



Effects of transition technique on motivation of the students at secondary level



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ABSTRACT

The paper was designed to investigate the effects of classroom transition techniques on the student's motivation. Students observe relevance to their learning when they have ownership of the process, and when they feel it is appropriate to meet their needs, they are more motivated. These are important factors to believe both in the planning of daily lessons and in the introduction of transition techniques in the class. Connecting students to the actions of classroom management created a change in the behavioral model so that everyone in the classroom worked together. In order to motivate students to participate in appropriate behavior, they needed to know that their efforts and actions were important. The study was based on the quantitative approach. The Population of the study was all Government Secondary school students in district Peshawar. A stratified sampling technique was used for the collection of sample size. The Sample size of the study was 400 students from 20 schools. The instrument used for data collection was a questionnaire. The data found that almost 92.8 % of respondent students reported that transition help to motivate the slow learner to work hard and perform well. Almost 90 % of respondent students agreed, to the fact that transition gives pleasure when it is completed along with friends, It is recommended that the instruction during the transition must be clear so it will prove more effective.

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1. Introduction

Classroom transitions are time frame when students move in the form of a group as directed by the teacher. It is a time period when the teacher makes student groups in a class within a short period of time needed by the student to finish one activity and ready to start another activity. It is a technique used by the teacher in the management of time and activity (Schexnaildre, 2012).

Kaser (2013) stated that in transition, teachers use different techniques that help to encourage rapid and smooth progress when they shift from one activity to another. To inform about in coming transition, the students, by consistent use of visual or auditory signals and verbal cues is considered as a very effective strategy. When a teacher gives a cue or signal to the students about the transition time, so he

provides enough "wait time" until complete the activity and ready for the next activity.

Becker (2011) stated that when students observe relevance to their learning, when they have ownership of the process, and when they feel it is appropriate to meet their needs, they are more motivated. These are important factors to believe both in the planning of daily lessons and in the introduction of transition techniques in the class. There are so many factors that play a role in making the teaching-learning process interesting and effective. So this study will focus upon the use of transition by the teacher in the teaching-learning process in order to make the process more and more effective.

2. Student motivation during transition

For many years, the basic purpose of class punishment has been to punish the child in order to make him or her feel bad so that he or she can behave. Parents and teachers wanted children who misbehaved to feel guilty for their actions; however, a child who felt good would not be misbehaved. The use of coercion to make a child feel bad was a counteractive approach to promoting positive

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behavior. Although punishment is, of course, still in use, times have changed. Teachers and students are working towards the same goal when they discuss those goals together. When classrooms act as a social unit, therefore teachers and students have a shared value system.

Panico (1998) found that connecting students to the actions of classroom management created a change in the behavioral model so that everyone in the classroom worked together. Teachers have not been looking for someone to blame, but the class has been involved in finding solutions. Students have not been compelled to act in a particular way; they have opted to do so. In the sense of constructive learning, students have exercised power rather than command. Students have set goals and implications in the classroom culture. As a result, the findings are acknowledged, whether positive or negative.

Class meetings also facilitated student decision-making, problem-solving, and shared responsibility. During these conversations, students generated incentives, assessed class growth, organized events, explored ways to support the school, discussed ways for the educator to improve, and brainstormed ways for the group to work together to improve (Shahzad, 2015).

Kariuki and Davis (2000) indicated that, in order to motivate students to participate in appropriate behavior, they needed to know that their efforts and actions were important. Students always needed to feel that they were unique and respected. In the same way, students needed to feel that they could influence people and events around them.

Using a constructive discipline template, Kariuki and Davis (2000) found that students were able to transition on average in just 41 seconds compared to 5.6 minutes prior to intervention. Students were more willing to reduce their transitions because they were empowered to make choices to improve their classroom environment.

Research by Dawson-rodriques et al. (1997) looked at how positive reinforcement influenced transition periods of physical education. Our studies have shown a significant reduction in transition time. Next, the behavioral management program was beneficial for students because it was focused on positive reinforcement. Students enjoyed having their names publicly displayed on the board and often addressed the incentives among themselves at the start of the semester. We have enjoyed engaging in training sessions of physical activity. The students had a vested interest in the curriculum by picking the reinforcers. Second, due to an expedient transition, learners experienced additional physical education activity time. When asked to share what they could do with the extra time, most students said they could spend more time on the task for the day or maybe have some extra time at the end of the day to engage in games that further improved their skills.

Overall, the decrease in transition time has increased student understanding of the unnecessary waste of class time. Third, the behavior management plan enabled students to become aware of the

transition time allocated. Students were told early in the school year that they would be given five minutes to prepare for class (e.g., dressing in proper physical activity clothes and being on a roll call line). However, because the clock was not visible, students were often unaware of the actual time. Throughout the behavioral management program, the instructor revealed the remaining time for the pupils, which may have worked to reduce the transition time. It is doubtful that any single factor accounted for such a dramatic reduction in transition time; it could be due to all of the factors mentioned above, acting in combination (Fox, 2009).

This paper would have focused upon the students' motivation with respect to transition techniques used by the teacher during the teaching-learning process.

3. Objective

To point out the effects of transition techniques on the student's motivation during the teaching-learning process.

4. Methods and procedure

The study was based on the quantitative approach. The Population of the study is all Govt. Secondary school students in district Peshawar. Stratified sampling techniques were used for sampling of the study. The Sample size of the study was 400 students from 20 schools. Four hundred students further distributed among the sub-strata of 200 students from each rural and urban schools, Sub-strata of 200 was further dived into boy and girls 100 schools. The instruments used for data collection were questionnaires. The data were placed in Table 1 and interpreted with the help of the percentage.

5. Explanations of the table

Item 1 indicated that 79.3% of respondents students view that transition plays a role in developing the social skills of learners, 14.1% of respondents were disagreed, while 6.8% of respondents were undecided. The chi-square value is 271.200, and P-value is 0.000, which is less than the significance value, i.e., 0.05, hence the data is significant.

Item 2 indicated that 78.8% of respondents students reported that transition helps in the development of emotional competency. 13.5% of respondents were disagreed, while 7.8% of respondents were undecided. The chi-square value is 255.225, and P-value is 0.000, which is less than the significance value, i.e., 0.05, hence the data is significant.

Item 3 indicated that 83.3% of respondents student viewing that transition encourages friendship; 12.3% of respondents disagreed, while 4.5% of respondents were undecided. The chi-

square value is 364.175, and P-value is 0.000, which is less than the significance value, i.e., 0.05, hence the data is significant.

Item 4 indicated that 90% of respondents agreed to the fact that transition gives pleasure when it is

completed along with friends. 5.6% of respondents were disagreed, while 4.5% of respondents were undecided. The chi-square value is 439.675, and P-value is 0.000, which is less than the significance value, i.e., 0.05, hence the data is significant.

Table 1: Indicating transition techniques and their effect on students' motivation

Statements	SDA	DA	UN	AG	SAG	Chi-square P-value
1 Transition plays a role to develop the social skills of learners.	33 (8.3)	23 (5.8)	27 (6.8)	182 (45.5)	135 (33.8)	271.20 (0.000)
2 Transition helps in the development of emotional competency.	38 (9.5)	16 (4.0)	31 (7.8)	149 (37.3)	166 (41.5)	255.22 (0.000)
3 Transition encourages friendship.	21 (5.3)	28 (7.0)	18 (4.5)	121 (30.3)	212 (53.0)	364.17 (0.000)
4 Transition gives pleasure when it is completed along with friends.	9 (2.3)	13 (3.3)	18 (4.5)	150 (37.5)	210 (52.5)	439.67 (0.000)
5 Transition helps in finding an unhappy learner due to incomplete tasks.	33 (8.3)	50 (12.5)	67 (16.8)	111 (27.8)	139 (34.8)	96.50 (0.000)
6 Transition helps to motivate slow learners to work hard and perform well.	3 (0.8)	5 (1.3)	21 (5.3)	118 (29.5)	253 (63.30)	580.10 (0.000)
7 Transition helps to enhance the eagerness of the fast learners to help their slow learners' classmates.	14 (3.5)	12 (3.0)	24 (6.0)	127 (31.8)	223 (55.8)	434.67 (0.000)
8 When a student performs well the other students clapping for him in the class.	31 (7.8)	20 (5.0)	10 (2.5)	110 (27.5)	229 (57.3)	425.02 (0.000)

SDA=Strongly DisAgree, DA=Dis Agree, UN=UN Certain, AG=Agree, SAG=Strongly Agree

Item 5 indicated that 62.6% of respondent students' views that transition helps in finding unhappy learner due to incomplete task, 20.8% of respondents were disagreed, while 16.8% of respondents were undecided. The chi-square value is 96.500, and P-value is 0.000, which is less than the significance value, i.e., 0.05, hence the data is significant.

Item 6 indicated that 92.8% of respondents agreed to the fact that transition helps to motivate slow learners to work hard and perform well. 2.1% of respondents disagreed, while 5.3% of respondents were undecided. The chi-square value is 580.100, and P-value is 0.000, which is less than the significance value, i.e., 0.05, hence the data is significant.

Item 7 indicated that 87.6% of respondents reported, transition helps to enhance eagerness of the fast learners to help their slow learners' classmates, 6.5% of respondents were disagreed, while 6.0% of respondents were undecided. The chi-square value is 434.675, and P-value is 0.000, which is less than the significance value, i.e., 0.05, hence the data is significant. Item 8 indicated that 91.3% of respondents agreed to the fact that when a student performs well the other students clapping for him in the class, 12.8% of respondents were disagreed, while 2.5% of respondents were undecided. The chi-square value is 425.625, and P-value is 0.000, which is less than the significance value, i.e., 0.05, hence the data is significant.

6. Findings

- Approximately 79.3% of respondent students reported that transition plays a role in developing the social skills of learners.
- Nearly 78.8% of respondent students' views that transition helps in the development of emotional competency.

- Almost 83.3% of respondent students agreed to the fact that transition encourages friendship.
- Nearly 90% of respondent students reported that transition gives pleasure when it is completed along with friends.
- Approximately 62.6% of respondent students' views that transition helps in finding unhappy learner due to incomplete task.
- Almost 92.8% of respondent students agreed to the fact that transition helps to motivate slow learners to work hard and perform well.
- Nearly 87.6% of respondent students reported that transition helps to enhance the eagerness of fast learners to help their slow learners' classmates.
- Approximately 91.3% of respondent student views that when a student performs well, the other students clapping for him in the class.

7. Discussion

Approximately 79.3% of student's respondents agreed, with the statement that transition plays a role in developing the social skills of learners. Educator encourages the student to work together and can give descriptive feedback when they do so, which help to develop social skills among the learner (Coddington and Smyth, 2008).

Approximately 78.8% of student's respondents agreed to the statement that transition helps in the development of emotional competency. Educator encourages the student to work together and can give descriptive feedback when they do so, which help to develop emotional competency among the learner (Lepper and Chabay, 1985).

Nearly 83.3% of student respondents agreed; to the statement that transition encourages friendship. The transition became easier for the student by developing skills of friendship (Hemmeter et al., 2008).

Approximately 90% of student's respondents agreed to the statement that transition gives pleasure when it is completed along with friends. Transitions became easier for the student by developing skills of friendship and feel happy by completing his task with friends (Ostrosky et al., 2002).

Approximately 62.6% of student's respondents agreed to the statement that transition helps in finding an unhappy learner due to incomplete tasks. When a student expresses his feeling unhappy and end of the activity, the educator can take advantage of such situation encourage him that he can do it and also make a busy student in solving the problem as well as help him in solving the problem (Schunk, 2012).

Nearly 92.8% of student respondents agreed, with the statement that transition helps to motivate slow learners to work hard and perform well. The learners developed their identities and friendships through their small group activities. "Because of this identification with the group, the motivation of slow learners to work hard and perform well may be enhanced (Lu, 2011).

Approximately 87.6% of student's respondents agreed to the statement that transition helps to enhance the eagerness of fast learners to help their slow learners' classmates. The eagerness of fast learners to help their slower classmates may be increased". The research proved the small group linked and motivated learners to learn together (Sowell, 2013).

Approximately 91.3% of student respondents agreed with the statement that when a student performs well, the other students clapping for him in the class. Clapping used to get the attention of the learner and frequently use as a transition technique (Disanti, 2010).

8. Conclusion

From the above literature, the researcher concludes that transition technique plays an important role in the improvement of the quality education through maintaining discipline in the classroom all process of teaching, learning takes place step by step, the transition also plays important role increase the acceptable behavior during the teaching-learning process, the learner is motivated through a transition which helps the teacher as well as student to achieve the objective of the lesson.

9. Recommendations

- It is recommended that the instruction during the transition must be clear, so it will prove more effective.
- It is recommended that the teacher must observe the students during the transition, which makes them actively engage and make it more effective for the learner as well as for the teacher.

More research should be conducted to examine the ways in which other transitions strategies help manage both transitions and students' mental needs.

Compliance with ethical standards

Conflict of interest

The authors declare that they have no conflict of interest.

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