

# Original Article: Effect of Encouragement on Increasing Learning



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**Citation:** Zamani S. Effect of Encouragement on Increasing Learning. Int. J. Adv. Stu. Hum. Soc. Sci. 2021; 10(1): 15-21

**doi** [10.22034/ijashss.2021.264982.1032](https://doi.org/10.22034/ijashss.2021.264982.1032)



## Article info:

**Received:** 29 October 2020

**Accepted:** 28 January 2021

**Available Online:** 18 March 2021

**Checked for Plagiarism:**

Dr. Sami Sajjadifar

**Peer Reviewers Approved by:**

Dr. Amir Samimi

**Editor who Approved Publication:**

Professor Dr. Ahmad Alipour

## Keywords:

Behavioral psychologist, disturbing relationship, the learning environment, punishments

## ABSTRACT

Behavioral psychologist Skinner believes that severe punishment of children and adolescents for misbehavior may temporarily eliminate the misbehavior, but in most cases leads to retaliatory and socially compensatory behaviors or other emotional problems. What teachers allow children to do, in the one hand, causes emotional problems and behavioral conflicts, and on the other hand, creates a disturbing relationship between the teacher and the student, making it difficult to reconstruct and repair it, and sometimes out of reach. In such a situation, the child may generalize the negative image he has of the punishing teacher to other teachers in the learning environment and even the physical space of the school. Aggressive and emotional teachers who cannot control their behavior with severe and frequent punishments will have adverse effects on their students' adaptation and will stimulate their resistance in learning lessons..

## Introduction

It may be a little difficult for some to imagine that encouragement can be used in a school, but the fact is that one can see in the school trenches the glorious presence of teachers and students who, with the help of love and smiling and determined faces, succeed in their work [1-3].

So, the school color should be reminiscent of beauties and niches. Because human beings, especially adolescents, are affectionate. Therefore, the need for love is one of the most

basic needs of every human being, it encourages students' strengths and talents, increases their endurance in work, provides speed in physical work, and leads to more effort in intellectual work.

Encouraging and strengthening children's positive behavior leads to the formation of desirable habits in them. In other words, because through verbal and non-verbal encouraging behaviors, material and spiritual, individual and direct and indirect group of coaches, more than anything, the need of teenagers, that is, the need for love and attention, is answered. We see the

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most effective and lasting effect on their behavior, while when we discipline a student, not only do we not respond to any of his or her basic needs, but they upset his or her vital balance and leave him or her with an unpleasant experience from which he or she always escapes. We are facing it even though we have temporarily controlled its desirable behavior.

Our Holy Prophet (P.B.U.H) bases the treatment of children and adolescents on love and recommends us to cherish them and encourage them with a reward that can be fulfilled. Using the method of encouragement and love is one of the most effective educational methods and is a sign of leadership. If the child is at an unacceptable level in terms of education and morality, he should find a positive point in his behavior and appearance and use it as a footprint to encourage him. For example, he may use his gentle hands and as a footprint to encourage him, for example, his hands may be gentle. Or his hair is trimmed and tidy; he may also care about the cleanliness of his shoes, or he may keep his notebook and book well.

In any case, a constructive educational life can lead a child to form an acceptable personality later in his life. The child's hobbies and interests should not be overlooked by the teacher. Attention and admiration are useful for everyone because man needs the approval and respect of others and wants others to appreciate and value his efforts in everything he does.

However, in order to excel or stand out and receive admiration, one should make extra effort in parallel with the effort of preparation and talent. The child should do good deeds based on personal and social duty and without expecting rewards, but parents should encourage him as a conscientious person. Encouragement is better not to be financial. However, firstly, the child should consider it his duty like others. Secondly, our encouragement from him should be a means of satisfaction in doing his duty, that is, to show that we are pleased with his action and then to make him understand that God is also pleased with his action [4-6].

### Background of the Research

A study conducted in Tehran in 2019, two groups of successful and unsuccessful groups were asked

about the need for encouragement. This shows that, firstly, both successful and unsuccessful people acknowledged the need for encouragement, and , unsuccessful people in education expected more praise than successful people. Also, a study on common encouragement and punishment in middle schools was carried out [7-9].

The results are as follows:

- 1) Encouragement is more effective than punishing learning drummers.
- 2) Teachers in girls' schools use more encouragement than punishment.
- 3) The encouragement that most teachers use is verbal.
- 4) The punishments that teachers use most are verbal.

Another study on the same subject, aimed at the type and quality of the encouragement of the question, which resulted in the following findings:

- 1) Elementary teachers mostly use verbal encouragement such as saying goodbye, hello.
- 2) The sample agrees to encourage students in the group and opposes individual encouragement.
- 3) Elementary school teachers agreed to use variable distance encouragement.
- 4) Teachers strongly agree with fixed and variable relative incentives.
- 5) Teachers are reluctant to motivate students both materially and immaterially.

Also, a study with 100 teachers approached the same area by interviewing them. The sample was randomly selected and the following results were obtained from the research.

- 1) There is a relationship between encouraging parents in the presence of parents and students' academic achievement.
- 2) Material encouragement is more effective than immaterial encouragement.
- 3) There is a relationship between student encouragement and academic achievement.
- 4) There is a relationship between teachers 'experience in using encouragement and students' academic achievement.
- 5) The size and type of encouragement should be according to the mood of the students to be effective [10].

On the basis of what stated above, we conclude that encouragement is a suitable tool for students' academic achievement. Also, encouragement in

the presence of students and parents causes their academic progress and encouragement should be done according to students' moods and appropriate to their activities [11].

The question is whether direct and indirect encouragement has an effect on students' academic achievement or not, according to research, both of which play a role in students' academic achievement.

## Research Method

### Data collection tools

In this research, in order to collect data about the objectives and questions under study, a rating scale containing 30 statements in the form of 5 values was and also the statements have been selected so that they have a logical relationship with each other. The researcher concluded that he turned the questionnaire into a grading scale and the questions into a proposition, and thus 30 propositions were prepared according to the subject vunder discussion [12].

### Participants

Teachers and educators of girls' middle schools who were selected from all teachers in different secondary schools participated in this study. Out of the total of 100 existing middle schools, 50 teachers and 50 schools were selected. The trainers were randomly selected. Out of 120 scales, 100 were returned for analysis [13].

### Data analysis

In this study, in order to analyze the collected data, the following descriptive statistics were used:

**Table 1.** The need for encouragement in education

I completely disagree	I disagree	I have no opinion	I agree	I totally agree	Levels the answers	
—	1	1	17	31	Number	Secretaries
—	%2	%2	%34	%62	Percentage	
—	—	—	19	31	Number	Managers
—	—	—	%38	%62	Percentage	

- 1) Compiling and arranging frequency distribution tables.
- 2) Drawing a bar chart.
- 3) Qualitative interpretation based on the data obtained.
- 4) Comparing the responses of teachers' and teachers' opinions about the conditions for presenting the development and concluding based on these opinions.

## Results

The main purpose of this study was to discover general principles based on the relationships between variables. In general, relying on descriptive method, the percentage of generalized findings to the whole population is studied [13]. Preliminary description of research data is presented in this section and is done using statistical methods (formation of tables and graphs in percentage) [14]. The results showed that encouragement is a suitable tool to prevent education and also the implementation of encouragement in the classroom is appropriate to enhance learning and activate initiative in students. And in order for students to dare to solve problems, we must use encouragement, because the main problem in bringing students to class is at the bottom of the board and asking them to explain in solving problems, which will be solved with appropriate encouragement. Students do not have a positive effect in terms of education, but in the opinion of educational instructors, repeated encouragement of students has a positive effect in terms of education and training [15].

Considering the answers given to the statement at different levels, it is clear that encouragement is a suitable tool for the advancement of education.

**Table 2.** Increased learning through encouragement

completely disagree	I disagree	I have no opinion	I agree	I totally agree	Levels the answers
—	—	4	24	22	Number
—	—	%6	%50	%44	Percentage
—	—	4	24	22	Number
—	—	%6	%50	%44	Percentage
—	7	5	27	11	Number
—	%14	%10	%56	%20	Percentage
4	4	2	27	13	Number
%8	%8	%3	%56	%25	Percentage

International Journal of  
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I completely disagree	I disagree	I have no opinion	I agree	I totally agree	Levels the answers
—	1	3	26	20	Number
—	%2	%4	%54	%40	Percentage
—	—	4	26	20	Number
—	—	%8	%52	%40	Percentage

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I completely disagree	I disagree	I have no opinion	I agree	I totally agree	Levels the answers
—	3	2	30	15	Number
—	%6	%4	%28	%32	Percentage
—	2	2	30	16	Number
—	%4	%4	%60	%32	Percentage

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According to the table above, most teachers and educators have completely agreed and agreed with the statement. We conclude that one of the

factors that cause students to dare to solve problems is encouragement [16-18].

**Table 5.** Effects of Repeated Encouragement

I completely disagree	I disagree	I have no opinion	I agree	I totally agree	Levels the answers
2	19	8	16	5	Number
%4	%38	%16	%30	%12	Percentage
2	10	6	15	15	Number
%4	%20	%12	%32	%32	Percentage

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According to the answers given, the opinion of teachers and instructors is balanced by proposition No. 15. 42% strongly agreed and agreed, and 42% were disagree and strongly disagreed, but the opinion of educators was to repeatedly encourage

students to the opinion of education which has a positive effect. 64% were strongly agreed and agreed, and 24% disagreed and strongly disagreed [19-21].

**Table 6.** Encouragement in the presence of parents

I completely disagree	I disagree	I have no opinion	I agree	I totally agree	Levels the answers
—	—	2	17	31	Number
—	—	%4	%34	%62	Percentage
—	—	—	10	40	Number
—	—	—	%20	%80	Percentage

The table above shows that 80% of the secretaries have completely agreed and agreed. 84% of the educators have strongly agreed, so

encouragement in the presence of parents increases students' academic achievement [22].

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**Table 7.** Encourage respected people

I completely disagree	I disagree	I have no opinion	I agree	I totally agree	Levels the answers
3	12	5	14	16	Number
%6	%26	%8	%29	%31	Percentage
6	2	2	15	25	Number
%12	%4	%4	%29	%51	Percentage

According to the table above, since 31% of the teachers have chosen a strongly agree answer and 51% of the educators have chosen a strongly agree

answer, it is clear that encouragement will be more effective if it is done by people who are respected by the students [23].

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**Table 8.** The difference between parental encouragement at home and school encouragement

I completely disagree	I disagree	I have no opinion	I agree	I totally agree	Levels the answers
—	17	18	12	3	Number
—	%34	%36	%25	%7	Percentage
—	29	10	10	3	Number
—	%57	%20	%20	%3	Percentage

According to the answers given, 30% of the teachers have strongly agreed and agreed, 34% have chosen disagree, 23% of the teachers have strongly agreed and agreed, and 57% have

disagreed, indicating that encouragement by parents at home is not more effective than encouragement at school [24].

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**Table 9.** Verbal encouragement alone in academic achievement

I completely disagree	I disagree	I have no opinion	I agree	I totally agree	Levels the answers
5	25	5	13	2	Number
%10	%50	%10	%26	%4	Percentage
8	22	2	12	6	Number
16	%44	%4	%24	%12	Percentage

According to the answers given to the proposition, it is clear that general encouragement

alone cannot be effective in students' academic achievement [25].

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**Table 10.** The need for verbal discussion

I completely disagree	I disagree	I have no opinion	I agree	I totally agree	Levels the answers
2	—	8	30	11	Number
2	—	%16	%60	%22	Percentage
—	—	—	26	24	Number
—	—	—	%52	%48	Percentage

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According to the answers and different levels to the given statements, it shows that 82% of the teachers have chosen completely agree and agree, 2% have chosen completely disagree and 100% of

the teachers have chosen completely agree and agree, suggesting that making students participate in verbal discussions is a form of encouragement [26].

**Table 11.** Adaptation of encouragement to their activities and expectations

I completely disagree	I disagree	I have no opinion	I agree	I totally agree	Levels the answers
—	1	2	24	23	Number
—	%3	%7	%45	%45	Percentage
—	—	—	22	28	Number
—	—	—	%43	%57	Percentage

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According to the answers given to the proposition, it is clear that the encouragement

should be tailored to the students' activities and their expectations [27].

**Table 12.** effects of high encouragement

I completely disagree	I disagree	I have no opinion	I agree	I totally agree	Levels the answers
1	4	6	21	18	Number
%2	%8	%12	%42	%36	Percentage
—	4	6	26	14	Number
—	%8	%12	%52	%28	Percentage

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## Conclusion

According to the research, it can be said that encouragement should be done by people who are respected by students and the implementation of encouragement in the classroom is suitable for increasing learning. Encouragement can be a very important factor in implementing initiative in students and stimulate them to solve problems. Encouragement in the presence of parents increases their academic achievement and it increases students' interest in lessons. It is also a kind of respect for students. Teachers' love to students is a very effective encouragement and attention to behavior and desirable students reinforces their behavior. Encouragement should be done more in group. Also, direct and indirect

encouragement has a greater effect on students' academic achievement. Although students learn the lesson with more enthusiasm, they will be more interested in the subject of the lesson and this plays a very important role in students' academic achievement. Encouragement is the love that satisfies the need. Love is so necessary for human beings that if they do not receive it in a timely and adequate manner during their lives, they will behave abnormally due to feelings of emptiness and failure.

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