

## Impact of Motivation on Academic Performance of University Graduates

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### **Abstract**

*The main objective of this study is to find that which factors students are motivated to their performance. It is great fact that motivation is the greatest fact of success in every field of life. It can also be said motivation is a construction and in which field of life it is not found there will be destruction. Although it is not materialistic approach but it has a big impact on human performance. There are many factors which describe the behavior of motivated and non motivated persons. This study is purely conducted on primary data to analyze factors which influence on student performance. Survey is used for collection of student's views and estimated their attitude towards their performance. For this purpose different factors have been analyzed which include gender and semester differences in achieving academic performance. So it is concluded that it is just motivation which leads to destination.*

### **Introduction**

It is great fact that motivation is the greatest fact of success in every field of life. It can also be said motivation is a construction and in which field of life it is not found there will be destruction. Anybody cannot deny its reality. Although it is not materialistic approach but it has a big impact on human performance. There are many factors which describe the behavior of motivated and non motivated persons. A number of early studies examined the importance of traditional variables in predicting academic performance such as high school etc. Likewise, few researchers attempted to study the relationship between motivation (academic motivation, student athletic motivation, career athletic motivation, study time) and academic performance. In the same way in this study we see the impact of motivation on the academic performance of students. Because motivation is a key element in performance of students.

In addition to this relationship, some researchers have explored the impact of demographic variables such as socio-economic status, gender, parent's education qualification and ethnicity in predicting academic performance. We study that how they learn in studies? How they give attention to their studies? In which environment they want to do work? Which factor makes them tired? And there are many such a questions which can help us to clear the objective of this study.

There are many cross-disciplinary theories have been derived to explain motivation. For example, some theories claim that people or students are motivated by material rewards, desire to increase their power and prestige in the world, interesting work, enriched environments,

Recognition or being respected as an individual. Each of these theories has some truth but no Single theory seems to adequately explain all human motivation. The fact is human beings in General and students in particular are complex creatures with complex needs and desires.

Students are not purely physical, economic, political, or psychological beings. H.W. Beecher Said, "God made man to go by motives, and he will not go without them anymore than a boat Without steam, or a balloon without gas. Find out what motivates man, touch that button to turn the key that makes men achieve." (Helm linger, 1997) .

Motivation is such a variable that cannot be measured in kilogram even it can be studied through the factors those are responsible in its construction. For this purpose we have developed some variables to describe the way in which students perform better. Motivation is

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a main factor to fulfill their future demands. Student is just like capital and it is need just to invest it and will return at increasing at increasing rate or decreasing at decreasing rate.

Our objective In this study that in which way students work more and to highlight the student improving factors and students failure factors. In our study students are taken like capital and we see how they perform at increasing or at decreasing and we try to highlight the factor which make motivated in their return.

Significance of our study is to clear the every student is willing to do work but factors are more responsible than willing power therefore those factors work in the will of students. On the other way if any student is failing in academic performance and he is not motivated as well as in this way that student is excluded because that student is not motivated.

Methodology is that primary data is used in this study and data has been collected from different areas and different fields of students. Different variables are made of findings of this study.

Focus of this study to provide the behavior of student that clear the way in which they can work more. See every table in this paper and it will be cleared every factor is responsible in motivation attitude of student.

A motivated student must have self efficacy to compete others. Self-efficacy is the measure of one's own competence to complete tasks and reach goals (Ormrod, 2006). Affects every area of human endeavor, by determining the beliefs a person holds regarding his or her power to affect situations, thus strongly influencing both the power a person actually have to face challenges competently and the choices a person is most likely to make. These effects are particularly apparent, and compelling, with regard to behaviors affecting health (Luszczynska & Schwarzer, 2005). Self-efficacy refers to judgments of a person's capabilities, and is a capability to carry out the actions needed to succeed in a Task. It is one of the strongest factors predicting performance in domains as diverse as sports, business, and education. In academic settings, self-efficacy is a strong predictor of performance (Klassen, Krawchuk, Rajani, 2008).

## **Literature Review**

As the population of the World Wide Web (WWW) increases, its use as a means of delivering instruction is also growing. Several researchers (Parson, 1998; Alexander, 1995; Miller, 1995a & 1995b) argued that while implementing a new technology, educators should evaluate how and why students learn via the new technology in order to help with curriculum and instructional designs.

Identifying students' learning styles helps educators understand how people perceive and process information in different ways. The taxonomy of learning styles developed by Curry (1990) used the concepts of learning styles, student achievement, and motivation to explain the process of learning. Learning styles consist of a combination of motivation, engagement, and cognitive processing habits, which then influence the use of metacognitive skills such as situation analysis, self-pacing, and self-evaluation to produce a learning outcome. Curry's taxonomy (1990) suggested that motivation, learning styles, and student achievement are associated.

Motivation influences how and why people learn as well as how they perform (Pintrich & Schunk, 1996). Motivation was found to be the best predictor of student achievement in the two studies that investigated factors influencing student achievement and effects of the factors on students' achievement in learning the Japanese language through the medium of satellite television (Oxford, Park-Oh, Ito, & Sumrall, 1993a; 1993b) Taneja (1989) stated that "the meaning of behavior is conduct or carry oneself or behavior is what we do, especially in response to outside stimuli". UNESCO (1986) documented that "anything that an organism does that involves action and response to stimulation". Joyce (1980) also defined that

“behavior is lawful and subject to variables in the environment”. He further defined that “behavior is an observable, identifiable phenomenon”.

Ali (2010) did a study that was based on 324 student’s indifferent cities of Pakistan and concluded that student motivation is an element that determines students’ attitude towards the learning process. Data was collected with the help of a questionnaire. Intrinsic motivation and extrinsic motivation i.e. motivation derived from external rewards were selected as independent variables and academic performance was selected as the dependent variable. Ali (2010) found that academic performance is positively influenced by intrinsic motivation and negatively influenced by extrinsic motivation. The aspiration within and various external factors help in motivating students to work hard. Highly motivated students’ success in academics is stronger as compared to others.

According to Harackiewicz et al. (1997), motivation can be defined as the driving force behind all the actions of an individual. Behavior is strongly influenced by an individual’s needs and desires. Achievement-related goals and emotions mostly form the basis of motivation. Scott (2001) says that most of our goals are incentive based. Csikszentmihalyi and Figurski (1982) is of the view that education is the process whereby the young agree to become adults not just behaving like adults enjoying being an educated adult. The students work under great pressure to stay on the top and have to work really hard. It is very important that their hard work is paid off to keep them focused on aiming high Student’s willingness to achieve and excel depends largely on the way they are motivated. The government educational system of Pakistan does not efficiently and effectively motivate the students. In today’s globalized world, it is very important that such educational systems are maintained which provide support for students rather than becoming a hindrance.

Motivation plays a major role in students’ academic work and in their achievements. It reflects in students’ choices of learning tasks, in the time and effort they devote to them, in their persistence on learning tasks, in their coping with the obstacles they encounter in the learning process. Previous research (Bandalos, Geske & Finney 2005; Chemers, Hu & Garcia, 2005; Senko & Harackiewicz, 2005; Wiegfield, et. al. 1997; Zohar, 1998) showed that students’ achievement goals, their interesting courses and their success expectancies were positively related to their final course grade.

Motivation is a multidimensional construct. Researchers in the field of motivation (Wiegfield & Eccles, 2001) agree that a student engaging in any learning situations has to answer three fundamental questions: ‘Can I do this activity?’, ‘Do I want to do this activity and why?’, and ‘What do I need to do to succeed?’ (Wiegfield & Eccles, 2001).

The most important motivational construct, related to the question “Do I want to do this activity and why?”, is intrinsic and extrinsic motivation. Intrinsically motivated students engage in an activity for its own sake – because they find working on the task enjoyable. Students learn because they are curious about the content and they feel challenged by the learning activity. On the other hand, students can also be extrinsically motivated to engage in an activity when they believe that working on the task will result in desirable outcomes (e.g. reward, good grade, parents’ and teachers’ approval, avoidance of punishment). Intrinsic motivation usually results in more cognitive engagement than extrinsic motivation (Ryan & Deci, 2000). However, the relationships between intrinsic and extrinsic motivation, engagement and achievement are complex. It is better to think about intrinsic and extrinsic motivation as two separate continuums than extreme ends of one, because students can be low in one and high in the other type of motivation, low in both or high in both (Pintrich & Schunk, 2002).

Student motivation is the element that leads students’ attitude towards learning process. Number of studies has been conducted to probe the role of student motivation toward academic performance and different definitions of students’ motivation have been used by

various researches. For instance Lumsden, (1994) analyzed students' involvement towards education and sources of their motivation. Marshal (1987) viewed students' motivation as a force beneficial to the learner. Ames (1990) stated that motivation to learning is dependent on long-term, quality attachment in learning and pledge to the process of learning. Most motivation theorist believes that motivation is involved in the performance of all learned responses and leaned behavior will not occur unless it is energized. Bomia et al. (1997) has suggested student motivation as student willingness, need, desire and obligation to participate and be booming in the learning process.

Parents being the most initial source of information introduce the world to their children and help them to understand and create the image of outside world by answering their questions, familiarizing them to different situations, telling different rituals and stories and thus children develop their attitude towards life and learning. Certainly if children have developed confidence, sense of self-worth and competence they will be ready to take challenges and successes. On the other hand if children do not perceive themselves competent they will develop an internal fear of failure or cost for appreciation or reward. So it is very important how they start their first fight. Sometimes parents are so curious about their child's education and career that they keep reminding and injecting the minds of their child that education is the only solution to future miseries. Even they threaten to punish their child for poor performance. In such circumstances the child believes that education is compulsion for them and is inevitable to survive. Large number of students could not get rid of their fears and often fail to continue. School policies and goals in academic settings are also few factors that influence in development of student motivation. Lastly unnecessary external rewards can also attract students to achieve certain level of performance as suggested by Brooks et al., (1998). Student motivation is an essential element that is necessary for quality education. How do we know when students are motivated? They pay attention, they begin working on tasks immediately, they ask questions and volunteer answers, and they appear to be happy and eager (Palmer, 2007). Basically, very little if any learning can occur unless students are motivated on a consistent basis. The five key ingredients impacting student motivation are: student, teacher, content, method/process, and environment. For example, the student must have access, ability, interest, and value education. The teacher must be well trained, must focus and monitor the educational process, be dedicated and responsive to his or her students, and be inspirational.

The content must be accurate, timely, stimulating, and pertinent to the student's current and future needs. The method or process must be inventive, encouraging, interesting, beneficial, and provide tools that can be applied to the student's real life. The environment needs to be accessible, safe, positive, personalized as much as possible, and empowering. Motivation is optimized when students are exposed to a large number of these motivating experiences and variables on a regular basis. That is, students ideally should have many sources of motivation in their learning experience in each class (Palmer, 2007; Debnath, 2005; D'Souza and Maheshwari, 2010).

### **Data Collection/Survey Design:**

In this study, primary data is collected from male and female students from semester 2 and 4 from students of different disciplines in University of Gujrat. A comprehensive questionnaire is designed regarding students motivation regarding their objectives and ways of working. After collection of data, Statistical Package for Social Sciences has been used for descriptive analysis of our findings. Detailed discussion on our findings is presented in next section of this study.

## Results and Discussions:

All the questions asked to respondents in same scale from strongly agree to disagree and this portion covers students working style on the basis of gender that whether male and female having same style/response regarding their academic achievements or not. Here are some interesting findings which we obtain from our data.

		Male	Female	Total
<b>Do you note your lectures properly</b>	Strongly agree	7	3	10
	Agree	0	6	6
	Neutral	2	4	6
	Disagree	1	1	2
	Total	10	14	24
<b>Do you attend your lectures regularly</b>	Strongly agree	3	1	4
	Agree	2	6	8
	Neutral	5	5	10
	Disagree	0	2	2
	Total	10	14	24
<b>Do you use university library for learning</b>	Strongly agree	2	2	4
	Agree	6	2	8
	Neutral	4	6	10
	Disagree	1	1	2
	Total	13	11	24
<b>Long time lecture timing make you tired</b>	Strongly agree	3	4	7
	Agree	4	6	10
	Neutral	1	4	5
	Disagree	2	0	2
	Total	10	14	24
<b>Does teacher behaviour effect your study</b>	Strongly agree	3	11	14
	Agree	4	1	15
	Neutral	2	1	3
	Disagree	1	1	2
	Total	10	14	24

There are two types of theory intrinsic end extrinsic motivation theories. (Wiegfield & Eccles, 2001) agree that a student engaging in any learning situations has to answer three fundamental questions: 'Can I do this activity?', 'Do I want to do this activity and why?', and 'What do I need to do to succeed?' (Wiegfield & Eccles, 2001). We analyze this sort of questions by constructing variables and conducting study. Yes, it is right that Student think themselves 1<sup>st</sup> that can I do it? How can I get success in study? Or what should I do to learn more?

Under this study as we see that comparison of male and female students male student are more motivated to note lectures but female don't pay attention to note lectures attentively some male students agree but female ratio is more agree to note lecture and male ratio is less agree because they are strongly agree to note lectures. But some of male students are neutral to note lectures but females are more neutral and as we see in the table female students are more disagree to note lectures properly. This study showing that male students are more motivated to note lecture than female.

As we see that under the attendance of regular classes male ratio is higher than female because male are more agree to attend lectures regularly. and female are disagree to attend lectures regularly to be motivated but it does not mean that female are not motivated even they are also motivated but they prefer less to note lecture in motivation factors. And see it also keenly that in neutral form male students more neutral than female because there is

chance that they may be attend to lectures but female are less neutral because they are more participated in disagreement to attend class. They are showing less interest in attending lectures regularly.

If we precede this study further and analyze another factor that students are using university library for their study and we see male and female participation rate. According to study both male and female students are equally participating in library. But male agree ratio is higher than female ratio means that male consider it more reliable source of learning in university and male are less neutral even female are more neutral it shows that male students consider it more reliable and good source of study under university circumstances. This participation ratio shows that student study source may vary regardless being reliable.

Next factor to estimate participation lecture timing so that objective this factor that long time lecture snatches capacity of students of male and female. We see in this study that female get tired early than male. Male students agree ratio also greater than female students. It shows that under this study male students are more active and motivated because they do not get tired another aspect is that student's disagreed ratio is less than female to be tired early. It shows that they are more motivated. Male students are showing more flexible attitude than female students.

In above table in the last the factor is shown that is teacher behavior towards the students and if we expand it we can also see its effect on male and female students partially. According to this study we see that female students are highly affected by teacher behavior. Suddenly female ratio overshoot under this point means that they are highly affected by teacher behavior. Their performance more depends on teacher behavior than male. Even performance of male students less dependent on this factor. They don't consider it. Its means that male student's attitude is more flexible to their performance.

Now we are moving on next aspect of our study which covers student's academic achievements among different semesters. This section covers whether students of different semesters move toward academic life in same way or not.

		2 <sup>nd</sup> semester	4 <sup>th</sup> semester	Total
<b>Do you note your lectures</b>	Strongly agree	5	5	10
	Agree	3	3	6
	Neutral	3	3	6
	Disagree	2	0	2
	Total	13	11	24
<b>Do you attend you lectures regularly</b>	Strongly agree	2	2	4
	Agree	6	2	8
	Neutral	4	6	10
	Disagree	1	1	2
	Total	13	11	24
<b>Does job opportunity force for study</b>	Strongly agree	3	3	9
	Agree	4	5	9
	Neutral	3	3	6
	Disagree	3	0	3
	Total	13	11	24
<b>Do you use university library for learning</b>	Strongly agree	4	3	7
	Agree	7	7	14
	Neutral	1	1	2
	Disagree	1	0	1
	Total	13	11	24

<b>Long time lecture timing make you tired</b>	Strongly agree	2	5	7
	Agree	5	5	10
	Neutral	4	1	5
	Disagree	2	0	2
	Total	13	11	24
<b>Does teacher behaviour effect your performance</b>	Strongly agree	6	8	14
	Agree	3	2	5
	Neutral	2	1	3
	Disagree	2	0	2
	Total	13	11	24

Under this study in this session we make comparison among existing semesters in university. Because students of 2<sup>nd</sup> are earlier students but they pay attention at the same level students of 4<sup>th</sup> students. Equally they are agree and equally they are neutral but see that some students of 2<sup>nd</sup> semester they disagree may be they are new students therefore they are paying more attention. They note their lectures attentively.

It shows their performance attitude to their work. In other factor that attending of lectures regularly in this fact of study students of 2<sup>nd</sup> semester are attending their lectures regularly because they are motivated and they have to learn more for making good progress In their future study. Agreed ratio of students is greater 2<sup>nd</sup> semester than students of 4<sup>th</sup> semester.

Students of 4<sup>th</sup> semester are more disagree because they are completing their progress of field and students of 2<sup>nd</sup> semester are attending their classes because they are in progress of field.

Students of both semesters are equally motivated and equally responding. But in agreed ratio students of 4<sup>th</sup> semester are high because they have to enter in job market after completing their study therefore they are more willing to do job. Students of both semesters are equally considering that university library is good source of study. But students of 2<sup>nd</sup> semester prefer more because they are more willing to learn more because it is their polishing time of their knowledge.

Another thing is lecture timing it also shows attention and motivation of students by expanding more we see its effect on different semester's student's performance. Students of 4<sup>th</sup> semester get tired early because they have been suffering to attend lectures particularly long time lectures so it has more effect on the performance of students of 4<sup>th</sup> semester. even students 2<sup>nd</sup> semester are also agreed but their performance is not effected with it as we see students of 4<sup>th</sup> semester are more disagree it also tells that their performance is more effected by lecture timing and students of 2<sup>nd</sup> semester are less disagree it means they don't care about lecture timing but both of the semesters are motivated.

Another and the most important factor is teacher behavior to students. Teacher is considered as core factor in making good performance and progress. Here we discuss Its effect on the performance of students semester wise as we see in above given table that students of 4<sup>th</sup> semester are more effected with the behavior of teacher relatively students of 2<sup>nd</sup> semester. Its mean if teacher's behavior is good and friendly then performance of 4<sup>th</sup> semester will increase otherwise there will not be any good performance in their field. In this study as we can see that teacher behavior has a lot of impact on performance of student's regardless semesters. It might be possible that 4<sup>th</sup> has passed more time in university than 2<sup>nd</sup> semester and 4<sup>th</sup> semester requires professional behavior of teacher because traditionally in our society mostly ther Is always a big gap between teacher and student if we think keenly 2<sup>nd</sup> semester can bother this gap because till now they are not enough professional but may be 4<sup>th</sup> semester is demanding a professional and friendly behavior of teacher because they become enough mature to demand professional and friendly behavior of teacher.

## Conclusion

This study has been conducted to estimate under which factors students are motivated to their performance. This study is purely conducted on primary data to analyze factors which influence on student performance. Methodology is this I selected my respondent from university those are university students. I collected their views and estimated their attitude towards their performance. We see that every student's methodology differs from each other. It shows there are many ways to be motivated but objective I which is more reliable and good. But it is basically necessary to be motivated. Because it is just motivation which leads to destination. Every variable has significant effect but it is not necessary that every student indulged its effect.

In the above table for example we see that some student's performance is highly affected by teacher behavior but some students don't consider it. As we can see in this study that performance of motivated students differ from non motivated students and by expanding more this study we made groups of male and female students about regarding style of learning and in 2<sup>nd</sup> table we studied the behavior of student's semester wise towards their working style. It is reality as working style differs in the same way performance outcome also differs respectively. Semester wise study also shows another factor that is temperament of students because 2<sup>nd</sup> semester students participation rate is more than 4<sup>th</sup> semester so that it might be possible daily routine made them fed up but till now they are motivated because job factor's agreed ratio is greater than 2<sup>nd</sup> semester.

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