

## **Investigating The Impact of Motivational Theories On Students' Academic Performances**

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### **Abstract**

This study's purpose is to determine how motivational theories affect the academic achievement of primary school students. Motivation is essential for students to remain focused on the learning processes and have a successful, enjoyable, and profitable academic journey. For this study, forty-five students were enrolled, comprising thirty students for a self-reflective survey and fifteen students for a focused group discussion. The students were from private primary schools in Korangi Town, Karachi. The interviews were conducted during concentrated group discussions to gather data to evaluate the relationship between academic achievement and motivational theories. Data was analyzed through thematic analysis. The findings show a strong relation between academic achievement and motivational beliefs, and most participants agreed that these theories had a beneficial effect. The results highlight how crucial it is to incorporate motivational theories into instructional strategies, particularly for students who are having difficulty in their studies. Moreover the findings lead to some pivotal recommendations such as, the awareness regarding motivational theories among all stakeholders and practical implementation, allocation of positions for psychologists in public and private institutions and creating awareness about emotional stability and mental health particularly at primary level.

**Keywords:** Motivation, Academic performance, Engagement, Achievement behaviors.

### **Introduction**

In the realm of education, student motivation is essential for promoting academic performance and reaching predetermined goals. Students who are motivated are more likely to be involved in their studies, establish challenging objectives for themselves, and persevere in the face of difficulties. The process of inspiring others to take action toward their objectives or wants is known as motivation. Nevertheless, conventional theories and metrics designed for evaluating motivation in free-choice play settings are inadequate for examining motivation in the context of academic activities and classrooms. The language of science and technology in mathematics, and mastering the subject at a young age is crucial for achieving excellent academic standing (Richardson, 2000). Additionally, it has been discovered that highly motivated nursing students have a lower percentage of academic dropouts and that academic motivation and academic self-esteem are positively correlated. Furthermore, nursing students' motivation has been connected to their professional dedication. According to one study, there is a substantial and inverse association between nursing students' academic motivation and various forms of anxiety. Moreover, motivation is not a universally applicable term. Different things may drive different students. Apart from basic instructor and aptitude, a variety of contextual circumstances and psychological aspects within the learners, such as motivation and the self, affect the quality of students' academic success.

Outside rewards, such as grades or recognition may inspire some pupils. Still, some people may be driven by internal reasons like a sincere interest in the subject matter or a desire to become an expert in a certain ability (Kumar & Karimi, 2010). Motivational theories provide frameworks for comprehending why people act in specific ways and what motivates them to work towards specific objectives. These ideas offer insights into the psychological mechanisms at play that underlie students' effort levels, willingness to learn, and capacity to overcome setbacks in the pursuit of academic achievement. From personal aspirations and interests, or intrinsic motivation, Numerous motivational factors can influence students' behaviors and performance in educational environments, in addition to extrinsic motivation, which is motivated by external incentives or punishments. The goal of this study is to examine the complex relationship between academic achievement and motivational philosophies. Through investigating how different motivational constructs like self-efficacy, and goal orientation, This study attempts to shed light on the mechanisms via which motivation affects educational results by examining how achievement motivation and motivation for accomplishment interact with students' learning experiences. Furthermore, this research aims to provide guidance for the creation of efficient tactics and interventions to raise student motivation and, as a result, enhance academic performance by identifying the most important motivational elements that support academic achievement. This study aimed to focus on examining the students about the impact of motivational theories on academic performances and to investigate the relationship through the actual data in private primary schools in Korangi town of Karachi city. This study was limited to the perceptions of the students of grade IV of primary school in Korangi town of Karachi; however, the actual results can further be carried in other studies on the same topic.

### **The objectives of the Study:**

#### **General Objectives**

This study is conducted to investigate whether there is an impact of motivation theories on students' Academic performances.

#### **Specific Objectives**

This study aimed specifically:

- To identify the primary determinants of students' learning motivation.
- To investigate the connection between student's academic achievement and motivation.
- To look into how students' learning results are affected by intrinsic and extrinsic motivation

#### **Research Questions**

- What are the primary determinations of student learning motivation?
- What is the relationship between student's academic achievement and motivation?
- Is academic performance more impacted by intrinsic (like interest and enjoyment) motivators than by extrinsic (like grades and prizes) motivators?

### **Literature Review:**

According to Cherry (2016), motivation is the process that starts, directs, and sustains goal-oriented behaviors. According to Ryan and Deci (2000) and Weiner (1990), five distinct variables represent motivation: intrinsic, extrinsic, motivation, self-efficacy, and accomplishment (IEASAch). These structures are talked of as The definition of intrinsic motivation is as follows: according to Deci & Ryan (2008), an individual's "inherent satisfaction" from their conduct serves as the source of motivation. Broad ranges of actions originating from outside sources are referred to as extrinsic motivation; these actions are carried out as a means to an objective rather than for their own sake (Deci, 1975). Motivation is characterized by a person's inability to see a connection between their actions and the results of those actions (Deci & Ryan, 1985). Motivated persons lack impulse, which causes them to either behave purposefully or not at all (Ryan, 1991). In addition to Bandura (1995), self- efficacy is described as an individual's assessment of their capacity to carry out the necessary actions to deal with potential circumstances. The desire to put forth a lot of effort to accomplish personal goals in a social setting is known as achievement

motivation (Cassidy & Lynn, 1989). It might represent a drive or level of motivation, or it can represent a multifaceted, intricate idea (Hart et al., 2008). (Gwynn, 2012). It is defined by the individual's accountability for the result (success or failure), the expectation of clear knowledge of the outcome, and a certain amount of risk or uncertainty (McClelland, 1961).

**Motivation and performances:** A large body of research supports the idea that some motivational styles improve academic achievement (Cokley, 2003; Deci & Ryan, 1985; Prospero and Vohra-Gupta, 2007; Roeser et al., 2013). The complex relationship between motivation and academic success is widely acknowledged. And the usefulness of motivation as a motivator in the educational field has been examined in several studies. According to a meta-analysis by Robbins et al. (2004), academic self-efficacy and achievement motivation as well as scholastic success can be important indicators of GPA. Academics.

**Location of Students and Their Academic Achievements:** The effect of a student's location on their academic achievement is a persistent problem for which there is no definitive answer because of conflicting research findings. The effect of a student's location on their academic achievement is a persistent problem for which there is no definite answer. An additional study (Pawaskar and Goel, 2016). finds no discernible difference between the academic achievement of pupils in rural and urban areas, emphasizing that teachers now approach education with greater objectivity and that parents should no longer notice the differences. According to a study that reveals notable inequalities between students' urban and rural locations— with an emphasis on urban students— closing the resource gap in education may be one way to address this (Opoku-Asare and Siaw, 2015).

**The theory of incentives:** according to the incentive motivational hypothesis, prizes, incentives, and recognition motivate students. The incentive theory also suggests that students may act in a given way to get a reward, trigger a particular action, or attain a particular outcome (Deci & Ryan, 2000).

**Self-Determination Theory (SDT):** It holds that people are driven to satisfy the autonomy, competence, and relatedness demands, which are the three fundamental psychological needs. It implies that prolonged engagement and academic achievement depend heavily on intrinsic motivation, which is fueled by internal satisfaction and fulfillment of these demands.

**Expectation-Value Theory:** This theory holds that expectation, or confidence in one's capacity to succeed, and value, or the perceived significance or utility of the activity or objective, are the two primary determinants of motivation. Students' expectations of success and the importance they place on the task outcomes influence their motivation and effort in academic assignments.

**The Social Cognitive Theory (SCT)** places significant emphasis on the influence of observational learning, self-efficacy beliefs, and result expectations on the motivation and behavior of individuals. Self-efficacy or the belief in one's skills, and other people's behavior modeling have a big influence on students' motivation and academic achievement.

**Goal Theory:** According to goal theory, people are driven to work towards their objectives, and their goal orientations have an impact on both their behavior and their academic performance. It makes a distinction between performance goals which center on displaying one's ability to others and mastery goals, which are more concerned with learning and growth. These two types of objectives can have distinct impacts on students' engagement and academic success.

**Achievement Goal Theory:** The notion of accomplishment goals centers on the various kinds of objectives people set for themselves in contexts of achievement, especially in the classroom. It makes a distinction between performance goals, which are concentrated on exhibiting competence about others, and mastery goals, which are concentrated on learning and improving competence. It also takes into account how task-approach and task-avoidance goals affect students' academic performance and motivation. The processes that explain goal-directed behavior are the main focus of motivational theories (Pintrich & Schunk 2002, p. 5). Motivation theorists typically seek to explain both cognitive processes like problem-solving and decision-making as well as physical behaviors like task engagement and persistence. Motivation theories are most frequently employed in educational research to explain students' choice of activities, engagement,

perseverance, help-seeking behavior, and academic performance. Another metric for gauging school adjustment is motivation (Roeser & Eccles 1998). Disgruntled or alienated students typically are not motivated to go to school or participate in the learning process. There is a long history of motivation study, dating back to the ideas of achieving goal development in the 1980s and William James' philosophy. Numerous early theories used urges, instincts, motives, and other internal characteristics to explain motivated behavior (Weiner 1990)

### **Methodology**

This is a method study. In which qualitative approaches were utilized to analyze the data, the purpose of this study was to investigate the impact of motivational theories on students' academic performance. Data was collected from 45 students of grade IV of a private primary school in Korangi Town Karachi. The purposive design sampling was used to draw the samples. The age group of the respondents was 9-11 including 45 girls. A questionnaire survey was conducted among 30 students within school time. Whenever three focused group discussions were done with 15 students ( 5 students in each group for 10 minutes each ) These groups were interviewed and their responses were recorded through written statements and recordings. The data was analyzed through thematic analysis.

### **Data Analysis**

#### **Focused group discussions:**

Three groups, each with five students, participated in targeted group discussions. These pupils were chosen at random and had conversations. About the study's objectives. Although semi-structured interview questions were provided, the students were allowed to converse freely. Constraints. They knew a lot about the concepts of demotivation and motivation, and the researcher used the interview to introduce them to some challenging issues. These inquiries are contained in Appendices I. These conversations took place in writing and were later used in the data analysis process.

#### **Responses:**

##### **Group A:**

When primary girls are placed in focused group sessions, their answers about what motivates them to study could cover a variety of topics. These could be expressing excitement for interesting and fun learning activities or emphasizing the value of getting praise and acknowledgment from teachers as a source of motivation. They might also stress the significance of having the opportunity to explore and express their creativity in the classroom, as well as the necessity of feeling included and supported by their peers. To increase students' motivation to learn and study, they may also emphasize the need to have realistic expectations and goals in addition to having faith in their capacity to succeed academically. Although motivation always originates from inside, it can also be influenced by outside forces like family, friends, and teachers. Using a teacher as an example, if she constantly makes fun of you, you will never attempt to listen to her. You will undoubtedly become demotivated as a result. The other student responded, "No, this can inspire you to perform better in her subject." Because you can prevent her from frightening you by doing this. It's crucial to maintain strategies. You are driven. Sometimes the nature of the work keeps you motivated, and other times your parents and teachers' expectations force you to remain vivacious.

##### **Group B:**

Your environment might motivate you. You always need someone to recognize and challenge you for all the hard work you put into achieving a goal, no matter how driven you are. Second Question: On occasion, the tactics or remarks used by you may make you feel under pressure from your family members and instructors, who pull you down. They may believe they are encouraging you, but in reality, they work against your motivation. Third Question: Our teacher always takes things personally and makes fun of our upbringing. He must be thinking that this will spur us on to

perform better. However, in all honesty, we never see this as good and we always stay indifferent.

### Group C:

Motivation is a process that begins with the individual. Initially, external circumstances may have an impact on this. Despite the best efforts of our educators and family members to inspire us to pursue our studies. Only when we desire to do our best do we. Up until grade V, our teachers, and other external variables motivated us, but after that, we realized that the only things that could keep us motivated were our happiness with ourselves and our inclination toward work. We place greater emphasis on internal sources of energy than just relying on outside sources. Because pressure to live up to others' expectations is constant.

### Focused Group Interview: Responses

Table:1

S.no	Themes	Category	Codes	Frequency (f)
1	Motivation	Type	Outside Inside	(3) (2)
2	Outside Motivation	Individuals encircling	Instructors Parents Peers	(1) one (1) (2)
3	Expectations	Individuals in the vicinity	Put pressure on Encourage	(2) (1)
4	Techniques for Motivation	Strategies	Task value Recognition Interest Results Penalties	(2) (1) (3) (1) (1)
5	Teachers' role	Teachers' attitudes	Demotivation Results from taunting Insults to the face inspire Recognition inspires Honourable	(3) (1) (2) (1)
6	Self-worth	calling attention to errors made in front of others	Not before other people	(3)

### Finding:

The results of the focused group interview provided valuable information on the variables affecting students' academic performance and motivation. 60% of the replies said that external motives, such as those from peers, parents, and teachers, comprised a substantial portion of the motivational landscape for children. On the other hand, 40% of the stated motivating variables were driven by internal motives, which are motivated by personal interests and objectives. This implies that students' involvement and effort in their academic endeavors are shaped by a well-balanced interaction between their internal and external motives. The focused group interview's outcomes gave important details about the factors influencing students' academic performance and motivation. Out of the responses, sixty percent indicated that a significant part of children's motivation came from outside sources like parents, teachers, and peers. However, internal motives which are motivated by one's own goals and interests— accounted for 40% of the indicated motivational variables. This suggests that a well-balanced relationship between students' internal and external motives shapes their involvement and effort in their academic efforts.

## **Discussion:**

The results of this study demonstrate the intricate relationship that exists between students' academic achievement and motivational beliefs. Analysis, both qualitative and quantitative, sheds light on the motivational mechanisms underpinning academic achievement. The key to controlling a person's need for energy to complete a task is to determine if that energy is internal or external. These findings have implications for educational practice that include encouraging goal-setting techniques, nurturing intrinsic drive, and offering encouraging feedback to improve student accomplishment and engagement. In their book, Gopalan et al. (2017) claimed that a person is genuinely driven towards success. These students outperformed those who thought that external rewards had no effect on motivation levels and that only internal motivation and interest work better in terms of average grades and attendance. However, these pupils reported low attendance and bad marks because they were more focused on achieving their own goals than receiving benefits from outside sources. Every group stated that they had received courteous actions from parents, friends, and instructors in response to receiving constructive criticism that had a favorable effect on them (Kaiser 1974; Hof, 2012; Sulaiman and Zahoni, 2016). It was decided that the two groups would experience pressure from their parents and teachers. It caused them to lose motivation. It was agreed upon that their motivation for work would stem from their interest, value, and consideration of the results. While two members of one group agreed that punishment was a motivating factor for them, two other groups stated that gratitude was. At the top of the list were self-esteem and respect, and it was agreed upon by all groups that they were respected by parents, peers, and teachers. The level of motivation is also being affected by the interest of the students. Which is again questioning their interest in these chosen subjects. The students reported their ability to maintain their focus during class sessions. They showed willingness to have flexibility for accepting challenging tasks and to accommodate setbacks. Environment-fit theory states that the individual chosen subjects with interest show more satisfaction and predictability of high motivation and flexibility to get adjusted for challenging situations (Merkle, et al. 2024).

## **Conclusion:**

In summary, the present quantitative research study advances our comprehension of the influence of motivational theories on academic achievement in students. This study provides a thorough analysis of the motivating elements impacting students' learning experiences by integrating focus groups, questionnaires, and interviews. The results emphasize the significance of taking motivational factors into account when designing educational interventions that are meant to increase student achievement. This study also emphasizes the necessity of continuing investigations and studies into the dynamics of motivation in education. It is critical to stay aware of new developments and modify instructional strategies in response as students' requirements, environments, and motivating profiles change over time. To gain a deeper knowledge of this intricate phenomenon, future research should examine other elements that influence motivation, such as cultural variations, socioeconomic backgrounds, and technological improvements.

## **Recommendations**

This study emphasizes the necessity of continuing investigation and study into the dynamics of the following in light of the study's findings:

- Encouraging teachers to become informed about the theories of motivation and how they affect students' drive to improve their academic performance.
- To increase awareness among school administrators, teachers, and parents about the importance of student motivation and interest, educationists and in-service teachers should be included in the creation and implementation of methods and policies.
- The government has allocated positions for educational psychologists to enhance their confidence level.
- To teach educators about the mental and emotional health of their pupils and provide them

with the skills necessary to address demotivation-related problems

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