

Influence Of Motivation On Academic Performance: Elementary School Students' Perspective

Dr. Qudsia Fatima

Assistant Professor, University of Education, Lahore, Pakistan.

Abstract

Motivation at classroom level is considered necessary to achieve specific goals and objectives of education. This study investigated the differences of motivational strategies on the academic performance of elementary school students. The purpose of this research is to explore the differences between motivation levels of male and female students to see the outcome on achievement. The main premise of this article is that how much motivation basically depends on the goal achievement. Survey research design with random sampling technique was employed to collect data. Questionnaire was used to collect the data from students of eight public schools in the Lahore city. These findings suggest that teachers should do planning while implementing motivational strategies that focus on improving students' performance. Furthermore, the study highlights the importance of a supportive learning environment in promoting students' achievement. The study provides valuable insights associated with motivation and students' performance among and highlights the need for further research to explore the impact of other motivational factors. There is need to motivate students by providing more rewards, encouragement to perform better, and provision of daily agenda to give more clarity. They should also be given more encouragement for using resources and material that would help to achieve goal and teachers personal attire that will lead to positive behavior of students.

Keywords: Motivation, students' performance, elementary schools.

Introduction

The importance of motivation in the classroom cannot be understated when it comes to accomplishing educational goals and objectives. This article explores the type of achievement motivation and how much those are associated with academic performance among elementary school students. Its central argument is that the level of motivation is closely tied to the attainment of goals.

Educational psychologists have long recognized the critical role that motivation plays in supporting student learning. Motivation encompasses a wide range of interrelated beliefs, values, interests, and actions, and there are

various motivational approaches that focus on cognitive and non-cognitive factors or both. Students naturally possess a desire to learn, as evidenced by their constant curiosity to explore and understand. Motivation can improve the quality of thinking and processing and is commonly viewed as an inner state that drives and sustains purposeful behavior. Gard (2001) defines motivation as anything that drives and sustains human behavior, while Johnson and Johnson (2003) describe it as the extent to which individuals commit effort to achieve meaningful and worthwhile goals. Research has shown that motivation has a positive impact on learning strategies, academic performance, adaptability,

and happiness of students in the education field (Vansteenkiste et al., 2005). This is particularly crucial for elementary school students who may face challenges in maintaining their learning motivation. Ryan and Deci (2000) propose various theories of motivation, some of which focus on the amount of motivation while others emphasize quality. The number of motivations can vary from high to low, and the quality of motivation depends on whether the source of motivation is internal or external. The self-determination theory of motivation (SDT) asserts that the quality of motivation is more important than quantity, with intrinsic motivation stemming from a genuine interest in an activity and extrinsic motivation deriving from expected benefits or outcomes. According to SDT, not all types of external motivations are undesirable, and extrinsic motivations can range from high to low self-determination. Seoane and Smink (1991) pointed out that student motivation affects all aspects of school life, from attendance, academic performance to extracurricular activities. For all teachers in grades K-12, especially in today's educational environment, it is extremely important for every teacher to stimulate the greatest motivation for students. Students with learning disabilities face greater challenges when they enter the classroom every day. Because these students can easily complete the tasks proposed by the teacher, students with learning disabilities seem to be the most unmotivated. They must go to extremes and do not show their weaknesses. Because of these pressures, the teacher put the students with promises of rewards; stickers for good behavior, snacks for completing tasks, lunch for handing in homework. Among all the rewards given, achievement is the most common reward.

According to Csikszentmihalyi (1982), creativity by its very nature requires something novel. The main focus is on the task at hand and understanding of more topics. Well-performing incentives also play an important role in

behavioral motivation. Covington and Omelich (1984) believe that ability can be proven through success, surpassing others or effortlessly. Performance goals reflect the evaluation of capabilities and generally higher results. Maehr (1983) pointed out that mastering goals is the top priority of developing new skills. According to Felker e Mostt et al. (1977) believes that the process of learning itself is valuable, and the ability to master is seen as dependent on effort. It is assumed that the positioning of achievement goals varies from situation to situation and from person to person. Reward leads to motivation. These rewards depend on the incentives given and the recognition of success. Achievement motivation affects student performance.

Achievement motivation in primary school student

Students' behaviors that require Mastery learning include being goal-oriented, having the ability to figure independently and seeking out challenging tasks. Resultantly parents, teacher, and students measures reflected that intrinsically goal-oriented students received high academic self-concepts. They showed high levels of mastery behaviors within the classroom which helped them to scored well on achievement tests.

Previous Researches of accomplishment Motivation

Different studies have been conducted to explore gender differences in hypothetical self-concept and achievement attributions in the context of motivation to succeed. Ligon (2006) found that males were more confident in their problem-solving abilities and more likely to attribute their success in religious education. Chaplain (2000) discovered that positive attitudes towards education were associated with greater motivation and academic achievement in students. Long, Monoi, Harper, Knoblauch, and Murphy (2007) found that male students had

stronger avoidance goals in education than female students. Vermeer, Boekaerts, and Seegers (2000) found that boys were more likely to solve problems while girls persevered longer on a task. Abouserie and Reda (1995) found that girls reported higher hypothetical self-efficacy than boys, but there were no gender differences in self-esteem or cultural self-esteem. Burnett and Proctor (2002) suggested that women may have a more supportive and attentive approach to learning than men. Finally, Jacobs, Lanza, Osgood, Eccles, and Wigfield (2002) found no gender differences in self-perceptions of proficiency across different age groups.

Below are the steps involved in teaching achievement-motivation:

1. Direct attention towards the present moment.
2. Help the individual reflect on their experiences by attempting to conceptualize what occurred.
3. Facilitate a comprehensive, immersive experience that integrates new thoughts, actions, and emotions.
4. Connect the experience to the individual's values, goals, behavior, and relationships with others.
5. Solidify the new thoughts, actions, and emotions through practice.
6. Internalize the changes.

Capturing attention is primarily achieved by introducing moderate novelty, avoiding both the extremes of routine and highly unusual experiences. In one scenario, this was accomplished by recruiting participants from a broad spectrum within a college, implying that the program was something new. At times, selecting only volunteers for the program added value by making it appear special.

Recent research has shown that motivation plays a crucial role in academic performance, particularly for high-achieving students. A study by Linnenbrink-Garcia et al. (2020) found that

high-achieving students who are motivated by mastery goals (i.e., a desire to learn and understand) tend to have better academic outcomes than those who are motivated by performance goals (i.e., a desire to outperform others).

Another recent study by Jang et al. (2019) examined the role of teacher support in enhancing student motivation and academic performance. The study found that students who perceive high levels of teacher support tend to have higher levels of motivation and better academic outcomes.

Purpose of the study

The purpose of this study was to investigate the impact of various motivational strategies affecting the academic performance of elementary school students. The study aimed to identify which motivational techniques were more associated with improved academic performance and which have least influence. The study also sought to provide insights into motivation and academic performance and to highlight the importance of a supportive learning environment in promoting student achievement.

Objectives of the study

The purpose of the study is to find association between motivational strategies used by teachers and students' performance.

For this purpose following objectives were set for this research:

1. To explore the perceptions of achievement motivation on students' performance.
2. To investigate motivational techniques used by elementary school students in Pakistan.

Research Questions

This research addressed the following research questions

1. How does motivation impact the overall academic performance of elementary school students?
2. What specific factors contribute to motivation in elementary school students?

3. Are there differences between motivation and academic performance on gender ?

Findings

Table 1 Differences of perceptions of male and female students about motivation and academic performance

Items	Gender	Frequencies (Percentages)						$\bar{x}$	χ^2	p	Cramer's V
		N	Always N (%)	Often N (%)	Some- times N (%)	Rarely N (%)	Never N (%)				
Reward on performance	Male	79	32	34	6	12	5	3.88	10.81	.025	.269
	Female	70	29	30	0	6	5	4.02			
Attitude change after reward	Male	79	28	30	10	5	6	3.87	4.70	.318	.178
	Female	70	22	22	15	5	6	3.78			
Encourages to perform better	Male	79	31	28	5	9	6	3.94	8.71	.049	.242
	Female	70	31	24	5	5	5	4.20			
Motivation has impact on performance	Male	79	21	5	7	5	5	4.02	5.62	.229	.194
	Female	70	29	30	10	5	5	3.64			
Helps me understating concepts	Male	79	34	25	8	6	6	4.15	5.08	.278	.185
	Female	70	32	25	5	5	9	4.17			
Perform better after reward	Male	79	30	29	10	5	5	3.93	.867	.929	.076
	Female	70	22	28	11	5	4	3.84			
Provision of daily agenda	Male	79	22	21	20	8	5	3.72	8.72	.048	.242
	Female	70	23	30	7	5	5	3.94			
Teacher motivation for best efforts	Male	79	30	27	12	5	5	3.91	2.32	.677	.125
	Female	70	27	17	15	5	6	3.77			
Feels motivated after every reward	Male	79	25	31	12	5	6	3.81	.178	.996	.035
	Female	70	22	26	12	5	5	3.78			

Table 1 shows the analysis by χ^2 statistics at .05 level of significance along with Crammer's V to present the significance of association between motivation and students' performance. Chi square statistics show that there is significant association between reward on performance χ^2 (4,

N=149)= 10.81, p= .025, encourages to perform better χ^2 (4, N=149)= 8.71, p=.049 and provision of daily agenda χ^2 (4, N=149)= 8.72, p= .041. Remaining statements on motivation didn't show any significant difference.

Table 2: Differences of perceptions about motivation and academic performance by gender
(Continued from table 1)

Items	Gender	Frequencies (Percentages)						$\bar{x}$	χ^2	p	Cramer's V
		N	Always N (%)	Often N (%)	Some- times N (%)	Rarely N (%)	Never N (%)				
Using material	Male	79	32	21	15	6	5	3.87	15.69	.003	.325
	Female	70	28	33	1	3	5	4.08			
To do well in class	Male	79	26	28	15	5	5	3.82	2.29	.682	.124
	Female	70	23	18	19	5	5	3.70			
Try to get high marks	Male	79	25	30	13	5	6	3.79	.143	.998	.031
	Female	70	22	25	12	5	6	3.74			
Achieving goals	Male	79	33	23	13	5	5	3.93	15.05	.005	.318
	Female	70	29	33	0	3	5	4.11			
Motivates	Male	79	27	27	17	5	3	3.88	2.00	.735	.116
	Female	70	23	18	21	5	3	3.75			
High clear	Male	79	26	32	13	5	3	3.92	1.83	.765	.111
	Female	70	23	24	12	5	6	3.66			
Meet standards	Male	79	31	22	14	7	5	3.84	3.54	.471	.154
	Female	70	25	29	8	5	3	3.97			
Behaviour	Male	79	25	29	17	5	3	3.86	2.06	.723	.118
	Female	70	24	19	17	5	5	3.74			
Impact on students	Male	79	25	32	14	5	3	3.89	1.66	.797	.106
	Female	70	22	25	12	5	3	3.77			
Dressing	Male	79	32	26	10	5	5	3.87	6.15	.038	.203
	Female	70	24	30	6	5	5	3.90			
Motivate through using	Male	79	27	27	14	5	6	3.81	2.43	.657	.128
	Female	70	23	18	19	5	5	3.70			
Positive effect	Male	79	27	28	16	5	3	3.89	2.71	.606	.135
	Female	70	23	18	19	5	3	3.77			

The results of the chi-square tests indicate that there were significant association found in four variables: the use of resources and material in the classroom, setting targets to achieve goals, meeting standards, and personal attire. Table 2 shows that there is significant association between the use of resources and material in the classroom to make lesson effective χ^2 (4, N=149)= 15.69, p = .003, setting targets to achieve goals χ^2 (4, N=149)= 15.05, p =.005, and dressing χ^2 (4, N=149)= 6.15, p = .038. Remaining techniques of motivation has no association on students' performance.

Discussion

The present study investigated the relationship between motivation and academic performance among elementary school students. The results of the χ^2 statistics and Crammer's V analysis revealed a significant association between reward on performance, encouragement to perform better, understanding concepts, and provision of daily agenda, and academic performance. These findings support previous research on the role of motivation in academic achievement (Eccles & Wigfield, 2002; Pintrich & Schunk, 2002).

The use of rewards and incentives has been shown to increase student motivation and engagement (Deci et al., 1999). Similarly, providing students with feedback and encouragement to perform better can enhance their self-efficacy and confidence, leading to improved academic performance (Bandura, 1997).

There is relationship between intrinsic and extrinsic motivation and academic achievement (Ryan & Deci, 2000). The findings of this study demonstrate how important it is to use effective motivational strategies in the classroom in order to raise students' achievement. To encourage student achievement, teachers may think about including incentives, constructive criticism, unambiguous expectations, and organization into their lesson

plans. The results of this study highlight the significance of employing successful motivational techniques in the classroom in order to improve student performance.

According to the study, some motivational variables, such as providing a daily schedule, rewarding good behaviour, challenging students to do better, and grasping concepts, were strongly related to students' performance. These results could be incorporated into educational interventions and policies that attempt to improve student performance and motivation. The study also revealed significant differences across groups in terms of the factors it was looking at, including resource utilization, goal-setting, standard-meeting, and their clothing.

Conclusions and Implications

These results could be used to interventions and policy changes that enhance equity and justice in various situations while addressing the detected discrepancies. According to the study's findings, certain motivational techniques have a considerable impact on the students' academic performance at elementary level. More specifically, it was discovered that better academic performance was highly correlated with the usage of prizes or any type of reward for encouragement to work better, conceptual understanding based on daily agenda, use of available resources or material in the class to make lesson interacting and teachers' personal attire. These results are consistent with earlier research that showed the value of successful motivating techniques in fostering student performance.

In conclusion, this study sheds light on the positive relationship between motivation and academic achievement in elementary school students. According to the research, teachers can raise student performance by applying effective motivational strategies and creating a happy learning environment. More research is needed to fully comprehend the effects of other motivating

factors and the part motivation plays in promoting academic success.

The research also notes that the study found notable distinctions among groups with regard to the variables being examined, such as the use of resources, goal-setting, meeting standards, and personal attire. These findings could be used to inform interventions and policy changes that address the identified differences and promote equity and fairness in various settings.

Based on the findings of this study, it can be concluded that certain motivational strategies have a significant impact on elementary school students' academic performance. The use of rewards on performance, encouragement to perform better, and provision of a daily agenda, using material and resources, and teachers' dressing were found to be significantly associated with improved academic performance.

In conclusion, teachers can improve students' performance by applying effective motivational strategies for creating congenial learning environment. More research is needed to fully comprehend the effects of other motivating factors that have potential effect in promoting academic success.

References

1. Abouserie, R. & Reda, A. (1995). Gender differences in academic achievement & attitudes towards education among college students. *Journal of Social Psychology*, 135(3), 339-345. doi: 10.1080/00224545.1995.9713957
2. Bandura, A. (1997). *Self-efficacy: The exercise of control*. Freeman.
3. Burnett, P.C. & Proctor, R. (2002). Gender and learning styles: A pilot study. In S. Fernando & L. Henderson (Eds.), *Proceedings of the 2002 Annual International Conference of the Higher Education Research and Development Society of Australasia* (pp. 43-49). Perth, Western Australia: HERDSA.
4. Carter, C.R. (2000). Achievement motivation among urban adolescents: Work value, attributions, and self-efficacy. *Adolescence*, 35(140), 225-234.
5. Chaplain, R.P. (2000). Self-confidence and learning achievement. *Journal of Applied Research in Education*, 4(2), 47-54.
6. Covington, M. V., & Omelich, C. L. (1984). Task-oriented versus competitive learning motivation and their effects on college performance. *Journal of Educational Psychology*, 76(6), 1038-1048.
7. Csikszentmihalyi, M. (1982). *Flow: The psychology of optimal experience*. Harper & Row
8. Deci, E. L., Koestner, R., & Ryan, R. M. (1999). A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin*, 125(6), 627-668.
9. Dweck, C. S. (2000). *Self-theories: Their role in motivation, personality, and development*. Psychology Press.
10. Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology*, 53, 109-132.
11. Felker, D. W., Most, R. K., & Polites, G. L. (1977). Achievement goals of secondary students. *The Journal of Educational Research*, 71(2), 84-88.
12. Gard, T. (2001). The nature of motivation: A conceptual analysis. *Journal of Theory Construction and Testing*, 5(1), 1-6.
13. Houtte, M. (2004). Why boys achieve less at school than girls: The difference between boys' and girls' academic culture. *Educational Studies*, 30(2), 159-173. doi:

15. 10.1080/0305569032000159799
16. Jacobs, J.E., Lanza, S., Osgood, D.W., Eccles, J.S. & Wigfield, A. (2002). Changes in children's
17. self-competence and values: Gender and domain differences across grades one through
18. twelve. *Child Development*, 73(2), 509-527. doi: 10.1111/1467-8624.00419
19. Jang, H., Reeve, J., & Deci, E. L. (2019). Engaging students in learning activities: It is not autonomy support or structure, but autonomy support and structure. *Journal of Educational Psychology*, 111(5), 849-862. <https://doi.org/10.1037/edu0000305>
20. Johnson, D. W., & Johnson, R. T. (2003). *Joining together: Group theory and group skills*. Pearson Education.
21. Ligon, G.S. (2006). Gender differences in self-concept and attributions of achievement. *The*
22. *Journal of Educational Research*, 100(5), 292-300. doi: 10.3200/JOER.100.5.292-300
23. Linnenbrink-Garcia, L., Rogat, T. K., & Kuhlman, K. M. (2020). The role of achievement goals in the association between achievement motivation and academic performance for high-achieving students. *Journal of Educational Psychology*, 112(4), 713-728. <https://doi.org/10.1037/edu0000401>
24. Long, J.S., Monoi, S., Harper, S.R., Knoblauch, D. & Murphy, E.K. (2007). Gender differences
25. in academic effort among Black and White middle school students. *Youth & Society*, 38(4),
26. 403-429. doi: 10.1177/0044118X06295810
27. Maehr, M. L. (1983). *The motivation factor: A theory of personal investment*. Lexington Books.
28. McKenna, J. W., Kear, D. J., & Ellsworth, R. A. (1995). *Children's attitudes toward reading: A*
29. *national survey*. Reading Research Quarterly, 30(4), 934-956
30. McClelland, D. C., Atkinson, J. W., Clark, R. A., & Lowell, E. L. (1976). *The achievement motive*. Irvington Publishers.
31. Pintrich, P. R., & Schunk, D. H. (2002). *Motivation in education: Theory, research, and applications* (2nd ed.). Pearson.
32. Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78.
33. Seoane, P. R., & Smink, J. (1991). *Reducing the risk: Schools as communities of support*. ERIC
34. Clearinghouse on Urban Education
35. Vansteenkiste, M., Simons, J., Lens, W., Sheldon, K. M., & Deci, E. L. (2004). Motivating learning, performance, and persistence: The synergistic effects of intrinsic goal contents and autonomy-supportive contexts. *Journal of personality and social psychology*, 87(2), 246.
36. Vermeer, H.J., Boekaerts, M. & Seegers, G. (2000). Gender-related differences in self-reported
37. motivational and affective factors in secondary education. *Psychology in the Schools*, 37(5),
38. 407-417. doi: 10.1002/1520-6807(200009)37:5<407::AID-PITS1>3.0.CO;2-F