

The Effect of Classroom Motivation Strategies on Student Academic Performance

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ABSTRACT

In many classrooms today, teachers try different ways to keep student motivated. Motivation plays an important role in the learning process, as it helps student remain interested, focused, and actively involved during lessons. When learners feel encouraged, they are more likely to participate in class activities and make great efforts to understand the material. This survey involved 25 secondary school students. Several usually used motivational strategies were observed, goal setting, interactive tasks and regular feedback from the teacher. Data were collected through student surveys, classroom observation and analysis of their academic results over a certain period of time. The results showed a clear positive effect of these strategies. It was found that students in a supportive and motivating environment tend to be more active in class and demonstrate better understanding of the subject. Also, they show great interest in learning and become more independent in their studies. In addition, the finding suggest that combining different motivational techniques can be more effective than using a single approach, as it helps address the diverse need and learning style of students.

All in all, this study highlights the importance of motivation in teaching practice. It offers practical insights for teacher. These ideas can help students learn better and achieve more.

Keywords: - Motivation; student engagement; teaching methods; interactive learning; student-centered approach; classroom participation; academic performance.

INTRODUCTION

Students' motivation is important for learning. Motivated students can focus better, take part in class, and understand the material more deeply. However, some students struggle to stay

interested, which can affect their academic performance. Teachers use different strategies to encourage students. They give positive feedback, set clear goals, organize group activities, and make

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lessons more engaging. They also provide additional encouragement based on students' results. These strategies make learning more interesting and help students study independently, which improves their understanding and comprehension skills.

This study examines how motivation strategies in the classroom affect students' academic performance. During the research, 25 secondary school students participated. Data were collected through surveys, classroom observations, and analysis of students' results.

The findings of the study help teachers and education planners find effective ways to support students. By applying effective motivation strategies, teachers can increase students' active participation in lessons, take different learning styles into account, and improve their academic outcomes.

LITERATURE REVIEW

In recent years, motivation in the classroom has become an increasingly important topic in education. While students' academic performance is often associated with their intellectual abilities, motivation also plays a significant role in the learning process. In many cases, even capable students may struggle to achieve good results if they lack interest or encouragement. Therefore, understanding how motivation influences learning is essential. Teachers, in this context, have an important responsibility in creating a supportive and engaging environment. Through strategies such as positive feedback, interactive activities and clear communication. They can help students become more involved in the learning process and improve their academic outcomes.

Student motivation has been examined by various researchers. Deci and Ryan (1985) identified intrinsic and extrinsic motivation and suggested that students perform better when they experience autonomy, competence, and relatedness. Similarly, Keller (1987) introduced the ARCS model, which focuses on attention, relevance, confidence, and satisfaction as key components of motivation. Bandura (1997) emphasized the importance of self-efficacy, noting that students who believe in their abilities are more likely to succeed. In addition, Dweck (2006) highlighted the role of a growth mindset in encouraging persistence and

improving learning outcomes. Slavin (2010) also found that cooperative learning can increase motivation and positively affect student performance.

Overall, these studies suggest that effective motivational strategies can contribute significantly to students' academic success.

METHODOLOGY

This study was conducted as an exploratory research aimed at examining how classroom motivation strategies influence students' engagement and academic performance. In order to guide the research process and maintain a clear focus, three main research questions were developed:

1. What factors help students become active and engaged in class?
2. How do teaching styles and methods influence students' motivation?
3. What reasons do students give for being interested or uninterested in lessons?

These questions allowed the study to explore both the internal (student-related) and external (teacher-related) aspects of motivation.

A mixed-method research design was employed to provide a more comprehensive understanding of the issue. The study involved 25 secondary school students, representing a typical classroom setting where various teaching strategies are applied.

Data were collected using two primary methods: a questionnaire and classroom observation. The questionnaire consisted of eight multiple-choice questions and was designed to gather students' perspectives on different motivational factors in the classroom. The questions covered key elements such as group work, interactive activities, teacher feedback, use of visual aids, lecture-based lessons, opportunities for student choice and the use of small rewards. These components were selected because they are widely recognized as important factors influencing student motivation and engagement.

In addition to the questionnaire, a classroom observation was conducted during a regular

lesson. The purpose of the observation was to examine students’ actual behavior, participation and level of engagement under different teaching methods. Particular attention was paid to how students responded to interactive activities, how actively they reacted to teacher feedback and instructions.

The combination of these methods made it possible to compare students’ self-reported opinions with their real classroom behavior. This helped increase the reliability of the findings and provided a deeper understanding of how different motivation strategies function in practice.

RESULTS

The study examined the impact of different teaching methods on students’ motivation and classroom engagement. The findings revealed noticeable variations in students’ participation depending on whether interactive, student-centered activities or traditional lecture-based instruction was used.

Overall, the results indicate that students demonstrated higher levels of motivation and engagement during lessons that incorporated interactive teaching strategies such as group work discussions and learning games. These methods encouraged active participation, improved confidence and increased interest in the learning process. The distribution of students’ engagement levels is presented in Table 1 below.

Table1. Students’ engagement levels in relation to teaching methods

Engagement Level	Number of Students	Percentage(%)
Very high engagement (interactive methods)	9	36%
High engagement	8	32%
Moderate engagement	5	20%
Low engagement (lecture-based instruction)	3	12%

This table shows that the majority of students (68%in total) demonstrated high to very high engagement when interactive teaching methods were applied. These students were more active in classroom discussions, collaborative tasks and problem-solving activities.

In contrast, a smaller proportion of students (12%) showed low engagement, mainly during traditional lecture-based instruction, where passive learning reduced their attention and participation.

In general, the results suggest that interactive, student-centered teaching strategies have a strong positive effect on students’ motivation and classroom engagement, making the learning process more effective.

DISCUSSION

The results of this study indicate a clear relationship between teaching methods and students’ motivation and engagement in the classroom. The data suggest that students are more actively involved in the learning process

when interactive, student-centered approaches are applied compared to traditional lecture-based instruction.

One of the key findings is that interactive methods such as group work, discussions, and learning games contribute to higher levels of participation and attention. This can be explained by the fact that these methods allow students to become active participants rather than passive receivers of information. When students are given opportunities to express their ideas, collaborate with peers, and solve tasks together, their interest in the lesson naturally increases. In addition, classroom observation supported these findings. Students showed more enthusiasm, confidence, and willingness to participate during interactive activities. They were more likely to answer questions, engage in discussions, and complete tasks with higher motivation. This suggests that engagement is not only reflected in academic output but also in students’ behavior and attitude during lessons

On the other hand, traditional lecture-based instruction was associated with lower levels of

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engagement. In such lessons, students tended to be less active and more passive, which reduced their overall participation. This may be due to the lack of interaction and limited opportunities for students to contribute during the learning process.

The findings of this study are consistent with previous research that emphasizes the importance of active learning strategies in improving student motivation. It can be concluded that when students are emotionally and intellectually involved in the lesson, their learning outcomes are positively influenced.

Overall, the discussion highlights that teaching methods play an important role in shaping students' motivation. Creating an interactive and supportive classroom environment appears to be essential for increasing engagement and improving the quality of learning.

CONCLUSION

This study looked at how different teaching methods affect students' motivation and engagement in class. The results show that the way a lesson is taught really matters in how students respond and participate. When lessons include interaction, group work, and activities where students are actively involved, they tend to be more interested and take part more confidently. They also seem more comfortable sharing their ideas and staying focused during the lesson. On the other hand, when teaching is mostly based on explanation from the teacher, students are less active and their participation drops. Another thing that became clear is that students are more motivated when they feel included in the learning process instead of just listening. So, motivation is not only about the student, but also about how the lesson is organized. In general, the findings suggest that using more interactive and student-friendly teaching methods can make lessons more engaging and help students learn better.

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