

Teachers’ motivational strategies employed in teaching passive pupils

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Abstract

This main purpose of this to identify the motivational strategies utilised by the intermediate teachers in teaching passive pupils of public elementary schools specifically the Grade-V pupils in Ramon District, School Year 2018-2019. This study used the descriptive-survey design of research to describe the demographic profile of the respondents in terms of the following variables: age, gender, highest educational attainment, position and length of service. Descriptive method was likewise used to gather information about the present conditions, status and trends in the pedagogy. It describes the nature of a situation that exists at the time of the study. Based on the findings of the study, the respondents are still active in implementing the motivational strategies in dealing with passive pupils. Additionally, teachers are not particular about their educational attainment and academic rank. Therefore, Grade-V pupils prefer to attend classes on time, avoid the feeling of inferiority and need the sense of acceptance. However, passive pupils should be given enough time to value their roles as pupils. It is also necessary to develop their potentials and capabilities. The teachers are still introducing traditional strategies in dealing with the passive students. They usually initiate their outmoded techniques, methods and styles in teaching. Thus, the determiners are present in any classroom setting; it is not usually very much present in every class. Moreover, common determiners arise in many ways and it depends upon the applied motivational strategies in dealing with passive pupils. Henceforth, the relationship of the determiners of passivism does not completely affect the motivational strategies employed by the teachers. So, initiating motivational strategies among pupils acknowledges teachers as frontiers of its implementation and enforcement of pupils’ involvement as well must be observed. However, this involvement on the part of the teacher is limited as the finality of decisions still rest in the teachers. This calls for the teachers to increase awareness of the prescribed and present-day motivational strategies to be employed among passive pupils. This can be possibly done if teachers hold high educational qualifications and academic rank by pursuing their education in graduate studies. It is then recommended that teachers should make their subject matter interesting by introducing more group dynamic activities to involve all the pupils, instead of competition. Cooperative learning can also be done by letting the pupils work in groups or in pairs.

Keywords: motivation, teaching-learning, passivism, teacher, strategy

INTRODUCTION

Motivation has two classifications – it is known as intrinsic and extrinsic. Motivation can be defined as a reason (or reasons) which leads an individual to act in a certain way. The phenomenon of motivation isn’t limited to just humans, and occurs in every organism living (Shrestha, 2017). The reasons might not always

be the same between two individuals acting in a certain way, but almost every action is directed by certain motivation. According to Salandanan and Corpuz (2007), motivation is a driving force that urges the pupils. It makes the learners energetic and interested in the learning lesson. Passive pupils are those who are not participating actively. They are the people who just let others decide. They just obey without arguments. They are not cooperative in works. This passive conduct or behaviour is called passivism.

As learners, they are expected to cooperate and bring out the best within them. It is the teacher's responsibilities to motivate those who do not talk and those who show lack of interest towards their studies. PechKusal, et al. (2009) conducted a study focusing on the causes that direct students to becoming passive: inferiority, unwilling to study, no sense of belonging, inconvenient lives, family problems.

Ames (2012) emphasized that motivation had composed a considerable implication to a pupil, as a psychosomatic occurrence needing the approach to the assessment of motivation called the self-determinative. He further pointed out that, another imperative point here comprises of a multiplicity of hypothetical methods which are expected at describing and evaluating distinct motivational standards.

On the other hand, Ryan and Deci (2009) stressed that deliberating self-determination as the main theory in the paradigm of the development of motivation is caused by some internal and external factors alike. This could be the environment and hereditary factors.

Lifting the current educational system in the country, Noels (2008) mentioned that motivation needs to provide an assessment of a self-determinative in terms of motivational scheme affection on pupils' capabilities and abilities in the result of particular elements that may influence the motivation among pupils. Moreover, to stimulate the improvement of an individual concernment of a pupil in the rate and individual performance of learners as well.

Although extrinsic incentives undoubtedly play an important role in shaping our behavior, humans are endowed with the remarkable capacity to engage in a task without such incentives, by self-generating intrinsic rewards. Forms of motivation triggered by intrinsic rewards are often referred to as interest, curiosity or intrinsic motivation. But the psychological and neural mechanisms underlying the generation of intrinsic rewards are largely unclear (Braver et al., 2014).

Students are termed passive learners when during classes they sit behind desk, listening, jotting down notes, and where necessary give brief answers to questions asked by the teacher, or completing assignments, tests and examination makes them passive learners (Idogho, 2015).

Passive learning is defined as a process when teachers pass information to students in form of a lecture in class, the students memorize it, and no feedback is gotten from the teacher (Shreyasi, 2017). Passive teaching makes the students passive learners. Lecturing, one of the methods employed in passive teaching remains and still is one of the most commonly used methods for transferring information and ideas by teachers and facilitators (Abdulhamid, 2013).

In addition, a study by Korantwi-Barimah et al. (2017) found university students demonstrating positive significant correlations between academic self-concept, motivation and academic performance. The study indicated that motivational factors played vital roles in academic performance.

Previous studies have shown that motivation could affect students' learning and performance. For instance, Arbabisarjou et al. (2016) found that there was a significant relationship between academic achievement motivation and academic performance among medical students. Similarly, a longitudinal study by Liu and Hou (2017) has shown that intrinsic motivation considerably promotes academic performance.

Other studies have also demonstrated that academic achievement motivation was significantly related to academic performance (Awan et al., 2011). Alderman (2004) claimed that students who had optimum motivation had an edge because they had adaptive attitudes and strategies, such as maintaining intrinsic interest, goal setting, and self-monitoring.

Furthermore, motivational beliefs are very essential to the academic achievement of students because they help to determine the extent to which students will consider, value, put in effort, and show interest in the task (Yukselturk & Bulut, 2017).

Students who were intrinsically motivated will be inclined to emphasis on their effort and engagement in learning and school activities (Shen et al., 2009). Therefore, in this study, it is believed that students will be motivated if they feel that teaching and learning environment encourage and assist them in learning and

teachers make the effort to employ motivational strategies to make passive pupils more active in their respective classes.

Objectives of the Study

Generally, this study attempted to determine the motivational strategies employed by the intermediate teachers in teaching passive pupils of public elementary schools specifically the Grade V pupils in Ramon District, School Year 2018 to 2019.

Specifically, this study sought answers to the following questions: (1) What is the profile of the respondents in terms of: age; sex; highest educational attainment; position; and length of service? (2) What are the common determiners of passivism observed by the respondents? (3) What is the extent of the common determiners of passivism observed by the respondents? (4) What are the motivational strategies employed by the teachers during classes? (5) What is the extent of motivational strategies employed by the teachers? And (6) Is there a significant relationship between the determiners of passive pupils and the motivational strategies employed by teachers?

METHODOLOGY AND DATA COLLECTION

This study utilised descriptive survey design of research to describe the demographic profile of the respondents in terms of the variables: age, gender, highest educational attainment, position and length of service. Descriptive method used to collect data about the present conditions, status and trends. It describes the nature of a situation as exists at the time of the study. Further, quantitative research was employed to identify the determiners of passivism and the employed strategies among intermediate teachers to let pupils active in participating in their classes. The Input, Process and Output model was used to determine the motivational strategies employed by the teachers in teaching passive pupils among intermediate pupils.

This study was conducted to all public elementary schools of Ramon District, School Year 2018-2019. A total enumeration of Grade V elementary teachers in the public schools in Ramon District was used in selecting the respondents. Further, all intermediate teachers from the 21 schools in the district with 52 teachers served as the population of the study. To complete the needed data for this study, questionnaire was used. The researchers used a revised questionnaire adapted from Lee (2012) to gather data and to logically prove the problem. Also, modifications were done in order to fit the study.

Personal data sheet was the first part of the questionnaire that focused the profile of the respondents. It includes age, sex, highest educational, position and length of service. The second part concentrated on the questions about the common determiners of passivism and motivational strategies being employed by the teachers. In addition, the extent of motivational strategies was included to identify the significant relationship between the determiners of passive learners and thereof. The study was conducted during School Year 2018-2019.

Descriptive and inferential statistics were calculated and summarized. Frequency and percentage were used to determine the profile of the respondents. The mean was computed to determine the common determinants of passivism and motivational strategies employed by the respondents. On the other hand, Kendall's tau-u test was used to test the significant relationship significant differences on the relationship between determiners and motivational strategies. Further, Kendall's tau-b test was used to test the significant relationship, robust test, data is not normal, preferred more than spearman when it comes to tied ranks. Moreover, this inferential statistic is appropriate since the collected data is not normal as revealed in the study based on the perception of the teachers on motivational strategies.

RESULTS

Respondents' Profile.

Table 1 shows that majority of the elementary teachers are still young ranging 22-31 years old and 32-41 years old with 22 or 42.3% and 18 or 34.6% distribution, respectively. This conforms to the study of Garnet (2011) which implies that majority of the respondents are still active and able to teach for 20 to 30 years and can perform their roles as effective classroom teachers.

The table further shows that female teachers also subjugated with total of 33 or 75%. This means that female teachers dominated in the district of Ramon, Isabela over male. This confirms the research findings of Hyde (2008) that the world is dominated by females as Tandas (2012) cited in his study.

More women are inclined to teaching profession, similarly, Yap (2008) reported that only about 7% of Department of Education (DepEd) teachers are males in the Philippines for the reason that over the years, the teaching profession had apparently failed to attract male teachers. It further indicates that the population of the country is dominated by females.

As to the highest educational attainment, very few teachers were able to finish a graduate degree program but majority of them have MA units with total of 39 or 75%. The educational attainment also relates to their academic rank where most of them achieved the rank teacher II and teacher III with totals of 20 or 38.5% and 17 or 32.7%, respectively. This implies that one (1) of the Grade V teachers of Ramon District had finished his master's degree with Ph.D. units showing continuing professional development.

Since most of the respondents are still young, it also follows that they are still young when it comes to service since the majority of them have been teaching for 1-10 years with a total of 38 or 73.1%. This implies that most of the Grade V teachers have adequate experienced as a classroom teacher which could have positively affect the performance of the pupils in terms of academic achievement through motivational strategies.

The present study confirmed with the findings of Lou and Najjar (2006), the older teacher or staff were believed to be more effective in school leadership or managing their class because they were more experienced in terms of motivations.

Table1. Profile of the respondents

<i>Variable</i>		<i>f</i>	<i>%</i>
Age	22-31 years old	22	42.30
	32-41 years old	18	34.60
	42-51 years old	9	17.30
	52 years old and above	3	5.80
Sex	Male	19	36.50
	Female	33	63.5
Highest Educational Attainment	Bachelor's Degree Holder	6	11.50
	Bachelor's Degree Holder with MA units	39	75.00
	Master's Degree Holder	6	11.50
	Master's Degree Holder with PhD units	1	1.90
Position	Teacher I (LSB)	12	23.10
	Teacher II	20	38.50

	Teacher III	17	32.70
	Master Teacher I	2	3.80
	Master Teacher II	1	1.90
Length of Service	1-10 years	38	73.10
	11-20 years	11	21.20
	21-30 years	3	5.80

Common determiners of passivism.

It is expected that there were 52 respondents who need to complete the needed data. But, in this part of the survey, there were respondents who were preferred to give neutral decisions by not choosing the determiners of passivism. Table 2 shows that there are 20 determiners of passivism commonly observed by the teachers where the most common is the look on being uninterested with total of 47. Then followed by leaving learning task half-done (n=45), not participating in class discussion (n=44), sticking to their seats during discussion (n=44), and attending classes without any preparations (n=44). Though all the indicators are mostly observed in the classroom, the least commonly observed includes having no sense of belonging (n=34), usually late in attending classes (n=36) and having the feeling of inferiority (n=37). Indeed, this study supported the result of this present study that teachers should observed properly the behavior of the pupils in terms of passivism in order to address and give immediate action to make pupils become active in the class. In the indicator 10, “They have no sense of belonging,” obtained the lowest rank, it means that not all the pupils without sense of belonging are passive pupils. This implicates that, teachers should consider the other factors of being passive pupils. Moreover, all the indicators of common determiners of passivism were relatively the same. It means that these indicators are the expected signs of passive pupils.

Table 2. Common determiners of passivism

<i>Indicators</i>	<i>f</i>	<i>Rank</i>
P1. They stick to their seats during discussions.	44	3
P2. They look uninterested.	47	1
P3. They endlessly bother neighbours rather than listen.	43	6
P4. They are unable to follow simple instructions.	43	6
P5. They look exhausted.	38	17
P6. They leave learning task half-done.	45	2
P7. They are quite and isolate themselves in class.	39	15
P8. They do not participate in-class activities.	44	3
P9. They have a feeling of inferiority.	37	18
P10. They have no sense of belonging.	34	20
P11. They frequently commit absences.	39	15
P12. They easily get bored.	42	10
P13. They usually late in attending classes.	36	19
P14. They hesitate to give immediate responses.	43	6
P15. They perform task taken for granted.	42	10
P16. They easily get irritated.	42	10
P17. They work with poor quality.	42	10

P18. They prefer work alone.	43	6
P19. They attend classes without any preparations.	44	3
P20. They easily get mad when being scolded.	41	14

Motivational strategies employed by the teachers during classes.

Table 3 shows that almost all the teachers acknowledge practicing the 20 identified motivational strategies. The only strategies not employed by all the teachers includes introducing field trips and field studies (n=49), allowing the pupils to act as little teacher (51), initiating peer teaching and group dynamic activities (n=51), letting the pupils conduct pantomime and active learning activities (n=51), and giving stamps to those pupils who show good works (n=51). This is supported by the finding of Goodwin (2010) that he encouraged teachers to be resourceful and innovative in creating their own instructional materials and have more exposure to higher levels of trainings and seminars regarding with ICT or Computer Aided Instructions to equip them with the new trends of teaching in order to motivate pupils especially the passive pupils in the class.

Table 3. Motivational strategies employed by the teachers in teaching passive pupils

<i>Indicators</i>	<i>f</i>	<i>Rank</i>
M1. I give rewards to the winner/s to a certain activity or competition.	52	1
M2. I give praises to those pupils who show good works	52	1
M3. I give stamps to those who completed their works on time	51	16
M4. I narrate a short story or a poem which is related to our lesson	52	1
M5. I introduce educational game that is related to the lesson	52	1
M6. I ask my pupils to do role playing, simulation, drama presentation and musical show	52	1
M7. I make sure that I used their energy to do their assigned tasks	52	1
M8. During class discussion, I let them watch slide presentation or film showing that is related to the topic.	52	1
M9. I attach images to ideas I want to convey	52	1
M10. I am observant during class activity	52	1
M11. I explain to them the relevance of our topic for their personal lives	52	1
M12. I let my pupils see me as an approachable person	52	1
M13. I make sure that all my pupils are involved during group activity	52	1
M14. I entertain the pupils' questions	52	1
M15. I allow my pupils to choose from among two or three things to do.	52	1
M16. I let my pupils conduct pantomime and active learning activities.	51	16
M17. I introduce lessons through collective actual experiences among the pupils.	52	1
M18. I initiate peer teaching and group dynamic activities.	51	16
M19. I allow my pupils to act as little teacher	51	16
M20. I introduce field trips and field studies.	49	20
<i>n=52</i>		

All the indicators about the motivational strategies employed by the teachers in teaching passive pupils obtained similar rank and frequencies. It means that as a teacher, you need to employ varied strategies to help passive pupils to participate in the class discussions. In indicator 3, "I give stamps to those who completed their works on time," obtained the lowest rank. It implicates that this strategy is no longer

effective on their age Moreover, indicators 3, 16 and 19 “I give stamps to those who completed their works on time,” “I let my pupils conduct pantomime and active learning activities,” and “I allow my pupils to act as little teacher” were obtained the same rank of 16 accordingly. This means that some teachers really feel comfortable and effective if they imposed motivational strategies in dealing with passive pupils. However, introducing field trips obtained the lowest rank among the indicators, this implies that this activity is not often initiated by the teachers.

Extent of the common determiners observed by the respondents.

Table 4 shows that almost all the common determiners are seldom observed by the teachers among their pupils except for the sticking to their seats during discussion which being sometimes observed (mean=3.16). This implies that though the determiners are present in any classroom setting, it is not usually very much present in every class. It further shows that indicator 8, “They do not participate in class activities” obtained the lowest rank. It means that, passive pupils really prefer not to participate in the class activities. All indicators of the common determiners were seldomly observed by the respondents. This means that passive pupils really look uninterested, exhausted, commit mistakes, easily irritated and has a feeling of inferiority. Additionally, pupils are unable to follow instructions, learning tasks were half-done, no sense of belongingness, easily bored, usually late in attending class, hesitate to give immediate responses and attending classes without any preparations were rated relatively the same which means “seldom” observed by the teachers. Ecleva (2013) stated that it is indeed very essential to employ motivation in a certain class to develop strong rapport of every pupil through teachers’ motivation style, all the pupils play a vital role in shaping the class to achieve the desired goals in smooth way and further develop the harmonious relationship of all the pupils’ regardless of their status. The results indicate that by identifying the determiners of passivism, the teachers were definitely turn out the pupils to be a determined pupil and felt the despotic and oppressive way of studying that have same result with the study of Han et al. (2016). Additionally, almost the indicators under the extent of the common determiners of passivism were observed seldomly. It means that, if teachers could observe determiners of passivism among learners, they should imposed immediately alternative ways on how in dealing with passive pupils (Mansour, 2009).

Table 4. Extent of the common determiners of passivism

<i>Indicators</i>	<i>Mean</i>	<i>QE</i>	<i>Rank</i>
1. They stick to their seats during discussions.	3.16	So	1
2. They look uninterested.	2.62	Se	4
3. They endlessly bother neighbors rather than listen.	2.44	Se	17
4. They are unable to follow simple instructions.	2.56	Se	8
5. They look exhausted.	2.63	Se	3
6. They leave learning task half-done.	2.56	Se	11
7. They are quite and isolate themselves in class.	2.54	Se	12
8. They do not participate in class activities.	2.36	Se	20
9. They have a feeling of inferiority.	2.38	Se	19
10. They have no sense of belonging.	2.44	Se	18
11. They frequently commit absences.	2.56	Se	7
12. They easily get bored.	2.60	Se	6
13. They usually late in attending classes.	2.61	Se	5
14. They hesitate to give immediate responses.	2.56	Se	8
15. They perform task taken for granted.	2.67	Se	2
16. They easily get irritated.	2.48	Se	14

17. They work with poor quality.	2.45	Se	16
18. They prefer work alone.	2.56	Se	8
19. They attend classes without any preparations.	2.52	Se	13
20. They easily get mad when being scolded.	2.46	Se	15

Legend: So – Sometimes Se – Seldom

The extent of motivational strategies employed by the teachers.

Table 5 shows that almost all the motivational strategies are being always or frequently practiced by the teachers except in introducing field trips and field studies which is sometimes introduced (mean = 3.49). Among all those highly practiced motivational strategies, involving all the pupils during group activity is the most employed (mean = 4.63). The other strategies always employed includes explaining the relevance of the topic to the pupils' personal lives (mean = 4.62), entertaining the pupils' questions (mean = 4.56), and giving praises to those pupils who showed good works (mean = 4.54). This implies that the teachers are recognised the importance of the motivational strategies in decreasing the passivism of the pupils. These statements supported the result of this study that, let the pupils are involved during group activities, explain to them the relevance of our topic for their personal lives and entertain the pupils' questions must be always utilize in the classroom served as motivational strategies to help the passive pupils cope with their studies.

Table 5. Extent of motivational strategies employed by the teachers

<i>Indicators</i>	<i>f</i>	<i>QE</i>	<i>Rank</i>
1. I give rewards to the winner/s to a certain activity or competition.	4.04	F	16
2. I give praises to those pupils who show good works	4.54	A	4
3. I give stamps to those who completed their works on time	3.78	F	19
4. I narrate a short story or a poem which is related to our lesson	4.17	F	9
5. I introduce educational game that is related to the lesson	4.08	F	13
6. I ask my pupils to do role playing, simulation, drama presentation and musical show	4.08	F	13
7. I make sure that I used their energy to do their assigned tasks	4.23	F	8
8. During class discussion, I let them watch slide presentation or film showing that is related to the topic.	4.13	F	11
9. I attach images to ideas I want to convey	4.00	F	17
10. I am observant during class activity	4.31	A	6
11. I explain to them the relevance of our topic for their personal lives	4.62	A	2
12. I let my pupils see me as an approachable person	4.54	A	4
13. I make sure that all my pupils are involved during group activity	4.63	A	1
14. I entertain the pupils' questions	4.56	A	3
15. I allow my pupils to choose from among two or three things to do.	4.12	F	12
16. I let my pupils conduct pantomime and active learning activities.	4.04	F	15
17. I introduce lessons through collective actual experiences among the pupils.	4.17	F	9
18. I initiate peer teaching and group dynamic activities.	4.24	F	7
19. I allow my pupils to act as little teacher	3.92	F	18
20. I introduce field trips and field studies.	3.49	So	20

Legend: A – Always F – Frequently So – Sometimes

Significant relationship between the determiners of passive pupils and the motivational strategies employed by teachers.

Result shows that some of the determiners of passivism of pupils are significantly related to some of the motivational strategies employed by the teachers but with low and almost negligible correlation ranging from -0.37 to 0.40. Based on the result of the study, this can imply motivational strategies may have slight effect to the passivism of the pupils but it is not enough, thus, other factors must also be considered. The motivational strategies in dealing with passive pupils must be paralleled and should be employed based on the level of the pupils. Since the result has only slight effect of the motivational strategies being employed by the teachers in dealing with passive pupils, the pupils' motivation should have patterned in the effective classroom styles or management. In other words, pupils should be treated fairly and equally. Besides, pupils either slow learners or fast learners shall be treated fairly.

CONCLUSION AND RECOMMENDATIONS

Based on the findings of the research study, the following conclusions were drawn: First, the educational attainment of the respondents associated to their academic rank obtained that most of the teacher-respondents hold teacher II and/or teacher III positions. Since most of the respondents are 22-31 years old, it means that they are still young when it comes to service since the majority of them have been teaching for 1-10 years. Hence, the respondents are still active in implementing motivational strategies in dealing with passive pupils. Additionally, teachers are not particular about their educational attainment and academic rank; Second, though all the indicators are mostly observed in the classroom, the least commonly observed include having no sense of belonging, usually late in attending classes, and having the feeling of inferiority. Therefore, Grade-V pupils prefer to attend classes on time, avoid the feeling of inferiority and need a sense of acceptance. Moreover, passive pupils should be given enough time to value their roles as a pupil. It is also necessary to develop their potentials and capabilities; Third, almost all the teachers acknowledge practicing the twenty (20) identified motivational strategies. The only strategies not employed by all the teachers include the introduction of field trips and field studies, permission of the pupils to act as little teacher, initiation of peer teaching and group dynamic activities, conduct of pantomime and active learning activities, and giving stamps to those pupils who show good works. Thus, the teachers are still introducing traditional strategies in dealing with the passive students. They usually employ outmoded techniques, methods and styles in teaching; Fourth, all the common determiners are seldom observed by the teachers among their pupils except for the "sticking to their seats during discussion" that is only sometimes observed. This means that although the determiners are present in any classroom setting, it is not usually very much present in every class. Additionally, common determiners arise in many ways and it depends upon the applied motivational strategies in dealing with passive pupils; Fifth, all the motivational strategies are always or frequently practiced by the teachers except "introducing field trips and field studies" which is sometimes introduced. Among all those highly practiced motivational strategies, involving all the pupils during group activity is the most employed. This implies that the teachers recognize the importance of the motivational strategies in decreasing the passivism of the pupils. Given all these, motivational strategies were employed recurrently.; and Finally, the determiners of passivism of pupils are significantly related to some of the motivational strategies employed by the teachers but with low and almost negligible correlation. It means that motivational strategies may have slight effect to the passivism of the pupils but it is not considerable, thus, other factors must also be considered.

In the light of the conclusions drawn from the results of study, the recommendations are hereby suggested for considerations: Initiating motivational strategies among pupils acknowledges teachers as frontiers of its implementation and enforces pupils' involvement as well. However, this involvement on the part of the teacher is limited as the finality of decisions still rest in the teachers. This calls for the teachers to increase awareness of the prescribed and present-day motivational strategies to be employed among passive pupils.

This can be possibly done if teachers hold high educational qualifications and academic rank by pursuing their education in graduate studies; There is a need to stimulate the interest of the pupils in every subject. Besides, teachers should be exposed to different variety of motivational strategies which is aligned to the passive pupils. Moreover, teachers should know how to determine the common determiners using prescribed tools. It is recommended that teachers should employ active and dynamic learning activities based on the interest of the pupils. In addition, the teacher shall implement reward system and emphasize the value of cooperation rather than initiating competition. Teachers can help the learners respond with interest and motivational strategies by sharing parts of themselves with learners, especially little stories of problems and blunders they made either as children or even recently. Besides, teachers should teach with varied strategies to address the needs of the passive pupils. Given all these, motivational strategies in dealing with passive pupils will be heightened or improved if teachers should attend several trainings, seminars, workshops and for a related to motivational strategies; and in order to solve the issues on the slight effect of the motivational strategies employed by the teachers in dealing with passive pupils, the teachers should employ an appropriate method, strategies and style in dealing with passive pupils. It is suggested that the teachers must consider the nature of their pupils. Hence, integrate modern-day forms of motivations among pupils.

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