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Reward and Punishment in ELT Settings: Teachers' Perspectives on Motivating EFL Students in Hybrid Settings

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ABSTRACT

Purpose of the study: This research focuses on teachers' strategy, rewards and punishments teaching strategy in enhancing EFL students' learning motivation. In addition, this research also aims to provide teachers' perspectives about the use of rewards and punishments strategy to improve students' motivation and efficiency as EFL learners during hybrid learning.

Methodology: Descriptive qualitative design with interviews in the class were used to gather the teachers' perspectives and to see the on-site implementation of rewards-punishments strategy toward students' learning motivation. Besides, the researchers also highlight the technology used by the teachers in their hybrid learning process.

Main Findings: The results indicate that a balanced strategy by combining suitable motivational techniques with emerging technology can significantly enhance teachers' effectiveness and morale in a hybrid learning environment which can increase students' learning motivation. In other words, rewards become learning motivation booster for students and teachers' supports in the form of positive feedback are also found to be beneficial to boost students' confidence in learning English.

Novelty/Originality of this study: This research contributes to the ongoing conversation about improving students' learning motivation and teachers' teaching strategy in hybrid learning. Covering the knowledge gap of reward and punishment implementation in hybrid class, specifically for junior high school students.

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1. INTRODUCTION

The online meeting has demanded a reevaluation of traditional educational methodologies which requires teachers to swiftly adapt to both conditions, hybrid and fully online learning environments. As noted by [1] and [2], these adaptations were not merely temporary measures but have become integral to contemporary educational practices. In doing so, it revealed the urgent necessity for building educational systems that are not only technologically adaptable but also pedagogically resilient [3], [4], which is the capable of sustaining learning continuity amid disruptions. Thus, online meeting does not just challenge existing practices; it, further, redefined the essential qualities of effective education in the 21st century.

Futhermore, teachers were thrust into the digital realm with little preparation that require them to master new technologies and platforms rapidly [5], [6]. The sudden shift, online meeting in COVID-19 pandemic in example, underscored the dual nature of technology in education that offer unprecedented access to information

and new methods of engagement [7], while simultaneously presenting significant challenges, such as digital divides and the need for digital literacy among both students and teachers [8]. Thus, while technology served as a critical enabler of educational continuity during the crisis, it also underscored the urgent need for comprehensive digital readiness and capacity-building within educational systems.

In another context, yet related with the advanced of technology and teachers' duty, the explosion of diverse software and applications catalyzed by the pandemic has had a profound impact on public education. These technological tools have facilitated remote learning, but their rapid proliferation has also complicated the educational landscape [9]. Teachers now must navigate a plethora of platforms, each with its own set of functionalities and limitations, to deliver effective instruction [10], [11]. This digital complexity demands not only technical proficiency but also pedagogical adaptability, as educators must determine which tools best align with their instructional goals, subject matter, and students' learning needs. The cognitive and logistical burden of managing multiple platforms ranging from learning management systems (LMS) to video conferencing tools and interactive content applications has significantly reshaped the role of the teacher [12].

In the context of language education, particularly English teaching, the integration of technology has necessitated innovative approaches to maintain student engagement. [13] emphasizes that teachers must develop creative learning strategies to captivate students' attention in an online setting. The shift to hybrid learning environments has highlighted the importance of combining traditional teaching methods with technological tools to create a dynamic and flexible learning experience [14], [15] The shift toward hybrid learning models combining face-to-face instruction with digital platforms has further underscored the value of integrating traditional pedagogical approaches with technological tools. This blended approach allows for greater flexibility in instructional delivery and facilitates personalized learning pathways, thereby enhancing the overall educational experience [16]. Ultimately, the success of hybrid learning hinges on the teacher's ability to balance structure with creativity, and content mastery with digital fluency.

The use of rewards and punishments as motivational strategies in education is long-standing and widely recognized for its influence on student behavior and performance [17]. However, the implementation of such strategies within hybrid learning environments introduces distinct challenges and possibilities. In digital or blended contexts, traditional reward mechanisms such as verbal praise, certificates, or symbolic incentives can be adapted into digital formats, including badges, leaderboard rankings, or public recognition during online sessions. These forms of positive reinforcement can enhance student engagement, foster a sense of achievement, and promote sustained academic effort [18]. Conversely, the application of punitive measures, such as assigning additional tasks by restricting participation, or reducing access to learning support, must be approached with caution. As [13] notes, punitive actions in hybrid settings can have unintended consequences, such as heightened anxiety, disengagement, or reduced intrinsic motivation, particularly when students are already navigating technological or environmental barriers. Therefore, educators must exercise thoughtful judgment in applying reward and punishment systems which ensure they are context-sensitive, balanced, and supportive of students' overall learning experience and well-being.

While previous studies have thoroughly explored the impact of rewards and punishments on student motivation in traditional classroom settings, there is limited research examining how these strategies function within hybrid learning environments. Most existing literature focuses either on motivational dynamics in face-to-face instruction or on self-regulation and engagement in fully online settings, often overlooking how conventional motivational tools must be adapted when teaching occurs across both physical and digital spaces. This study addresses that gap by investigating English teachers' perceptions of the effectiveness and implementation of reward and punishment strategies in hybrid contexts. Its novelty lies in exploring how these strategies influence student motivation when applied in a blended format, offering insights into the challenges and opportunities teachers face in maintaining engagement across modalities. The urgency of this research is underscored by the widespread and continuing adoption of hybrid learning by making it essential to understand how motivational practices can be both contextually appropriate and supportive of student well-being in evolving educational landscapes.

This study delves into the perceptions of English teachers regarding the effectiveness of rewards and punishments in a hybrid learning environment. By conducting comprehensive observations and interviews with English teachers, the research aims to uncover the nuanced impacts of these motivational strategies on student engagement and performance. The study explores how different types of rewards and punishments influence students' motivation and how teachers can balance these strategies to create an optimal learning environment.

2. RESEARCH METHOD

A qualitative approach was used with descriptive qualitative design. Descriptive qualitative research is particularly suitable for investigating and comprehending phenomena in their authentic environments, prioritising the significance of context and thorough comprehension rather than breadth [19]-[21] elaborate that a descriptive study entails the depiction and analysis of present occurrences, circumstances, or conditions. The researchers

believe by presenting descriptive qualitative result, the teachers' perspectives on implementing rewards-punishments strategy in hybrid learning toward students' learning motivation can be crystal clear to aim the objectives.

In terms of participants, three English teachers from SMP Negeri 16 Samarinda became the participants. The selection of these teachers was determined by their experiences in teaching English with technology, especially during the forced online meeting, and their experiences in implementing rewards-punishments strategy to motivate students. In-depth interviews were used to gain the numbers of findings related to the research's objectives.

The data obtained from interviews followed a meticulous process of data reduction, presentation, and confirmation of conclusions. Data reduction is the process of consolidating the gathered information to concentrate on the most pertinent data points [22]. This stage is vital in qualitative research as it helps in handling the large amount of data and emphasising important discoveries. The presentation of data entailed arranging and showcasing the data in a way that promoted comprehension and examination, such as employing thematic coding or narrative summaries [23]. Ultimately, the process of confirming the conclusions entailed meticulously comparing and contrasting the findings with the data in order to guarantee their precision and soundness. Ensuring the legitimacy and dependability of the research findings is crucial, making this stage critical.

3. RESULTS AND DISCUSSION

In this section, the researchers present the findings in two main parts: first, the teachers' perspectives on the use of rewards, followed by their views on the application of punishments. Each subsection explores how these motivational strategies are perceived and implemented within the classroom context. As the additional, this research also is limited in junior high school context with EFL teachers as the participants. Finally, the section concludes with a discussion of the observed effects of rewards and punishments on students' motivation, as revealed through the interviews.

3.1 The Teachers' Perception Toward Reward in Learning English

The first results depict the analysis of interview with the teachers. In correlation with the rewards, they believed that rewards brings benfits to students. The obtained data revealed that rewards, based on the teachers in this current study's participants, play a significant role as catalyst or students motivation, booster in classroom engagement, and students' motivation booster.

Table 1. Summary of Main Findings

Section	Themes	Main Points	Implications
Teachers' Perception Toward Reward	Verbal and Non-verbal Rewards as Catalyst	Verbal praise ("Good job"), non-verbal cues (smile, thumbs-up) used regularly to boost morale and validate effort.	Reinforces student participation and positive behaviour; builds classroom positivity.
	Rewards as Engagement Booster	Rewards reduce fear of mistakes, encourage risk-taking, and increase academic participation. Includes verbal, certificates, tangible gifts.	Supports intrinsic motivation, promotes growth mindset, enhances class engagement.
	Rewards as Motivation Booster	Rewards (verbal or tangible) validate student effort and foster sustained motivation.	Builds self-esteem, promotes long-term academic perseverance, improves classroom climate.
Teachers' Perception Toward Punishment	Punishment as Motivating Mechanism	Mild and humorous punishments (e.g., push-ups, playful remarks) used to correct behaviour.	Maintains student dignity, avoids fear-based discipline, keeps classroom positive.
	Determinants of Punishment	Punishment used for inattentiveness or carelessness; emphasizes accountability.	Promotes responsibility, reduces classroom disruption, supports focus and rules.
	Positive but Realistic Outlook	Embraces hybrid learning challenges through professional development and support systems.	Encourages adaptability, commitment to inclusive education, teacher resilience.

	Acceptable Punishments	Punishments must match student personality; humorous and mild rather than harsh.	Builds trust, maintains motivation, promotes respectful teacher-student relationships.
Effects of Reward and Punishment on Motivation	Balanced Use	Rewards like verbal praise and emojis enhance confidence; punishments (e.g., scolding, extra work) reinforce responsibility.	Strategic combination improves motivation, behaviour, and classroom environment. Fair feedback is crucial.

3.1.1 Verbal and Non-verbal Rewards as Catalyst of Students' Motivation

In response to the question about the types of positive rewards used in the classroom, the teacher explained that they primarily utilize verbal affirmations and supportive gestures. Phrases such as "good job" or "you are on the way" are commonly used to acknowledge students' efforts and encourage continued participation. In addition, non-verbal cues like a thumbs-up or a smile—despite sometimes being partially obscured by a mask—are employed to reinforce positive behavior and create a supportive learning atmosphere. These simple yet meaningful actions serve to boost students' motivation and foster a sense of recognition and encouragement in the classroom.

Further, the teacher's utilization of vocal commendation and affirmative gestures underscores the importance of fostering a nurturing and motivating educational setting. By employing techniques such as verbal praise—using phrases like "good job" or "well done"—and positive non-verbal cues like thumbs-ups or encouraging smiles, the teacher creates an atmosphere that celebrates student efforts and achievements. Immediate positive reinforcement is the core objective of this strategy. This approach not only acknowledges and validates students' hard work but also significantly boosts their morale and engagement. By feeling appreciated and recognized, students are more likely to develop a positive attitude towards learning, exhibit increased participation, and demonstrate improved academic performance. This method of reinforcing positive behavior and accomplishments can lead to a more dynamic and interactive classroom environment, where students feel motivated to strive for excellence.

3.1.2 Rewards as Students' Booster in Classroom Activity Engagement

When asked about their perspective on using rewards to motivate students, the teacher expressed strong support for the practice, emphasizing its positive impact on student motivation. According to the teacher, rewards play a crucial role in boosting students' confidence and helping them overcome the fear of making mistakes. By creating a more supportive and affirming learning environment, rewards encourage students to take academic risks, participate more actively, and engage more deeply with the learning material. In this way, the use of rewards not only motivates students but also fosters a more positive and resilient attitude toward learning. The teacher regards rewards as a crucial instrument for fostering motivation and encouragement among students. By integrating various forms of recognition, such as verbal praise, certificates, or tangible rewards, teachers can significantly enhance students' intrinsic motivation. These rewards not only validate the students' efforts but also serve as tangible evidence of their achievements, reinforcing their commitment to learning.

By acknowledging and appreciating students' endeavors and accomplishments, teachers can cultivate a positive and supportive learning environment. This recognition helps to build students' confidence, making them feel valued and respected. In such an environment, students are more likely to engage actively in classroom activities and participate in discussions. They become more willing to take intellectual risks, such as attempting challenging problems or expressing novel ideas, knowing that their efforts will be appreciated regardless of the outcome. This increased engagement and willingness to take risks contribute to deeper learning and a more dynamic classroom atmosphere.

Moreover, a system of rewards can encourage a growth mindset, where students understand that effort leads to improvement and success. This mindset shift can have long-term benefits, fostering resilience and perseverance. Ultimately, by strategically employing rewards, teachers can create a classroom culture that promotes continuous learning, innovation, and a strong sense of community.

3.1.3 Rewards as Students' Motivation Booster

The teacher strongly affirms the importance of rewarding students, emphasizing that such recognition plays a vital role in maintaining student motivation. According to the teacher, rewards help students feel appreciated and valued, which in turn encourages them to sustain or even improve their academic performance. By acknowledging students' efforts and achievements, teachers can foster a positive classroom environment where learners are more likely to remain engaged, confident, and committed to their educational progress. Further, the teacher's prioritization of rewards underscores the belief that these rewardss are a fundamental component of effective classroom administration and fostering active student participation. By incorporating rewards into the

classroom dynamic, the teacher acknowledges their vital role in maintaining student interest and promoting a positive learning atmosphere. In addition, rewards serve as powerful motivators, encouraging students to sustain or even enhance their academic performance. When students receive recognition for their efforts, whether through verbal praise, certificates, or tangible rewards, it validates their hard work and dedication. This validation not only boosts their self-esteem but also reinforces the idea that their efforts are valued and appreciated, leading to a heightened sense of accomplishment.

On the other hand, in the context of classroom management, rewards can also contribute to creating a structured and orderly environment. When students know that their positive behaviors and academic achievements will be acknowledged, they are more likely to adhere to classroom rules and participate actively in lessons. This active participation is crucial for a dynamic and interactive learning experience, where students feel engaged and invested in their education. Furthermore, the feeling of achievement that rewards foster can have long-term benefits. Students who regularly experience the satisfaction of being rewarded are more likely to develop a growth mindset, understanding that their abilities can be developed through dedication and hard work. This mindset encourages resilience and a willingness to tackle challenges, both of which are essential for academic and personal growth.

3.2 The Teachers' Perception Toward Punishment in Learning English

The second major finding of the study revealed that teachers held four distinct perspectives regarding the use of punishment. These perspectives include: punishment as a means to enhance motivational mechanisms, punishment as a determinant of student motivation, the perceived positive effects of punishment, and the types of punishments considered applicable within the classroom context, particularly in the context of English language learning.

3.2.1 The Utilization of Punishment as a Motivating Mechanism

When asked about the use of punishment as a motivational tool, the teacher explained that they adopt a light-hearted and non-harsh approach. Rather than employing strict or punitive measures, the teacher uses simple physical activities—such as push-ups or squat jumps—as a form of mild correction. These actions are not meant to intimidate or discourage students, but rather to address misbehavior in a humorous and engaging manner. This strategy aims to correct behavior while maintaining a positive classroom atmosphere by ensuring that students remain motivated without feeling embarrassed or demoralized. The teacher's lenient and frequently lighthearted disciplinary approach signifies a strong predilection for preserving a positive and constructive atmosphere within the classroom. By opting for a more relaxed and humorous method of discipline, the teacher aims to correct undesirable behaviors in a way that maintains the students' dignity and keeps the learning environment enjoyable and stress-free.

Instead of fostering dread or fear, which can often be counterproductive and demotivating, the teacher's objective is to rectify conduct in a manner that students can readily acknowledge and learn from. This approach involves using gentle corrections, such as a playful reprimand or a light-hearted consequence, which can effectively address the behavior without making the student feel singled out or discouraged. By ensuring that disciplinary measures are perceived as fair and non-threatening, the teacher helps students understand the importance of adhering to classroom rules and expectations. This method encourages students to reflect on their actions and make better choices in the future, all while maintaining their motivation and enthusiasm for learning.

Furthermore, this approach fosters a sense of mutual respect between the teacher and students. When students see that their teacher handles discipline with care and consideration, they are more likely to respond positively and respect the classroom guidelines. This respectful interaction helps build a strong classroom community where students feel safe to express themselves and take risks in their learning.

3.2.2 Determinants of Punishment

The teacher believes that certain actions, such as not paying attention during class or repeatedly failing to remember simple instructions after they have been clearly explained, warrant some form of punishment. These behaviors are viewed as signs of carelessness or a lack of seriousness toward learning. By implementing mild punishments in such cases, the teacher aims to reinforce the importance of focus and responsibility in the classroom. The intention is not to instill fear, but rather to serve as a reminder that students are expected to engage actively with the learning process and treat their studies with the attention they deserve.

Punishments are carefully tailored to reflect how well students adhere to school rules and how attentive they are during class. By aligning disciplinary actions with specific behaviors, the teacher ensures that students understand the direct consequences of their actions, fostering a sense of responsibility and accountability. This approach to discipline encourages students to pay close attention in class and to follow the established guidelines diligently. When students are aware that their conduct will be monitored and that any infractions will be addressed promptly and fairly, they are more likely to remain focused on their studies and approach their assignments with

greater care and attention to detail. Moreover, this method helps cultivate an environment that is highly conducive to learning.

By promoting a culture of attentiveness and rule-following, the teacher creates a structured and orderly classroom where disruptions are minimized. This orderly setting allows for uninterrupted instructional time, enabling students to engage more deeply with the material and to participate actively in learning activities. In such an environment, students are not only encouraged to complete their assignments with diligence but also to develop good study habits and a strong work ethic. This positive and disciplined atmosphere supports academic success and personal growth, as students learn to value the importance of being attentive and responsible in their educational journey.

3.2.3 Positive but Realistic Outlook of Punishment

The teacher expresses a positive yet realistic perspective on hybrid learning, acknowledging both its potential and its complexities. They recognize that hybrid learning is a multifaceted model that demands a high level of adaptability, resilience, and continuous professional growth. Rather than viewing it as a burden, the teacher embraces the challenges as opportunities for personal and instructional development. By actively engaging in professional learning and utilizing the support systems available within the school, the teacher strives to navigate the demands of hybrid instruction effectively. Their primary focus remains on ensuring that all students benefit from this blended approach, and that the learning environment continues to be inclusive, supportive, and conducive to meaningful educational experiences.

The interviewee views hybrid learning positively but acknowledges the complexities involved. This indicates an understanding that, while hybrid learning can offer significant benefits, it also demands considerable effort and adaptation from teachers. Emphasis on professional development and leveraging support systems suggests that the interviewee believes in continuous improvement and collaboration to overcome the challenges posed by hybrid learning. The goal to ensure that all students benefit and the learning environment remains inclusive and supportive highlights the teacher's commitment to equity and quality education, regardless of the learning model.

The interviewee recognizes both the opportunities and challenges presented by hybrid learning. Viewing hybrid learning as a chance to innovate indicates a proactive and optimistic attitude towards new teaching methods and technologies. This outlook reflects a forward-thinking mindset, where the teacher sees the potential for growth and improvement through the integration of hybrid learning models. Acknowledging the need for careful management of challenges shows a realistic and pragmatic approach to dealing with the difficulties that come with hybrid learning. The teacher understands that navigating this complex model requires adaptability and resilience. By staying committed to professional development and leveraging the support systems within the school, the teacher strives to turn challenges into opportunities for growth, both for themselves and their students. The emphasis on professional development underscores the teacher's belief in continuous improvement. By seeking out new skills and knowledge, the teacher can better adapt to the hybrid learning environment and effectively use technology to enhance teaching and learning. Leveraging support systems within the school further illustrates the importance of collaboration and teamwork in overcoming the challenges of hybrid learning.

Finally, the goal is to ensure that every student benefits from the hybrid approach and that the learning environment remains inclusive and supportive. This highlights the teacher's commitment to providing high-quality education and ensuring that all students have equal opportunities to succeed, regardless of the learning model. The teacher's dedication to equity and quality education is evident in their proactive efforts to adapt and innovate within the hybrid learning framework.

3.2.4 Selected Acceptable Punishments

When determining an appropriate punishment, the teacher carefully considers the individual student's response to ensure that the disciplinary action does not negatively impact their motivation to learn English. The chosen punishments are intentionally light and delivered with a sense of humor, aiming to correct behavior without creating fear or resentment. This approach helps maintain a positive and supportive classroom atmosphere, where students can reflect on their actions while still feeling encouraged to participate and stay engaged in the learning process. The teacher emphasizes that the ultimate goal is not to discipline harshly, but to guide students while preserving their enthusiasm for learning.

The teacher exercises discernment in choosing appropriate punishmentss that are demure and not excessively severe, with the dual objective of rectifying conduct and sustaining students' interest and motivation. By carefully considering the student's reaction and ensuring that the punishment is delivered with a light and humorous approach, the teacher maintains a positive learning environment. This method helps to address behavioral issues without instilling fear or resentment, thereby preserving the student's desire to learn. Adopting a balanced approach facilitates the preservation of a positive rapport between students and teachers. When punishments are administered in a way that is perceived as fair and reasonable, students are more likely to accept the correction and learn from their mistakes. This balanced approach ensures that disciplinary measures are

effective in addressing misconduct while also reinforcing the students' trust and respect for their teacher. Moreover, this strategy supports a nurturing educational setting where students feel safe and supported. By avoiding excessively severe punishments, the teacher helps to maintain an atmosphere of mutual respect and encouragement. This positive rapport is crucial for fostering a collaborative and engaging classroom dynamic, where students are motivated to participate actively and take responsibility for their actions.

In summary, the teacher's use of light and humorous punishments, tailored to the individual student's response, effectively addresses behavioral issues while maintaining a positive and motivating learning environment. This approach not only rectifies conduct but also supports students' ongoing interest and engagement in their education, promoting a harmonious and productive classroom atmosphere.

3.3 The Effect of Rewards and Punishment Towards Student Motivation in Learning English

Teachers often tell students "good job," "excellent," and "good," and they often do this while making motions like thumbs up and smiles. One teacher also said that they would use stars on tasks and thumbs-up emojis in online classes to show appreciation for their students' hard work. These benefits give students a lot more confidence, which makes them less afraid of failing and more eager to engage. Teachers think that awards make the classroom a good place to learn and encourage students to keep up or improve their grades.

As a way to be more funny than serious, teachers use a variety of punishments, such as physical tasks like push-ups or squat jumps for boys. Without hitting the student, teachers can fix them by yelling, frowning, or asking them about their behavior. Giving extra work or scolding for not finishing jobs on time makes you realize how important it is to be responsible. People think that rewards and punishments are important to change kids' behavior and make sure they pay attention in school. When teachers punish students, they try to do it in a way that doesn't make them lose motivation but instead makes them want to do better. Teachers think that both awards and punishments are important for keeping students in line and getting them more motivated. If you behave in a fair way, they say, you should praise good behavior and fix bad behavior without hard punishments. The main goal is to make a nice place to learn where students feel supported and encouraged and where they can get fair feedback.

In the end, the interviews show that a smart mix of prizes and punishments can really get kids to learn English. When used correctly, fines help keep people focused and disciplined, while rewards boost confidence and support good behavior.

3.4 Discussion

The adoption of hybrid learning during the forced online meeting has brought about substantial changes to conventional educational methods, requiring the implementation of efficient rewards tactics to uphold student involvement and achievement. Successful hybrid learning environments rely significantly on the strategic utilization of technology, where teachers include diverse digital resources such as learning management systems, video conferencing tools, and interactive platforms [24]-[26]. These technologies provide both real-time and self-paced learning, accommodating a wide range of student demands and preferences.

Further, teachers have utilized the rewards to build a favorable and stimulating educational setting. Recognition in the form of digital accolades, such as stars, thumbs-up emojis, and other kinds of acknowledgment, has played a crucial role in honoring students' efforts and achievements. This recognition has had a positive impact on their confidence and motivation to actively engage in the learning process [27]. Verbal commendation and affirmative actions are crucial elements of motivational tactics, fostering a nurturing environment that motivates students to venture into new territories and actively immerse themselves in the subject matter [28], [29]. It concludes that ‘small’ rewards in any forms can engange students’ learning motivation and also enhance the students confidence in teaching-learning process.

Moreover, an equitable strategy that incorporates both rewards and punishments crucial for effectively managing student conduct and preserving a conducive educational atmosphere. Rewards play a vital role in encouraging favorable conduct, whereas mild and equitable punishment aid in rectifying undesired behaviors without demoralizing students [30]. Research has demonstrated that the use of rewards can greatly augment students' perception of achievement, which is crucial for sustaining and enhancing academic performance. On the other hand, implementing suitable disciplinary procedures helps students comprehend the repercussions of their behavior, thereby cultivating a feeling of accountability [27]. In other words, punishment tends to affect more to students’ behavior and motivation [17]. By implementing punishment, teachers hope that sudents’ negative behavior during teaching-learning process can be better and it motivates them to follow the teachers’ instructions and engage their learning motivation.

Hybrid learning has brought forth both difficulties and possibilities. Students have encountered challenges such as technological obstacles, limited face-to-face communication, and a sense of seclusion. Nevertheless, online education has also offered adaptability, enabling students to learn at their preferred speed and catering to diverse learning preferences [29]-[33]. Research indicates that hybrid courses with a well-organized framework and interactive, captivating content can greatly enhance student motivation and engagement [34]-[38].

The incorporation of multimedia content, interactive assignments, and consistent feedback from instructors are essential components that improve the learning process [39]-[41].

Last, in order to proficiently handle hybrid learning environments, teachers necessitate continuous professional development and assistance. Acquiring proficiency in digital tools, instructional tactics, and student engagement techniques is crucial for enhancing teachers' motivation and effectiveness in this new teaching framework [42], [43]. Educational leaders and legislators have a vital role in offering these chances and acknowledging the endeavors of teachers. Establishing a favorable work environment and providing opportunities for professional development can contribute to the maintenance of excellent education in hybrid settings [27].

4. CONCLUSION

This study underscores the critical role of balanced motivational strategies, combining rewards with lighthearted punishments, in maintaining student engagement and improving learning outcomes in hybrid learning environments. Based on teacher perceptions and experiences, the research introduces the concept of context sensitive motivational scaffolding, where motivation strategies are thoughtfully adapted to the dual demands of online and offline instruction. This approach emphasizes flexibility, empathy, and the intentional use of digital tools to support both academic performance and classroom behavior. To ensure its successful implementation, the study recommends continuous professional development for teachers that focuses on digital pedagogy and classroom management in blended settings. Furthermore, support from educational leaders and policymakers is essential in providing adequate resources, training, and a positive work environment. By enhancing teacher readiness and motivation, education systems can more effectively respond to the challenges of hybrid learning and promote lasting student success. These findings not only address current educational needs but also contribute to the broader understanding of motivation in modern learning contexts.

Effective hybrid learning requires continuous professional development for teachers to stay updated with digital tools and instructional strategies. This professional growth ensures that teachers can effectively integrate technology with traditional teaching methods, maintaining high educational standards. Moreover, educational leaders and policymakers play a crucial role in providing the necessary support and resources to facilitate this transition. By fostering a positive work environment and encouraging professional development, they can help teachers navigate the complexities of hybrid learning. In conclusion, the study highlights the critical role of balanced motivational tactics in hybrid learning settings. By combining rewards with mild punishments, teachers can create an engaging and productive classroom environment. This approach not only manages student behavior but also fosters a positive learning experience, ultimately leading to improved educational outcomes. The insights gained from this research can inform future educational practices, ensuring that both teachers and students thrive in hybrid learning environments

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