

Impact of Motivation on Management Student's Academic Performance in Relation to Overall Advancement

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Abstract – *Motivation plays a significant role in everything we do. Without motivation, it would be hard for people to perform routine work, set an aim in life, work towards its accomplishment or even spend time with family and friends.*

Motivation is required at each phase of life and especially for students, it's very important as it will show them the path to work, discipline their life and provide them zeal to accomplish their objectives.

In this paper, we are discussing various parameters that affect student's motivation and thus monitor their individual accountability. Student motivation affects every aspect of college life, from attendance to academic performance, to extra- curricular activities. Also, teachers have to establish a cooperative atmosphere in their work with a class, among the students, with their colleagues in school, with parents and also within the broader community.

In today's time, all the colleges are continuously under pressure to improve test scores, responsibility, and accountability. Because of these pressures, teachers bombard students with the promise of rewards; stickers for good presentations, appreciation for completing assignments and projects on time etc.

Thus the importance of motivation has been stressed. Various research has been done in the subject in recent time and it is analyzed that motivation is one of the few factors that have an impact on everything we do and experience, for example with our work, family, friend and of course, the basic needs.

Keywords: *Motivation, Intrinsic Motivation, Extrinsic Motivation, Rewards, Performance, and Advancement.*

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1. INTRODUCTION

One of the most difficult aspects for most of the management colleges today is to make their students efficient and competent. Since motivation has a great impact on everything we do in life thus it is very important to study its impact on students too.

Motivation is the act or process of giving someone a reason for doing something. It stimulates desire and energy in people to do a job, role or subject, or to make an effort to attain a goal. Thus it is a force or influence that causes someone to do something. It can both be positive and negative and it solely depends upon its usage and type of individual on whom it is used; which will decide its outcome.

Though it has been argued that the greatest influences on intrinsic motivation are the way that the teacher frames the work, motivates the student and the assessments that the student completes.

At the beginning of their studies, students do not have a clear representation of the content and methods used in the course. Here it is very important for teachers to develop a cooperative environment within the class and among the students to meet students' cognitive level and promote their understanding of learning material.

Students are informed about the significance of presentation and collaboration skills and are encouraged for active participation in class. This generates healthy learning environment and boost

students interest in the class. Also, the students are provided with seminar work, where students work in groups to prepare and present their chosen seminar topic. This inculcates the practice of team work and collaboration among students. In order to be successful students have to direct their efforts first into their individual task, but in tasks that require group collaboration, they also have to see the group goal as their own and participate actively in group endeavors.

Another affective component is the student's emotional reactions to the task which greatly affects student's engagement in a certain activity. Task anxiety is the most frequent affective variable which affects student performance and achievement. Research results consistently show a negative effect of anxiety on academic performance especially in presenting to peer groups.

Every individual is fascinated by the appreciation and recognition and incase of students it becomes more prominent as it boosts their confidence and develops positive approach and insight towards future.

There is also a need to train teachers to teach students in such a manner that they become intrinsically motivated, instead of just propelled along by the vision of the next external reward. An autonomous classroom environment must be created and students should be taught to perceive themselves as decision makers. Thus teachers should choose meaningful and authentic tasks in which students will see the utility for a future profession. With such tasks, they can influence both the quality of students' individual work and the quality of their group work in the subject.

2. OBJECTIVE OF STUDY

- (i) To examine whether the motivation is a determinant factor influencing student's performance.
- (ii) To determine the extent to which motivation affects students' performance.

3. RESEARCH METHODOLOGY

This research is descriptive in nature and based on the secondary data. The aim is to throw light on the parameters that influence the motivation of students to lead them to enhance themselves on academic and personal front. The data has been collected from various sources like net, articles, blogs, newspapers, magazines, journals and personal interaction with many students and faculties. Through the study, it has been analyzed that motivation plays a significant role in grooming students, their academic and overall performance resulting in them being a focused person leading a balanced life.

4. REVIEW LITERATURE

The word 'motivation' has been derived from the word 'motive' which means any idea, need or emotion that prompts a man into action. Whatever may be the behavior of a man, there is some stimulus behind it. When we ask "What motivates a person to do a particular task?" We usually mean why does one behave in a particular manner? In other words, motivation, as popularly used, refers to the cause or why of behavior. It is a starting point for any work. An important point to remember is every individual is not motivated by the same set of motivators. It depends on various factors.

Few of the motivational sources are explained below:

1. Biological factors - food, water, sex, and temperature regulation
2. Emotional factors - panic, fear, anger, love, and hatred
3. Cognitive factors - perceptions, beliefs, and expectations
4. Social factors - parents, teachers, siblings, friends, and media

POSITIVE VS. NEGATIVE MOTIVATION:

Positive motivation takes place when individual's efforts are directed towards his achievement of goals. This kind of motivation increases the level of performance, promotes team spirit, a sense of cooperation and generates a feeling of belongingness and happiness. Whereas on the other hand, negative motivation results from the use of force, pressure, fear or threat. This fear of punishment prompts the person to work hard and achieve the goals. However, it is realized that negative motivation is not desirable to motivate the employees.

5. TYPES OF MOTIVATION

Extrinsic Motivation: It is induced by external factors and it is assumed that the behavior caused by positive rewards is likely to be repeated. The factors that lead to extrinsic motivation are:

- a. Praise: the need to express approval or admiration for someone or something.
- b. Competition: the activity or condition of striving to gain or win something by defeating or establishing superiority over others.
- c. The threat of a punishment: the threat of penalty or punishment for one's act.

Intrinsic Motivation: It is an inner feeling and is generated by an individual. The factors that lead to intrinsic motivation are:

- Autonomy: the need to have complete control over one's own life.
- Relatedness: the need to maintain companionship or connection with others.
- Competence: the need to do be the best and/or succeed.

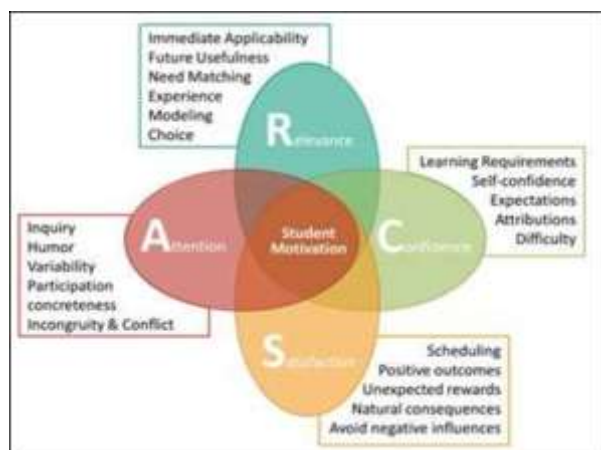


Figure 1. Model of Student Motivation

6. ARCS MODEL OF STUDENT MOTIVATION

Above model is based on four major parameters that describe various elements that affect student's motivation. Each element is described in table below-

Table 1: Classification of ARCS Model

ATTENTION	RELEVANCE	CONFIDENCE	SATISFACTION
Perceptual Arousal Provide novelty and surprise	Goal Orientation Present objectives and useful purpose of instruction and specific methods for successful achievement.	Learning Requirements Inform students about learning and performance requirements and assessment criteria.	Intrinsic Reinforcement Encourage and support intrinsic enjoyment of the learning experience
Inquiry Arousal Stimulate by curiosity posing of question problems to solve	Motive Matching Match objectives students and needs motives to	Successful Opportunities Provide challenging and meaningful opportunities for successful learning	Extrinsic Rewards Provide positive reinforcement and motivational feedback
Variability Incorporate a range of Methods and media to meet student's varying needs	Familiarity Present content in ways that are understandable and that related to learner's experiences and values	Personal Responsibility Link learning success to students personal efforts and ability	Equity Maintain consistent standards and consequences for success

7. DISCUSSIONS

Motivation is a starting point for any work. It is required for each individual and at every phase of life. We tried to find out whether the motivation is a determinant factor influencing student's performance and if yes, then to what extent does it affects students' performance. The study clearly showed a

greater degree of impact of motivation on student's overall performance and growth. Motivation played a significant role in shaping an individual's personality and letting him focus on the potential that he had. The impact of extrinsic motivation is more as compared to intrinsic motivation as for student's grades, competition etc. are important and they put more effort in their preparation. Also, the reward, appreciation, and guidance provided by their mentors boost their confidence and let them work with enthusiasm. This has not only improved their performance but also improved their academic performance along with their attendance, extra-curricular activities and spirit to work in teams. Whereas intrinsic motivation does not yield desirable results in greater extent, leading to little difference in the overall performance of an individual.

8. CONCLUSION

It is worthy to note that motivation plays a very significant role in day to day performance of students. Therefore it is clear that student's performance is affected by motivation and extrinsic motivation acts as a major determinant thereby improving and enhancing the overall performance of students.

The key points evolved during the study are:

- It is important to analyse different aspects that can influence students' academic performance.
- Extrinsic rewards are of greater significance to the students.
- Teachers' motivation and guidance plays a key role in student's performance.
- Teachers should choose meaningful and authentic tasks in which students see the benefit of a future profession.
- Encourage SWOT analysis of students themselves.
- Emphasis on a practical approach, role playing, presentations and team work.
- Students who are rewarded and appreciated for completing assignments, presentations and projects on time, perform academically better than non-motivated students.

Thus it can be concluded that student's performance does not only depend upon the intrinsic rewards but on extrinsic regards comparatively more. It should also be noted that practices adopted by teachers like guidance, motivation, developing skills among students as

per their interests etc increases students' performance and make them more motivated and focused towards their performance overall. This leads them to live disciplines and balanced life. Therefore this study is equally a call for colleges too, to put in place an appropriate methodology suitable for student's enhancement in terms of academic and overall performance.

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