYSIA

***INFLUENCE OF TEACHERS MOTIVATIONAL PERCEPTIONS,
MOTIVATIONAL STRATEGIES, EFFICACY AND BELIEFS IN
STUDENTS' ACADEMIC ACHIEVEMENT AT OMAN PUBLIC SCHOOLS***

TALAL SALIM SANGOOR AL- RAWAHI

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By

TALAL SALIM SANGOOR AL- RAWAHI

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia,
in Fulfilment of the Requirements for the Degree of Master of Science**

December 2017

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Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfillment of the requirement for the degree of Master of Science

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December 2017

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Motivation is an essential factor which affects students' participation and engagement in their classwork and academic achievement and grades. The main purpose of this research is to identify the level of teacher motivational perception, motivational strategy, self-efficacy, general beliefs and students' academic achievements. Specifically, it is focused on investigating; i) the relationship between teacher motivational strategy, self-efficacy, general beliefs and students' academic achievements. ii) The differences of motivational perception, motivational strategy, motivational strategy, self-efficacy and general beliefs based on genders, class level teach and teaching experiences. The study was based on the quantitative method in nature with a correlational survey design using questionnaires of Teacher Motivational Perception (TMP) and Teacher Motivational Strategies (MS) by Hardre' (2008). A pilot study have been conducted on 30 teachers which indicates the scores of Cronbach's Alpha ($\alpha=.74$) of TMP and ($\alpha=.86$) of MS. The study sample comprised of 135 Welayate Sumail, Al Dakhelia Governorate teachers, who taught the 11th and 12th class level in 9 of the secondary public schools. Overall, there were 64 male and 71 female teachers that taught essential subjects with five years of minimum teaching experience. The results showed that there was a moderate teachers' motivational perception ($M=3.29$, $SD=.327$), high level of motivational strategies ($M=4.38$, $SD=.974$), high level of teachers' self-efficacy ($M=4.10$, $SD=.548$), high level of general beliefs ($M=4.22$, $SD=.545$) and moderate level of students' academic achievements ($M=66.29$, $SD=7.11$). In addition, there is a positive and significant relationship between teachers' motivational strategies and students' academic achievements (11th; $r=.285$ $p<0.05$), (12th; $r=.333$ $p<0.05$), a positive and significant relationship between relationship between self-efficacy with students' academic achievements ($r=0.295$, $p=.018$), positive and significant relationship between general beliefs with students' academic achievements in malleable ($r=0.427$, $p=.001$). On the other hand, the results showed

that there was no significant relationship between teachers' transient beliefs with students' academic achievements ($r=0.154$, $p=.226$). However, there were significant differences of teacher motivational perception based on gender ($t=1.137$, $p=.032$) and class levels ($F=3.928$, $p=.019$) but no significant differences ($F=2.008$, $p>0.05$) in teaching experiences. Meanwhile, there were no differences of teacher motivational strategies based on gender ($t=1.35$, $p=.133$), class level ($F=.103$, $p=.902$) and teaching experiences ($F=.681$, $p=.954$). The study showed different levels of perceptions and beliefs but agreed on the importance of studying motivation from the perspective of reasons, strategies, self-efficacy and beliefs and how it was correlated to student academic achievements. The findings of this study may serve as a platform for school authorities, administrators and policymakers in developing students' motivation and motivational strategies that can be used in classrooms practices at Oman Public school.



Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Master Sains

PENGARUH PERSEPSI MOTIVASI GURU, STRATEGI MOTIVASI, EFIKASI KENDIRI DAN KEPERCAYAAN TERHADAP PENCAPAIAN AKADEMIK PELAJAR DI SEKOLAH AWAM OMAN

Oleh

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Motivasi adalah faktor penting yang mempengaruhi penyertaan dan penglibatan pelajar dalam kelas mereka serta pencapaian akademik / gred. Tujuan utama kajian ini adalah untuk mengenal pasti tahap persepsi motivasi guru, strategi motivasi, efikasi sendiri, kepercayaan dengan pencapaian akademik pelajar. Kajian ini khususnya memberi tumpuan kepada; i) Menentukan hubungan antara strategi motivasi guru, efikasi sendiri, kepercayaan dengan pencapaian akademik pelajar. ii) Mengenalpasti perbezaan antara persepsi motivasi, strategi motivasi, efikasi sendiri dan kepercayaan berdasarkan jantina, tahap kelas yang diajar dan pengalaman mengajar. Kajian ini berdasarkan kepada kaedah kuantitatif dengan reka bentuk tinjauan korelasi dengan menggunakan soal selidik Persepsi Motivasi Guru (TMP) dan Strategi Motivasi Guru (MS) oleh Hardre (2008). Kajian rintis telah dijalankan terhadap 30 orang guru yang menunjukkan skor Alpha Cronbach ($\alpha = .74$) untuk soal selidik TMP dan ($\alpha = .86$) untuk soal selidik MS. Sampel kajian ini meliputi 135 orang guru dari Wilayah Sumail, Al Dakhelia yang mengajar kelas 11 dan 12 di 9 buah sekolah menengah. Secara keseluruhan, terdapat 64 lelaki dan 71 guru wanita yang mengajar mata pelajaran utama dengan pengalaman mengajar minimum lima tahun. Dapatan kajian menunjukkan persepsi motivasi kepada pelajar berada pada tahap sederhana ($M = 3.29$, $SD = .327$), strategi motivasi pada tahap tinggi ($M = 4.38$, $SD = .974$), efikasi sendiri guru pada tahap tinggi ($M = 4.10$, $SD = .548$), kepercayaan guru pada tahap tinggi ($M = 4.22$, $SD = .545$) dan pencapaian akademik pelajar yang sederhana ($M = 66.29$, $SD = 7.11$). Di samping itu, terdapat hubungan positif yang signifikan antara strategi motivasi guru dengan pencapaian akademik pelajar (11th; $r = .285$ $p < 0.05$), (12th; $r = .333$ $p < 0.05$), hubungan positif yang signifikan antara hubungan antara efikasi sendiri dengan pencapaian akademik pelajar ($r = 0.295$, $p = .018$), hubungan positif yang signifikan antara kepercayaan guru dengan pencapaian akademik pelajar dalam *malleable* ($r = 0.427$, $p = .001$). Selain itu, hasil kajian juga menunjukkan tiada hubungan yang signifikan antara kepercayaan guru

dengan pencapaian akademik pelajar ($r = 0.154$, $p = .226$). Walau bagaimanapun, terdapat perbezaan yang signifikan pada persepsi motivasi guru berdasarkan jantina ($t = 1.137$, $p = .032$) dan tahap kelas yang diajar ($F = 3.928$, $p = .019$) tetapi tiada perbezaan yang signifikan berdasarkan pengalaman mengajar ($F = 2.008$, $p = 0.05$). Sementara itu, tidak terdapat perbezaan signifikan pada strategi motivasi guru berdasarkan jantina ($t = 1.35$, $p = .133$), tahap kelas yang diajar ($F = .103$, $p = .902$) dan pengalaman mengajar ($F = .681$, $p = .954$). Kajian menunjukkan tahap persepsi dan kepercayaan yang berlainan, tetapi bersetuju dengan kepentingan motivasi belajar daripada perspektif sebab, strategi, efikasi sendiri dan kepercayaan dan bagaimana ia berkorelasi dengan pencapaian akademik pelajar. Penemuan kajian ini dapat menjadi platform bagi pihak berkuasa sekolah, pentadbir dan pembuat dasar dalam membangunkan motivasi pelajar dan strategi motivasi yang boleh digunakan dalam amalan bilik darjah di sekolah-sekolah awam di Oman.



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This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Master of Science. The members of the Supervisory Committee were as follows:

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TABLE OF CONTENTS

	Page
ABSTRACT	i
ABSTRAK	iii
ACKNOWLEDGEMENTS	v
APPROVAL	vi
DECLARATION	viii
LIST OF TABLES	xiv
LIST OF FIGURES	xvi
CHAPTER	
1 INTRODUCTION	1
1.1 Background of the Study	1
1.2 Problem Statement	4
1.3 Research Objectives	5
1.4 Research Questions	6
1.5 Significance of this Research	7
1.5.1 Theoretical Significance	7
1.5.2 Operational Significance	7
1.6 Scope of this study	8
1.6.1 Geographical scope	8
1.6.2 Content scope	8
1.7 Limitations of this study	8
1.8 Conceptual and Operational Definition	9
1.8.1 Motivational Perceptions	9
1.8.2 Motivational Strategy	9
1.8.3 Self-Efficacy	10
1.8.4 General Belief	10
1.8.5 Academic Achievements	11
1.9 Teachers in Oman public school, Welayat Sumail	11
1.10 Summary	12
2 LITERATURE REVIEW	13
2.1 Introduction	13
2.2 Oman Education System	13
2.3 Motivation	15
2.3.1 Motivation Theory	17
2.3.2 Achievement goal theory	18
2.3.3 Attribution theory	19
2.3.4 Self Efficacy Theory	19
2.4 Academic Achievements	20

2.5	Teachers' Motivational Perceptions	21
2.6	Teachers' Motivational Strategies	24
2.7	Teacher Self-Efficacy	27
2.8	Teachers' General Beliefs	29
2.9	difference of teachers' motivational perception, motivational strategies, self-efficacy, general beliefs based on their gender, class level teaching, and teaching experiences among secondary school teachers	29
2.9.1	Teachers' motivational perception based on their gender, class level teaching, and teaching experiences	29
2.9.2	Teachers' motivational strategy based on their gender, class level teaching, and teaching experiences	31
2.10	Theoretical Framework	33
2.11	Conceptual Framework	33
2.12	Summary	34
3	RESEARCH METHODOLOGY	36
3.1	Introduction	36
3.2	Research Design	36
3.3	Location of the Study	37
3.4	Population	38
3.5	Research Sample	38
3.6	Instrumentation	39
	Part A : Teacher Motivational perceptions	40
	Part B: Motivational strategies, Self Efficacy and General Beliefs	41
3.7	Validity of Instrument	42
3.8	Reliability of the Instrument	42
3.9	Pilot Study	43
3.10	Data Collection Procedure:	43
3.11	Data Screening and Cleaning	44
3.12	Test for Normality	44
3.13	Test of Linearity	45
3.14	Data Analysis	45
3.15	Summary	46
4	RESULTS AND DISCUSSION	47
4.1	Introduction	47
4.2	Demographic Informations	47
	4.2.1 Genders	48
	4.2.2 Teachers Class Level Teaching	48
	4.2.3 Teacher Teaching Experiences	48
4.3	Level of Dependent and Independents Variable	48
	4.3.1 Teacher Motivational Perception Level	48
	4.3.2 Teacher Motivational Strategies Level	50
	4.3.3 Self-Efficacy Level	54

4.3.4	General Beliefs Level	54
4.3.5	Academic Achievements Level	55
4.4	Teacher Motivational Strategies and Academic Achievements	56
4.5	Teachers' Self-Efficacy and Students' Academic Achievements	57
4.6	Teachers' General beliefs and Students' Academic Achievements	57
4.7	Differences of Teacher Motivational Perception	58
4.7.1	Differences of Teacher Motivational Perception based on Gender	58
4.7.2	Teacher Motivational Perception based on Class Level	58
4.7.3	Teacher Motivational Perception Based on Teaching Experiences	59
4.8	Differences of Teacher Motivational Strategies	60
4.8.1	Differences of Teacher Motivational Strategies Based on Gender	60
4.8.2	Teacher Motivational Strategies Based on Class Level	60
4.8.3	Teacher Motivational strategies and Teaching Experiences	61
4.9	Differences of Teacher Motivational Self-Efficacy	61
4.9.1	Differences of Teacher Motivational Self-Efficacy among Gender	62
4.9.2	Teacher Motivational Self-Efficacy among Class Level	62
4.9.3	Teacher Motivational Self-Efficacy among Teaching Experiences	63
4.10	Differences of Teacher Motivational General Beliefs	63
4.10.1	Differences of Teacher Motivational General Beliefs among Gender	64
4.10.2	Teacher Motivational General Beliefs among Class Level	64
4.10.3	Teacher Motivational General Beliefs among Teaching Experiences	65
4.11	Summary	66
5	DISCUSSION, IMPLICATION AND CONCLUSION	67
5.1	Introduction	67
5.2	Summary of Study	67
5.3	Discussion	68
5.3.1	The teachers' motivational Perception level in Oman public secondary school	68
5.3.2	The Teachers' Motivation Strategies Level in Welayat Sumail, Oman Public Secondary School	70
5.3.3	The Teachers' Self-Efficacy Level in Welayat Sumail, Oman Public Secondary School	71
5.3.4	The Teachers' general beliefs Level in Welayat Sumail, Oman Public Secondary School	71
5.3.5	The Students' Academic Achievements Level in Welayat Sumail, Oman Public Secondary School	72
5.3.6	The Relationship Between Teachers' Motivational Strategies with Students' Academic Achievements	74

5.3.7	The Relationship Between Teachers' Self-Efficacy with Students' Academic Achievements	75
5.3.8	The Relationship Between Teachers' General Beliefs with Students' Academic Achievements	76
5.3.9	Difference of teachers' motivational perception, motivational strategies, self-efficacy, general beliefs based on their gender, class teaching, and teaching experiences among secondary school teachers in Welayat Sumail	76
5.4	Research Implication	79
5.5	Limitation of the Research	81
5.6	Recommendation for Future Research	82
5.7	Conclusion	83
REFERENCES		85
APPENDICES		100
BIODATA OF STUDENT		113

LIST OF TABLES

Table	Page
3.1 Davis' Descriptors (1971), Criteria for interpreting strength of Pearson correlation coefficient	37
3.2 Sample Distribution	39
3.3 Questionnaires of Study	40
3.4 Test of Normality	44
3.5 Research Question and Statistical Analysis	46
4.1 Demographic information of respondents	47
4.2 PSM Respondents Summary Statistics	49
4.3 Level of Teacher Motivational Perception	49
4.4 Descriptive Statistics: Teacher Motivational Perception Reasons of Lacking Motivation	50
4.5 MSQ Respondents Summary Statistics	50
4.6 Descriptive Statistics Motivational Strategies Level	51
4.7 Teachers motivational strategies (Factor)	53
4.8 Self-Efficacy Respondents Summary Statistics	54
4.9 Descriptive Statistics of Self- Efficacy level	54
4.10 General Beliefs Respondents Summary Statistics	55
4.11 Descriptive Statistics of General Beliefs level	55
4.12 Descriptive Statistics of students' Academic Achievements Level	55
4.13 Pearson Correlations Analysis between Teacher Motivational strategies with students' Academic Achievements	56
4.14 Pearson Correlations Analysis between Teacher Self-Efficacy with students' Academic Achievements	57

4.15	Pearson Correlations Analysis between General beliefs with students' Academic Achievements	57
4.16	Comparison of teacher motivational perception Based on genders	58
4.17	Descriptive statistics of Teacher motivational perception based on class levels	59
4.18	Results of Teacher motivational perception among class levels	59
4.19	Descriptive Differences Motivational Perception Based on Teaching Experiences	59
4.20	Comparison of teacher motivational strategies Based on genders	60
4.21	Results of Teacher motivational strategies among class levels	61
4.22	Descriptive Statistics of Teacher Motivational Strategies among Teaching Experiences Group	61
4.23	Comparison of teacher motivational Self-Efficacy among genders	62
4.24	Results of means and standard deviation for Teacher Motivational Self-Efficacy among class level	62
4.25	Descriptive Statistics of Teacher Self-Efficacy among Teaching Experiences	63
4.26	Comparison of teacher motivational General Beliefs among genders	64
4.27	Results of means and standard deviation for Teacher general beliefs among class level	65
4.28	Descriptive Statistics of Teacher General Beliefs among Teaching Experiences	65

LIST OF FIGURES

Figure	Page
2.1 Conceptual Framework of Study	34
3.1 Location Distribution of Schools in the Study	38



CHAPTER 1

INTRODUCTION

Oman Education System leading approach is to improve and raise standards that can be measured through student academic achievements. The current idea is that without a quantifiable measure of progress, schools cannot know whether they are improving their students' motivation; similarly, by comparing their results with those of other schools, it is reasoned, schools will be motivated to make even greater strides. Identifying where specific performance come from and how they intertwine with each other in various learning settings attracted the attention of teachers' in the recent years. In addition, Oman Educational System needs some predictive relationships pertaining to how teachers think about motivation and how these ways of thinking differentially influence their classroom practice. The present study is an attempt to explore the possible motivation factors that may correlate in meaningful ways with the academic achievements of Omani students' in Welayat Sumail.

In this chapter, the background of the study and problem statements are discussed. Apart from that, this chapter also focuses on the research objectives, research questions, significance and limitation of the present studies. In addition, the explanation includes the operational definitions of terms and variables discussion.

1.1 Background of the Study

Motivation is an important and critical determining factor in the success of students. In school motivation issues, secondary school students' find themselves lacking the desire to do academic task and oftently feel detached from their actions that cause them to lose interest and enthusiasm to accomplish their task. Students are bored in the classroom because they feel perhaps they "don't belong, they feel disconnected." They lack adequate knowledge in academic background, they seem to be lagging behind; the pressure gets higher as years go by in high school, and the sentiment that gives them the impression of the inability to catch up. That leads to the main idea of the great deal of motivation comes from good everyday teaching practices.

Earlier motivation study cases have shown that the motivation of students can predict the students' outcomes like self-efficacy (Ryan, Mims & Koestner, 1983; Harter & Connell, 1984; Deci & Ryan, 2002; Brook, Lee, Finch & Brown, 2012). Many earlier studies have shown that a gradual decrease in the students' motivation during the passing of academic years around the world (Gottfried, Fleming, & A.W Gottfried, 2001; N. Otis, Grouzet & Pelletier., 2005), and a major concern amongst the education researchers (Opdenakker, Maulana & Brok, 2012). Besides that, early adolescence is generally regarded as the time when peers begin to exert a significant influence on students' behaviour (Steinberg & Silverberg, 1986). Peer pressure is one of the most dangerous aspects of adolescence to which teenagers are exposed. The difference

between negative and positive peer pressure is the outcome. Consequently, parents should care more about their adolescents until they overcome this critical age. Connectedness to parents and teachers serve as controls against risk taking by encouraging conventional behaviour, beliefs, and attitudes of their students' motivation (Karcher & Finn, 2005).

Two types of interest (personal and situational) are important in understanding motivation (Hidi & Baird 1988; Harackiewicz & Hidi, 2000) and students' academic achievements. Teachers' - students' motivation influence their strategies to create situational or personal interests (Linnenbrink & Pintrich 2002; Sansone & Morgan 1992). Cues that teachers gained students' motivation create perceptions, resulting in teacher behaviours which, in turn, influence students' motivation (Wild, Enzle, Nix & Deci, 1997; Hardre' & Sullivan, 2009).

Teacher's motivational perception has also been investigated using many different methods. The individual differences of the teachers, their experiences and their perceptions can significantly affect the manner in which they teach or motivate their students' (Brophy & Good, 1974; Skinner & Belmont, 1993). Although the schools prefer young adolescents, they engage them in purposeful and active learning and challenge them by maintaining a higher expectation (National Middle School Association [NMSA], 2010). It is seen that the students' motivation need more relevant and comprehensive studies which investigate the relationship between the teachers, students'; and the challenge among the students' motivation and their academic achievements.

Albert Bandura initiated the conception of perceived self-efficacy which influences and modifies human behaviour. Self-efficacy refers to the personal beliefs or to an individual's confidence in his own ability to perform effectively specified tasks. Self-efficacy theory stressed that human action and success depend on how deep the interactions between one's personal thoughts and a given task (Bandura, 1997). Teachers with a low sense of self-efficacy will possess negative thoughts and think of task's demands as threatening not as challenging and therefore set low objectives for their strategy and general beliefs.

Recently, many studies in Oman have focused on the students' motivation. Many of the students' indicator achievements obtained results have not been accepted by parents. Several authorities such as the administrators in the Ministry of Education, principals, supervisors and teachers are seen to play an important role in providing the students' with aspirations and motivational strategies in achieving academic success. Based on the fact of Omani Studies, there is a lack of motivation amongst the students, results scored of the students in the secondary schools, the teaching methods used by the teachers and the students' learning assessments need several changes to develop in the Omani school system (Al-Mahroqi, Shahid & Charles, 2012). According to the Omani Educational Centre of Statistics (2016), there were different public students' success rates which varied within the students in the 11th and the 12th class level in

various subjects and ranged between 62 and 75% in Sumail, Oman; and students' subjects indicators showed a high-ranged recipient ratio for estimating (d=Pass) grade scores of class level (12) in subjects like Physics, Chemistry, Applied Mathematics, General Mathematics, Geography, Arabic Language, Science and Technology.

In this study, the researcher shows that the existence of close level of teacher motivational perception, motivational strategy, self-efficacy, general beliefs and students' academic achievements. The significant relationship between teacher motivational strategy; motivational strategy, self-efficacy, general beliefs with students' academic achievements. The differences of motivational perception, motivational strategy, motivational strategy, self-efficacy and general beliefs based on genders, class level teaching and teaching experiences. Various outcomes of students on teaching strategy-based factors (like Relevance, Aspirations, Relatedness/emotional support, value perceptions, future, influence, Acknowledgement of peer pressure, Extrinsic constraints, Extrinsic rewards, General Beliefs among Motivation as Malleable (vs. unmalleable), and Motivation as Transient). These different grades of the motivational strategies are seen to be correlated with academic achievements.

This study will contribute to the body of knowledge on students' motivation specifically, by focusing on determining teachers' perceptions on how they motivate students in their classrooms. This may help increase students' level of participation during instruction and their overall academic performance. That earlier studies which investigated the teachers' motivational perceptions, their motivational strategies and the students' academic achievements, were seen to be based on the teachers' prior perceptions and experiences, which influenced the classroom practices (Volet, Vauras & Salonen, 2010; Akintola, 2010). Likewise, several studies such as Motivational strategies in English Foreign Language classrooms, Motivating adolescents: Teacher perception, Academic Achievement: Causes and Results, The Factors Influencing the Motivational Strategy, Students' Motivation: Teacher Perceptions, Beliefs (Sugita and Takeuchi, 2014; Hardre' and Sullivan, 2009; Al-Zoubi & Bani Younes, 2015; Solake and Bayar, 2014, D'Elisa, 2015) still search on relation between the factors of strategies and teachers' self-efficacy, general beliefs with relation to students' performances scores. They led the researcher to understand the correlation between the motivational strategies, self-efficacy, general beliefs with students' academic achievements indicator scores.

In conclusion, the concerns among the teachers' perceptions levels; and motivational strategies used, self-efficacy, general beliefs with students' academic achievements have encouraged several studies.

1.2 Problem Statement

There are internal and external motivational factors that influence a students' academic achievements. Thus, identifying these causes and getting to the root of them contributes to the betterment of students' lacking motivation and academic achievements dramatically. Unlike previous studies that approached the problem from teachers' point of view, the current study is novel since it is a students' oriented research in nature where the aim is to investigate the causes of lacking motivation level; motivational strategy, self-efficacy, general beliefs and academic achievements from teacher perception. The findings can contribute to eliminate all negative factors that affect academic achievements by understanding the teachers' strategy they used, their self-efficacy of diagnoses and intervention and general beliefs of motivation.

In Oman, communities, educational authorities and school environments raised a concern about the students' motivation and their achievements. They made an effort to understand the issues of students' motivation which led to their academic achievements. They also studied the teachers' supervising time; academic taught courses, students' exams and the teachers' technical teachings (Al-Kharousi, Al-Dhafri, Al-Nabhani & Al. Kalbani, 2016) required for further attention due to motivation to predict students' academic achievements.

If the students lack critical motivational characteristics, they are in danger of being unmotivated and low achieving in school (Schunk & Pintrich, 2012). As an invisible, internal process, motivation can be difficult to identify and address (Hardre' 2008). If teachers can accurately identify their students' motivational needs and address them, then they can remove barriers to students' motivation and teach more effectively, and students can learn more effectively (Hidi and Harackiewicz 2000). For these reasons, it is important to investigate how teachers are identifying motivational needs. Further, the reasons that people attribute as causes for problems, such as the lack of a critical characteristic for success, often predict the strategies that they use to solve those problems. This is an intuitive and logical formula for generating problem solutions, in an attempt to reverse the cause of a negative condition and to correct that condition to a positive state (Hardre' et al. 2008). Because perceived reasons for initial lack of motivation can drive teachers' motivating strategies, it is important for research to systematically identify what factors teachers see as causing students' demotivation (or amotivation) and how these causal attributions relate to their efforts to correct the problem.

The previous research examining teachers and students' motivation has found teachers' prior beliefs and experiences to influence their classroom practices (Volet, 2010). Teacher perceptions of what motivates students are not strongly related to the choice of strategy used to motivate, however the reasons teacher endorse for students' lacking motivation is highly related (Hardre & Sullivan, 2008). Teachers' adaptation of autonomy or controlling styles are also influenced by their general beliefs (Reeve et al., 2003), and the approaches they utilize to motivate students are related to their self-efficacy. Besides that, knowing the peer and home factors of students' motivation,

establishing motivational relationships with them and being sensitive to their needs and problems is socially and psychologically healthy (Fan, 2012). Parent-students relationships that at the beginning are powerful and fully nurturing can become undermined as our students move out into a world that no longer appreciates or reinforces the attachment bond. (Neufeld & Mate, 2005) Among young people, it is critical to understand that they are far more influenced by each other--their peers--than by parents, teachers, or other adults in their lives. Peer pressure can lead to experimentation with motivation and academic achievements.

In Welayat Sumail 11th class level academic achievements revealed that 48% were between medium and failed, 22% were good and 22.8% in high grades. Furthermore, students' 12th class level academic achievements revealed that 51% were between medium and failed, 29% were good and 20% in high grades academic achievements. The Ministry of Education statistically reports showing that most students's had low performance situation that they were moderate grades in class level 11 and class level 12 in Al. Dakhelia, Sumail (Oman Educational Statistics, 2016). Based on the academic achievements indicators, they suggest that they have to work hard for better motivational strategy with teachers and students.

The study was to examine the relationship of students' academic performance by focusing on teachers' beliefs of their strategies, self-efficacy in how they motivate students in their classrooms. Based on the research on Maslow's theory of human motivation, this study explored teachers' perceptions about students' motivation as a way to overcome low motivation students' toward. Finally, in the Oman public schools, a comprehensive understanding of the gap between students' results and the different academic achievement indicators has to be studied. To summarize, there were little research that has been carried out on the perceptions of the Omani teachers with regards to the students' lacking motivation level. The motivational strategies, self-efficacy and the indicators of academic achievements students'. It is obvious that aspects determining teacher motivation are diverse and have an impact on the whole ethos, the researcher will be able to examine to what extent they are relevant to the study in the Welayat Sumail, Oman secondary schools.

1.3 Research Objectives

In this study, the objectives of the study are to examine teachers' perception in how they motivate students' in their classrooms to increase students' academic motivation and performance. This study explored teachers' perceptions about students' motivation as a way to understand students' motivation towards learning among high school students'. Teachers' perceptions influenced their teaching strategies and what motivational factors teachers used during classroom instructions.

The researcher has aimed to identify the manner in which the teachers of the Oman Public Secondary schools view the students' motivation and motivational strategies used for influencing the academic achievements of the students. It has also considered the teachers' perceptions, their thoughts, what they know or their confidence with regards to their actions and their performed current actions for motivating the students and helping them improve the students' academic performance. The study objectives are listed below:

- 1- To identify the level of motivational perception, motivational strategies, self-efficacy and general beliefs among secondary school teachers in Welayat Sumail.
- 2- To identify the students' academic achievements level.
- 3- To study the relationship between motivational strategies, self-efficacy, general beliefs with students' academic achievements
- 4- To identify the motivational perception, motivational strategies, self-efficacy and general beliefs differences based on their genders, class level taught and teaching experience among secondary school teachers in Welayat Sumail.

1.4 Research Questions

Specifically, the research questions mentioned below have addressed:

- 1- What are the level of teachers' motivational perception among secondary school teachers in Welayat Sumail?
- 2- What are the level of teachers' motivational strategies among secondary school teachers in Welayat Sumail?
- 3- What are the level of teachers' self-efficacy among secondary school teachers in Welayat Sumail?
- 4- What are the level of teachers' general beliefs among secondary school teachers in Welayat Sumail?
- 5- What are the students' academic achievements level in Welayat Sumail, Omani public secondary school?
- 6- Is there any relationship between motivational strategies with students' academic achievements?
- 7- Is there any relationship between self-efficacy with students' academic achievements?
- 8- Is there any relationship between general beliefs with students' academic achievements?
- 9- Is there any difference of motivational perception, motivational strategies, self-efficacy, general belief based on their genders, class level taught and teaching experience among secondary school teachers in Welayat Sumail?

1.5 Significance of this Research

1.5.1 Theoretical Significance

The motivational research provides an understanding of various factors which affect the students' motivation theory (attribution and self-efficacy theory); however, the application of these factors in the class is related to teacher motivational perception (Hardre and Hennessey, 2013). Hence, it is important to understand the teachers' perceptions and their use of motivational strategies (D'Elisa, 2015) for motivating the students' and improving their academic performance in the Omani public secondary schools. Also, the extent to which the teachers believe that motivation is necessary for students' learning and the methods used for addressing this issue has to be investigated (Shirley, Swarthout & Zientek, 2011).

1.5.2 Operational Significance

Teachers believe that students' motivation is an integral component of their teaching process. In this study, the researcher tried to determine a significant correlation between the Omani public secondary school teachers' perception of the students' motivation, use of different strategies, malleability, and its effect on the academic achievements of the students'. Furthermore, to investigate the different reasons which lead to students' motivation, which if correlated, could hinder the implementation of the use of motivational strategies, its malleability and finally, correlated the students' performance. This study has tried to answer all the questions with regards to reasons that teachers consider students' motivation and motivational strategies to be so important and has also considered the effect of the teachers' gender, classes and subject taught and their teaching experience on the students' performance.

This study highlighted the reasons for the lack of motivation amongst the students and help in bringing these factors to the notice of the school administrators and the Oman Ministry of Education. Furthermore, even the students would be able to understand better the strategies used. In addition, the school authorities and the communities would better understand the strategies used by teachers, self-efficacy to motivate the students to improve their students' academic performance.

The research is important for the schools in Oman for many reasons. Firstly, due to the fact that few studies have been carried out on teachers' motivational perception, motivational strategies, self-efficacy, general beliefs and students' academic achievements in Oman. Secondly, it is important to increase students' academic achievements by understanding the teachers' perception as a part of education process. Support the reality and the fact of teachers' company with the Educational authority to illustrate students' motivation in Oman. Consequently, this study is important by using the indicators of students' academic achievements and may be persuading to think of solution which raise students' motivation. In sociologist perspective, educators may be more sensitive and conscious about the important of peer factors

and home factors level as a part of students' academic achievements in Oman public schools. The reality of these external motivational factors in Oman public school environments and the community towards teachers' perception and beliefs. The outcome of the present study will lead students for better understanding of learning environments, academic achievements and motivational issues.

1.6 Scope of this study

1.6.1 Geographical scope

This study has conducted in the secondary public schools (11th and 12th class level) in the Al-Dakhliya Governorate, Sumail; Sultanate of Oman. This region considered as it allowed for a few more secondary schools as compared to other districts in the same Governorate.

1.6.2 Content scope

In this study, the researcher has attempted to extend all the available literature by studying the relationship between the teacher motivational perceptions, the motivational strategies used, teachers' self-efficacy, general beliefs and the indicators of students' academic achievements of the students'. Furthermore, the study has also attempted to examine the differences of the gender, class levels, teaching experiences and identify the areas which have further developed. In this study, the researcher has attempted to study the teachers' knowledge on motivational strategies and further examine this knowledge about the academic achievements of Omani public secondary school students'.

1.7 Limitations of this study

The study conducted in the following context:

- 1- It has determined level of teacher motivational perception, motivational strategy, self-efficacy, general beliefs and students' academic achievements. The significant relationship between teacher motivational strategy motivational strategy, self-efficacy, general beliefs with students' academic achievements. The differences of motivational perception, motivational strategy, motivational strategy, self-efficacy and general beliefs based on genders, class level teach and teaching experiences.
- 2- The respondents involved in the present study are limited to 135 teachers' essential subjects learning of nine Oman, Welayat Sumail public secondary school. This is because Welayat Sumail educational departments start to use the indicators analysis of students' academic achievements. They also tried to have the clarity

understanding of students' class learning improvement that associate to teachers' assessments.

1.8 Conceptual and Operational Definition

1.8.1 Motivational Perceptions

i) Conceptual Definition

Motivation is the main reasons the individuals behave in a particular manner in any situation. In the field of academia, the intrinsic motivation refers to a desire to learn with the aim of learning, while the students' who show a high intrinsic motivation may engage in many academic tasks as the students' tend to enjoy them (Middleton & Spanias, 1999). Teachers stated that their characteristics influenced students' motivation, i.e., if students' lack critical motivational characteristics, they are in danger of being unmotivated and low achieving in school. As an invisible, internal process, motivation can be difficult to identify and address (Hardre', 2008).

ii) Operational Definition

When teachers can accurately identify their students' motivational needs and address them, then they can remove barriers to students' motivation and teach more effectively, and students' can learn more effectively. Cause of these reasons, it is important to investigate how teachers are identifying motivational needs. In the study, the researcher has tried to ascertain the teachers' attribution perceptions of the students' motivation based on the reasons for the lack of motivation. In the study, if teachers attribute amotivation to factors that they perceive as controllable, then they are more likely to take action on them but, if they attribute it to factors outside their control, they are less likely to view acting on it as productive.

1.8.2 Motivational Strategy

i) Conceptual Definition

Motivational strategies are tactics, techniques, or approaches to encourage learners or students to participate in the teaching and learning process (Terry & Song, 2008). That's mean, instructors who understand student motivation can greatly enhance the classroom experience and student performance.

ii) Operational Definition

In the study, the motivational strategy identifies the different strategies used by the teachers while motivating their students', and it also assesses the teachers' strategies among the general malleability of the students' motivation. Furthermore, it also tries to understand the manner in which motivational strategies would differ across the different class levels of the students' and correlation with their students' academic performance (Hardre', 2009). The study on this page discuss research findings on teachers' perception of student motivation and techniques for motivating students.

1.8.3 Self-Efficacy

i) Conceptual Definition

In the educational sphere teacher self-efficacy can be conceptualized as an individual teachers' beliefs in his or her own ability to plan, organize, and carry out activities that are required to attain educational goals. Researchers have often defined teacher self-efficacy as the belief teachers have in their ability to teach that resulted in improved students' learning (Tschannen-Moran,2002). Early efforts to measure a teachers' sense of efficacy evolved from Rotter's) theory regarding lotus of control and analyzed how extensively teachers felt they could control students' outcomes regardless of environmental factors, though Bandura is often given credit for the concept of teacher self-efficacy and how it is correlated to students' academic achievements.

ii) Operational Definition

It also involves the assessing self-efficacy of the teachers' strategies used by them in the class and the way in which these strategies would correlate the academic achievements of the students'. The types of strategies and responses that teachers use when faced with students' who they perceive as unmotivated or under motivated were assessed using the strategies subscales of the MSQ (Harder and Sullivan 2008a), 2008b). There are nine subscales: Relatedness/ Emotional support, Current relevance/ Value, Aspirations/ Future, Acknowledge Peer Pressure, Cannot Influence, Extrinsic rewards, Extrinsic constraints.

1.8.4 General Belief

i) Conceptual Definition

People put forth effort to change things that they see as malleable, meaning that they believe can be changed with the investment of effort and appropriate strategies (Reeve 1996). Thus, teachers are more likely to invest in motivating students if they view motivation as a malleable characteristic which they can effectively change.

ii) Operational Definition

General beliefs are a strategies factors contained six items for assessing the teachers' strategy with regards to the malleability and stability. Some of the sample items included, "Teachers can influence the students' motivation" and "the students' motivation is constantly changing and the teachers have to accept the good or the bad days." Then, we tried to find the correlation of these beliefs with students' academic achievements. This will guide to understand the positive and negative outlook of students' motivation that may correlate to students' performance in Sumail public schools.

1.8.5 Academic Achievements

i) Operational Definition

The students' academic achievements refer to their performance outcomes, where the students' has accomplished some particular goals which were the focus of the major activities in an instructional environment, like the schools, colleges or universities (Steinmayr, Crede, McElvany & Wirthwein, 2015).

ii) conceptual Definition

In the Sultanate of Oman, the assessment of the students' achievements in the public schools have been divided into five levels; (A; 100-90, B; 89-80, C; 79-65, D; 64-50, F; lesser than 49). Furthermore, the schools also estimated the average of two semesters for obtaining the outcome of the subjects and the GPA percent values. The schools must provide an indicator of the academic achievements of all students to the Educational Statistical Office. In the study, the researcher has measured the different indicators of the academic performance of the students of the nine upper secondary schools in Welayat Sumail (class level 11-12), based on their 2015-16 semester as a purpose study. The academic achievement measured as the average results of the major subjects studied in the nine schools.

1.9 Teachers in Oman public school, Welayat Sumail

In this study, the researcher has defined the teacher to be a person who specialized in teaching the students' and providing them knowledge in science, providing advice, skills, guidance, values, customs, attitude and traditions (MOE, 2016).

In this study, the researcher has primarily focused on the teachers in the Welayat Sumail public upper secondary school (level 11-12). The teachers who had an Educational Bachelor's qualification of Islamic, Arabic, English, General Maths,

Applied Maths, Chemical, Physics, Social Study and Biology. The teacher experiences were of five to above twenty years in Oman public school of 11th and 12th class level. The teachers who teach essential subjects in 11th and 12th class level in Sumail public schools were (135) teachers.

1.10 Summary

The teachers' perceptions of the students' motivation are very important for the improvement and understanding of the reason of lacking motivation of the students' in Oman. Furthermore, it would also be interesting to study the level of teacher motivational perception, motivational strategy, self-efficacy, general beliefs and students' academic achievements. The relationship between teacher motivational strategy motivational strategy, self-efficacy, general beliefs with students' academic achievements. The differences of motivational perception, motivational strategy, motivational strategy, self-efficacy and general beliefs based on genders, class level teach and teaching experiences. In general, the researcher has also identified some major factors that must be studied. The study based on research objectives, problem statements and research questions which must be addressed for understanding the significance of this study. The researcher has also mentioned the limitations of this study, study procedures and the final results. Lastly, this chapter has been the basic guidelines for the researcher to conduct the study and find research questions.

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