

Teachers Motivational Perception, Motivational Strategies and Students Academic Achievements in Oman Public Schools

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Abstract: In this study, the researcher has attempted to study the relationship, difference and the level of the teacher's perception of the student's motivation, different motivational strategies and the indicators of student's academic achievements as seen in the Omani public school. The teacher's perceptions regulated by the different reasons or causes which caused the lack of motivation amongst students, strategies used by the teachers and the various demographics like gender, class levels taught and their teaching experience. The schools selected from the Al Dakhelia Governorate, which is one of the 11 Governorates in Sultanate of Oman. Besides that, this survey correlational study used of (Hardre, 2008) teacher motivational perception ($\alpha=.75$) and motivational Strategies ($\alpha=.84$) questionnaires scores of Cronbach's Alpha. Pilot study have been conducted on 30 teachers which indicates scores of Cronbach's Alpha ($\alpha=.74$).

The results of this study showed that there was a moderate perception of students lacking motivation level ($M=3.29$, $SD=.327$), high level of strategies they used ($M=4.38$, $SD=.974$) and moderate student academic motivation ($M=66.29$, $SD=7.11$). There is a positive and significant relationship between teachers' perception of motivation and student academic achievements (Male; $r=.607$ $p<0.05$), Female ($r=.418$ $p<0.05$). Likewise, there was a positive and significant relationship between teachers' motivational strategies and student academic achievements (Male; $r=.285$ $p<0.05$), Female ($r=.333$ $p<0.05$) which indicated a Low correlation, definite but small level. Finally, there were no differences used independent t test; p-value and one way ANOVA used due to the normal distribution of teacher motivational strategies mean score of gender ($t=1.35$, $p>0.05$), class level ($F=.103$, $p<0.05$) and teaching experience ($\chi^2=.681$, $p>0.05$) in the study. In the Other hands, there were significant differences of teacher motivational perception based on gender ($t=2.163$, $p<0.05$), class level ($F=3.928$, $p=.202$).

The results of this study can be useful tools for the Omani school authorities, administrators, policymakers, and teacher educators for supporting the teachers in accurately developing student's motivations and motivational strategies for further students' academic achievements.

Keywords: Teachers Motivational Perception; Motivational Strategies; Students Academic Achievements.

1. BACKGROUNDS

Motivation is an important and critical determining factor in the success of the students. Earlier studies have shown that the motivation of students can predict the student outcomes like self-efficacy (Ryan et al., 1983; Harther and Connell, 1984; Deusi and Ryan, 2002; Libre et al., 2005; Brook et al., 2010). Many earlier studies have shown that a gradual decrease in the student motivation during the passing of academic years (Gottfried et al., 2001; Bovard & et al., 2003; Otis & et al., 2005), and a major concern amongst the education researchers (Opdenakker et al., 2013).

Two types of interest (personal and situational) are important in understanding motivation (Hidi and Baird 1988; Hidi and Harackiewicz 2000) and student academic achievements. Teachers' perceptions of the types and causes of their students' motivation influence their strategies to create situational or personal interest (Linnenbrink and Pintrich 2002; Sansone and Morgan 1992). Cues that teachers receive about students' motivation create perceptions, resulting in teacher behaviors which, in turn, influence students' motivation (Wild et al. 1997, Hardre&Sullivan,2009).

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

Recently, many studies in Oman have focused on the student motivation. Many of the student's indicator achievements results obtained have not been acceptable from parents. Several authority figures like the administrators in the Ministry of education, principals, supervisors, and teachers are seen to play an important role in providing the students with aspirations and motivational strategies for achieving academic success. Based on the fact of Omani Studies, there is a lack of motivation amongst the students, lower results scored by the students in the secondary schools, the teaching methods used by the teachers, and the students' learning assessments needs several changes to develop in the Oman school system (Al-Mahrooqi et al. 2012; Al.kharoosi & et al., 2016; Al-Naqabi & Ambu-Saidi, 2016). According to the Omani Educational Centre of Statistics (2016), there were different public students' success rates which varied with the students in 11th and 12th class level in various subjects and ranged between 62 - 75% in Sumail, Oman. All students indicators showed a high-ranged recipient ratio for estimating (d=Pass) grade scores of class level (12) in subjects like physics, chemistry, applied mathematics, general mathematics, geography, Arabic language, science, and technology.

In this study, the researcher shown an exist relationship between the teachers' perceptions of the causes of a lack of motivation amongst the students. The factors of teacher lacking motivation and motivational strategy in Oman public schools could affect students' academic achievements. Various outcomes of students on teaching strategy-based factors (like Relevance, Aspirations, Relatedness/ emotional support, value perceptions, future, cannot influence, Acknowledgement of peer pressure, Extrinsic constraints, Extrinsic rewards, General Beliefs among Motivation as Malleable (vs. un-malleable), and Motivation as Transient). These different grades of the motivational strategies are seen to influence and affect the academic achievements of the students based on the gender of the students and the teachers, subjects taught in school and the teaching experience.

This study would contribute to the body of knowledge on student motivation specifically, by focusing on determining teachers' perceptions about how they motivate students in their classrooms. Sometimes may help increase students' level of participation during instruction and their overall academic performance. That earlier studies which investigated the teachers' motivational perceptions, their motivational strategies, and the students' academic achievements, were seen to be based on the teachers' prior perceptions and experiences, which influenced the classroom practices (Mansfield and Volet, 2010; Akintola, 2013). Likewise, there were several studies such as motivational strategies in English, foreign language classrooms, motivating adolescents of teacher perception, low academic achievement: causes and results, the factors influencing the motivational strategy, student motivation: teacher perceptions, beliefs (Sugita and Takeuchi, 2012; Hardre and Sullivan, 2009; Al-Zoubi, 2015; Solake and Bayar, 2014, Elisa, 2015), etc, still search on relation between the factors of strategies and teacher perception without related on students performances scores. That led the researcher to understand the correlation between the lacking motivation, motivational strategies, and students' academic achievements indicator scores.

In conclusion, the concerns among the teachers' perceptions with regards to the student motivation, strategies used and the academic achievements of the students have encouraged several studies. The student characteristics like motivation, reasons for the lack of motivation, the strategies used for motivating the students could significantly affect student's academic achievements.

2. PROBLEM STATEMENT

In Oman, communities, educational authorities, and school environments raised a concern about the student motivation and their achievements. They made an effort to understand the issues of low student's motivation which led to their low academic achievements. They also studied the teachers' supervising time; academic courses taught student exams and the teachers' technical teachings (Al-Mahrooqi et al. 2012). The Sumail students' 11th class level academic achievements revealed 48% were between medium and failed, 22% were good and 22.8% in high grades. Further, student's 12th class level academic achievements revealed 51% were between medium and failed, 29% were good and 20% in high grades academic achievements. The Ministry of Education statistically reports showing that the most students had dangerous performance situation that they were between (D&F 48%) grades in class level 11 and D&F 51% grades in class level 12 in Sumail (Oman Educational Statistics, 2016).

The study was to increase students' academic performance by focusing on teachers' perception in how they motivate students in their classrooms. Based on the research on Maslow's theory of human motivation, this study explored teachers' perceptions about student motivation as a way to overcome low student motivation toward learning among high school students in Sumail, Oman. Finally, in the Oman public schools, a comprehensive understanding of the gap between the unacceptable and low student results and the different academic achievement indicators has to be studied. To summarize, very little research has been carried out on the perceptions of the Omani teachers' with regards to the students lacking motivation, motivational strategies used and the low indicators of academic achievements students.

3. RESEARCH OBJECTIVE

The researcher has aimed to identify the manner in which the teachers of the Oman Public secondary schools view the student's motivation and the motivational strategies used for influencing the low academic achievements of the students. It has also considered the teachers' perceptions, their thoughts, what they know or are confident with regards to their actions and their actual actions for motivating the students and helping them improve their academic performance. The study was to increase students' academic performance by focusing on teachers' perception in how they motivate students in their classrooms. Based on the research on Maslow's theory of human motivation, this study explored teachers' perceptions about student motivation as a way to overcome low student motivation toward learning among high school students.

4. METHOD

4.1. Population and sample:

This study focused on the Welayat Sumail population, Oman public school which had 23 schools and 526 classes, with a teacher population of 1384, where 924 were female, and 460 were male teachers and 11537 students. 2538 students were present in 11-12th class, with 1325 male and 1213 female students (ES, 2016). The age of the students ranged between 16-18 years.

Hence, the survey respondents were low; wherein these studies considered the population of Sumail as the sample population from eight Welaya for the teachers teaching essential subjects and teach 11-12th class level, with (135) teachers.

4.2. Measures:

The designed questionnaire validated by experts from UPM Malaysia, Jordan (3 social guidance), (2 sociologists) from Oman and two Omani English teachers translators to the Arabic language. In this study, the rest of the (13) items from Perception of Student Motivation PSM designed from Hardre(2008) to determine the reasons stated by the teachers, which displayed by the students who lack motivation. These items indicated five causes (home factor, current relevance/values, peer factors, aspirations/future utility, and personal factor like being lazy or not caring). The PSM questionnaire stability would be determined by the (Cronbach's Alpha) and was seen to be $\alpha=0.75$ for every sub-theme of this questionnaire.

The Motivating Student Questionnaire (MSQ) analyses the general perceptions observed by the teachers for the motivating students along with the strategies used in the class (Hardre and Sullivan, 2008). The MSQ questionnaire

stability can be estimated by the (Cronbach's Alpha) and was seen to be $\alpha=0.84$ for every sub-theme. In this MSQ component, (19) items have listed which indicate the strategies used by the teachers endorsed by the teachers using a 5-point Likert scale. Thirteen of these items have listed in 5 clusters which represent four forms of strategies, while 1 cluster represents the teacher's helplessness in influencing the student motivation. The strategy clusters are: relatedness/emotional support (3 items); relevance/value perception (3 items); aspirations/ future (3 items); acknowledgement of peer pressure (2 items); and lack of influence (2 items). The rest of the six items analyze the extrinsic rewards (3 items) and the external constraints (3 items) of the motivational strategies used. Finally, the component comprises of six different items which assess the beliefs of the teacher with regards to the malleability (3 items) and stability (3 items) of motivation. The research instruments used PSM and MS questionnaires. The research used pilot study of (30) teacher before the actual study to get the reliability of instruments.

Descriptive Statistics of Reliability

No	The Questionnaires	Cronbach's Alpha
1	Perception Students Motivation	$\alpha=.75$
2	Motivational strategy	$\alpha=.84$
3	Pilot Study	$\alpha=.74$

5. RESULTS AND FINDING

The general objective of this study was to investigate the relationship, level, and differences of teacher perception of student's motivation, motivational strategies they used and students' academic achievements in Oman public school. Teacher perception moderate by reasons/causes students lacking motivation, teacher's strategies they used and demographics "gender, class level teaching and teaching experiences." The schools selected from Welayat Sumail, Oman.

Table (5:1): Descriptive statistics for subscale of "Teacher Motivational Perception Reasons of Lacking Motivation" Factors."

Reasons of Lacking Motivation" Factors Class Level		Home Factors	Current Relevance Value	Aspiration/ Future Utility	PEER Factors	Personal factors
11	Mean	3.1026	3.1128	2.9487	3.6615	3.5385
	N	65	65	65	65	65
	Std. Deviation	.75674	.75984	.92277	.83903	1.14669
12	Mean	3.2558	3.2481	3.1628	3.8837	3.3953
	N	43	43	43	43	43
	Std. Deviation	.76924	.64690	.98500	.56523	1.07215
11&12	Mean	3.3333	3.4815	3.3704	3.9630	3.7778
	N	27	27	27	27	27
	Std. Deviation	.84226	.81824	1.02671	.86520	1.01274
Total	Mean	3.1975	3.2296	3.1012	3.7926	3.5407
	N	135	135	135	135	135
	Std. Deviation	.77833	.74587	.97078	.77360	1.09792

The study indicates teacher perception reason of student lacking motivation in Oman, Welayat Sumail is moderate. The overall of the mean score can explain that it is (M=3.29 SD=.372) in the table (5:1). Moderates perception means that students are at risk for low motivation and lack of school success of teacher's beliefs.

The teacher's motivational perception instrument has five subscales. It is the cause of lacking motivation subscale. The factors that consist this subscale are a home factor, current relevance, aspiration, peer factor, personal factor. The mean score for all five subscales of Teacher Motivational Perception was calculated based on related items. According to descriptive analysis results of teachers class level 11, 12 and 11&12 subscales including (home factors, current relevance / value, aspiration/ future utility, peer factors and personal factors) shows that Peer Factor subscale had the highest mean score (M=3.79, SD=0.773), followed by personal factors (M=3.54, SD=1.098) and teachers who taught both class level 11&12 had high perception (n=27, M=3.96, SD=0.865).

The analysis table (5:3) of teacher's motivational strategies they used in Oman, Sumail public school is high. It can explain by overall teachers respondents (n=110; 81.5%). In contrast, the (n=25; 18.5%) is in moderate strategies they used in their class room practice. The high teacher (M=3.99, SD=.347) in the table used for importance and frequency of motivational strategies provide both insights into student needs and evidence of motivational strategy and effectiveness in Sumail, Oman public schools.

Table (5:3), teaching strategies used in class level 11, 12 and 11&12 to make information relevant, (Motivational Strategies Q Relevance Scale), was the highest endorsed strategy (M=4.38, SD = .4553) and 11&12 (27) teachers higher endorsed, They endorsed that to promote students' motivation, they often provide information about why what they are learning is valuable for students, help their students to see the engage learning point and showing them how learning relevant.

The academic achievements in Sumail, Oman public school, were calculated based on student's essential subjects for nine school class level 11&12. The descriptive statistic table (5:2) shows that the students'11 class level academic achievements revealed 48% were between medium and failed, 22% were good and 22.8% in high grades. Further, students'12 class level academic achievements revealed 51% were between medium and failed, 29% were good and 20% in high grades academic achievements. That means, poor student achievement often attributed to a lack of motivation.

Table (5:2): Descriptive Statistics of students' Academic Achievements Level

Class Level	Academic performance	Percentage
11	Excellent	6.8%
	Very Good	16%
	Good	29.1%
	Medium	38%
	Failed	10.5%
12	Excellent	9%
	Very Good	11%
	Good	29%
	Medium	41.5%
	Failed	9.5%

Table (5:3): Teachers motivational strategies Levels

Motivational strategy Factors	Relatedness/ Emotional Support	Relevance, Value perception	Aspiration, Future	Acknowledge Peer Pressure	Cannot Influence	Extrinsic Rewards	Extrinsic Constraint	Malleable	Transients	
11	Mean	4.0051	4.3958	4.3231	3.0385	2.9538	4.2821	3.5641	4.2135	4.14
	N	65	65	65	65	65	65	65	65	65
	Std. Deviation	.54802	.44790	.45250	.99337	1.0633	.51784	.72150	.60674	.520
12	Mean	4.1008	4.3571	4.3101	2.8140	2.9884	4.4031	3.4496	4.3488	4.14
	N	43	43	43	43	43	43	43	43	43
	Std. Deviation	.51195	.46207	.47917	.96992	1.05497	.45750	.78976	.42385	.526
11-12	Mean	4.0864	4.4198	4.2716	3.0556	3.5000	4.3457	3.6296	4.2346	4.32
	N	27	27	27	27	27	27	27	27	27
	Std. Deviation	.57433	.47675	.49818	.94394	.96077	.48465	.73574	.68447	.501
Total	Mean	4.0519	4.3885	4.3086	2.9704	3.0741	4.3333	3.5407	4.2612	4.18
	N	135	133	135	135	135	135	135	134	135
	Std. Deviation	.54005	.45538	.46722	.97499	1.0554	.49206	.74409	.57133	.51947

Table (5:4): Pearson Correlations Analysis between Teacher Motivational Perception and students' Academic Achievements

	Gender	Pearson Correlations	Teacher Motivational Perception
Academic Achievements	Male	R	.607**
		P value	0.05
	Female	R	.418**
		P value	0.05

Table (5:5): Pearson Correlations Analysis between Teacher Motivational strategies and students' Academic Achievements

Gender			Academic Achievements	Teacher Motivational Strategies
1 "Male"				
2 "Female"				
1.00	Academic Achievements	Pearson Correlation	1	.285*
		Sig. (2-tailed)		.016
		N	71	71
	Teacher Motivational Strategies	Pearson Correlation	.285*	1
		Sig. (2-tailed)	.016	
		N	71	71
2.00	Academic Achievements	Pearson Correlation	1	.333**
		Sig. (2-tailed)		.007
		N	64	64
	Teacher Motivational Strategies	Pearson Correlation	.333**	1
		Sig. (2-tailed)	.007	
		N	64	64

*. Correlation is significant at the 0.05 level (2-tailed).

Based on the table (5:4 & 5:5), there is a positive and significant relationship between teachers' perception of motivation and student academic achievements (Male; $r=.607$ $p<0.05$), Female ($r=.418$ $p<0.05$). Likewise, there was a positive and significant relationship between teachers' motivational strategies and student academic achievements (Male; $r=.285$ $p<0.05$), Female ($r=.333$ $p<0.05$) which indicated a Low correlation, definite but small level. Finally, there were no differences used independent t test; p-value and one way ANOVA used due to the normal distribution of teacher motivational strategies mean score of gender ($t=1.35$, $p>0.05$), class level ($F=.103$, $p<0.05$) and teaching experience ($\chi^2=.681$, $p>0.05$) in the study. In the Other hands, there were significant differences of teacher motivational perception based on gender ($t=2.163$, $p<0.05$), class level ($F=3.928$, $p=.202$).

6. CONCLUSION

The results found indicate that there was a moderate perception of students lacking motivation level, high level of strategies they used and moderate student's school's academic motivation. There is a positive and significant relationship between teachers' perception of motivation and student academic achievements in male and female. Likewise, there was a positive and significant relationship between teachers' motivational strategies and student academic achievements in male and female schools which indicated a Low correlation, definite but small level. They were no significant differences between teacher motivational strategies based on gender, class level, and teaching experiences. On the other hand, they were significant differences between teacher motivational perception based on gender and experiences teaching.

This finding has important implications for developing more understanding of teacher's perception of students lacking motivation, the strategies that teachers used and how it affects students' academic achievements in Oman public schools. They were several issues that emerge from these findings. One of these important issues was the moderate teacher perception of students lacking motivation. Even though that causes/ reason of students lacking motivation had studied overseas; this study is the new based on causes factors in Oman public schools. Ministry of Education in Oman, school, supervising, principles, teachers and social workers and counselor should be focusing on these reasons that impact student's school motivation and their academic achievements especially in 11th and 12th class levels and make a relation with student's low academic achievements.

The important implications for future practice in the moderate factors of students lacking motivation home factor, current relevance, aspiration, peer factor, personal factor". Introduce these factors contributed to educational awareness programs needs to the teachers, students' parents and society as reasons for losing learning outcomes. In this point, the study given an interesting requires of doing teachers need to work alone, away from their peers to motivate students or peers pressure was a reason that does not have the time to motivate them. The reality needs of counseling intervention to solve the impact of peer pressure problems and how it affects students' academic achievements.

Besides that, findings suggest several courses of action for teaching strategies used. The study revealed high of teacher strategies they used in class level 11th and 12th. That is pushing us to the reality of nature of these strategies that effective student's motivation. The correlation between how teachers are looking for these strategies and did them applied it, the relationships between motivational strategy and school academic outcomes. Finally, they also show that motivation strategies research requires the investigation of dynamic perspectives and situation specific motives that will only become apparent in the actual classroom settings. The theory and practices contribution has several aspects. Attribution theories, which are the most widely held motivational theories in Subjects education, focus on the relationship between the evaluation of an outcome of students' academic achievements and teacher contribution correlation of the reason and strategies perception and demands. Attribution theory indicates whether a motivational causal factor of student's success or failure could perceive as internal or external to teachers and how this cognitive perception affects their student motivation. The teacher can intervene and improve students' motivation by understanding students lacking the motivation to stimulate the mind and interest of students. According to teacher perception of students lacking motivation and attribution theory we have endorsements of the five factors and students have a ready excuse to explain the poor performance of their essential subjects should it occur, an excuse other than inability? A relationship exists between self-efficacy theory and teacher perception, motivational strategies; the strategies general beliefs in teacher's capabilities to organize and execute the class of action required to produce given attainments. Self-efficacy is a construct synonymous with confidence and refers to a teacher's judgment about his/her capability to perform a high-class strategies task at a specified level of students' performance well-being in the study. Besides that, understanding of student's lacking motivation predicts better student's academic achievements.

This combination of findings provides some support for the conceptual premise of theory and practices of teacher's perception of student's motivation, motivational strategies and students' academic achievements in Oman public schools. The results of this study explain the occurrence of these adverse events of Omani students' academic achievements. These findings emerging from this issue relate specifically to the reality of reason of students lacking motivation and extents of teachers strategies used by student's 11th and 12th class levels.

7. LIMITATION OF THE RESEARCH

They are several limitations of this study are worth noting. First, the responses were obtained via a self-report survey. The motivation for the respondents to complete the survey may have provided a sample of teachers with strong views in a particular direction. Second, teachers' self-reporting may be discrepant to their current practices: These discrepancies could be the result of a desire to appear more favorable or of inaccurate self-assessments. Third, not all teachers completed all items at the beginning. This occurred more frequently with the later items and could be attributed to survey fatigue or an unwillingness to share specific information.

8. RECOMMENDATION FOR FUTURE RESEARCH

This research has thrown up many questions in need of further investigation between motivation and academic motivation in Oman public schools to understand low students results in indicators of essential subjects in others stage of the study. Further work needs to be done to examine what teachers are teaching in their postsecondary courses and professional development about motivation. It would be interesting to assess the effects of teachers preparation in motivation specifically equips effectively meet the students' needs that they encounter in authentic professional practice. If the debate is to be moved forward, a better understanding of teachers' motivating strategies explicitly for whole classes and individual students, and as general instructional methods, in contrast, to direct intervention for identified lack of motivation and academic achievements. What is now needed is a cross-national study involving each school should analyze student's indicators of academic achievements to have a better understanding of reasons under covering specialist from Ministry of Education. Teachers need to focus keen attention on motivating their students to promote their self-efficacies, always urging students to believe in their abilities to do well, and they (teachers) must also believe in their students. Teachers must be trained to integrate the essence of motivational beliefs and the need for students to use all kinds of strategies during instructions. The teachers should assist their students to understand the need for them to build up beliefs like task value, self-efficacy, lacking motivation for learning and performance.

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AUTHOR’S PROFILE

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