



International Journal of Research in Academic World



Received: 11/June/2023

IJRAW: 2023; 2(7):18-20

Accepted: 05/July/2023

Role of Motivation on Academic Performance of the Upper Primary School Students

*¹Dr. Tafajul Hoque*¹Assistant Professor, Education College, PO-Basantapur, Domkal, Murshidabad, West Bengal, India.

Abstract

In our living room's higher corner, a little bird gathers construction materials to build its nest. As soon as we try to remove it, the bird returns with more straw, leaves, and other small items and resumes building its nest. Why does it exert such effort? Why did it acquire the ability to make nests? Similar to this, we witness a student working nonstop during exam weeks or a child persistently trying to learn how to cycle despite numerous wounds and bruises. What motivates people to pursue a particular learning path and keep trying despite numerous disadvantages and challenges? Answers to these questions about the purpose of learning can be found in the word "Motivation" Since they are all motivated, the bird is building its nest, the student is working hard in class, and the boy is learning to ride a bicycle. In order to meet their basic requirements and achieve their intended goals, they behave because they are convinced to do so. They are motivated or forced to act and behave in a certain way by something. The topic of what motivates someone to move or behave in a particular way in order to accomplish desired goals arises. It is referred to as a motive in psychology. Similar to how a car's fuel tank powers it, our behavior is governed by our motives. Many different factors in our social lives have a function in motivating and guiding our behavior.

Keywords: Learning, motivation, psychology, behavior, teacher, student, school, academic performance

Introduction

Any nation could run successfully if its essential foundation was education. Its residents' access to high-quality education is the one factor that determines its socio political and economic viability. A nation is considered technologically advanced if the vast majority of its citizens have college degrees. Those who imparts the necessary knowledge or those who build and mould character must be adequately motivated since motivation is the key to performance and improvement. As a result, it is generally accepted that a motivated teacher always completes the tasks assigned to him even if they are challenging or are thought to be uninteresting.

The Latin word "movers," which meaning to move, is the source of motivation. Hence, the term motivation can refer to the action of catching someone's interest in order to advance them towards a particular goal. Herzberg (1978) defined motivation as all those occurrences that stimulate behaviors towards specific objectives when there had previously been little to no movement in that direction. Student motivation in the classroom can have a variety of implications on how they learn, and how they approach their subject's matters. When teachers and students are motivated to teach and learn, behavior can be directed towards specific goals, effort and energy are increased, cognitive processing is improved. Determining the consequences that reinforce one another can help you perform better. Regular wage payments, fringe

benefits like compensation, and bonuses for on-the-job training can all serve as forms of motivation. Hence, any teacher who appreciates the aforementioned things should offer everything he has to fulfill his duties because doing so will make him happy to be a teacher.

Motivation is crucial in the educational field. Teachers that are motivated will perform well and produce a lot of work, which will support both the general welfare of the country's residents as well as its growth and development. Odo, Ede, Eya, Ugwu, and Alu (2001) assert that education is a long-standing endeavor created to serve as a catalyst for societal change and the rapid advancement of the self, culture, and society. All people are encouraged to develop as individuals through the process of education.

Different objectives or goals for teacher education ought to be ingrained in our educational system. It will be required to support teachers' dedication to the teaching profession and to provide classroom instructors who are highly motivated, aware, and effective at all levels of our educational system.

Motivation also affects society in a variety of ways for the advancement of the national development and economic prosperity, whereas poor performance results in problems with under development. Since students are the country's future, it is crucial that they receive a quality education so that they can finish with the skills and knowledge needed to run these national affairs. Hence, when correctly addressed the

impact of student motivation and academic achievement will result in good performance and high production to sustain national progress

Primary Motives

They are connected to an individual's basic, fundamental needs for their biological or physiological well-being. These motives are frequently referred to as biological or physiological motives for this reason. The goals ensure that a person's and his race's life is preserved. Hunger, thirst, sex, and the need to avoid pain, get rid of body wastes, sleep, and rest is a few examples of these motives. All living organisms, whether human or not, share the same fundamental motivations which are universal in nature. They fulfill an organism's fundamental and physiological needs. They are innate and born.

Secondary Reasons

The psychological or social reasons are secondary motives that are connected to a person's socio-psychological demands. Like other learnt behaviors, they are picked up when we seek to satisfy our socio-psychological demands. We can list the following motives as examples, achievement, self-actualization, security, application and affiliation, etc.

Kinds of Motivation

The motivation can be broadly classified into two kinds:

- Natural Motivation or Intrinsic Motivation.
- Unnatural Motivation or Extrinsic Motivation.

Natural Motivation or Intrinsic Motivation

The underlying drives, instincts, and impulses of an organism are intimately tied to this type of motivation. The person who is genuinely or naturally motivated does something because he finds enjoyment in it. He enjoys learning new things, thus he is actively engaged in learning them. The individual is really interested in completing the activity and does not do so for any external reasons or aims because it has its own rewards.

Unnatural or Extrinsic Motivation

How much is one motivated for performing a particular type of task or behavior? What is the motive behind his motivated in this type of motivation, the task itself is not where the enjoyment comes from. Such motivation is not related to the task in any useful way. Rather than doing something or learning something for its own sake, the person uses it as a tool to achieve specific objectives or reap rewards from the outside world. Working hard to achieve greater success or honors, developing a skill to support oneself, being praised and criticized, obtaining rewards and punishment, etc. all belong to this category.

Extrinsic motivation is less effective than intrinsic motivation as a source of impulsive inspiration and stimulation throughout the teaching-learning process. Consequently, wherever possible, it is always preferable to apply intrinsic motivation. Extrinsic incentive should however continue to be used if using intrinsic motivation is not appropriate.

The teacher should decide what kind of incentive to use depending on the learning situation and the nature of the assignment so that the learner will be deeply engaged in the learning activity. What type of motivation is guiding or directing one's behavior at a particular time? These are the challenges that the measuring of motives addresses. For such

measurements, the following four procedures or methods are typically used.

Observation Method

In this method or technique, the behavior of an individual is observed under carefully controlled situations as well as naturalistic conditions. What is one's daily routine? What type of activities or behavior is demonstrated by him during the course of his life activities? How do different types of motives guide and direct his behavior? All such issues are answered on the basis of proper analysis of the data obtained through observation.

Experimental Method

In this method measurement of the motivational process is carried out with the help of experiments or experimental studies. These tests may be performed on humans, animals, and even birds.

Principles of Motivation

The success of the teaching-learning process carried out in the classroom depends on motivation, which is the primary concept and crucial prerequisite. Regrettably, there is not a single secret method or set of guidelines that can be used to inspire all pupils in any given teaching-learning setting. Motivation is in fact an individual phenomenon. What is true for one learner may not suit the others in the same or other learning situation. However, on the basis of researches and experiences in the field of motivation psychology and pedagogy the followings may be named as the general principles of motivation

Need of Motivation

When people are properly motivated, they perform well and produce a lot of work, which supports both national growth and development. It is therefore impossible to overstate the effects of motivation on students' academic achievement which are as follows:

Good performance and high productivity support national growth and development as well as societal welfare when there is sufficient motivation.

As a result, the following effects of motivation on students' academic achievement cannot be overstated: Students' behavior is energized by motivation, which inspires them to take action. In addition to energizing the behavior, motivation also keeps people's interests and behavior for a longer amount of time. Increased efficiency and appropriate behavior are benefits of being motivated. A motivated student approaches his class work, for instance, with zeal and excitement. Such a pupil will consistently show up to class and finish all of their tasks.

Another way that motivation affects students' achievement is through the selective behavior of motivated pupils. In such a circumstance, the student's behavior or action is not accidental rather it is targeted at achieving a specific objective that the person has set for himself. As an illustration, consider a student who is focused on getting good test scores and chooses the right course of action by working hard to study. When the goals are met the motivation is satisfied.

Recommendation

The researcher provided the following suggestions on what could be done in order to minimize these issues, if not totally eradicate them, based on the findings and observations of the study on the relationship between motivation and academic

performance of upper primary school pupils. Hence, the following suggestions are made.

- School leaders should employ the proper motivating tactics in schools, such as attitude motivation and recognition.
- There is a need for the government to encourage students through the establishment of seminar, workshops, and conferences in order to boost productivity. Moreover, autocratic or dictatorial leadership philosophies are to be avoided.

Students should also put in more effort to advance their knowledge and abilities. Furthermore, society needs to honor and recognize the contribution that teachers make to the advancement of a nation. Likewise, the communities should view the school as an institution that shapes people's values. It is important to provide students with the tools they need to achieve their objectives. After all, no farmer can work without his tools, and no doctor can practice in a hospital that is dirty and without equipments.

Finally, as stated in section nine of the national strategy on education, the federal government should put the idea into practice.

Suggested Areas for Further Research

The following specific studies are recommended for additional inquiry in light of the findings of the current investigation and the investigator's expertise gained during this study

- More study has to be done on the importance of educational resources and school infrastructure for effective teaching and learning, as well as the link between teachers' motivation and students' academic achievement.
- The study sample consisted of particular secondary schools without consideration for tertiary institutions.
- So, further research should be done to determine how teachers' motivation affects students' academic achievement.
- Since social and cultural demands typically dictate developmental tasks, a thorough longitudinal study is essential to identify developmental tasks and understand the impact of motivation on students' performance.
- To comprehend the impact of motivation on student performance, a comparison study between rural and urban students might be conducted.

The study might also be conducted with students who have special needs so that the results could be helpful to those who support them.

Conclusion

It will reveal the weaknesses of the school administrators and employees, forcing them to exercise prudence when carrying out their responsibilities. Due to the improvement in their academic achievement, it will also boost the students' understanding of the importance of inspiring their professors. The current state of the school will be made clear to the ministries of education and educational planners, and this will prompt efforts to provide the school with the necessary materials for effective teaching and learning. It follows that inadequate provision of educational equipment has an impact on educational endeavors.

References

1. Bellamy SG, Hamilton DG, Robinson MC, Thomas RL. "Locus of Control, Mood, and the Imposter Phenomenon. Texas Christian University, Fort Worth, Tex., 1991.
2. Blais MR, Vallerand RJ, Gagnon A, Brier NM, Pelletier LG. Significance, structure, and gender differences in life domains of college students. *Sex Roles*. 1990a; 22:199-212.
3. Braun V, Clarke V. Using Thematic Analysis in Psychology. *Qualitative Research in Psychology*. 2006; 3:77-101.
4. Butler R. The effects of mastery and competitive conditions on self-assessment at different ages. *Child Development*. 1990; 61:201-210.
5. Butler R, Ruzany N. Age and socialization effects on the development of Social comparison motives and normative ability assessments in kibbutz and urban children. *Child Development*. 1993; 64:532-543.
6. Carver CS, Scheier MF. Self-focusing effects of dispositional self-consciousness, mirror presence, and audience presence. *Journal of Personality and Social Psychology*. 1978; 36:324-332.
7. Clance PR, Imes S. The Impostor Phenomenon in High Achieving Women: *Dynamics and Therapeutic Intervention*. *Psychotherapy Theory, Research and Practice*. 1978; 15(3):1-8.
8. Connell JP, Spencer MB, Aber JL. Educational risk and resilience in African American youth: Context, self, and action outcomes in school. *Child Development*. 1994; 65:1018-1041.
9. Coolican H. *Research methods and statistics in psychology*. London: Hodder & Stoughton, 1992, 119.