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**Impact of Motivation on Students' Learning at Secondary School Level**



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**Abstract:** Buildings, books, and other resources are all part of the educational system as a whole. These goals can be met in a variety of ways. Students in secondary school were the focus of this study, which sought to examine the impact of motivation on learning. Finding out what motivates students to learn and how it affects their ability to learn were the primary goals for this study. Those involved in the teaching and learning process will benefit from this research. Secondary school students at the Government High School in Swabi were the focus of the study. Descriptive in nature, the researcher gathered information about how the study's subject was currently being treated. The study's participants are the 1310 teachers from the district's 74 government high schools. A random sample of 100 teachers was drawn from the ten government high schools in the Swabi district. The information gathered was laid out in a table. Data was analysed using frequency and percentage as a statistical tool. According to the study's findings, the government may provide resources to ensure a favourable learning environment both inside and outside the classroom. In order to keep students from becoming bored, teachers may employ a variety of teaching methods. Teachers can memorise the names of their students and use them when speaking to them. The best student may be given a bonus from the school's budget in order to motivate them.

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**Key Words:** Motivation, Students' Learning, Education, Government High Schools

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## **Introduction**

Buildings, books, and other resources are all part of the educational system as a whole. These goals can be met in a variety of ways. However, this system is made up of two distinct personalities: the teacher and the students.. Philosophers like Rousseau, Pestalozzi, and John Dewey have shifted the focus back to students. As a result, it's critical to figure out what influences a child's academic success and what doesn't. As a gardener, you need to know which soil is best suited to the plant, as well as when and how much water it needs. Similarly, a teacher must understand how a child learns, including factors like motivation and readiness.

Unless a person works to refine the most noble aspects of his or her character, the soul is doomed to rot and decay in the afterlife, with no hope of resurrection. Having spent six or seven years in college and university, a young man is certain to feel cut up if he finds himself groping in the dark. Every young person should know where he or she is headed in life by the time he or she completes elementary school. As long as the end goal is clear and the appropriate, on-time motivations are

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employed, our children will work with enthusiasm and joy because they can see where they're going. For those who aren't clear on what they want to accomplish and why, their work isn't done with the same level of passion.

The school setting has a significant impact on a child's academic success. It becomes impossible for the teacher to give individual attention to each student in the classroom if the number of students has surpassed the proportion of students. A child's psychology is also a factor in their success. Some students benefit from group instruction, whereas others require one-on-one instruction. A teacher must be aware of the factors that have a positive or negative impact on a student's ability to learn. When a child is not interested in learning, she may know: a) the reasons for this, and b) why the parents are not paying attention to their child? c) What concert steps should be taken by a school administration? As a child grows older, how does the use of punishment and reward fail? Is there anything in particular that is overlooked? Modern techniques can be used in a new way.

### **Statement of the Problem**

The present study was designed to find out the Impact of motivation on students' learning at secondary school level.

### **Objectives of the Study**

1. To identify the factors that motivate students for learning
2. To find the effect of motivational factors on students learning

### **Research Questions**

1. What are factors that motivate students for learning?
2. What is the effect of motivational factors on students learning?

### **Significance of the Study**

The present study will be beneficial for all the stakeholders belongs to teaching learning process.

### **Delimitation of the Study**

The study was delimited to secondary school students at Government High School of district Swabi.

### **Literature Review**

#### **Motivation**

A need or desire to energise behaviour and direct it towards a goal is defined as motivation by David [Myers \(1996: 297\)](#). Motivation, in this sense, is a force that propels a person toward a goal. English Language Teaching" by Harmer states that motivation is an internal drive that drives someone to do certain things in order to achieve a particular objective ([Harmer, 1988: 51](#)). Explaining the motivation to achieve a goal, Harmer explains.

[Jones, Jennifer George \(2000: 427\)](#) defined motivation as “psychological forces that determine the direction of a person’s behavior, a person’s level of effort, and a person’s level of persistence in the face of obstacles”.

## Importance of Motivation

It is critical to consider the effect of student motivation on their academic performance. Learning is impossible without motivation. As a result, the influence of motivation on student learning in education cannot be underestimated. Students are able to accomplish anything they set their minds to because of their inherent drive to succeed. A person's work speed increases as a result of increased motivation, and he or she does everything possible to reach their goal. Learning is more effective when the learner is motivated. It gives the learner a sense of direction, which helps her complete the task and improves her performance.

The success of students is influenced by their level of motivation in school. Motivation plays a role in determining whether or not a goal is met ([Brown, 2001: 75](#)). It's difficult to accomplish a goal without the help of teachers who inspire their charges. Teachers benefit from motivation in their efforts to achieve their goal. Teaching and non-teaching staff benefit from better administration. To give just a few examples, raise the salary, raise the grade, and promote people based on their performance. Administration has the power to improve the health of the school environment. In order to accomplish a school goal, the school administration and the employees must compete with each other.

Teachers employ motivation as a tool to help them be more effective educators. Students become more interested in a subject when their teacher is enthusiastic about it. Before teaching any subject, the teacher instils a desire to learn in the minds of the students.

## Theories of Motivation

### Instinct Theory of Motivation

According to the instinct theory, "organisms engage in certain behaviours because they lead to success in terms of natural selection". Motives, according to instinct theory, are intrinsic and biological in nature. "Animals engage in migration and mating out of pure instinct." It's ([Melucci, 2010](#))

Instinct theory claims that people are motivated to act in certain ways because they have been programmed to do so by their evolutionary history. Seasonal migration is an animal example of this. Rather than being taught, this behaviour is an inborn trait in these animals.

### Incentive Theory of Motivation

According to this view, “people are pulled toward behaviors that offer positive incentives and pushed away from behaviors associated with negative incentives. In other words, differences in behavior from one person to another or from one situation to another can be traced to the incentives available and the value a person places on those incentives at the time.” ([Bernstein, 2011](#))

According to the theory of incentives, people are compelled to act in certain ways by the prospect of receiving a benefit from their actions. Going to work every day for the sake of earning money is one example.

### **Drive Theory of Motivation**

As explained by the "drive theory," people are motivated to act in a certain way because they are feeling stressed out inside because of unmet needs. It's possible that you'd want to down a glass of water to quench your internal thirst, for example.

### **Arousal Theory of Motivation**

If you want to lower or raise your arousal levels, you'll take certain actions, according to the Arousal Theory of Motivation. When one's arousal levels are too low, one might watch a thrilling movie or go for a jog to raise them again.

### **Motivation in Students**

Students at all levels of education benefit from a strong sense of self-motivation. For students, teachers and parents play an important role. Students are hard to motivate. It takes a lot of time. Motivating students takes a lot of time and effort. The absence of motivation, on the other hand, renders education useless.

### **Simple Ideas to Improve Student Motivation**

It is important to discuss some simple ideas to improve the students learning:

#### **Adopt a supportive Style**

Students benefit from the guidance of their teachers, and that guidance encourages and develops their desire to learn. Students can choose any assignment they want, and the teacher will walk them through the process of completing it. A sense of control and motivation can be gained by students who complete their assignments on their own.

Student interest, engagement, and performance can be boosted by a supportive teaching style that allows students to take control of their own learning. When a teacher is being supportive, they pay attention to their students, offer hints and encouragement, and respond to their inquiries. They also show empathy for their students. It's important to note that

#### **Explain the Objectives**

Students need to know the purpose of the assignment, so the teacher should explain what the assignment's objectives are. The students are motivated by clear objectives and rules.

#### **Healthy Environment**

Students' motivation and learning are influenced by their surroundings. Students are more likely to learn when they are in a healthy setting. During the course of teaching, a teacher can create a healthy

classroom. Don't make negative comments about the students. It's important for teachers to show their students that they care about them during the course of the class and lesson. Students are more likely to learn if their teacher is able to relate to their issues.

### **Arrange Field Trips**

Students learn a lot in the classroom, but they get bored sitting in a class for a long time. Class or subject change is required to re-energise students. As a result, the school schedules field trips based on a student's course of study. Students' enthusiasm for the subject grows, as does their desire to learn more.

### **Offer Varied Experiences**

It's impossible to predict how each student will react to a given lesson. For some people, hands-on learning is the best way to learn. Others prefer to work alone or in a group, while others prefer to read alone or in a group. Mix up your lessons so that students with different interests get time to focus on the things they enjoy most in order to keep everyone engaged. Students will be better able to concentrate and pay attention if this is done. Students are more likely to engage in learning activities when they are interested in the material being taught. A variety of methods include using local examples, teaching with current events, using pop culture technology (iPhones, cell phones, and YouTube videos), or connecting the subject matter to your students' culture and other interests. For example, (McMahon and Kelly, 1996; [Brozo, 2005]

### **Develop Competition in Students**

Students need to compete with each other in order to learn, and this competition needs to be positive. It teaches the student to work hard and improves their knowledge. Student competition is a positive thing. Students get more out of their education when they are surrounded by their peers. The spirit of competition is taking on a more positive tone.

### **Rewards**

Students enjoy receiving rewards because they help motivate them. It's a good idea for teachers to reward their students for good behaviour. Whether it's candy, stickers, or a gift, an award can be simple. The teacher can give the class or student what they need based on their nature. Students perform better when doing so is in their own best interests.

### **Responsibilities**

Students are more motivated when they have a variety of tasks to complete, so give them a variety of assignments. Students enjoy their work in the classroom and find it rewarding. Allowing students to perform a variety of tasks in the classroom is a great way to instil a sense of responsibility and hard work in them.

### **Chance to Work in Groups**

Students should be given the opportunity to work together in groups by their teacher. They learn

more when they work together to solve a problem. Students become more motivated as a result of this. Students' social skills and motivation grow when working in groups, and they are better able to accomplish their goals. However, the teacher is able to monitor each student's progress because some students are more successful than others.

It is possible for students to be more motivated in the classroom if they are given some degree of control over the learning process. As simple as allowing students to choose their lab partners or alternate assignments, or as complex as "contract teaching" where students determine their own grading scale, due dates, and assignments, giving students options is a great way to keep them engaged. Kurvink, 1993 Reeve, and Hyungshim, 2006

### **Give Praise When Earned**

Encouragement is the only method of motivation that truly works. The desire to be recognised and praised extends to students of all ages. Teachers can provide a wealth of motivation for their students by publicly rewarding success, praising hard work, and sharing examples of excellent work.

### **Encourage Self-Reflection**

Most kids want to succeed; they just need a little help figuring out how to get there. It's a good idea to have your students do a self-assessment and identify their own strengths and weaknesses. In many cases, students are more motivated to write their own self-critiques than to have a teacher do it for them because it gives them a sense of ownership over the process of setting their own educational objectives.

### **Excited**

Effective teaching methods are employed by teachers when instructing their charges. Students are more eager to learn when they are engaged in a hands-on learning experience. Students' enthusiasm is evident in their demeanour and demeanour. They're eager to learn new things.

### **Knowledge about Students**

Teachers are familiar with their students, if not familiar with their names. As a result, the students develop a sense of affection for their teacher. A student's desire to learn is fueled by their desire to succeed.

### **Students Interest in Class**

When a teacher refers to students by their first names, it encourages students to pay attention. They talk to their teacher about their concerns. The teacher has the option of trying to solve the issue. A sense of belonging develops as a result of this. Use the student's interest to motivate and teach effectively. Students are enamoured with their teachers and pay close attention to what they're saying.

### **Balance the Challenge**

As a general rule, students perform better when a task is just beyond their current skill level. If a task

is too simple, it can lead to boredom and a sense that the teacher thinks the student is incapable of doing better work. If a task is too difficult, it may be perceived as unachievable, which can lead to feelings of self-doubt and anxiety. Scaffolding is a teaching method that gradually increases the difficulty of the task for students as they progress through the grade levels. For more information, please see ([Margolis and McCabe, 2006](#)). In 1998, [Adams]

### **Make Goals High but Attainable**

You can't expect your students to go above and beyond if you're not encouraging them. Because students thrive on adversity and will strive to meet lofty goals as long as they believe they are within their grasp, don't be afraid to push them.

### **Give Feedback and Offer Chances to Improve**

It is common for students who are having difficulty in the classroom to become discouraged and down on themselves, which can sap their energy and drive. Educators must help students understand where they went wrong and how to avoid making the same mistakes again. Discovering a path to success can help students stay focused on their goals.

### **Motivate Students for Success**

If a student is struggling with poor academic performance, low self-efficacy, or low motivation, one strategy that could help is teaching them how to learn. In other words, to lay out a plan for completing a task, taking notes, or studying for an exam. As stated by (Tuckerman 2003), In 2006, ([Margolis and McCabe](#))

Hard work is instilled in students by their teachers. Even the best students can become discouraged and demotivated if they believe they are failing or not being recognised in the same way that their peers are doing so. There must be an equal opportunity for everyone to shine in a classroom.

## **Research Methodology**

### **Nature of the Study**

The study was descriptive in nature in which the researcher collected data concerning the current status of the subject of the study.

### **Population of the Study**

Population of the study comprises 1310 teachers of 74 Government High School at district Swabi.

### **Sample of the Study**

Out of total population 100 teachers were randomly selected from 10 Government High Schools of district Swabi

### **Research Instrument**

To collect data from the respondents, a closed ended questionnaire containing 10 items based on

Likert scale was developed with the consultation of the supervisor in relation to the objective of the subject.

### **Data Collection**

The researcher personally visited the sample schools for collecting data. The questionnaire was distributed among the respondents and after an interval of two days the filled questionnaire was collected back from them.

### **Data Analysis Tool**

The collected data was presented in tabulated form. Frequency and percentage were used as statistical tool to analyzed data.

### **Analysis of Data**

**Table 1.** Learning students' name and calling them with their name motive students for learning.

	SA	A	U	DA	SDA
Frequency	45	40	5	5	5
Percentage	45	40	5	5	5

Table 1 showed 85% of the respondents agreed that learning students' name and calling them with their name motive students for learning.

**Table 2.** Conducive classroom environment motivate students for learning.

	SA	A	U	DA	SDA
Frequency	33	47	2	9	9
Percentage	33	47	2	9	9

Table 2 responses showed that 80% conducive classroom environment motivate students for learning.

**Table 3.** Appreciation serves best in motivating students for learning

	SA	A	U	DA	SDA
Frequency	30	40	10	15	5
Percentage	30	40	10	15	5

Table 3 indicated 70% of the respondents believed that appreciation serves best in motivating students for learning.



**Table 4.** Rewards help in motivating students for learning

	SA	A	U	DA	SDA
Frequency	37	40	13	10	0
Percentage	37	40	13	10	0

Table 4 elaborated 77% of the participants agreed that Rewards help in motivating students for learning.

**Table 5.** Variation in teaching methods motivate students for learning

	SA	A	U	DA	SDA
Frequency	41	30	9	13	7
Percentage	41	30	9	13	7

Table 5 showed 71% of the subjects agreed that variations in teaching methods motivate students for learning.

**Table 6.** Motivational factors improve students class participations

	SA	A	U	DA	SDA
Frequency	31	41	10	8	10
Percentage	31	41	10	8	10

Table 6 described 72% of the participants were agreed that Motivational factors improve students class participations

**Table 7.** Motivational factors promote competition spirit.

	SA	A	U	DA	SDA
Frequency	31	41	5	13	10
Percentage	31	41	5	13	10

Table 7 showed 72% of the respondents believed that motivational factors promote competition spirit.

**Table 8.** Motivational factor improve students' internal grades

	SA	A	U	DA	SDA
Frequency	40	40	4	10	6
Percentage	40	40	4	10	6

Table 8 indicated 80% of the participants agreed that motivational factors improve students' internal grades.

**Table 9.** Motivational factors develop students' interest

	SA	A	U	DA	SDA
Frequency	34	44	6	6	10
Percentage	34	44	6	6	10

Table 9 elaborated 78% of the subjects agreed that motivational factors develop students' interest.

**Table 10.** Motivational factors help in improving summative evaluation results

	SA	A	U	DA	SDA
Frequency	33	40	5	7	20
Percentage	33	40	5	7	20

Table 10 described 73% of the participants believed that motivational factors help in improving summative evaluation results.

### **Findings**

1. Table 1 showed 85% of the respondents agreed that learning students' name and calling them with their name motive students for learning.
2. Table 2 responses showed that 80% conducive classroom environment motivate students for learning.
3. Table 3 indicated 70% of the respondents believed that appreciation serves best in motivating students for learning.
4. Table 4 elaborated 77% of the participants agreed that Rewards help in motivating students for learning.
5. Table 5 showed 71% of the subjects agreed that variations in teaching methods motivate students for learning.
6. Table 6 described 72% of the participants were agreed that Motivational factors improve students class participations
7. Table 7 showed 72% of the respondents believed that motivational factors promote competition spirit.
8. Table 8 indicated 80% of the participants agreed that motivational factors improve students' internal grades.
9. Table 9 elaborated 78% of the subjects agreed that motivational factors develop students' interest.
10. Table 10 described 73% of the participants believed that motivational factors help in improving summative evaluation results.

### **Conclusion**

Most of the respondents agreed that learning students' name and calling them with their name motive students for learning. Most of the subjects were agreed that conducive classroom environment motivate students for learning. Several respondents believed that appreciation serves best in motivating students for learning. Majority of the participants agreed that Rewards help in motivating students for learning. Maximum subjects agreed that variations in teaching methods motivate students for learning. Most of the participants were agreed that Motivational factors improve students class participations. Many respondents believed that motivational factors promote competition spirit. Maximum participants agreed that motivational factors improve students' internal grades. Majority

of the subjects agreed that motivational factors develop students' interest. Several participants believed that motivational factors help in improving summative evaluation results.

### **Recommendations**

Based on the findings of the study the following recommendations were made

1. Government may provide resources for ensuring conducive learning environment inside/outside the classroom
2. Teachers may use different teaching methods to avoid boredom
3. Rewards might be given to the best performer from school budget to encourage them
4. Teachers may learn names of students by heart and call them with their name.

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