

Role of Academic Performance of Students in motivating them towards Studies: An Empirical Study

Prof. Rubeena Ab. Sattar

Asst. Prof. in English
J.A.T. Arts, Science and Commerce College
(for Women), Malegaon, India

ABSTRACT

In born talent, good teachers and some of the best institutions help in augmenting the academic score and performance of students. But, out of all the prerequisites, motivation is one of the most important attributes for the students to be successful. Several studies have been done for identifying the influence motivation has on the academic performance of students. These studies measure the intrinsic as well as extrinsic motivation of students. It has been found intrinsic as well as extrinsic motivation both have a very positive effect on the academic well-being of the students. The academic performance may amplify anywhere between 23% to 34% because of intrinsic and extrinsic motivation. It has also been seen that almost all the motivational components have a huge impact on the academic performance of students. Further, academic factors as well as gender as a separate factor, are known to be directly affected by these motivational factors. A sample of 180 respondents in which 60.56% "male" and 39.44% "female" has been considered by a "standard questionnaire" created on five-point interval scale.

Keywords: student's motivation, academic performance, motivational factors, extrinsic motivation, intrinsic motivation.

INTRODUCTION:

The whole concept and idea of motivation is one of the most crucial factors which affects the behaviour of humans and also their performance. Especially the academic practitioners and researchers are of the opinion that motivation is an important factor in terms of student's performance and achievement. It helps in ensuring continuous achievement and a good performance. Motivation can be defined as an intrinsic desire that is already there in an individual or it may be reflected in an individual while he or she acquires new learnings and information. However, there are other ways of defining motivation also. A paper also defines motivation as the inner state which uncovers the behaviour of an individual. It directs them to such behaviour. According to another paper, motivation is the state in which an individual displays different types of attitudes on his own for achieving a particular goal. Motivation has also been defined as a sum of efforts made to mobilise an individual towards a particular goal or goals and to make sure that the movement is continuous. Another paper defines it as a force which represents the internal factor which initiates the movements which need to be performed for fulfilling the need and external factors encouraging such a behaviour. In short, there are mainly 3 important factors relate to motivation. 1. Triggering a behaviour of an individual which is needed for a particular goal

GUIDING THE BEHAVIOUR:

Internal state which initiates as well as guides the behaviour:

An urge to satisfy the needs and requirements of an individual is one of the main sources for motivation. Also, a number of concepts including values, interest, attitude as well as the desire of an individual for a particular action

affects the entire process of motivating students. Thus, motivation has got a multi-dimensional model in place of a basic or a simple model. Regarding this, every individual could have different level of motivation (Broadbent, 2017).

In all 3 categories for motivation have been defined:

1. Intrinsic motivation- when the factors which direct an individual to some particular behaviour comes from the inner world in such a way that it's independent of drivers outside an individual.
2. Extrinsic motivation- when the drivers of individual behaviour are independent of the individual, or when they lies in the environment of an individual, it's called extrinsic motivation.
3. Motivation- when individuals can't establish any connection between the actions they perform and the desired results, there is a lack of motivation. In such case, the individual is not able to relate to the impact of the actions (Sivapakiam and Nalinilatha, 2017).

LITERATURE REVIEW:

Motivation amongst students is considered to be a significant issue in terms of higher education specifically because of the significance of the academic performance throughout their professional life. Several studies have been done focussing on the identification of factors which would help the educational thinkers in knowing about the attitude of the students towards learning, things which facilitate learning and also things which hamper the process to learn. This would help the educational community in predicting the academic performance of students and also with the identification of students before their performance starts deteriorating (Cardenas and Cerado, 2016).

It has been seen that a passion for studying and learning new things starts shrinking as children age. Sometimes, learning also becomes a compulsion rather than a pleasure. That is why a lot of students quite education before they even graduate. Because of the unpleasant attitude of the students for education, only a few of them are mental attentive in class (Kwon, 2016).

Motivation amongst students is an element which is the root of attitude of the students towards the process of learning. Various studies have been done for checking the role motivation plays for students towards academic performance. A paper analysed, the involvement of students towards studies as well as sources of motivation (Llbaó et. al., 2016). Another paper mentions motivation as the force which is beneficial to learners and it states that motivation depends on good quality and long term attachment in education and it also pledges to process of education. Most of the theorists of motivation consider that motivation is present in performance of the students and also that behaviour wouldn't happen until and unless its energised (Arulmoly and Branavan, 2017).

Researchers also suggest that motivation amongst students happens because of their need, desire and willingness of students to participate in the process of learning. The problem of motivation amongst students and impact on the academic achievements are all considered to be important for efficient learning outcomes (Arbabi, 2015).

However, it is the reaction of the learner towards education which determines the level to which he would prefer being educated. The effect of academic motivation for education can't be undermined. That's why researchers believe that there's absolutely no need to motivating the students in order to arouse or maintain their interest towards the learning process. Academic motivation also raises a lot of questions as to why people have a particular behaviour for doing certain things. Therefore, an individual from the view point of psychologists maybe seen as socially, politically and academically to be motivated on the basis of the motivation behind their activities (Chik and Abdullah, 2018). On the basis of foregoing, researches on academic motivation need to be considered as a continuous process till there are evidences of improvement in performance and interest of learners in a particular subject specifically amongst the students of higher secondary. Thus, the present papers have been done in this regard only. They investigate the effect of motivation on the academic achievements of students. The experimental researches that have been carried out have helped in improving the knowledge of learners. They also help in motivating them for achieving their goals. Academic motivation may be considered to be a point of self-determination for succeeding in their endeavours whether it is professional work, academic work, sports events, etc. However, there're a number of low and high achievers. Something responsible for this variation maybe this fact that academic motivation can be learnt while the process of socialisation happens and the learning experiences are gained.

This may vary from one person to another. Researchers also assert that learners who have high achievers as models in early experiences of life may develop a high need for achievement while learners who have achievers as models do not develop a need for achieving success (Feldman and Kubota, 2015).

Motivation is considered to be the state of individual's mind which stimulates the activities as well as actions of human body.

In academic organisations, the role that a teacher plays is important for helping students in developing the attitude for learning. Researchers also ascertain that the beliefs of teachers regarding themselves, the nature of their teaching methods, etc. influence the behaviour of students towards learning. It has also been stated that a great number of learners also attempt at learning what their instructors expect from them. Thus, the instructors need to consider themselves to be active agents of socialisation and should be capable of boosting the motivation of students towards education. Some researchers also emphasise the fact that the efficacy of the role of an instructor is a powerful element.

In short, the motivational factors may be considered to be the predictors for academic performance. The studies investigate the impact of extrinsic as well as intrinsic motivational factors have on the academic performance. It's also been considered that the students having a high level of intrinsic motivation achieve better results. Also their performance is constant over time (Helker and Wosnitza, 2016).

OBJECTIVES:

1. To know the role of academic performance of students in encouraging them towards studies.
2. To know the effectiveness of academic performance of students in encouraging them to study.

METHODOLOGY:

Present study is exploratory in nature. A survey method was used to collect the primary data from the respondents, for which a structured questionnaire was developed and used to validate the hypothesis of this study. A sample of 180 respondents has been considered. The sampling method was purposive sampling. Mean and t-test was applied to find out appropriate results of the study.

FINDINGS OF THE STUDY:

Table 1 shows that number of Male respondents are 60.56% and female respondents are 39.44%, respondents. Respondents with the age group of 16 to 20 years are 27.22%, those who are between the age group of 20 to 25 years are 39.44%, and those who were above 25 years were 33.34%. With reference to the education of the respondents, High School were 32.22%, Intermediates were 38.33%, and Graduates and others were 29.45%.

Table 1: Demographic profile of the respondents

Variables	Number of respondents	%age
Gender		
Male	109	60.56%
Female	71	39.44%
Total	180	100%
Age group		
16 to 20 years	49	27.22%
20 to 25 years	71	39.44%
Above 25 years	60	33.34%
Total	180	100%
Education		
High School	58	32.22%
Intermediate	69	38.33%
Graduates and others	53	29.45%
Total	180	100%

Table 2: Role of academic performance of students in encouraging them towards studies

Sr. No.	Statements	Mean Score
1.	Strong understanding of concepts will motivate students towards studies	4.39
2.	Receiving good marks is a motivation for students	4.41
3.	Appreciation from teachers helps students to concentrate on studies	3.89
4.	Understanding of some particular subject is the motivation for students	4.33
5.	Awards for good performance is a motivator for student	4.12
6.	Influence of previous class performance encourage student towards studies	3.88
7.	Positive feedback from teachers motivate students to study	4.01
8.	Good theoretical understanding motivate students to carry on practical studies	4.12

Table 2 shows the Mean value for the statements with reference to the “Role of academic performance of students in encouraging them towards studies.” With reference to the first statement, “Strong understanding of concepts will motivate students towards studies” has recorded the mean value of 4.39; next statement “Receiving good marks is a motivation for students” the mean value is 4.41. Third statement is “Appreciation from teachers helps students to concentrate on studies” the mean value for this statement is 3.89; another statement is “Understanding of some particular subject is the motivation for students” the mean value for this statement is noted as 4.33. Fifth statement is “Awards for good performance is a motivator for student” 4.12; next statement of the topic is “Influence of previous class performance encourage student towards studies” the mean value is recorded as 3.88. Seventh statement is “Positive feedback from teachers motivate students to study” the mean value is 4.01; statement “Good theoretical understanding motivate students to carry on practical studies” has the mean value of 4.12.

Table 3: Role of academic performance of students in encouraging them towards studies

Sr. No.	Statements	Mean Score	t Value	Sig
1.	Strong understanding of concepts will motivate students towards studies	4.39	14.454	0.000
2.	Receiving good marks is a motivation for students	4.41	20.601	0.000
3.	Appreciation from teachers helps students to concentrate on studies	3.89	5.403	0.000
4.	Understanding of some particular subject is the motivation for students	4.33	11.860	0.000
5.	Awards for good performance is a motivator for student	4.12	6.971	0.000
6.	Influence of previous class performance encourage student towards studies	3.88	5.164	0.000
7.	Positive feedback from teachers motivate students to study	4.01	8.149	0.000
8.	Good theoretical understanding motivate students to carry on practical studies	4.12	9.673	0.000

Table 3 shows that all the above statements with reference to the Role of academic performance of students in encouraging them towards studies are found to be significant, as the t-value for all the statements are positive and significance value is less than 0.05.

CONCLUSION:

Based on the findings of papers, it has been stated that significance of motivation has an important role to play in terms of achievement and performance of students. Thus, these studies are important and they focus mainly on relationship between student performance and achievement and motivation. Also, these researches suggest a need

for conducting further studies as well as comparative analysis which include motivation types in the form of moderator variables. “Mean” and “t-test” been applied to find out the Role of academic performance of students in motivating them towards studies.

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