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ROLE OF VERBAL ENCOURAGING PHRASES (VEP) ON STUDENTS ACADEMIC ACHIEVEMENT AT SECONDARY SCHOOL LEVEL

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ABSTRACT

The role of verbal encouraging phrases (VEP) in education has garnered significant attention in recent years, as educators and researchers alike seek to understand the factors that enhance student motivation and academic performance. The researchers designed two research objectives to execute the study were as; to find out the difference based on gender perceptions in the role of verbal encouraging phrases and the academic achievement of students in secondary level; to examine the relationship between the scores of verbal encouraging phrases and students' academic achievement. The current study was a descriptive research that was designed to investigate the role of verbal encouraging phrases in students' academic achievement at secondary school level. The researchers selected the sample of 350 secondary school students from the population. A research questionnaire was developed to collect data from the respondents. The evaluation of academic performance was based on task completion time and accuracy. Preliminary findings suggest a significant positive correlation between the use of verbal encouraging phrases by educators and heightened academic motivation among students. Further analysis reveals that the used of verbal encouraging phrases (VEP) is strongly associated with improved academic achievement, underscoring the importance of verbal reinforcement in educational settings. The study's outcomes highlight the critical of verbal encouragement in fostering a motivating learning environment, thereby contributing to enhanced academic performance. These insights provide valuable implications for educational practices, suggesting that educators should strategically employ verbal encouraging phrases to boost students' motivation and academic success.

Keywords: Verbal encouraging phrases (VEP); Academic achievement; Students' perceptions; Student experiences.

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INTRODUCTION

The role of verbal encouraging phrases (VEP) in education has garnered significant attention in recent years, as educators and researchers alike seek to understand the factors that enhance student motivation and academic performance. In secondary education, where students face increasing academic and social pressures, the need for effective motivational strategies is particularly critical (Yeager et al., 2019). Verbal encouragement, a key component of positive reinforcement, has been widely recognized for its potential to boost students' self-efficacy and motivation (Al-Balushi & Al-Abdali, 2021; Zheng and Cheng, 2023). The Self-Determination Theory of Dornyei and Ryan (2020), Vansteenkiste and Ryan (2021) states that intrinsic motivation is significantly influenced by external factors such as feedback and encouragement. Verbal encouraging phrases, when used effectively by educators, can enhance students' sense of competence and autonomy, thereby promoting higher levels of intrinsic motivation and engagement in learning tasks.

According to Abbasi et al., (2015), the majority of instructors and educational researchers are highly concerned with improving student motivation and engagement. In the classroom, educators use various techniques to boost student motivation and, consequently, their academic success, such as offering verbal encouragement and providing remediation. Verbal encouragement (VE) is a widely employed strategy by educators to enhance the classroom learning experience (Belkhiria et al., 2018; Sahli et al., 2020). In theoretical terms, Wong (2015) provided a definition of encouragement as the use of words to invoke bravery, persistence, confidence, inspiration, or hope in an individual(s) when faced with a difficult circumstance or the pursuit of a goal. It is a motivating instrument and a systematic approach to help students and athletes enhance their motor skills and physical fitness performances.

Phrases of verbal encouragement can enhance performance in endurance workouts (Rube & Secher, 1981). Sweeney (2009) identified a notable distinction between encouragement and compliments. Encouragement focuses on internal motivation to achieve peak physical performance. Examples of such phrases include: 'Well done, you are employing effective strategies,' 'you will reach your goal,' 'I am proud of you,' and 'you possess the necessary abilities.' A compliment, on the other hand, expresses admiration and congratulations, creating an external incentive to please the person. Examples of compliments include: 'You possess the ability,' 'You exhibit exceptional competence,' 'You demonstrate remarkable perseverance,' and 'I value your approach to tasks.' Offering compliments may lead to increased dependency and reduced introspection in the recipient (Nelsen, 2012). Scholarly research has shown a positive correlation between student engagement in education and instructor care and encouragement (Wang et al., 2021).

Statement of the Problem

In the Pakistani educational context, the role of Verbal Encouraging Phrases (VEP) in enhancing students' academic achievement at the secondary school level has garnered increasing attention. Despite a growing body of international research supporting the positive impact of teacher-student interactions on academic outcomes, there is a lack of studies specifically focusing on the effects of VEP in Pakistan. Existing literature suggests that VEP can boost student motivation, self-esteem, and engagement, leading to improved academic performance. However, most of this research has been conducted in Western contexts, with limited exploration within the Pakistani education system, which is characterized by diverse cultural and socio-economic factors. Experts in educational psychology emphasize that the cultural appropriateness and contextual relevance of verbal encouragement are crucial for its effectiveness. The study aims to fill the gap in the existing literature by exploring how VEP influences academic achievement among secondary school students in Pakistan, taking into consideration the unique cultural and educational landscape of the country. The study investigates how the use of verbal encouraging phrases (VEP) by teachers influences students' academic achievement, aiming to uncover the motivational impact of positive reinforcement in educational settings. This study developed following research objectives:

Research Objectives

1. To find out the difference based on gender perceptions in the role of verbal encouraging phrases and students' academic achievement at secondary school level.
2. To examine the relationship between the scores of verbal encouraging phrases and students' academic achievement.

LITERATURE REVIEW

It has been shown in the literature that using verbal encouragement phrase is an essential tool for influencing students' attitudes, behaviours, and academic achievement. In the teaching profession, educators use a variety of spoken words of encouragement to help pupils develop constructive behaviour. These encouraging words said aloud are essential for creating a positive learning atmosphere and inspiring students to succeed academically (Romdhani et al., 2024; Martin, 2021). Verbal encouragement has garnered increasing attention in educational research for its potential to positively influence students'

academic achievement at the secondary school level. The following recent studies have illuminated various aspects of verbal encouragement and its impact on students' motivation, engagement, and academic outcomes.

Yeager et al. (2019) emphasize the importance of delivering growth-oriented verbal encouragement to students, particularly those facing academic challenges. Their study suggests that praising students for their effort rather than innate abilities fosters a growth mindset, encouraging resilience and persistence in the face of obstacles, ultimately leading to improved academic performance. Similarly, Madjar et al., (2021) explored the role of teacher-student interactions in shaping students' academic self-concept. Their findings indicate that positive verbal encouragement from teachers enhances students' perceptions of their academic abilities and increases their motivation to succeed, thereby contributing to higher levels of academic achievement. In addition to teacher-student interactions, peer encouragement has emerged as a significant factor in influencing students' academic experiences. Tepordei et al., (2023) highlight the importance of peer support in fostering a positive academic climate and enhancing students' sense of belonging in school. By providing verbal encouragement and validation, peers can play a crucial role in motivating their classmates and promoting academic success.

Moreover, research has started to investigate how cultural variables influence how successful verbal encouragement is in various learning environments. Liu and Rao (2023) examine how cultural values such as collectivism impact students' responses to verbal encouragement. Their findings suggest that in collectivist cultures, where group harmony and collaboration are emphasized, peer encouragement may be particularly influential in promoting academic achievement. While these studies provide valuable insights into the potential benefits of verbal encouragement on students' academic achievement, there is still a need for further research to explore the underlying mechanisms and boundary conditions of its effectiveness. Verbal persuasion has an impact on people's self-efficacy, or their conviction in their own talents, in accordance with Bandura's social cognitive theory. Thus, verbal encouragement from teachers could positively influence students' self-efficacy beliefs, leading to improved academic performance (Bandura, 1997).

Additionally, research by Dweck (2016) on mindset theory suggests that students' beliefs about intelligence (growth mindset vs. fixed mindset) can significantly impact their learning and academic achievement. Verbal encouragement that emphasizes effort, improvement, and resilience, rather than innate ability, can foster a growth mindset among students, motivating them to persist in the face of challenges and setbacks. Hattie and Timperley (2007) and Brophy and Good (1986) have highlighted the importance of teacher feedback and praise in enhancing student motivation and performance. Specific, timely, and genuine verbal praise has been shown to positively influence students' engagement, self-confidence, and academic achievement. Conversely, the absence or inadequacy of verbal encouragement in the classroom may contribute to disengagement, low self-esteem, and underachievement among students (Deci et al., 1991). Students who receive minimal verbal support may experience a lack of motivation, leading to decreased effort and performance in academic tasks. While existing literature provides valuable insights into the potential benefits of verbal encouraging phrases, empirical evidence on their direct impact on students' academic achievement in secondary education remains limited. Therefore, this study aims to address this gap by examining the effect of verbal encouragement on students' academic performance within the secondary school context.

Furthermore, the study by Brophy (1981) stated that verbal encouragement phrases are essential for students' academic success. Deci et al., (1991) found that teachers' verbal encouragements promote motivation and increase students' academic achievement. Lepper and Henderlong (2000) showed that verbal praise given by teachers had positive effects on students' motivation, academic achievement, and learning outcomes. Hattie and Timperley (2007) explored the impact of verbal encouragement phrases (VEP) on students' performance and found a positive relationship between both variables. Dweck (2016)

reported that verbal encouragement enhances students' academic performance. Skinner et al. (2009) discovered that verbal encouragement given by teachers engaged students in their academic assignments and allowed them to show good academic results.

The above mentioned literature review underscores the significance of verbal encouraging phrases in shaping students' motivation, self-esteem, and academic achievement. By elucidating the relationship between verbal encouragement and academic outcomes, this study seeks to contribute to the body of knowledge on effective teaching practices and student success in secondary education.

METHODOLOGY

This study employed a descriptive research design to investigate the role of verbal encouraging phrases in students' academic achievement at the secondary school level. The research objectives were twofold: first, to determine the difference based on gender perceptions regarding the role of verbal encouraging phrases and students' academic achievement, and second, to examine the relationship between the scores of verbal encouraging phrases and students' academic achievement. The population for this study comprised secondary school students. A simple random sampling technique was utilized to ensure that every student within the population had an equal chance of being selected. Consequently, 350 secondary school students were drawn to provide a representative subset of the population.

Data was collected using a structured questionnaire designed for this study. Before application of the said questionnaire, its reliability and validity was ensured. The questionnaire consisted of two sections: the first included ten items that measured the use and perception of verbal encouraging phrases. In contrast, the second section comprised ten items that assessed students' academic achievement. The items were carefully crafted to ensure clarity and relevance to the research objectives. Several statistical techniques were employed for data analysis. The mean score and standard deviation were calculated to summarize the central tendency and dispersion of the data, respectively. To address the first research objective, an independent t-test was performed to compare the mean scores of male and female students concerning their perceptions of verbal encouraging phrases and academic achievement. This test was crucial for identifying statistically significant differences between the two gender groups. To achieve the second research objective, Pearson correlation analysis was conducted to examine the relationship between the scores of verbal encouraging phrases and students' academic achievement. This analysis provided insights into the strength and direction of the association between the two variables, helping to determine whether using verbal encouraging phrases positively or negatively influenced students' academic performance. Thus, this study utilized a descriptive research design with a sample of 350 secondary school students, employing a questionnaire as the research tool. Data analysis included calculating the mean score and standard deviation, conducting an independent t-test to compare gender perceptions, and performing Pearson correlation analysis to explore the relationship between verbal encouraging phrases and academic achievement.

RESULTS AND DISCUSSION

The results presented in Table 1 indicate that male and female students perceive verbal encouragement positively, with mean scores consistently above four on a 5-point Likert scale. However, there are notable gender differences in perceptions, particularly in areas where males report higher means such as for the statement, "The verbal affirmations I receive motivate me to do better in class," males and females show similar mean scores (4.01 and 4.09, respectively), with a t-test result of -.637 and a significance level of .525, indicating no significant difference. Similarly, for "I feel empowered and uplifted when I am given verbal words of support," the mean scores (males: 4.07, females: 4.11) and t-test result (-.421, sig.674) suggest no significant gender difference. The statement "Verbal encouragement enhances my confidence and belief in me" also shows no significant difference between genders (mean: males 4.06, females 4.04, t-test .230, and sig.818). The statement, "Verbal words of encouragement assist me in overcoming obstacles,"

the means are close (males 4.09, females 3.95) with a t-test result of 1.485 and a significance level of .138, again indicating no significant gender difference.

Table 1. Independent sample t-test of VEP.

Statements	Gender	N	Mean	Std. Deviation	t-test	Sig. (2-tailed)
The verbal affirmations, I receive motivate me to better in class.	Male	164	4.01	1.315	-.637	.525
	Female	186	4.09	1.007		
I feel empowered and uplifted when I am given verbal words of support.	Male	164	4.07	1.162	-.421	.674
	Female	186	4.11	.866		
Verbal encouragement enhances my confidence and belief in me.	Male	164	4.06	.976	.230	.818
	Female	186	4.04	.920		
Verbal words of encouragement assist me in overcoming obstacles.	Male	164	4.09	.861	1.485	.138
	Female	186	3.95	.887		
The verbal support I receive inspires me to attain my objectives.	Male	164	4.19	.803	2.604	.010
	Female	186	3.96	.821		
I perceive verbal encouragement as a potent method for sustaining my motivation.	Male	164	4.15	.780	2.204	.028
	Female	186	3.95	.908		
Verbal encouragement vitalizes my personal growth and advancement.	Male	164	4.29	.726	3.344	.001
	Female	186	3.99	.915		
I am grateful for the verbal affirmations I receive from educators.	Male	164	4.30	.769	2.741	.006
	Female	186	4.06	.823		
Verbal encouragement aids me in upholding a positive outlook on my responsibilities.	Male	164	4.40	.732	3.787	.000
	Female	186	4.07	.864		
The provision of verbal encouragement contributes to cultivating a nurturing and inspiring atmosphere.	Male	164	4.43	.760	4.280	.000
	Female	186	4.06	.816		

However, significant differences are observed in other statements. For instance, males rated higher for "The verbal support I receive inspires me to attain my objectives" (mean 4.19) compared to females (mean 3.96), with a t-test of 2.604 and a significance level of .010. Males also rated higher for "I perceive verbal encouragement as a potent method for sustaining my motivation" (mean 4.15) compared to females (mean 3.95), with a t-test of 2.204 and a significance level of .028. Other statements with significant differences include "Verbal encouragement vitalizes my personal growth and advancement" (males: 4.29, females: 3.99, t-test 3.344, sig.001), "I am grateful for the verbal affirmations I receive from educators" (males: 4.30, females: 4.06, t-test 2.741, sig.006), "Verbal encouragement aids me in upholding a positive outlook on my responsibilities" (males: 4.40, females: 4.07, t-test 3.787, sig.000), and "The provision of verbal encouragement contributes to cultivating a nurturing and inspiring atmosphere" (males: 4.43, females: 4.06, t-test 4.280, sig.000).

In conclusion, while both male and female students recognize the positive impact of verbal encouragement on their academic performance, males tend to rate the effectiveness of verbal encouragement higher in several areas, reflecting significant gender differences in perceptions. These findings suggest the need for tailored approaches in delivering verbal encouragement to maximize its positive effects on students' academic achievement.

The study investigates the role of verbal encouraging phrases in students' academic achievement at the secondary school level, focusing on gender differences. The results reported in Table 2 reveal that verbal encouragement from teachers significantly impacts students' academic performance, outlook towards learning, and motivation.

Table 2. Independent sample t-test of students' academic achievement.

Statements	Gender	N	Mean	Std. Deviation	t-test	Sig. (2-tailed)
Verbal words of encouragement from teachers serve as a catalyst for boosting my academic performance.	Male	164	4.02	1.065	-1.671	.096
	Female	186	4.19	.833		
Verbal encouragement nurtures a constructive outlook towards learning and academic hurdles.	Male	164	3.90	.970	-2.209	.028
	Female	186	4.11	.818		
The impact of verbal words of encouragement significantly contributes to my academic triumphs.	Male	164	3.85	.942	-1.845	.066
	Female	186	4.03	.815		
Upon receiving verbal encouragement, I am spurred to actively participate in my educational journey.	Male	164	3.91	.981	-1.218	.224
	Female	186	4.03	.738		
Verbal affirmations propel my motivation to establish and attain academic objectives.	Male	164	4.00	.900	.176	.860
	Female	186	3.98	.815		
I firmly believe in the pivotal role that verbal encouragement plays in elevating my academic accomplishments.	Male	164	4.03	.923	.260	.795
	Female	186	4.01	.885		
Verbal words of encouragement provide the necessary momentum for me to overcome academic obstacles.	Male	164	4.12	.912	1.372	.171
	Female	186	3.99	.894		
Receiving verbal affirmations regarding my academic progress instills a greater sense of confidence in my abilities.	Male	164	4.15	.874	.930	.353
	Female	186	4.06	.877		
Verbal support from family members or friends has a beneficial effect on my academic endeavors.	Male	164	4.17	.819	1.400	.163
	Female	186	4.05	.814		
The encouragement I receive from peers verbally motivates me to enhance my dedication to studies.	Male	164	4.26	.790	1.138	.096
	Female	186	4.17	.777		

The data comprises responses from 164 male and 186 female students, evaluated using a t-test for independent samples to determine gender-based differences in perceptions. Result shows that for the statement "Verbal words of encouragement from teachers catalyze boosting my academic performance," females reported a higher mean score ($M = 4.19$, $SD = 0.833$) compared to males ($M = 4.02$, $SD = 1.065$). However, the difference was insignificant ($t = -1.671$, $p = .096$). Similarly, females rated higher ($M = 4.11$, $SD = 0.818$) than males ($M = 3.90$, $SD = 0.970$) on the belief that "Verbal encouragement nurtures a constructive outlook towards learning and academic hurdles," and this difference was statistically significant ($t = -2.209$, $p = .028$). The statement "The impact of verbal words of encouragement significantly contributes to my academic triumphs" also showed a higher mean for females ($M = 4.03$, $SD = 0.815$) than males ($M = 3.85$, $SD = 0.942$), approaching significance ($t = -1.845$, $p = .066$). The assertion "Upon receiving verbal encouragement, I am spurred to participate in my educational journey actively" yielded no

significant gender difference ($t = -1.218, p = .224$), although females ($M = 4.03, SD = 0.738$) had a slightly higher mean than males ($M = 3.91, SD = 0.981$).

Interestingly, for the statement "Verbal affirmations propel my motivation to establish and attain academic objectives," males ($M = 4.00, SD = 0.900$) and females ($M = 3.98, SD = 0.815$) showed nearly identical scores with no significant difference ($t = .176, p = .860$). Similarly, both genders held strong beliefs in the pivotal role of verbal encouragement in elevating academic accomplishments ($t = .260, p = .795$).

Furthermore, males scored higher ($M = 4.12, SD = 0.912$) than females ($M = 3.99, SD = 0.894$) on "Verbal words of encouragement provide the necessary momentum for me to overcome academic obstacles." However, this difference was insignificant ($t = 1.372, p = .171$). The impact of verbal affirmations on confidence in academic abilities also did not differ significantly between genders ($t = .930, p = .353$), with males ($M = 4.15, SD = 0.874$) reporting slightly higher scores than females ($M = 4.06, SD = 0.877$).

Finally, males reported higher means for statements concerning the beneficial effects of verbal support from family or friends and peer encouragement. However, these differences were insignificant ($t = 1.400, p = .163$ and $t = 1.138, p = .096$, respectively). Overall, the study highlights the positive perceptions of verbal encouragement on academic achievement, with some notable gender differences in specific areas.

Table 3. Relationship between scores of verbal encouraging phrases and students' academic achievement.

Variables	Mean	Std. Deviation	Correlation
Verbal Encouraging Phrases	4.109	.5936	.663
Academic achievement	4.051	.5853	

Results of table 3 shows that the mean score for Verbal Encouraging Phrases (VEP) is 4.109, with a standard deviation of 0.5936, indicating that, on average, students perceive a high level of verbal encouragement in their academic environment. The relatively low standard deviation suggests a slight variance in the students' responses, implying a consensus regarding the presence of encouraging phrases in their academic experiences.

Similarly, the mean score for Academic Achievement (AA) is 4.051, with a standard deviation of 0.5853. This mean score signifies that, on average, students report high levels of academic achievement. The standard deviation, being slightly lower than that of VEP, indicates a tight clustering of responses around the mean, suggesting that most students share similar levels of academic performance.

The correlation coefficient between Verbal Encouraging Phrases and Academic Achievement is 0.663. This value signifies a strong positive correlation, implying that higher levels of verbal encouragement are associated with higher academic achievement among secondary school students. In practical terms, students tend to perform better academically as the frequency and quality of verbal encouraging phrases increase. The strength of this correlation suggests that verbal encouragement is a significant factor in students' academic success, potentially influencing their motivation, self-esteem, and overall learning outcomes.

Overall, the findings from this analysis underscore the critical role of verbal encouraging phrases in fostering academic achievement at the secondary school level. The high means for both variables indicate positive perceptions and outcomes, while the strong correlation highlights the importance of encouraging language in educational settings. These results advocate incorporating supportive verbal communication as a strategic component in educational practices to enhance student performance and achievement.

Discussion

The study "Role of Verbal Encouraging Phrases in Students' Academic Achievement at Secondary School Level" explores gender differences in the effects of verbal encouragement on students. The sample consists of 164 male and 186 female students. Using a 5-point Likert scale, mean scores above four indicate that

both genders value verbal support, though males report higher means in some areas. For the statement "The verbal affirmations I receive motivate me to do better in class," the mean scores for males (4.01) and females (4.09) are nearly equal, with a t-test result of -0.637 and a significance level of 0.525. Similarly, no significant gender difference is found in responses to "I feel empowered when given verbal words of support" (males: 4.07, females: 4.11, $t = -0.421$, $p = 0.674$) or "Verbal encouragement enhances my confidence" (males: 4.06, females: 4.04, $t = 0.230$, $p = 0.818$). However, for the statement "Verbal words of encouragement assist me in overcoming obstacles," males (mean 4.09) scored slightly higher than females (mean 3.95), but the difference is not significant ($t = 1.485$, $p = 0.138$). Significant gender differences are observed in statements like "The verbal support I receive inspires me to attain my objectives," where males scored higher (mean 4.19) than females (mean 3.96), with a t-test of 2.604 and a significance level of 0.010. Similarly, males rated "Verbal encouragement sustains my motivation" higher (mean 4.15) than females (mean 3.95), with a t-test of 2.204 and $p = 0.028$. Other statements, such as "Verbal encouragement vitalizes my personal growth" and "I am grateful for verbal affirmations from educators," also show significant gender differences, with males consistently scoring higher. In conclusion, both male and female students recognize the positive impact of verbal encouragement on academic achievement, though males rate is higher in several areas, indicating significant gender disparities. The study suggests that verbal encouragement can enhance students' academic performance, motivation, and self-esteem, with a stronger impact observed in males for certain aspects. The statistical analysis reveals a strong positive correlation ($r = 0.663$) between verbal encouraging phrases (mean = 4.109, SD = 0.5936) and academic achievement (mean = 4.051, SD = 0.5853). The low standard deviation indicates that students' responses are closely clustered around the mean, reflecting agreement on the importance of verbal encouragement. The results emphasize that supportive verbal communication is essential for improving students' academic success.

This aligns with existing literature emphasizing the importance of verbal reinforcement in education (Lee & Lee, 2020; Ali, Anwer, & Abbas, 2021). Moreover, the conclusions drawn from the research undertaken by Brophy (1981), Deci et al. (1991), Lepper and Henderlong (2000), Hattie and Timperley (2007), Dweck (2016), and Skinner et al. (2009) align with the outcomes of the present study. Further analysis shows a strong link between academic motivation and achievement, highlighting the key role of verbal encouragement in fostering a motivating learning environment. These findings suggest that educators should strategically use verbal encouragement to enhance students' motivation and academic success. A supportive classroom atmosphere can significantly improve students' performance and overall learning experience.

CONCLUSIONS

This study reveals that both male and female students view verbal encouragement as a positive factor in their academic performance, with consistently high mean scores. However, notable gender differences emerge in several key areas. While there are no significant differences in perceptions related to motivation, confidence, or overcoming obstacles, males tend to rate the effectiveness of verbal encouragement higher in areas such as goal attainment, sustaining motivation, personal growth, and maintaining a positive outlook. These significant differences suggest that verbal encouragement may resonate differently with male and female students, highlighting the potential benefit of adopting tailored approaches in providing verbal support to maximize its impact on academic achievement.

This study demonstrates that verbal encouragement from teachers plays a crucial role in raising students' academic achievement, motivation, and outlook toward learning. While both male and female students acknowledge the positive impact of verbal affirmations, the results reveal some gender-based variations. Females consistently reported higher mean scores in areas such as the belief that verbal encouragement enhances academic performance, nurtures a positive learning outlook, and contributes to academic success. However, many of these gender differences were statistically insignificant, except for the notion that verbal encouragement nurtures a constructive approach to academic challenges, where females reported significantly higher scores. Overall, the findings emphasize the value of verbal encouragement in

education, suggesting that, regardless of gender, students benefit from verbal affirmations, which can inspire greater academic engagement and perseverance.

This research discovered a strong positive correlation ($r = 0.663$) between verbal encouraging phrases and academic achievement highlights the significant role verbal encouragement plays in secondary school students' academic success. This finding suggests that as students receive more frequent and meaningful verbal encouragement, their academic performance improves. The strength of this relationship highlights the potential impact of verbal encouragement on key aspects of students' motivation, self-esteem, and overall learning outcomes. These results point to the importance of incorporating verbal support as an effective tool in enhancing students' academic achievements. This study recommends that verbal encouragement phrases be incorporated into teaching practices and used to address the individual needs of students. Teacher training should be conducted on the effective use of encouragement phrases, and schools should promote a conducive learning environment. Additionally, peer-to-peer encouragement should be encouraged to enhance the learning atmosphere and improve students' academic achievement.

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