



IMPACT OF MOTIVATION ON STUDENTS' ACADEMIC PERFORMANCE IN POST- GRADUATE LEVEL IN WEST BENGAL

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ABSTRACT

Motivation is the process that initiates, guides, and maintains goal-oriented behaviors. It is what causes you to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. Motivation involves the biological, emotional, social, and cognitive forces that activate behaviour. A relative autonomous or self-determined motivation leads to a good study strategy and high study effort, which leads to better academic performance, i.e. the study strategy mediates the influence of motivation on academic performance. Academic success is important because it is strongly linked to the positive outcomes we value. Academic success is important because working people will need higher levels of education to tackle the technologically demanding occupations of the future. Now a day you need a post-secondary education in order to get a job.

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INTRODUCTION

Motivation is seen as the person's effort to accomplish his/her duties, dedicating the needed effort and continuing it. Motivation plays a significant role in individual's educational life and their achievement. Motivation reflects in learners' choices of academic tasks, the time and effort they allocate to each task, their perseverance in academic tasks. Motivation also enables them correctly handle obstacles they come across in the learning process.

Wiegfield and Eccles (2011) believed that motivation is a multidimensional construct. To them, researchers in the field of motivation in learning agree that a learners engaging in any learning condition has to answer three central questions: ,,

- Can I do this activity?,, ,,
- Do I want to do this activity and why?,, and ,,
- What do I need to do to succeed?,,

The concept of motivation is closely related to other constructs in education and psychology. They include attention, needs, goals and interests which all focuses on stimulating individual learners and rising their interest and attention towards engaging in an action or behaviors and the accomplishment of such actions or goals. The concept of motivation is functional when an individual is thrilled to satisfy some need or desire. The individual will involve in, or be attracted toward actions

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Educational psychologists are of the view that students' motivation is an indispensable requirement for efficient learning to take place. Fontana (1981) believed that, in the event of insufficient motivation to learn, the outcome of such learning will be unsatisfactory. The concept of motivation has been defined differently. However, all centered on what induce a person to perform a given action. Denhardt *et al.* (2008) views motivation as "what causes people to behave as they do". To them, motivation sketches the achievement and pursuit of goals.

According to Lawler (1994) motivation is goal directed. That is individuals perform an action due to the goal they want to achieve. Pettinger (1996) take a different view in defining motivation. To him, motivation is environmentally dependent. That is people's action is tailored by environmental influences. Campbell and Pritchard (1976) sees motivation as series of psychological procedures that cause the initiation, direction, intensity and the persistence of actions.

Denhardt *et al.* (2008) stressed that motivation is not observe directly. They pointed out that motivation is an inner feeling that made people act in a particular way to achieve a given goal and purposes. Denhardt *et al.* (2008) further argued that motivation cannot be controlled directly. They maintain that motivation occurs within individual's minds and hearts and should not be regarded as something that people do to others. Equally they stressed that motivation is not the same as satisfaction. To them, satisfaction is past-oriented while motivation is future oriented. In view of the importance attached to students' motivation, this study examine the

impact of motivational construct on the academic achievement of University students.

LITERATURE REVIEW

Abu Bakar *et al.* (2010) examine the relationships between university students' achievement motivation, attitude and academic performance in Malaysia. The objective of their study was to ascertain the relationships between achievement motivation, attitude and students' academic achievement. A structured questionnaire was administered on 1484 from five faculties of the University students that were selected using a cluster sampling. Obtained data was analyzed using correlation and regression analysis. The findings of their work revealed a positive significant correlation between students' attitude towards learning and achievement motivation. The study also revealed that students' attitude and academic achievement were correlated positively. Conversely, the finding also indicated that a low and negative correlation exist between students' achievement motivation and their academic performance.

In a comparative study, Tuysuz *et al.* (2010) assesses the difference in motivation between university students and high school students. The objective of their work is to compare the motivation of high school students and that of a university student. In particular, their study is devoted toward finding how students' motivation is changing due to selecting a science career for studying in the university. To achieve this, a structured questionnaire was administered to 302 university students and 294 high school students that are in science major. An exploratory factor analysis was used to provide evidence to construct validity. Obtained data was analyzed using descriptive statistics. The result of the study revealed that university students are highly motivated to science as compared to high school students. In a similar study, Mahyuddin *et al.* (2009) examine emotional intelligence, achievement motivation and academic achievement among students of the public and private higher institutions. Findings from their study revealed a significantly low positive relationship between students' achievement motivation and their academic performance.

Veena and Shastri (2013) conducted a study on achievement motivation among college students. The objectives of the study are to assess achievement motivation among pure science and applied science students. Secondly, to examine the dissimilarities in achievement motivation among high and low achievers. Finally, to determine achievement motivation base on gender difference. A questionnaire was administered to 656 undergraduate students, 305 boys and 351 girls. Obtained data was analyzed using Descriptive statistics, Mann-Whitney U test, and Kruskal Wallis tests. Findings of the study indicated a significant difference in achievement motivation among pure science and applied science students. However, the study revealed the absence of significant difference in achievement motivation between high and low achievers. Similarly, the finding indicated that Boys and girls varied significantly on achievement motivation.

Objectives of the Study

The main objective of this study is to assess the impact of motivation on the academic performance of University students. The precise objectives include the following:

1. To find out the relationship between motivation and the academic performance of University students.
2. Assesses the effect of motivation on the academic performance of University students.

Research Questions

1. Is there any relationship between motivation and the academic performance of University student?
2. Do motivation has any effect on the academic performance of University students?

Research hypothesis

The following hypothesis was raised to pilot the study:

1. There is no any significant relationship between motivation and academic performance of University students
2. Motivation has no any significant effect on the academic performance of University students.

METHOD

The method used in the present study is descriptive type. It is present oriented University level based survey type study.

Participants

The population of the study consist of 200 University students. The population consist of 100 male and 100 female respondents. The participants were randomly selected from three faculties of the University. The Faculties are Sciences, Social Sciences and language in kalyani university campus in west Bengal.

Instrument

A structured questionnaire on Motivation was administered to randomly selected respondents. The questionnaire consist of two sections, demographic and motivation section. The demographic section ask questions relating to the respondents while the motivational section solicit questions relating to the objectives of the study. The questions in the questionnaire were on five point likert scale ranging from 1 strongly disagree to 5 strongly agree.

Procedure

Data for the study was collected at the beginning of second semester 2018-2019 academic session. This is because the researcher intends using the most recent students grade average point (GPA) of preceding semester. The questionnaire was distributed to students at lecture venue with the cooperation of class representatives and lecturers concern. Before administration of the questionnaire, the researcher briefly informs the respondents on the purpose of the study and why their participation is of great importance. The researcher equally inform them that what they are to offer in this study will not in any way affect their academic record and assures them of the confidentiality of their responses.

Statistical Analysis

Coded responses from respondents were analyzing using correlation analysis and a simple linear regression. The analysis was performed using Stastical Package for Social Sciences (SPSS).

CONCLUSIONS

Conclusively, the study revealed that University students' academic performance is may positive relationship with their motivation in learning. Additionally, the study indicated that motivation serves as a good predictor of students' performance (GPA). That is motivation can serve as a yardstick to measure the expected level of performance (GPA) of students. Therefore, lecturers/parents or guardians should find a means of motivating their students/children due to its effect in boosting students desire to learn.

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