



Impact of Teacher Motivational Strategies on student's Self-confidence and Classroom Performance

Muhammad Faizan Malik

Institute of Chemical Sciences

Gomal University, Dera Ismail Khan, Khyber
Pakhtunkhwa, Pakistan

Email: faizanmalik21april@gmail.com

Muhammad Rizwan

Department of English,

Gomal University Dera Ismail Khan, Khyber
Pakhtunkhwa, Pakistan

Email: rizwannoor347@gmail.com

Muhammad Umair

Lecturer English, Department of English,

Gomal University, Dera Ismail Khan, Khyber
Pakhtunkhwa, Pakistan

Email: mu79274@gmail.com

Citation

Malik, M.F., R.M., & U, M. (2025). Impact of teacher motivational strategies on student's self-confidence and classroom performance. *Open Access Education and Leadership Review*, 2(2): 40-53.

WEBSITE: www.mdPIP.com

PUBLISHER: MDPIP

ISSN (Print): 3006-8746

ISSN (Online): 3006-8754

Abstract:

In this study, the role of motivation and classroom management strategies of teachers to motivate students or used to be engaged in academic success in public and private elementary schools Mianwali have been explored. The study used a causal-comparative research method with quantitative approach analyzing the effectiveness of motivational strategy as well as reward system towards affecting student behavior, classroom discipline, learning outcomes. The findings reveal that teachers are key to students' academic performance by using diverse motivational techniques which increase 96 % of students' motivations with that of teacher interventions. Additionally, 100% of teachers claimed to use rewards to increase student engagement, the study also points out, but rewards work because they reinforce positive behavior. Nevertheless, strategic implementation of these rewards is essential to stop rewarding unwanted behaviors. This research reinforces the argument that institutional support, teacher training, and structured policies in general about classroom management and entire teaching efficiency are paramount. The study further suggests that a well-managed classroom environment coupled with teacher motivation strategies improves student participation, discipline and achievement. Based on the findings, recommendations for educational institutions and policymakers are provided, emphasizing professional development, teacher accountability, and structured reward mechanisms. The future researchers are required to use longitudinal design with larger sample size from different regions of the province for better understanding and generalizability of the results.

Key Words: Teacher Motivation, Classroom Management, Student Engagement, Reward Systems, Academic Performance, Educational Policy, Elementary Education, Student Discipline, Teacher Training.



Copyright: © 2025 by the authors. Licensee MDPIP, Mardan, Pakistan. This open-access article is distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>). Reproduction, distribution, and use in other forums are permitted provided the copyright owner (s), the original authors are credited, and the original publication is cited.

Introduction

Teachers play a crucial role in shaping students' academic performance and self-confidence through their motivational strategies and engagement in the classroom. Effective teaching strategies not only facilitate learning but also enhance students' intrinsic motivation, leading to better academic outcomes. The significance of teacher motivation in student development has been explored through various dimensions, including pedagogical techniques, institutional policies, and classroom environment (Ryan & Deci, 2000). As Dörnyei (2001) highlights, the ability of a teacher to foster a motivating classroom atmosphere directly influences students' confidence and performance. Motivational strategies employed by teachers have been widely studied, particularly in primary education, where students are at a formative stage of academic and personal development. According to Wentzel (1998), a teacher's encouragement, reinforcement, and supportive behavior significantly impact students' self-efficacy and learning engagement. Moreover, the classroom environment, shaped by teachers' motivational techniques, plays a fundamental role in sustaining student interest and effort in learning tasks (Schunk & Mullen, 2012). Despite the growing body of research on motivation in education, gaps remain in understanding how teacher motivation strategies specifically impact students' self-confidence and classroom performance, particularly at the primary level. In the wide sense, there is more effective motivation than instructional methods (Reeve, 2006). There is a need for empirical research on this subject to provide an outline of ways in which motivation can be optimized to optimize students' learning experiences. Based on this background, this present study, therefore, attempts to investigate the effect of teacher motivational strategies on students' self-confidence and classroom performance in primary schools. It investigates the relationship between teacher driven motivation and student academic outcomes, several motivational approaches, and best motivational practices for igniting student engagement. This issue must be addressed to improve educational quality and to give the students appropriate motivation for academic success.

Literature Review

Literature review is in fact a critical evaluation of what already exists in research related to the subject matter. The present study investigates the impact of teacher motivational strategies on students' self-confidence and classroom performance. It reviews several aspects of classroom motivation, instructional strategies, the teacher's role, and the importance of reward systems in student learning. It synthesizes previous research to identify themes, approaches and challenges in promoting student motivation and engagement in this chapter. In educational settings, students are greatly influenced by their motivation, that is their level of engagement, their learning outcomes, as well as their academic success (Ryan & Deci, 2000). Classroom motivation is the internal and external factors which motivate students to be active in the learning process. Since there are many differences between students in terms of their abilities, interests, and learning styles, teachers are called upon to teach students using differentiated instructional strategies (Tomlinson, 2014).

A well-motivated classroom environment fosters psychological safety, encouraging students to take intellectual risks and develop confidence in their abilities (Dweck, 2006). Effective teachers employ various strategies, such as scaffolding, formative assessments, and collaborative learning, to enhance student motivation (Vygotsky, 1978). Moreover, the role of teachers extends beyond knowledge transmission to creating a supportive and engaging classroom climate (Brophy, 2010).

Several approaches have been identified in educational research that impact student motivation and classroom management. These approaches vary in their level of teacher control and student autonomy. The intimidation approach relies on fear-based strategies such as threats, sarcasm, and psychological coercion to manage student behavior (Skinner, 1953). While this method may lead to short-term compliance, it negatively affects students' intrinsic motivation and emotional well-being (Deci & Ryan, 1985). Research indicates that punitive measures create a hostile learning environment, reducing student engagement and academic performance (Grolnick & Ryan, 1987). In the authoritarian model, teachers enforce strict discipline through rigid classroom rules and close monitoring (Baumrind, 1967). Authoritarian teachers maintain control by issuing commands and directives, often limiting student autonomy (Dornbusch *et al.*, 1987). Although this approach ensures order, it may hinder students' ability to develop self-regulation and critical thinking skills (Reeve, 2009).

Behavior modification is rooted in operant conditioning, where teachers reinforce desirable behaviors and discourage negative ones (Skinner, 1938). Positive reinforcement, such as praise and rewards, has been shown to improve student motivation and engagement (Bandura, 1997). However, excessive reliance on external rewards can diminish intrinsic motivation over time (Deci *et al.*, 1999). The instructional approach emphasizes the use of active learning strategies to promote student engagement (Slavin, 2006). Techniques such as cooperative learning, problem-based learning, and self-explanation enhance students' critical thinking skills (Chi, 2009). Research suggests that student-centered instructional methods foster deeper learning and long-term retention of knowledge (Prince, 2004). Classrooms function as social systems where peer interactions significantly influence learning outcomes (Johnson & Johnson, 1999). The group process approach leverages collaborative learning and peer tutoring to enhance student engagement (Slavin, 1995). Studies indicate that cooperative learning environments improve academic achievement and social skills (Gillies, 2007).

The permissive approach grants students' maximum freedom in determining their learning process (Baumrind, 1967). While this strategy promotes student autonomy, it may lead to classroom management challenges (Marzano *et al.*, 2003). Research suggests that a balance between structure and autonomy yields optimal learning outcomes (Reeve & Jang, 2006). To increase student engagement and learning success, effective lesson planning is important (Wiggins & McTighe, 2005). Curricula focused on student interests and abilities foster motivation (Weimer, 2013). Research shows that good, structured lessons help with better knowledge retention and in development in skills (Bransford *et al.*, 2000). A conducive learning environment encompasses both physical and cognitive spaces (Fisher *et al.*, 2014). Duke (2000) points out that teachers must make sure that classrooms are welcoming and free of distractions to capture the learning. Cognitive space is setting high expectations and creating an atmosphere that is motivational and causes the student to work hard and persevere (Dweck, 2012).

Various roles are assumed by teachers in the process of shaping student motivation and improving on learning outcomes (Marzano *et al.*, 2003). Key responsibilities include:

- **Classroom Manager:** Establishing order and managing student behavior effectively (Wang *et al.*, 1993).
- **Facilitator:** Encouraging active student participation and problem-solving (Hmelo-Silver *et al.*, 2007).
- **Motivator:** Inspiring students to take ownership of their learning (Reeve, 2006).
- **Evaluator:** Assessing student progress through formative and summative assessments (Black & Wiliam, 1998).
- **Guide:** Providing mentorship and academic support (Collins *et al.*, 1989).

An effective teacher possesses a blend of professional skills, subject mastery, and an understanding of student psychology (Shulman, 1987). Essential traits include:

- **Balanced Personality:** Maintaining emotional stability and fostering a positive classroom culture (Goleman, 1995).
- **Literary Interest:** Continuous engagement with academic and professional development (Lortie, 1975).
- **Love for Teaching:** Commitment to student success and lifelong learning (Palmer, 1998).
- **Professional Skills:** Proficiency in pedagogical methods and curriculum design (Darling-Hammond, 2000).
- **Child Psychology Awareness:** Understanding student cognitive and emotional needs (Piaget, 1952).

Reward systems play a pivotal role in motivating students and reinforcing desirable behaviors (Cameron & Pierce, 1994). Intrinsic rewards, such as verbal praise, and extrinsic rewards, such as incentives, can enhance student performance (Deci *et al.*, 1999). However, over-reliance on external rewards may lead to decreased intrinsic motivation (Kohn, 1993). Research suggests that a balanced reward system fosters a positive classroom environment and enhances student achievement (Elliot & Dweck, 2005). Teachers should employ a mix of tangible and intangible rewards to sustain motivation (Ryan & Deci, 2020). The literature highlights the significance of teacher motivational strategies in shaping student self-confidence and academic performance. Various approaches, including behavior modification, instructional strategies, and reward systems, contribute to effective teaching. However, research gaps remain in understanding the long-term impact of these strategies on student autonomy and lifelong learning. Future

studies should explore sustainable motivational frameworks that balance extrinsic incentives with intrinsic student motivation.

Method

This study employed a causal-comparative research method with a quantitative approach to investigate the effects of sociability on the well-being of school students in public elementary schools of Tehsil Piplan, Mianwali. A cross-sectional research design was used, allowing data collection at a single point in time with minimal researcher interference. The study population comprised of teachers from public elementary schools in Tehsil Piplan, Mianwali, with a total of 10 public primary and elementary schools, out of which 5 were in urban areas and 5 in rural areas. Due to time and resource constraints, the study was delimited to these 10 schools. A multi-stage sampling technique was employed, beginning with obtaining a list of public schools from the School Education Department, Government of Punjab, followed by categorization based on location (urban/rural) and gender (male/female). The final sample size consisted of 60 teachers, selected using a combination of cluster sampling, stratified random sampling, and convenience sampling. The sampling frame is comprised of five public schools and five private schools, ensuring representation from both educational sectors. The primary data collection tool was a structured questionnaire, developed after reviewing relevant literature, seeking supervisor guidance, and consulting subject experts to ensure content validity. The questionnaire was divided into two parts: one section gathered demographic information, while the other focused on teachers' strategies for fostering student sociability and well-being. The study performed field testing of the questionnaire by giving 5 questionnaires to teachers and experts and about 10 questionnaires for pilot test and then further refining the questionnaire. Questionnaire method was used in data collection, and this was explained and assisted by resource persons who distributed and picked up questionnaires from school heads. A 93% response rate allowed the study to be reliable with regards to data. Some statistical techniques such as frequency, percentage, mean scores, combined mean scores and rank orders were used to analyze the collected data to find ideas for sociable strategies and prioritizing teachers' perception. It was ensured that all ethical considerations including informed consent, confidentiality, and anonymity were strictly followed. In this chapter, I provide the method of studying the influence of sociability on the well-being of students in the public and private elementary schools of Tehsil Piplan, Mianwali, Pakistan through a systematic methodology from the examining research design to the population, sampling method, instrument development, reconstruction, data collection, and analysis.

Results and Data Analysis

The data of this study were gathered from a structure questionnaire from the teachers of public and private elementary schools of Tehsil Piplan, District Mianwali. A systematic analysis and interpretation of these data have been presented in this study. This was quantitative research, giving it some alignment with study objectives but at the same time keeping the objectivity in collecting and evaluating the data. The responses were tabulated with respect to the systematic arrangement of the responses systematically and analyzed using the Statistical Package for the Social Sciences (SPSS) to obtain meaningful insights. This allows educators to have a comprehensive understanding of the effect of sociability on students' wellbeing, as perceived by educators. Results interpretation is structured to follow the most important variables of the study, making it easier to present the results and accurate.

Table 1

Are students *motivated to perform well in school*.

Category	YES	NO
Frequency	58	2
Percentage	96.0 %	4.0 %

Table 1 shows that 58 (96%) students agreed with the statement that they are motivated to perform well in school. While 02 (4.0%) students did not agree with the above statement.

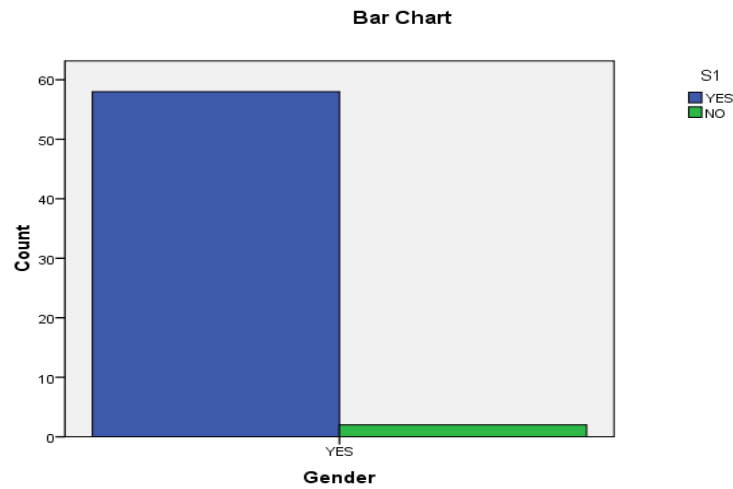


Table 2

Do you use different techniques to motivate students?

Category	YES	NO
Frequency	60	0
Percentage	100.0 %	0 %

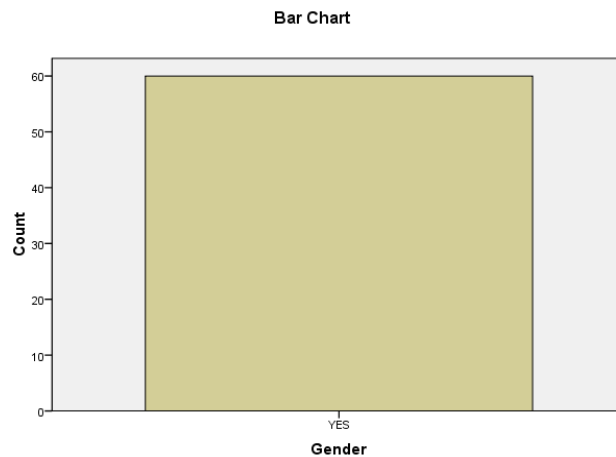


Table 2 explains that 60 (100%) teachers agreed with the statement that they use different techniques to motivate students. While no teacher agreed with the above statement.

Table 3

Do you reward your students for their good behavior?

Category	YES	NO
Frequency	60	0
Percentage	100.0 %	0 %

Table 3 depicts that 60 (100%) teacher agreed with the statement that they rewarded their students for their good behavior While no teacher was not agreed with the above statement.

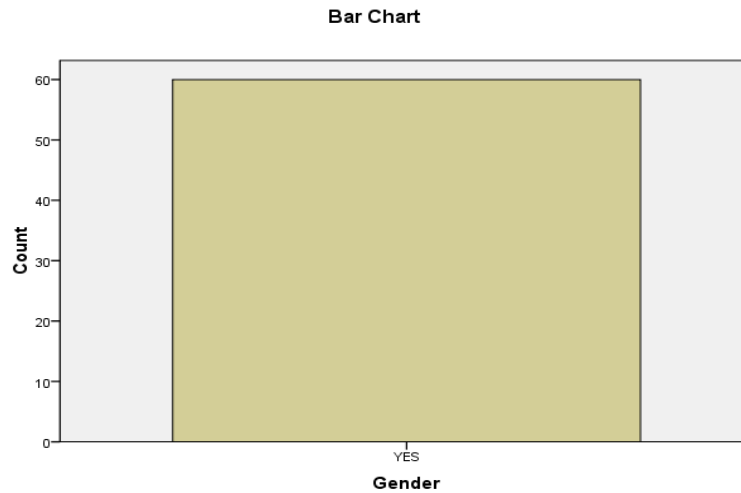


Table 4

Are the students being motivated positively?

Category	YES	NO
Frequency	57	03
Percentage	95.0 %	5 %

Table 4 explains that 57 (95%) teachers agreed with the statement that they rewarded their students positively. While 03(5%) teachers did not agree with the above statement.

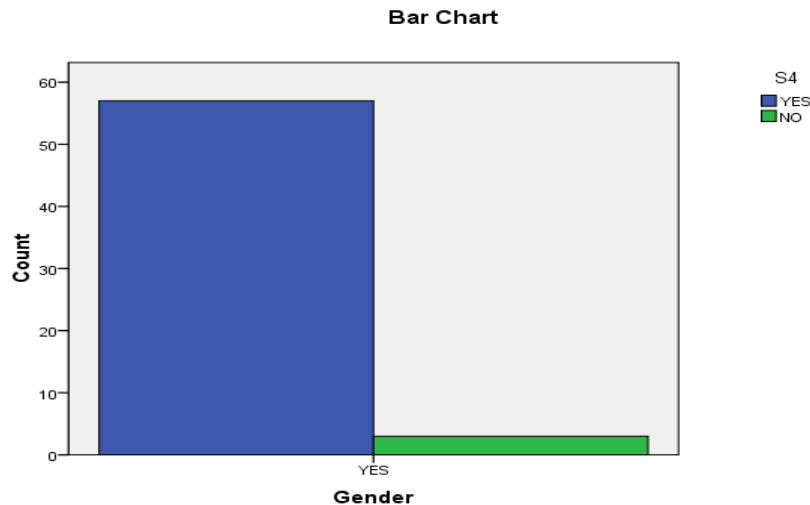


Table 5

Is it rewarding and motivating of students that has a positive impact on their results?

Category	YES	NO
Frequency	60	0
Percentage	100.0 %	0 %

Table 5 explains that 60 (100%) teachers agreed with the statement that the students' reward and motivation have a positive impact on their result. While no teacher agreed with the above statement.

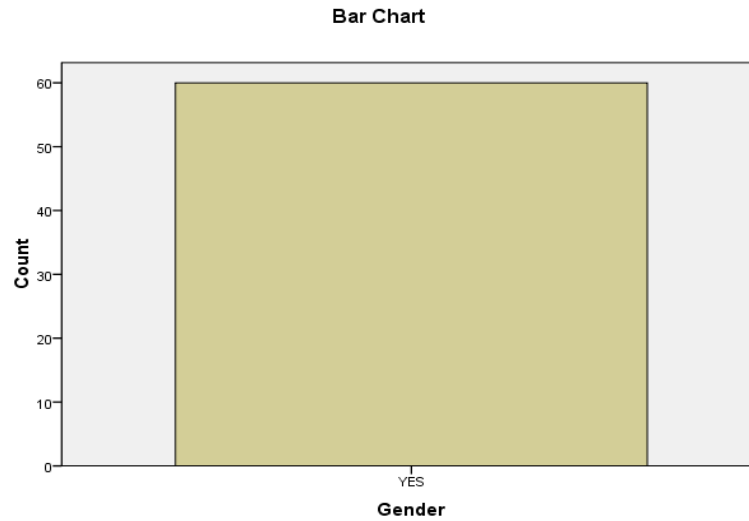


Table 6

Are the students being punished for their unsatisfactory performance?

Category	YES	NO
Frequency	07	53
Percentage	12.0 %	88.0 %

Table 6 indicates that 07 (12%) teachers agreed with the statement that they are being punished by their unsatisfactory performance. While 53(88%) teachers did not agree with the above statement.

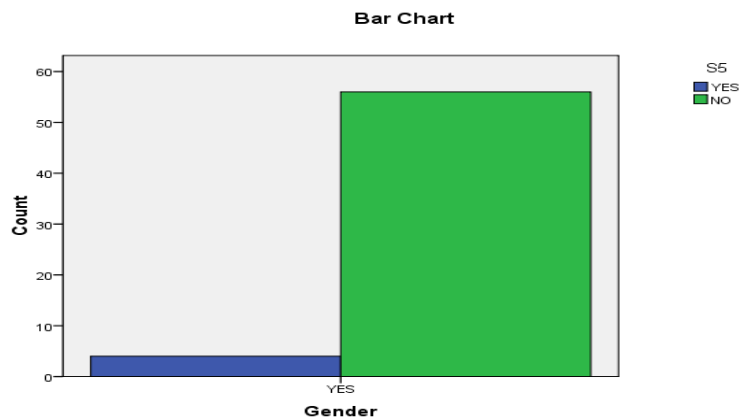


Table 7

Do you use the reward system to improve students' motivation?

Category	YES	NO
Frequency	59	1
Percentage	98.0 %	2.0 %

Table 7 shows that 59(98%) teachers agreed with the statement that they use the reward system to improve classroom management. While 1(2.0%) teacher did not agree with the above statement.

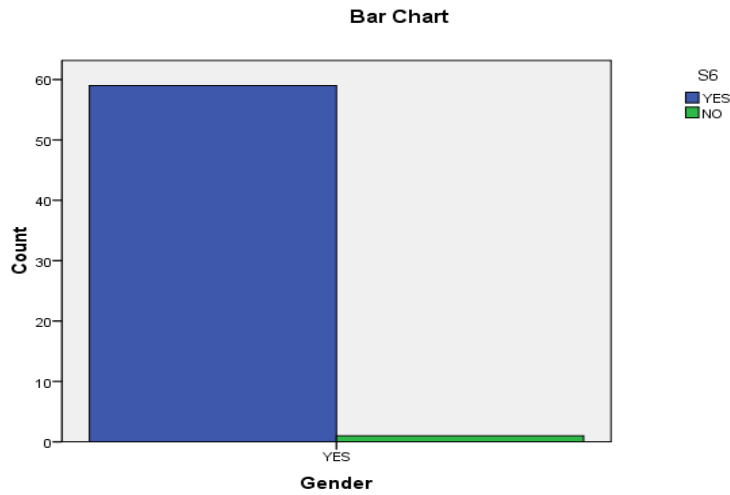


Table 8

Are the students happy after receiving a reward?

Category	YES	NO
Frequency	60	0
Percentage	100.0 %	0 %

Table 8 illustrates that 60(100%) teachers agreed with the statement that students were happy after receiving a reward. While no teacher agreed with the above statement.

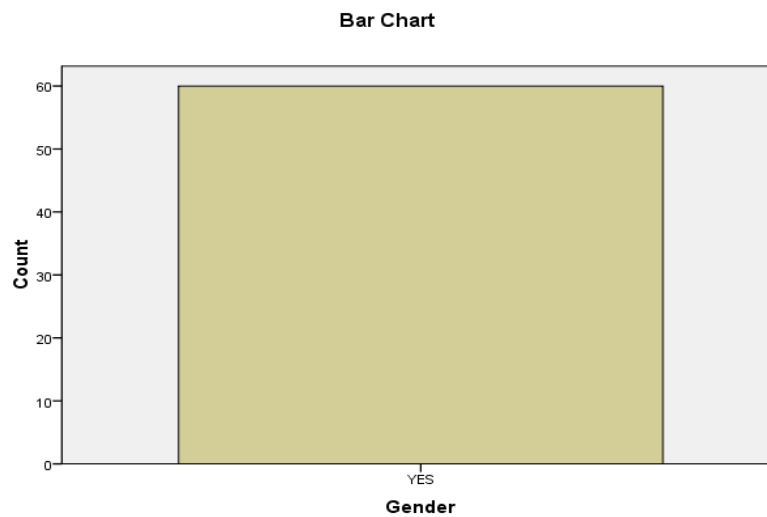


Table 9

Do you reward the students for their misbehavior?

Category	YES	NO
Frequency	06	54
Percentage	10.0 %	90.0 %

Table 9 depicts that 06(10%) teachers agreed with the statement that they reward the students for their misbehavior. While 54(90%) teachers did not agree with the above statement.

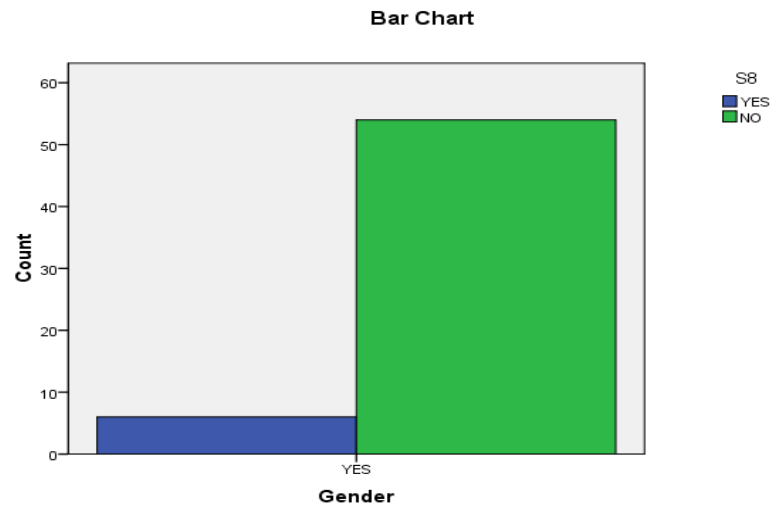


Table 10

Does the *misbehavior of students change with reward?*

Category	YES	NO
Frequency	20	40
Percentage	34.0 %	64.0 %

Table 10 explains that 20(34%) teachers agreed with the statement that misbehavior of students is change with reward. While 40(64%) teachers did not agree with the above statement.

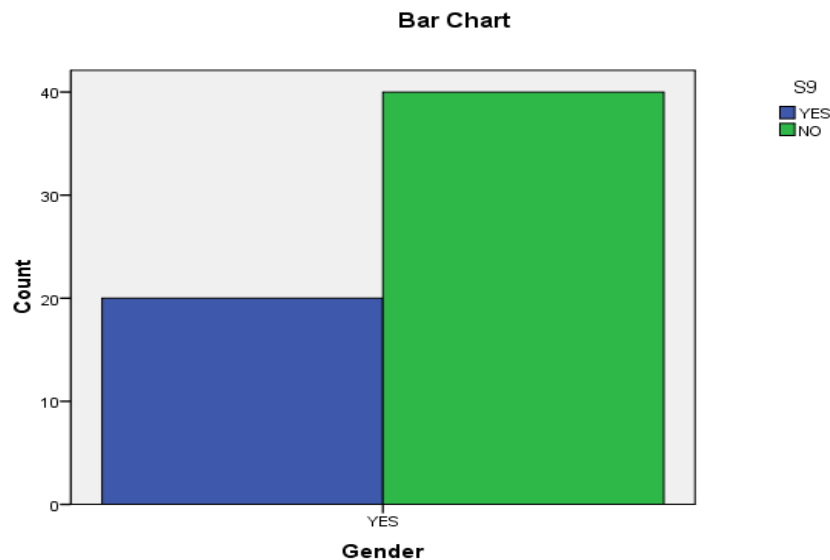
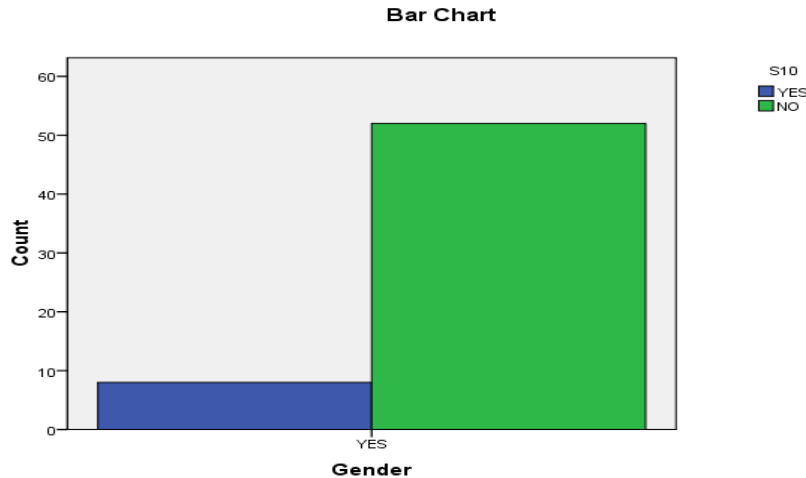


Table 11

Do you use rewards for the whole class?

Category	YES	NO
Frequency	08	52
Percentage	14.0 %	86.0 %

Table 11 indicates that 08(14%) teachers agreed with the statement that they use reward for whole class. While 52(86%) teachers did not agree with the above statement.



Discussion

This study provides the findings that the teachers are important in the shaping of the student motivation, classroom management and academic success. The study showed that teacher motivation and reward systems are very important in how students behave, discipline and classroom engagement. Positive learning environment is created by a well-managed classroom, whereas the presence of supportive teachers enhances student participation. According to the study, teachers could motivate students to perform better in classroom discipline if they used motivational strategies or reward system. It is also the results that show that teachers are substitutes for the parents not only for giving academic instruction, but also for affecting students' development in personal and social terms. Furthermore, the study illuminates that friendly teaching will lead to easier learning surroundings that students are more able to pay attention to and hence become more confident and enthusiastic. This finding implies that classroom management is an important element leading to student performance and their role in promoting academically better outcomes. Also, when it comes to effective knowledge transfer, teacher's presence and involvement are indispensable for critical thinking, and thus for discipline of the students. Institutional mechanisms, including the regular classroom monitoring and feedback systems, were also identified as necessary tools for improving teacher participation and promoting effective learning. The study supports the idea that there are effects of reward systems on classroom behavior. It was agreed by most teachers that giving rewards to students for good behavior would also motivate them to actively be involved in the learning process. The findings also suggest, however, that some teachers do not approve of rewarding students for poor performance, which suggests that rewards should be employed strategically to ensure that they do indeed carry out. The study strengthens the fact that teachers should utilize motivational strategies to promote classroom management, encourage pupil discipline, and improve the learning outcomes.

Conclusion

Thus, this study concludes that teacher motivation and classroom management strategies are very important to promote student engagement and academic success. The findings stress that students learn better in such a well-structured and disciplined classroom environment with good motivational teaching techniques. Teachers who employ rewards effectively motivate and increase a student's self-confidence by providing them with a sense of accomplishment. Moreover, the research also puts emphasis on the need for institutional support such as raising the

teacher training, professional development programs and structured reward systems to increase the effectiveness of the teacher and improving the classroom management. The study also shows that schools should engage in proactive measures to meet the demands of academic and personal growth of students by their teachers. Likewise, the research findings suggest that, to achieve success, students prefer that teachers are consistent in teaching methods, are continuously motivating, and are an efficient leader of their classes. Together, teacher engagement and use of reward systems ultimately result in building a productive and collaborative learning environment with positive impact on academic performance and student behavior.

Significance of Study and Limitations

This is important to multiple stakeholders of the education sector, including teachers, school administrators, policymakers and researchers. It states the important function of classroom management and motivational strategies in impacting student academic success. Thus, the findings offer useful knowledge for educational institutes to utilize the reward systems and teaching methodologies and thereby increase teacher performance and student's engagement. The study has important policy implications for setters of policy, namely, that policy should be designed to promote teacher commitment, professional development, and classroom discipline. The field of educational management is also advanced through research, inferring that development of structured classroom strategies and increased teacher motivation positively influence student learning outcomes. Moreover, this study provides a basis for future researchers to expand on the determinants of this study that have had limited impact on classroom engagement including subsequent psychological and socio-economic determinants. The study also makes practical recommendations for schools to facilitate the development and implementation of interventions to increase a more engaged and effective teaching workforce. On the essence of teacher motivation and classroom management, educational institutions, when addressed and brought under control may create a stable, student centered, high performing learning environment, which will go on to have better academic outcomes for students.

This study employed a causal-comparative research method with a quantitative approach to investigate the effects of sociability on the well-being of school students in public elementary schools of Tehsil Piplan, Mianwali. A cross-sectional research design was used, allowing data collection at a single point in time with minimal researcher interference. The study population comprised of teachers from public elementary schools in Tehsil Piplan, Mianwali, with a total of 10 public primary and elementary schools, out of which 5 were in urban areas and 5 in rural areas. Due to time and resource constraints, the study was delimited to these 10 schools. The future researchers are required to use longitudinal methods with large sample size from different regions of the province to get better understanding and generalizability of the results.

Recommendation

Based on the findings of this study, educational institutions are recommended to make efforts in teacher motivation, classroom management as well as students' academic performance. Teachers in schools should be trained to equip them with the classroom management skills to help order their classes and be trained to adopt student centered teaching methodologies that promote active participation and discipline. It should be strategic implementation of reward systems which will motivate both students and teachers so that they will remain focused and willing to learn. Furthermore, teachers should be offered professional development opportunities to be kept abreast of the current educational practices. Teacher accountability also includes performance monitoring, evaluations, feedback provisions for schools to maintain consistent teacher presence and engagement. This will create a supportive and inclusive classroom environment where negative teacher student interactions will be encouraged and will lead to increased student engagement and academic success. In addition, institutions should provide job security, financial rewards and recognition programmes that can be offered to teachers to maintain and stimulate teachers. Structured policies to enforce teacher accountability and high teaching standards along with promoting an individualized learning approach should be introduced by policymakers to meet needs of different students. Further facilities and resources strengthening will further increase teaching effectiveness and learning outcomes. Finally, research of teacher motivation will deepen the understanding of how to effectively improve classroom management and student engagement. These recommendations will reduce teacher absenteeism, improve the discipline of academic activity

and promote student success, which will help to improve the education system and make it more efficient and sustainable.

Declarations

Ethical Approval and Consent to Participate: This study strictly adhered to the declaration of Helsinki and relevant national and institutional ethical guidelines. Informed consent was not required as secondary data available on websites was obtained for analysis. All procedures performed in this study were in accordance with the ethical standards of the Helsinki Declaration.

Consent for Publication: Not Applicable

Availability of Data and Material: Data links for this study are available below the references list and can also be requested from the corresponding author.

Competing Interest: The authors declare no competing interest.

Funding: Not Applicable

Authors' Contribution: MFK; RM: conceptualization; Data collection; Writing Original Draft, UM; MFK; MFK and RM: writing– review & editing.

Acknowledgement: We authors are highly thankful to the colleagues, fellows, and respondents of the study for their cooperation in conducting this study.

References

- Babbie, E. (2020). *The Practice of Social Research* (15th ed.). Cengage Learning.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman.
- Baumrind, D. (1967). Childcare practices anteceding three patterns of preschool behavior. *Genetic Psychology Monographs*, 75(1), 43-88.
- Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy & Practice*, 5(1), 7-74.
- Brophy, J. (2004). *Motivating Students to Learn* (2nd ed.). Routledge.
- Brophy, J. (2010). *Motivating students to learn*. Routledge.
- Cameron, J., & Pierce, W. D. (1994). Reinforcement, reward, and intrinsic motivation: A meta-analysis. *Review of Educational Research*, 64(3), 363-423.
- Chi, M. T. H. (2009). Active-constructive-interactive: A conceptual framework for differentiating learning activities. *Topics in Cognitive Science*, 1(1), 73-105.
- Collins, A., Brown, J. S., & Holum, A. (1989). Cognitive apprenticeship: Making thinking visible. *American Educator*, 6(11), 38-46.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). SAGE Publications.
- Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, 8(1), 1-44.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Springer Science & Business Media.
- Deci, E. L., Koestner, R., & Ryan, R. M. (1999). A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin*, 125(6), 627-668.

- Dornbusch, S. M., Ritter, P. L., Leiderman, P. H., Roberts, D. F., & Fraleigh, M. J. (1987). The relation of parenting style to adolescent school performance. *Child Development*, 58(5), 1244-1257.
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.
- Duke, N. K. (2000). For the rich it's richer: Print experiences and environments offered to children in very low-and very high-socioeconomic status first-grade classrooms. *American Educational Research Journal*, 37(2), 441-478.
- Dweck, C. S. (2006). *Mindset: The new psychology of success*. Random House.
- Dweck, C. S. (2012). *Self-theories: Their role in motivation, personality, and development*. Psychology Press.
- Elliot, A. J., & Dweck, C. S. (2005). *Handbook of competence and motivation*. Guilford Publications.
- Field, A. (2018). *Discovering Statistics Using IBM SPSS Statistics* (5th ed.). SAGE Publications.
- Fisher, K. R., Hirsh-Pasek, K., Newcombe, N. S., & Golinkoff, R. M. (2014). Taking shape: Supporting preschoolers' acquisition of geometric knowledge through guided play. *Child Development*, 84(6), 1872-1878.
- Gillies, R. M. (2007). *Cooperative learning: Integrating theory and practice*. SAGE Publications.
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
- Government of Punjab. (2022). *Punjab School Education Department Annual Report*. Lahore, Pakistan.
- Grolnick, W. S., & Ryan, R. M. (1987). Autonomy in children's learning: An experimental and individual difference investigation. *Journal of Personality and Social Psychology*, 52(5), 890-898.
- Hmelo-Silver, C. E., Duncan, R. G., & Chinn, C. A. (2007). Scaffolding and achievement in problem-based and inquiry learning. *Educational Psychologist*, 42(2), 99-107.
- Johnson, D. W., & Johnson, R. T. (1999). *Learning together and alone: Cooperative, competitive, and individualistic learning*. Allyn & Bacon.
- Kohn, A. (1993). *Punished by rewards: The trouble with gold stars, incentive plans, A's, praise, and other bribes*. Houghton Mifflin Harcourt.
- Lortie, D. C. (1975). *Schoolteacher: A sociological study*. University of Chicago Press.
- Marzano, R. J., Marzano, J. S., & Pickering, D. J. (2003). *Classroom management that works: Research-based strategies for every teacher*. ASCD.
- OECD. (2018). *Teachers and School Leaders as Lifelong Learners: Teaching and Learning International Survey (TALIS)*. Organisation for Economic Co-operation and Development.
- Pallant, J. (2020). *SPSS Survival Manual: A Step-by-Step Guide to Data Analysis Using IBM SPSS* (7th ed.). McGraw-Hill Education.
- Palmer, P. J. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. Jossey-Bass.
- Piaget, J. (1952). *The origins of intelligence in children*. Norton.
- Prince, M. (2004). Does active learning work? A review of the research. *Journal of Engineering Education*, 93(3), 223-231.
- Reeve, J. (2006). Teachers as facilitators: What autonomy-supportive teachers do and why their students benefit. *The Elementary School Journal*, 106(3), 225-236.
- Reeve, J. (2009). *Understanding motivation and emotion*. Wiley.
- Reeve, J. (2009). Why teachers adopt a controlling motivating style toward students and how can they become more autonomy supportive. *Educational Psychologist*, 44(3), 159-175.
- Reeve, J., & Jang, H. (2006). What teachers say and do to support students' autonomy during a learning activity. *Journal of Educational Psychology*, 98(1), 209-218.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78.
- Ryan, R. M., & Deci, E. L. (2020). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Publications.
- Schunk, D. H., & Mullen, C. A. (2012). Self-efficacy as an engaged learner. *Handbook of Research on Student Engagement*. Springer.
- Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1-22.

- Skinner, B. F. (1938). *The behavior of organisms: An experimental analysis*. Appleton-Century-Crofts.
- Slavin, R. E. (1995). *Cooperative learning: Theory, research, and practice*. Allyn & Bacon.
- Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners*. ASCD.
- UNESCO. (2017). *Education for Sustainable Development Goals: Learning Objectives*. United Nations Educational, Scientific and Cultural Organization.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Weimer, M. (2013). *Learner-centered teaching: Five key changes to practice*. John Wiley & Sons.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design*. ASCD.

Submit your manuscript to MDPI Open Access journal
and benefit from:

- Convenient online submission
- Rigorous peer review
- Open access: articles freely available online
- High visibility within the field
- Retaining the copyright to your article

Submit your next manuscript at ➔ mdpi.com

Note: Open Access Education and Leadership Review is under the process of recognition by the Higher Education Commission Pakistan in the Y category.

Disclaimer/ Publisher's Note: The statements, opinions, and data contained in all publications in this journal are solely those of the individual author(s) and not of the MDPI and/ or the editor(s). MDPI and editor(s) disclaim responsibility for any injury to the people or property resulting from any ideas, methods, instructions, or products referred to in the content.