

## Exploring Appreciative Pedagogic Classroom Practices of the Secondary Level Teachers

Tika Ram Pokhrel, Sanothimi Campus, Tribhuvan University, Nepal, <https://orcid.org/0000-0002-1612-2761>

Tej Krishna Shrestha, Helping Hearts Nepal

### Abstract

*Appreciative Inquiry (AI) reflects the overall practices of a school. The teachers and students enjoy the teaching-learning environment where there is the use of an AI approach. The practices of teachers in their classrooms are expected by the principles of AI. The purpose of the study is to explore the classroom practices of teachers related to AI. A qualitative research method was used to explore the practices of AI in two schools in Bhaktapur district, Nepal. Interviews with teachers and students and observation of classrooms were the tools of data collection used in the study. The findings show that students are highly motivated by the intrinsic and extrinsic motivation that the teachers provide during teaching and learning. Teachers seek some additional training from the administration so that they can update their knowledge and skills. Teachers' AI practices are different from the nature of the subjects. Students feel more comfortable with the teachers of soft subjects (for example, Social Studies) than with the teachers of hard subjects (for example, Math teachers). It helps the students learn better and encourages the teachers to teach effectively and create an appropriate learning environment in the classroom.*

**Keywords:** Appreciative Inquiry, motivation, supportive environment, you can do it.

**Article History:** Submitted: 28 November 2025,  
Reviewed: 01 January 2026, Accepted: 16 January 2026  
**Author correspondence:** [tikarampokhrel@gmail.com](mailto:tikarampokhrel@gmail.com)  
<https://doi.org/10.3126/ilam.v22i1.94048>



### Introduction

Appreciative inquiry (AI) helps human systems lively when they function at their best. Simply, appreciating means valuing the act of recognizing the best in people or the world around us, and inquiry means the act of exploration and discovery. Therefore, appreciative inquiry can be referred to as the search for positivity within individuals (Ludema & Fry, 2008). AI has its way of finding out the best in people and past peak experiences, which gives the future designs of future possibilities. AI goes through cooperative and collaborative search for the best in people, their organizations, and the world nearby (Cooperrider et al., 2008). Moreover, AI works as a catalyst for positive changes. David Cooperrider is considered a pioneer in using AI

in 1979 as a doctoral student. While reading an anthology on the philosophy of Rader (1979), he was struck by Rader's distinction between communities of interpretation and communities of appreciation. He was surprised to see them separate and decided to bring them together. According to Cooperrider (1987), AI is about the cooperative search for the best in people, their organizations, and the relevant world around them. Furthermore, AI is a positive transformation. It starts and grows with positive logic. AI is positive thinking and moves through positive inquiry, positive response, positive actions, positive conflict transformation, and change. In this context, a positive mindset is essential for positive societal transformation, and change can be referred to as an appreciative mindset (Choy, 2023).

Ashford and Patkar (2001) defined appreciative inquiry as “a strategy for a purposeful change that identifies the best of ‘what’ is to pursue dreams and possibilities of ‘what’ could be” (as cited in Willoughby & Tosey, 2007). It is a cooperative search for strengths, passions, and life-giving forces that are found within every system. These factors hold the potential to inspire positive change. AI focuses on positive aspects and strengths, past and present activities and experiences of our lives, and leverages them to correct the negatives, if any. Chapagain (2012) says that if we look for problems, we will find and create more problems. If we look for success, we will find and create more success. Therefore, the main focus of AI is to find positive aspects. Hence, it is regarded as a positive approach based on students’ interest and their prospects. The powerful images of oneself and the world around them help the person to inspire action and innovation. Kelm (2006) says the stronger your feelings are about your images and the clearer your pictures are, the more likely they are to manifest.

The positive aspects, namely anticipatory realities (Cooperrider, 1990), are used in AI, which are the generative potential of positive images (Yballe & O’Connor, 2000). The positive images are ideal and visions that have heliotropic effects. Human behaviors are developed by the realization of ideals through providing positive energy. The positive images are drawn from the accumulated experiences of the people (Cooperrider, 1990).

Eow (2010) discusses eight principles to guide appreciative inquiry in the classroom. First, the constructionist principle focuses on the construction of knowledge based on the experience of the students. With reference to AI, constructionists use anticipatory articulation of tomorrow’s possibilities. Second, discovery and change are considered as a simultaneous process of the simultaneity principle. Students should be exposed to different options before they are asked to change. Third, when using the poetic principle, it is believed that the world can be created by words. Pasts, presents, and futures can be taken as the sources of learning and inspiration. Fourth, the anticipatory principle is

about using collective imagination and discourse about the future for generating constructive change. Fifth, hope, excitement, inspiration, caring, friendship, a sense of urgent purpose, and sheer joy are helpful in building and sustaining the positive influence and bonding as directed by the positive principle. Sixth, the wholeness principle suggests two things: To involve the entire people to stimulate collective capacity and to achieve results that reflect the group’s collective strengths and efforts. Seventh, the enactment principle focuses on the prompt implication of behaviors. Instead of waiting for change to be fully planned or approved, individuals start behaving as reflected in their shared visions. Eighth, the free choice principle encourages individuals to choose for themselves. People are more energetic and committed when they are given the chance to choose their course of action in the change process rather than being assigned or forced to do so.

### ***Appreciative Inquiry in the Classroom***

Simply, appreciative pedagogy (AP) is the implication of AI. That is the pedagogical adaptation of AI (Yballe & O’Connor, 2000). AP is the discourse used in the classroom rather than the methods used in teaching a particular subject such as inquiry-based learning. In AP, the basic beliefs, values, and social inquiry process of AI are used in the classrooms. AP bias for the experience of success, values success as the building block of positive vision, believes in the profound connection between positive vision and positive action, and values social inquiry (Yballe & O’Connor, 2000). Thus, AP is a discourse in the classroom that focuses on the students’ strengths and positive experiences. It utilizes the students’ moments of success in different areas of life by valuing these moments positively and sharing them in the classroom. Based on the real experiences of success, students create positive goals that feel real and motivating. But the problems are not ignored, the focus is on connecting positive images to positive and creative actions. Sharing among students as a classroom learning community encourages students to

talk to each other, ask questions, and learn from each other's proud moments.

AP believes in celebration, experiences of success, moments of great energy, and high pride. AP is grounded in the belief that there is a profound and necessary connection between positive image and positive action. In AP, students as well as the teachers in the classroom are guided by positive experiences in varied areas such as work, organizations, relationships, teams, or leadership (Yballe & O'Connor, 2000). AP actively seeks to discover and celebrate students' experiences of success because of a basic belief that such experiences may be the compelling basis of positive visions of possibility. AP discourages the negative environment because it creates frustration among students and teachers. It is admirable to have positive thoughts in teachers about the students' activities in learning and their teaching. In the classroom, inquiry as an interaction between teachers and students is a very essential matter by which students are either encouraged or discouraged. A very good relationship between teachers and students in the classroom is expected. The consensus is that the nature and quality of children's relationships with their teachers play a critical and central role in encouraging and motivating students to learn (Wentzel, 2009).

In most cases, the Nepalese system of inquiry of the students in the classroom is negative. For example, if a student does not concentrate on a subject, the teacher makes him/her stand up and ask difficult questions, and as a consequence, he/she gets punished. It is an approach that helps us to identify problems rather than solutions. Though the solution is found, it creates some problems. Classroom interaction is based on the nature of students. Teachers mostly consider that a good student is always good, and a bad student is always bad. Teachers also differentiate in dealing with students. Good students are dealt with in a good way, and underperformers are dealt with rudely, in most cases. If some underperformers do well in their examination, teachers discount their accomplishments by claiming they cheated or copied another student's answers during the

examination. These types of actions demotivate students to learn.

The use of corporal punishment in Nepal was popular in ancient times. Threatening and punishing students were the main ideas in the historical teaching pedagogy. In the 19<sup>th</sup> century, the trend slowly shifted from a problem-based to a strength-based approach. Learning with fun, play-way methods, and practical methods has been developed, which has helped students acquire more skills in their personal and organizational lives. AI is one of the approaches through which students are motivated to study, as it seeks to use the strengths of students. In current situations, AI is popular in the world due to its strong positive ways to deal with students. AI is both a method of action research and a theory of how social forms join together and change (Srivastav, 1987). AI in teaching pedagogy is different in the sense that it is a strengths-based approach rather than a problem-based one. Appreciative pedagogy advocates focusing on enhancing students' and teachers' strengths, rather than finding weaknesses, like problem-based pedagogy. It gives a sense of positive thinking and builds positive attitudes in both the teachers and the students. Students are motivated, inspired, appreciated, and encouraged to explore their strengths in the approach to AI.

Even today, some students leave their studies due to teachers' threats. Some other reasons for students dropping out include teachers' severe punishment and school management pressure to pay fees regularly in the case of private schools. There are many countries in the world, including Nepal, where physical punishment is banned in schools because it is considered a source of school violence. To date, we can hear the news that still some students are victimized by teachers' corporal punishment. Some students are labeled as problem makers everywhere, facing difficulties in various situations and being tagged problematic children. Some students are described as problem-makers everywhere. They are facing problems in different situations and are tagged as problematic children. Not all students have equal capacity to understand all the subjects taught by teachers. There are

students with different natures that may hamper their understanding. The subject teachers need to deal with such problems. The teachers usually concentrate on the delivery of knowledge to the students rather than trying to interact with them and get them engaged in the learning process. Our classroom teaching feels outdated and not student-friendly from a student's and a teacher's perspective. It needs improvement to be more engaging and modern. This makes learning less effective and less enjoyable for students. To improve education, teaching methods should be updated and made student friendly. As a student and teacher, it can be felt that our classroom teaching is neither updated nor student friendly. We are using rote memorization which hardly creates the situations for analytical discussions and innovative creation.

### Review of Literature

Yballe and O'Connor (2000) sought to address the challenges of the traditional pedagogical approaches that emphasize problems and deficiencies by introducing AI as a framework of management education. They discussed more energized students' interactions, a sense of safety in public speaking, increased self-trust and confidence, enhanced AI skills, and positive attitudes among students and toward professors as key findings. Students' voice is the method of research as well as school activities, which emphasize students' competence and abilities to contribute to the process of learning (Bergmark & Kostenius, 2018). They used students' voices as a research method to facilitate research by using the appreciative students' voice model (ASVM). The model was guided by the principles of 4-D: Define/Discovery, Dream, Design, and Destiny. The multimodal approach demanded deep engagement, and the process helped students connect their meaningful experience to improvement in learning. The major challenge was sustaining the work after the researcher's departure. The whole-school approach and support from leadership were the suggestions for mitigating the challenges.

Glassman (2023) used an appreciative inquiry approach to address student misconduct within the university student process. He used the 5D cycle: Define, Discovery, Dream, Design, and Destiny by incorporating conversations, dialogues, interviews, and assignments such as soliciting positive stories. AI offered a personal, forward-thinking approach focused on the student's positive core so that AI facilitated future decision-making and self-authorship in the assignment.

Tuker (2024) used identity as pedagogy to investigate how cultural, professional, and personal narratives shape teachers' identities and become pedagogy using AI. The study revealed three chaining systems narratives. One is the hierarchical system that disempowers students and teachers, leading to imposed decisions. Another system is rooted in technical rationality, characterized by prescriptive teaching, standardized curriculum, and high-stakes testing. The third system is the system where teachers' role was to maintain the status quo, leading to blaming students and families for the system failure and perpetuating implicit biases.

Enright et al. (2014) used an appreciative research agenda for physical education and sports pedagogy, advocating a move beyond the traditional model of problem-focused research. AI was able to challenge deficit-based thinking practices by starting with a positive question or affirmative topic. They suggested that AI can generate distinct insights, promote co-constructive theory, and shift the focus from problem-centered to solution-centered.

AI has been used in many parts of the world to make teaching and learning more positive, engaging, and strength-based. In many countries, it has been used to improve classroom participation, teacher-student relationships, and school culture. However, in Nepal, the use of AP is still very limited. Teaching and learning are mostly focused on finding weaknesses and measuring performance rather than appreciating efforts and strengths. This shows a clear gap for doing explorative research to identify how AP can be applied in the Nepali context. Such

research can help discover good practices, promote positive classroom culture, and support both teachers and students to grow with confidence and motivation.

### Purpose of Study

The purpose of this study is to explore how AI is used in teaching and learning processes in the secondary level classrooms of Nepal.

### Research Method and Process

This study was conducted using a qualitative research method to gain new

insights and new ideas and to increase knowledge of the phenomenon (Mabuda, 2009) related to the practices of AP. Two schools (School A and School B) in the Bhaktapur district of Nepal were selected as the study sites. Interviews and classroom observations were the tools for collecting data in the research. Six students, including two boys and a girl from each school of grades nine and ten, were selected for the in-depth interviews. The demographic information of the teacher participants is presented in Table 1.

**Table 1** Demographic Information of Research Participants- Students

Students	School	Grade	Gender
Student 1	A	9	Boy
Student 2	A	10	Boy
Student 3	A	9	Girl
Student 4	B	10	Boy
Student 5	B	10	Girl
Student 6	B	9	Boy

Two teachers, one from each school, were selected for classroom observation and

interview. The demographic information of the teacher participants is presented in Table 2.

**Table 2** Demographic Information of Research Participants-Teachers

Teachers	School	Subject	Qualification
Teacher 1	A	Mathematics	M. Ed
Teacher 2	B	Social Studies	B.A/B. Ed

Interview guidelines were developed separately for teachers and students, as guided by the appreciative inquiry/pedagogy. During the observation, both authors observed quietly and noted important activities. Five classes of each teacher were observed. An hour-long interview was conducted with the teachers after each class observation. The interview was more of a discussion type and justifying whether a specific discourse and practices, for example: Try one more time. The students' interview was mainly focused on their feelings about the teachers' practices. The interview and observation data were transcribed. Data analysis was done by inspecting, transforming, cleaning, and modeling AI/AP-related data to generate relevant themes.

### Results

The following section presents the findings generated from the data collected from interviews with the students and teachers, including classroom observations.

#### Rewarding with Materials

Students can be rewarded by providing tangible objects. It can be referred from the statement "We feel very excited when we are praised for our good job and rewarded and provided materials like pens, gifts, notebook in the mass like in annual programs and other special programs" (Interview, Student 2, School A), that students are encouraged in the classroom by awarding some stationery items like pen, book, and notebook. Some teachers give such materials in their classes rarely (once or twice a year). Furthermore, it can be a point, "I still remember the incident when my principal rewarded me with a notebook when I

completed the class assignment given by him. I used to expect him to come again and assign me work so that I could be rewarded again and again” (Interview, Student 4, School B). A teacher said: In the case of a good job by the students, they are awarded stationery material, like books, notebooks, pens, and others, to encourage them to study (Interview, Teacher 1, School A). Students in the classroom always want some extrinsic motivation to accomplish their class activities (Ryan & Deci, 2000). The challenge of the award system lies with students who do not perform well, as they may feel discouraged or left out. A more inclusive approach could help motivate students. Not all students appreciate the same type of award system, as their motivation and preferences vary. A variety of approaches to recognition can help cater to different students’ needs and encourage broader engagement. It is one of the initial practices of AI because it strengthens the positive behavior of students. So, teachers are expected to encourage students by rewarding books, notebooks, pens, and other stationery materials. Some materials are arranged by teachers, and some are managed by the school for rewarding purposes.

### **Giving Them a Clap in the Class**

Some of the subject teachers praise students by asking all to clap in the class for the good performances of a few students occasionally. There are different ways to motivate and counsel students. A single moment in the classroom affects the student’s life in both ways, either negative or positive. For good jobs, teachers’ encouragement is fruitful. In a Social Studies class, a student answered that sanitation workers keep the community clean. The teacher praised her and asked the class to give her a big clap (Observation, Teacher 2, School B). Manzoor et al. (2015) shared that the teacher gave instinctive motivation to a student who gave a correct answer; they were praised by clapping: all the class clapped for the student. Similarly, Stavros and Torres (2005) mention that success depends on the dynamics of their relationships. Praising students is also an AI. It is to be praised very carefully, as praising sometimes might give a negative connotation.

Teachers are expected to encourage students by clapping for their good deeds. It has also been observed that when a student was given a big clap by the whole class, the child was very happy.

### **Verbal Praise**

Both teachers shared that they are using words to encourage the students. The teachers inspire the students when they perform well. They generally encourage high and average performers but not low performers by using such words. Williams and Williams (2013) say that positive verbal statements of encouragement and praise can strongly influence students’ motivation. Praise for effort and improvement can build a student’s self-confidence. Their self-esteem can be boosted by emphasizing their performance. It can be reflected based on the interviews with teachers, students, and observation of classes, the teachers were very sincere sometimes about ‘You Can Do It’. But sometimes they were negligent. Students reflect that a few teachers inspired them, telling them that they all had the same background, so they could do it. But some teachers dominated the students, telling them that they could not do the assigned work because they were not capable of doing it. *The teacher noticed a student trying to solve a problem in different ways. But the student still couldn’t get the answer right. Then the teacher encouraged students by saying Keep trying, every try brings you closer. The teacher also gave a hint for solving it. (Observation, Teacher 1, School A).* This helps create a conducive learning environment. Lowman (1990) says that every teacher needs to have a positive attitude towards all the students. Teachers should not react to students saying, “You cannot do”, ‘you are very weak’, and ‘You are not capable of learning this and that’. All the subject teachers need to encourage students using “You can do it,” which strongly motivates students. It can be reflected that with reference to AI, the positive attitude of some of the teachers in some form to some of the students is helping with learning, and its optimum use is expected by the students.

### **Environment for Low Achievers**

Teachers' focus can be seen only for high achievers in terms of their achievement scores. Some teachers try to focus on the students in the class. In most cases, low achievers are not focused on by teachers. Generally, extra classes are given to them, which is not helpful for low achievers to overcome their learning difficulties. *Teachers care only about talented students and toppers of the class, and very little time is given to low achievers. They scold and beat the low achievers. They do not provide chances to improve study (Interview, Student 6, School B).*

This situation reflects that some teachers in schools do not care about low achievers. Their priorities are the high achievers. It is not a good idea to punish the low achievers with corporal punishment in the class. Durrant (2012) mentions that corporal punishment develops negative behaviors in low achievers, and punishing a child is against the child's rights. For such students, love, care, and counseling are important. Teachers are expected not to be biased. They need to provide equal opportunities to all students.

### **Strong and Supportive Relationship**

Students feel comfortable interacting and sharing problems, as they shared in the interview, with the teachers Environment, Population and Health (EPH), Nepali, and Social, and feel difficulty with the teachers of Math, Science, and English. Teaching and learning comfortably take place in an interactive environment. Strong and supportive relationships allow students to feel safer and more secure (Hamre & Pianta, 2006) and learn best (Yee et al., 2010). Students expect an easy and comfortable environment and even welcome their ideas and encourage students for their interactions.

### **Listening to the Voices of Students**

Teachers sometimes consider the students' minor mistakes. They excused them if they missed notebooks and books, and if they did not perform well on the evaluation test. The students were excused and were advised not to repeat the mistakes. Mehdipour and Balaramulu (2013) mention that the higher positive behaviors of teachers towards their

students lead to higher academic achievement of the students. Even AI demands that, besides asking for problems, teachers need to correct the problems of the students in positive ways. However, some teachers rarely listened to students' problems. There are several such cases. AI is based on acceptance, and the teacher needs to listen to the students' voices.

### **Alternative Learning Management**

It is known from interviews that students also become absent because of incomplete homework and tests in school as well as health problems and programs at home. Some students wanted to escape from academic tests. Later, when the cause was asked, he lied that it was due to a health problem. Wyn (2013) mentions that proponents of AI suggest that instead of looking for problems and aspects of a scenario that do not work or are problematic, the students first look for the strengths and the more affirmative influences inherent in a problem situation. In this case, it is proposed a child-friendly classroom and appropriate teaching-learning methodologies and materials. An alternative learning environment for absent students is necessary, either in the morning or in the evening for about an hour so that students feel comfortable.

### **Guiding Students in Their Difficulties**

The teachers tried to solve students' problems in class. Sometimes, they called them in the office. They repeated the lesson if the students were confused. Average students were provided with some hints, which made them easy. Some teachers send problematic students out of the classes and make them stand for the whole period. Sending students out of the classroom is not a solution. It hampers students in their respective subjects. The teachers took different actions for those students who did not do their homework. Sometimes, there were discussions among teachers about giving homework to students. In AI, forcing and taking physical action is just a temporary solution. Some teachers go through appreciation and motivation in their subjects. So they are excited to learn and complete their homework.

### **Making Teaching Learning Fun**

The teaching and learning process was different for different teachers and subjects. There were students from different academic backgrounds. So, the teachers applied different methods to cover all the students according to the needs of the chapter. The teachers knew the situation of the subjects and the students' understanding. Walmsley and Muniz (2003) say that an effective use of cooperative learning in the classroom can positively affect students' social skills, self-esteem, and intergroup relationships. AI says there should be different approaches to teaching and learning. During the observation, there was a strong interaction between the teacher and the students about the subject matter from different dimensions. The teacher gave classwork to the students and observed to find out whether they understood the chapter or not. He guided them in helping to clear their confusion. At last, he gave them some questions as homework. However, there was no interaction among the students. Bogdan (2011) mentions that it is believed that the student-centered learning environment enables an educator to deal effectively with all types of students in the same classroom. A student-centered learning environment encourages students to become independent learners and ultimately to be in charge of their education. AI appreciates child-centered learning.

### **Discussion**

There are different types of skills and subject-oriented training, but they are very expensive for individual teachers. Very few programs are organized for teachers. AI expects skill-oriented, updated training and professional development programs for teachers. It talks about appreciative teaching and learning environments in the classroom. So, schools need to organize different subject and skill-oriented professional development programs for all the teachers for quality education.

Our system and culture are problem-based, which is our habit, too. If we focus on problems, we find problems and create problems. AI focuses on success and strength,

which encourages the entire school team (Moran, 2010). Regarding the teaching-learning process in school, a solid process is expected to be developed by the school administration, in which success and strength are focused. Coe et. al(2014) say that the modern teaching-learning process is expected to be learned by teachers and school administrations. So, if the school administration feels the AI process is the better process, they need to adopt it. Teachers are expected to treat students with AI methods. Students need to be given a timeframe. Their desires and goals need to be achieved. In their difficulties, as a mentor or facilitator, teachers need to assist the students. There are different mediums while teaching in the classroom, like by the medium as games, songs, poems, group discussions, etc., by which students learn faster and the learning becomes long-lasting. A good relationship between teachers and students is a very important factor that plays a vital role in students' performances (Pianta, 1999). The learning process takes place between the teacher and students so there needs to be a very strong positive relationship.

The process of 4D in appreciative inquiry includes Discovery, Dream, Design, and Destiny. Kessler (2013) mentions that in the Discovery phase, students share their peak experiences of their academic parts in the classroom so that they are motivated, and even others are influenced by their success stories. Teachers also need to join the 4D cycle. The dream is the second step of the 4D cycle. In this step, students imagine the future of their academic success within the allocated timeframe, which drives them to achieve the desired goal. To achieve the desired goal, there needs to be a strategic plan in the design phase. There needs to be a strong design that forces all to do their duties to meet the expected desire. Appreciative Pedagogy (AP) can be the best tool for the teaching-learning process in the classroom, which is guided by the 4D model of AI. AP is a way of adopting inquiry in the teaching and learning process in a classroom setting. Primarily, AP works in the learning attempts, its basic beliefs, values, and social process of AI. AP always believes that

students come with a rich collection of success stories from various areas (Yballe & O'Connor, 2000). Like AI, AP tries to find out those various success stories and the moments of high energy in their life. AP tries to discover and appreciate the student's past experiences and success stories, fulfilling and energizing on subjective grounds. AP believes that there is a very close connection between a positive image and a positive action. So, it tries to generate a positive image as a prerequisite for developing positive action. There is no space for problems or mistakes because they are the guide for developing a positive vision. According to AP, a classroom is taken as an opportunity for students to give an opening to their curiosity and discover the success of their classmates. AP requires students to share their experiences of success and moments of great energy and pride. Such sharing is based on social experience and conversation.

Students feel excited when they are rewarded with tangible gifts. Even low-cost materials can serve as the means for extrinsically motivating students in the learning process. It was noticed that the items were managed by the teachers themselves. As a result, there is a variation in rewards by gifts. A school can develop a reward package so that it can be more effective. Techniques for motivating students intrinsically are great regarding appreciative inquiry. For example, clapping is another way that teachers can encourage students. When a student shows a little improvement, s/he expects encouragement from friends and teachers. Students feel supported when one is praised for her/his improvement. Some of the frequently used verbal praises are keep it up, wow, very good, and excellent. These praises have worked well for average-performing and high-performing students, but are less helpful for low-performing students. However, these tools are to be used carefully to avoid unintended consequences.

It was also noticed that there was something to change in the praising system by the teachers. For example, the praise 'you can do it' was said to low-achievers, and they took it negatively. Teachers were not consistent in using it. In general, all students benefit from a

positive and inclusive approach. In general classroom scenarios, low achievers often struggle more, and they get less support from teachers and peers. Extra classes, along with love, care, and counseling for the low achievers, are noticed to help uphold academic performances. Both students and teachers expect strong and supportive relationships between teachers and students, but there are challenges in practice. Students are comfortable with some teachers. Encouragement, openness, and interactive teaching strategies are found to be useful in building the bond between students and teachers. The teacher-student relationship varies among teachers and subjects. The relationship is not strong with hard-core subjects such as mathematics. The relationship is stronger with the language and social studies teachers. Some teachers are strict, and as a result, students are not able to develop positive relationships with them. Alternative learning management can help students who miss school due to various reasons is the expectation from students. Teachers expect their professional development programs so that they can better understand students and the way to use appreciative pedagogy in their classrooms.

## Conclusion

Students are inspired when there is a use of both extrinsic and intrinsic motivations based on AI. Teachers can apply both intrinsic motivations by using the words. Keep it up, you can do, etc., and extrinsic motivation by giving stationery materials, books, gifts, etc. Thinking positively, encouraging students about their strengths, and appreciating their work are great adventures for teachers in their classrooms. Though the teachers put a lot of effort into making the students understand the lessons, some students need extra instructions. Students expect a positive environment so that they are motivated by all the teachers. We must create learning opportunities for different learners. Sometimes extra help is needed because of the absence. Students need an alternative learning environment, and the school's existing system

is expected to be expanded/extended so that the school becomes a learning place for all.

A warm relationship with students is needed. The teachers can make them feel free to share how they feel, what they do not know, what they want to know, etc. It helps them to promote their learning as well. It is better to maintain a supportive relationship between teachers and students in the classroom so that they can improve in learning. In the class, while teaching, it is better to have fun for a few minutes so that students feel relaxed and comfortable during the whole class, which freshens them. Increased parental involvement in schools makes the students feel comfortable learning. Students expect to be given fewer but creative assignments, and regular constructive feedback is important. It is expected to build strong professional development of teachers so that they can motivate students using the tools of AI.

## References

- Bergmark, U., & Kostenius, C. (2018). Appreciative student voice model – reflecting on an appreciative inquiry research method for facilitating student voice processes. *Reflective Practice*, 19(5), 623–637. <https://doi.org/10.1080/14623943.2018.1538954>
- Bogdan, P. (2011). *Student-centered learning environments: How and why*. Retrieved from <http://www.edutopia.org/blog/student-centered-learning-environments-paul-bogdan>
- Chapagain, C. P. (2004). *Human resource capacity building through an appreciative inquiry approach*. Madison, MA: Madison University.
- Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014). *What makes great teaching?* North East England: Durham University.
- Cho, H., & Ardichvili, A. (2024). Appreciative Inquiry: An Integrative Review of Studies in Three Disciplines. *Human Resource Development Review*, 23(3), 376-401. <https://doi.org/10.1177/15344843241256156> (Original work published 2024)
- Choy, K. V. (2023). The Appreciative Mindset and its Congruency with Brené Brown's Research. *Journal of Appreciative Education*, 10, 37-41.
- Cooperrider, D. L., Stavros, J. M., & Whitney, D. (2008). *The appreciative inquiry handbook: For leaders of change*. Berrett-Koehler Publishers.
- Cooperrider, D. L., & Srivastva, S. (1987). *Appreciative inquiry in organizational life*. Greenwich: JAI Press Inc.
- Durrant, J. (2012). *Physical punishment of children*. Ontario: Canadian Medical Association.
- Eow, Y. L., Zah, W. A. W., & Roselan, B. (2010). Appreciative learning approach: A new pedagogical option. *In the International Conference On Computers In Education*. <https://doi.org/10.58459/icce.2010.4797>
- Glassman, V. B. (2023). Flipping the script: A model response to student conduct using appreciative inquiry. *New Directions for Student Services*, 2023(184), 55-65. <https://doi.org/10.1002/ss.20494>
- Hamre, B. K., & Pianta, R. C. (2006). *Student-teacher relationships*. Charlottesville: University of Virginia.
- Kelm, J. (2006). *Walking the talk: The principles of AI in daily living*. Chargin Falls, Ohio: AI Practitioner.
- Kessler, E. H. (2013). *The appreciative inquiry model*. California, CA: Sage.
- Lowman, J. (1990). *Promoting motivation and learning*. *College Teaching*, 38(4), 136-139.
- Ludema, J. D., & Fry, R. E. (2008). The practice of appreciative inquiry. *The SAGE Handbook of Action Research: Participative Inquiry and Practice*, 280-296.
- Mabuda, B. T. (2009). *Student nurses' experiences during clinical practice*. South Africa: University of South Africa.
- Manzoor, F., Ahmed, M., & Beenish, G. R. (2015). Use of motivational expressions as positive reinforcement. *International Journal of English Language Teaching*, 2(3),30-40.
- Mehdipour, Y., & Balaramulu, D. D. (2013). The influence of teacher's behavior on academic achievement. *International Journal of Advancements in Research &*

- 
- Technology*, 2(3),30-40.
- Moran, M. T. (2010). *Taking a strength-based focus improves the school climate*. Virginia: College of William and Mary.
- Pianta, R. (1999). *Enhancing relationships between children and teachers*. <http://www.apa.org/pubs/books/431658A.aspx>
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary educational psychology*, 25(1), 54-67.
- Srivastav, C. (1987). *Appreciative inquiry*. San Francisco, CA: Berrett Koehler.
- Stavros, J., & Torres, C. (2005). *Dynamic relationships: Unleashing the power of appreciative inquiry in daily living*. Chagrin Falls, Ohio: Taos Institute Publications.
- Walmsley, A. L., & Muniz, J. (2003). *Cooperative learning and its effect in high school geometry classroom*. Reston, VA: The National Council of Teachers of Mathematics.
- Wentzel, K. R. (2009). *Interpersonal relation in education*. Taipei: Sense Publishers.
- Williams, K. C., & Williams, C. C. (2013). *Five key ingredients for improving student motivation*. Madison, MA: University of Wisconsin.
- Willough, G., & Paul, T. (2007). *Imagine mindfield appreciative inquiry as a process for leading school improvement*. London, Los Angeles, New Delhi, and Singapore: Sage.
- Wyn, R. G. (2013). *Appreciative inquiry - A new dimension in problem-based learning*. United Kingdom: Cardiff University.
- Yballe, L., & O'Connor, D. (2000). Appreciative pedagogy: Constructing positive models for learning. *Journal of Management Education*, 24, 474 - 483. <https://doi.org/10.1177/105256290002400406>
- Yee, E. L., Ali, W. W., & Rosnaini, M. R. (2010). *Appreciative learning approach: A new pedagogical option*. Malaysia: University Putra Malaysia.