

HOW MOTIVATION AFFECTS STUDENT PERFORMANCE

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Abstract. This article examines the crucial influence of motivation on student achievement and overall educational success. Motivation, encompassing both intrinsic and extrinsic types, shapes learners' involvement, determination, and readiness to tackle obstacles during the educational journey. The study explores how motivated learners exhibit greater levels of focus, involvement, and success in contrast to those with low motivation. It examines important psychological theories of motivation and emphasizes the elements that boost or obstruct students' willingness to learn, such as teacher encouragement, classroom atmosphere, feedback, and goal establishment. Moreover, the article highlights effective methods educators can employ to enhance motivation, including positive reinforcement, relevant tasks, and nurturing relationships. This research emphasizes the significance of fostering motivating learning environments by examining the link between motivation and performance to enhance educational results.

Keywords: language learning, classrooms, learning tasks, motivation, academic success, relationships, effective methods, feedback, teacher encouragement, classroom atmosphere.

INTRODUCTION

Motivation is complex and involves multiple factors. These factors work together to influence how students think, feel, communicate, and behave in classrooms and beyond [1]. That is, the effects of each motivation factor on students' learning and attainment depends on the strength (or lack of strength) of other key motivation factors [1]. Students learn effectively when they think they can perform successfully in learning tasks (i.e., have high expectancies of success), believe that learning helps them achieve their goals (i.e., regard learning as valuable), and they perceive that studying is not overly taxing in terms of the effort required, the emotional cost involved, or the opportunities that they forgo when they undertake learning tasks (i.e., consider the "cost" of learning is not too high)[2]. In a literature review we found that the positive correlation between motivation and performance has not been substantiated strongly in medical education as different studies have contradictory findings[2]. The objective of the present research study was to explore the relationships between motivation, study strategy, study effort and academic performance among medical students. Knowledge application is one of the dimensions that comprise a single cognominal domain to measures the extent to which students are able to understand the knowledge learnt in the service-learning course and apply it to real-life situations. Following the standard approach employed in academic research, the instrument was first developed through review by a panel of experts and focus groups of students. Then, the psychometric properties, including underlying dimensionality and internal consistency, were tested via EFA and CFA with a sample of 400 university students from four Hong Kong institutions[3], reporting a strong internal consistency with a Cronbach's α value of 0.96.

Then, the scale was validated again with another group of students, this time from Singapore[3]. Urhahne and Wijnia [4] proposed the Basic Motivational Model, offering an overview of prominent educational motivation theories. This model explains motivated behavior as an interaction between person and environment, structured across six determinants (situation, self, goal, action, outcome, and consequences) and four phases of motivated action: the pre-decisional phase of motivation, the post-decisional phase of volition, the action phase of volition, and the post-action phase of evaluation.

CONCLUSION

In summary, motivation is a key element that significantly impacts student performance and academic success. Motivated students exhibit greater engagement, persistence, and a readiness to put effort into their learning activities. Intrinsic and extrinsic types of motivation significantly influence learners' attitudes, behaviors, and results in the classroom. Encouraging educators, constructive criticism, engaging tasks, and a secure educational atmosphere can greatly boost students' motivation to learn. Thus, promoting motivation ought to be a primary focus in educational practice. By establishing inspiring environments and fostering students' enthusiasm and self-assurance, teachers can enhance both academic performance and learners' enduring passion for education.

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