

IMPACT OF STUDENTS' MOTIVATION TOWARDS ACADEMIC PERFORMANCE AT HIGHER SECONDARY LEVEL IN TEHSIL KAMALIA

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Received: July 15, 2024

Revised: August 15, 2024

Accepted: August 30, 2024

Published: September 12, 2024

ABSTRACT

The purpose of the study was to examine how motivation affects students' academic performance and how it enhances their personalities. The research area of study is Govt. colleges of tehsil Kamalia. There are 4 Govt. colleges which are Govt.PST Post Graduate College Kamalia, Govt. college of Technology Kamalia, Govt. College of Commerce Kamalia and Govt. Associate College (W) Kamalia. Total strength of higher secondary students of these colleges is 2905. Sample size of 184 students is determined out of 2905 students by using online software www.surveysystem.com. Respondents were selected from each college through proportionate sampling technique. A validated questionnaire was prepared. Statistical Package for Social Sciences (SPSS) is used to analyses data once it had been collected. Descriptive statistical analysis is used to determine mean values, percentages, standard deviations, weighted scores and rank orders. The results of the study shows that majority (64.9%) of the students are agreed that motivation is occurred from both ways intrinsically and extrinsically. Majority (36.41%) of the respondents are strongly agreed that teachers play a role of an observer. Most (38.59 %) of the respondents are agreed that teachers role as learner. Majority (41.30%) students achieve desire goal due to motivation. (44.02%) of respondents were strongly agree that productive learning enhanced due to motivation. Mostly (40.76 %) of the respondents are strongly agreed that class position improved. More than half (51.09 %) of respondents were agreed that mind mapping Of students due to motivation which cause enhancement in academic achievements. Less than half (44.02%) of the respondents are strongly agreed that self-management skills improve. Most (42.39 %) of respondents agreed that decision making power of a person increased due to motivation. More than (53.26 %) respondents agreed that they actively attend the class. Less than half (46.74 %) of respondents enjoy the work and activities due to encouragement and praise receive from teachers. Majority (48.37%) of respondents felt confident about the content in a course. Class size should minimize for better academic achievements. Teachers should encourage the students. Monthly and weekly tests should be necessary for academic achievements of students; therefore tests should be conducted to improve the performance of students.

Key words: Student's, Motivations, Academic Performance, Secondary Level.

1. INTRODUCTION

The word "motivation," which is English but has Latin roots, refers to movement. The technique of inspiring people to work is known as motivation. Motivation, from the perspective of management, is a force that specifically influences people's behaviours. The goal is to increase students' motivation through performance, which maximizes the chances of their achieving their objectives. Pupils who are driven to pursue lofty objectives and break down barriers to change (Tohidi and Jabbari, 2012). When engaging in learning activities, especially those that are intended to be excellent, motivation is crucial. Each learner has a different motivation for learning. All motivated pupils learn and achieve the highest academic results. Students' motivation replicates their emotive, cognitive, and behavioural engagement in learning activities (Turtureana, 2013).

Motivation is a person's desire or drive to accomplish specific goals. Human insights and needs serve as the foundation for the internal circumstances of motivation. Educational achievement evaluates a student's interest, devotion, attention, attitude, work ability, likes, dislikes, and expectations. Teachers, parents, classmates, friends, and relatives of students have a significant part in academic success for their high performance and better career life. All of these carry out the appropriate steps, support and promote pupils' academic success. Students should be motivated to succeed academically in college starting at a young age because they consider what career path and decisions are best for them. Academic performance of students is significantly impacted by academic success and motivation. (Kaur, 2018). Students receive their initial education from their family, surroundings, and peers. Students started their first year of school after that, where they received their education and learned from their surroundings. Numerous factors, including motivation, self-assurance, interest, and self-concept, influence students' academic success while they are studying. The motivation of those variables, which are interconnected with the home and school environments, is a key component of academic success. Early academic success boosts children' later academic success because young learners are more motivated to perform well than others at a high level (Kumar and Yadav, 2015).

Numerous factors influence students' academic performance while they are learning. An individual's factors may include aspects of their home and educational environment, such as anxiety, curiosity, self-assurance, and self-concept. In all of these variables, stress from exams and test anxiety can interfere with students' ability to learn, making anxiety the most significant factor that can affect them. Without motivation, worry and stress grow, which causes pupils to do poorly on exams and tests and disrupts evaluation situations. Students are protected from stress and worry and perform well on tests and in exams if professors provide them guidance at the right time. (Deepika and Sushma, 2018).

1.2 OBJECTIVES

1. To identify the demographic attributes of respondents
2. To identify the role of teachers' motivation on students' academic achievements
3. To probe out the impact of motivation on students' academic performance
4. To find out the relationship between students' motivation and their academic performance
5. To suggest strategies for improving motivational level for better academic performance

2-LITERATURE REVIEW

Nyamubi (2005) explained that For pupils in higher education to attain any goals, motivation is essential. Nyamubi administered a test to students to gauge their proficiency in the English language. After the test's results were evaluated, it was determined that the students' command of the English language's structure was very poor. Following that test to assess the impact of motivation on students' performance, secondary school students engaged in motivation through learning. The performance of the students has improved since before.

Martin (2010) examined that there are numerous ways to motivate students that improve their self-learning, self-confidence, and other standards that inspire them. Teachers use a variety of learning strategies to engage students, maximize their performance on current assignments, and meet their requirements. Teachers quiz students, get them involved in various learning activities, have

them analyses choices, and ask questions to make learning more and more efficient.

Farooq et al., (2011) concluded that some students lack interest and attention in educational activities as a result of a variety of factors, including untrained teachers, strict teachers, school-related problems, a lack of self-confidence, a different teaching style from the teachers, a lack of instructional materials, and a lack of services. Some non-school-related issues include poverty, parental uneducatedness, harsh parenting, and family history, a lack of resources, a lack of family support, and a lack of medical facilities.

Ferriera et al., (2011) concluded Higher secondary students need to be motivated to learn because motivated students have the inner strength to learn and want to get better academically. Another crucial element that needs to motivate pupils in the classroom is their seating arrangement. The seating arrangement in the classroom is improper, and the seats are uncomfortable. Students who sit in the front seats study more attentively, whereas those who sit in the back benches find it difficult to listen and focus intently while learning in class. Higher secondary students need to be motivated to learn because motivated students have the inner strength to learn and want to get better academically. Another crucial element that should inspire pupils in the classroom is their seating arrangement.

Veena and Shastri (2013) conducted a study on the motivation and accomplishments of higher secondary students in order to assess the motivational achievements of students studying applied and pure science, to look at the differences in motivational achievers between low and high achievers, and to assess the accomplishments on gender differences. The results show that students studying applied science and pure science perform significantly differently. Findings showed that the achievements of males and girls differed significantly.

Kimani (2013) explore that the teachers have an impact on students' academic performance when they encourage low achiever students pay attention to their performance, assess them regularly, and have them complete the curriculum. The seating arrangements in class, the teachers' qualifications, their performance in the classroom and their performance in setting goals are other crucial factors that have an impact on students' academic performance. Education, conduct and training were

some of the teacher-related elements that had an impact on students' academic progress. When compared to students who perform better academically, teachers encourage low achievers and pay close attention to their preparation. Regular assessments are given to students, and when the curriculum is finished, a class test is required. For inspiration, the seating arrangements and classroom decorum are well-organized.

Kumar and Yadav (2015) examined that the motivation of students is influenced by a variety of elements, including their interests, needs, attitudes, likes, and dislikes. Students who are driven to learn approach challenges with confidence and perseverance. Without motivation, students cannot get interested in their studies or effectively complete prizes. Motivation will aid students in their academic successes. In order for pupils to succeed and perform well academically, parents, teachers, and guidance counsellors will assist them in understanding their requirements and taking the appropriate activities. Academic attainment will be very low if parents and teachers do not inspire the pupils.

2.4 Sources of motivation

Theobald (2006) said that students are motivated primarily by money, incentives, and prizes, and that when pupils lack intrinsic drive, their performance suffers as a result. In order to encourage students, prizes are also necessary. They have a significant impact on students' motivation and are delivered to motivated students at the appropriate time. Teachers provide enthusiastic pupils incentives, recognition, and admiration, sometimes even with a smile. This encourages the other kids, and the next time, other classmates will naturally want to receive incentives. Numerous studies have come to the conclusion that teachers intrinsically inspire their charges to work harder, earn higher grades, and achieve at a higher level.

Domenech and Gomez (2014) concluded that psychological need has a favourable and considerable impact on students' intrinsic motivation, and that varied and complicated motivational sources are used to inspire students. This statement is supported by research on the interactions between teachers, students and their thinking, conduct, and psychological needs.

Tahir et al., (2015) investigated the strategies that teachers employ to encourage students'

performance and investigate the impact of motivational initiatives. The primary source of motivation is the teaching and learning process, which is typically defined as an internal condition that awakens students' motivation before guiding and maintaining their behaviour and attitude. In this study, the researcher chose forty teachers and twenty-seven secondary-level instructors at random from the school in Haripur. The researcher then produced a questionnaire and collected data on teachers' motivation from them. The findings of this study show that teachers primarily provided opportunities for learning and time to weak students who were unable to support the other students in their studies and encouraged them to provide weak students more time for preparation. The purpose of the motivation is to strengthen and improve the level of knowledge and to encourage teachers and students to work hard and to the best of their abilities. Following internal motivation, instructors successfully completed a variety of activities, while at the same time, teachers successfully completed a variety of duties through external motivation to enhance the school. Teachers' performance levels in higher secondary institutions are being impacted by extrinsic motivational variables such as rewards and incentives. When a learner is genuinely driven, they complete activities with great pleasure and experience.

Tariq et al., (2011) said that there is no gender discrimination in education in Bangladesh; boys and girls have equal access to school and equal motivation to pursue education. The participation of female students in education is higher there. Boys and girls have equal access to activities and learning opportunities from teachers. The motivation of students is not biased against any certain gender.

Malik (2012) stated Students thought he behaved well in class, described themselves as strongly eager to study and their degree of cognitive engagement was impacted. Students had faith in all learning contexts, and practically all activities were carried out by the teacher with intense interest. The impact of educational environment variables depends on students' motivation and learning.

Andrei et al., (2014) examined that finding the best cognitive strategies that would support in knowing is a major goal for students' motivation. Whether it is about reputation, establishing, monitoring a

thorough level, or creating links between newly acquired or prior knowledge, it determines their order of importance.

Juriket al., (2014) defined the purpose of this study is to clarify the significance of communication between teachers and students by examining how teachers pose questions and students respond in accordance with their individual characteristics through intrinsic learning motivation. Verbal communication and interactions between teachers and students have a significant impact on the education and motivation of students.

3.MATERIALS AND METHODS

3.1 Introduction

The guidelines that dictate the methodologies utilized for data collecting and the scope of the study are known as the research methodology. Data analysis, data recording, and data inquiry to discover relationships between study variables. A methodology is a crucial component of any research study since it provides a concise proposal for future research and examines any research to verify the results. Research methodology is the process of collecting data, examining it for relevance, and analyzing it to establish relationships between variables. (Martin, 1999).

A methodology is a set of rules, strategies, and procedures that are utilized by those who work within guidelines or are involved in an investigation. Any research study uses it for analysis and design. Methodology is the process through which researchers describe in brief how they get data from respondents using a tool (Farlex, 2010). The main goals of this chapter are to discuss the many apparatus and methods used for analysis, collection, and explanation of data related to the current investigation. This section briefly elaborates on tools, procedures, statistical tests, and working definitions of study application perspectives.

3.2 Sample

A sample is a group of individuals, an object, or an item selected at random from the entire population. A representative portion of the population sample is drawn from it. In order to generalize the findings of the research study to the population. (Aremu and Sokan, 2002).

In the present research study population was 2905 students and sample from that population students

were the sample through www.surveysystem.com. Respondents were selected through proportionate sampling.

3.3 Population: A population is a grouping of people, whether they are part of a group, gathering, or set of all possible observations or gatherings, which may be limited or unlimited and share some traits. (Muhammad and Kamal, 2006).

The research objective is to know the impact of motivation on the academic performance of highersecondary students. The research population was higher secondary students of government colleges of Tehsil Kamalia. There were 4 colleges, Govt.PST post graduate college Kamalia, Govt. College of technology Kamalia, Govt. College of commerce Kamalia, Govt. associate college (W) Kamalia.

3.4 Sample size

Sampling is the process of selecting someone or something from a larger population so that, after examining the sample, we may accurately simplify our findings to the group from which they were drawn. (Thochim, 2006). The research study area was Tehsil Kamalia. Sample size of 184 students was chosen through (www.surveysystem.com) with 95% confidence level and 7 confidence interval. A well-structured questionnaire was arranged to examine the research outcomes.

3.5 Sampling technique

Everyone from the total population has an equal opportunity to be selected (Jeffs and smith, 2005). The research area was selected by using convenient sampling technique. The sampling technique was convenient sampling. Through convenient sampling every person has an equal opportunity to be selected for sample.

3.6 Research design

The research study was conducted in Tehsil Kamalia. The data was gathered throughout proportionate sampling from each college. Convenient sampling was used for the selection of respondents.

Students were selected from each school through proportionate sampling technique. Data was gathered with the help of a well-structured questionnaire which was prepared in the light of research objectives. Statistical technique was used to analyze the data by using Statistical Package for Social Sciences (SPSS) and drawing conclusions and recommendations. The outcomes were prepared as an M.Phil. Thesis.

3.7 Data collection tool

Questionnaire is a method of data collection, opinion gathering or information gathering specifically involves asking a series of questions or statements (Jupp, 2006).

In the current research study, the data was gathered with the help of questionnaire. In a questionnaire questions to be asked from educated respondents.

3.8 Data analysis

Statistical Package for Social Sciences (SPSS) was used to analyse the data using statistical methods, and recommendations and findings were made as a result. The outcomes were prepared as an M.Phil. Thesis.

3.9 Pre-testing of questionnaire

Pre-testing of the questionnaire define the quality and authenticity of the questionnaires. Before gathering the information, questionnaire was pre-tested on 20 respondents and through the pre-testing and finalizing the questionnaire, after that data collection was started.

3.10 Assumptions:

- Data through questionnaires can be gathered rapidly and accurately from respondents. At the time of data gathering higher secondarystudents were filling the Questionnaires with full attention and with deep interest.
- Motivational strategies are helpful in students' academic achievement.

The results of the study would be helpful for teachers and find out various motivational strategies that effect on students' academic achievements.

4-Result and Discussion

Table 4.1: Mean value, standard deviation, weighted score and rank order according to Teachers role in student’s academic achievements

Statements	Mean	S.D	WS	Rank order
Problem solver of students	2.16	0.48937	397	1
Administrator	2.15	0.84480	396	2
Information provider	2.15	1.28045	396	3
Facilitator to facilitate the students	2.15	0.85869	395	4
Counsellor, Guider	2.08	1.00225	383	5
Learner	2.07	1.10356	380	6
Observer	2.03	1.20957	373	7

In the above table 4.1 the distribution and the descriptive statistic about Teachers role in students’ academic achievements where mean, standard deviation and weighted score are discussed in the above table. "Problem solver of students" is rank ordered on 1st position and it shows that the responses fall between medium to high, but it is tending towards to high with mean value 2.16. At the 2nd ranked number respondents said about "Administrator" and it is tending to high with mean value 2.15. "Information provider" is rank ordered on 3rd position and it shows that the responses fall between medium to high, but it is tending towards to high with mean value 2.15. At the 4th ranked number respondents said about "Facilitator to facilitate the students" and it is tending to high with mean value 2.15. According to the ranking, on the fifth position the respondents said about that "Counsellor, Guider" and it is tending towards to high with mean value 2.08. At the 6th ranked number, the respondents said about "Learner" and it is tending to medium with mean value 2.07. "Observer" is in rank ordered 7th Position and indicates that the replies range from medium to high, with a tendency to medium with mean value 2.03. The result of the study has similarity with the results of (Baan Jafar Sadiq 2020) which also discussed teacher role in student academic achievements. According to him, the teacher has a crucial role in the classroom and can take on various tasks based on the circumstance, the time of day, and the activities. Role of the

teacher as a problem solution. When in a position of authority, a teacher's job might be crucial. Additionally, there are occasions when a teacher serves as a counselor and facilitator for other pupils.

Student’s achievements due to motivation

In order to increase student achievement, motivation might be a key element. Students are more inclined to participate in academic activities, persevere in the face of difficulties, and look for chances for personal growth and development when they are motivated to learn. According to research, academic performance is often better for students who are driven to learn than for those who are not, and academic achievement can be significantly predicted by motivation. By fostering an enjoyable and stimulating learning environment, allowing students to make decisions and exercise their autonomy, and recognising and rewarding their success, teachers can play a significant part in fostering student motivation. Additionally, by encouraging a sense of connection, belonging, and purpose in kids, meeting their social and emotional needs can aid in boosting motivation. The data regarding Student’s achievements due to motivation is given in (Appendix-I, Table 4.14). Mean value, standard deviation, weighted score and rank order according to Student’s achievements due to motivation were calculated which are present in (Table 4.2).

Table 4.2 Mean value, standard deviation, weighted score and rank order according to Students achievements due to motivation

Students achievements due to motivation	Mean	S.D	WS	Rank order
Productive learning enhanced	2.28	0.81313	420	1
Take responsibility for results	2.24	0.76938	413	2
Students achieve desired goals	2.18	0.87132	402	3
Build confidence	2.17	1.00722	400	4
Punctuality in work	2.09	0.85126	384	5
Well-mannered behavior	2.09	0.70818	384	6
Management skills	1.84	0.68449	339	7

In the above table 4.2 the distribution and the descriptive statistic about Students achievements due to motivation where mean, standard deviation and weighted score are discussed in the above table. “Productive learning enhanced” is rank ordered on 1st position and it shows that the responses fall between medium to high, but it is tending towards to high with mean value 2.28. At the 2nd ranked number respondents said about “Take responsibility for results” and it is tending to high with mean value 2.24. “Students achieve desired goals” is rank ordered on 3rd position and it shows that the responses fall between medium to high, but it is tending towards to high with mean value 2.18. At the 4th ranked number respondents said about “Build confidence” and it is tending to high with mean value 2.17. According to the ranking, on the fifth position the respondents said about that “Punctuality in work” and it is tending towards to high with mean value 2.09. At the 6th ranked number, the respondents said about “Well-mannered behavior” and it is tending to medium with mean value 2.09. “Management skills” is in rank ordered 7th Position and indicates that the replies range from medium to high, with a tendency to medium with mean value 1.84. The result of the study indicates a significant positive association with the study of (Muenks 2017). He undertook this study to determine the specific ways that various components of student motivation lead to variations in academic performance. In addition to intellect and prior accomplishment, this study showed the relative significance of students' ability self-concepts, task values, learning goals, and achievement motives for students' grades in

various academic disciplines. Our understanding of the importance of student desire for academic success is thus expanded by the findings. Even when all predictors were evaluated domain-specifically, students' ability self-concept remained the most significant motivational predictor of their grades, surpassing disparities in their intelligence and prior grades.

Academic achievements of students

Academic achievement is the degree of academic success that students achieve, and it is frequently determined by grades, test results, and other performance indicators. According to research, a variety of factors, including student motivation, engagement, and persistence as well as the calibre of instruction, the resources available to students, and the assistance and direction given by teachers and other adults, can have an impact on academic accomplishment. Additionally, factors involving a student's cognitive skills, personality characteristics, and prior academic experiences might have an impact on how well they perform academically. Promoting academic accomplishment is one of the main objectives of the educational system, and it calls for a comprehensive plan that takes into account every aspect of student success. (Garcia and Pintrich, 1993). The data regarding Academic achievements of students is given in (Appendix-I, Table 4.3). Mean value, standard deviation, weighted score and rank order according to Academic achievements of students were calculated which are present in (Table 4.3).

Table 4.3 Mean value, standard deviation, weighted score and rank order according to Academic achievements of students

	Mean	S.D	WS	Rank order
Mind mapping	2.25	0.83915	414	1
Won awards for effective performance	2.16	0.76014	398	2
Attendance increased	2.13	0.68965	391	3
Deep learning increased	2.1	0.65466	386	4
Achieve educational goals	2.09	0.84030	384	5
Concept clear of students	2.08	0.77038	382	6
Develop responsibility	2.03	0.82976	373	7
Class position	2.02	0.80446	371	8
Establish study routine	1.78	0.71138	328	9

In the above table 4.3.1 the distribution and the descriptive statistic about Academic achievements of students where mean, standard deviation and weighted score are discussed in the above table. "Mind mapping" is rank ordered on 1st position and it shows that the responses fall between medium to high, but it is tending towards to high with mean value 2.25. At the 2nd ranked number respondents said about "Won awards for effective performance" and it is tending to high with mean value 2.16. "Attendance increased" is rank ordered on 3rd position and it shows that the responses fall between medium to high, but it is tending towards to high with mean value 2.13. At the 4th ranked number respondents said about "Deep learning increased" and it is tending to high with mean value 2.1. According to the ranking, on the fifth position the respondents said about that "Achieve educational goals" and it is tending towards to high with mean value 2.09. At the 6th ranked number, the respondents said about "Concept clear of students" and it is tending to medium with mean value 2.08. "Develop responsibility" is in rank ordered 7th Position and indicates that the replies range from medium to high, with a tendency to medium with mean value 2.03. "Class position" is rank ordered on 8th position and it shows that the responses fall between medium to high, but it is tending towards to medium with mean value 2.02. "Establish study routine" is rank ordered on 9th

position and it shows that the responses fall between medium to high, but it is tending towards to medium with mean value 1.78. The study's findings show a substantial positive correlation with that of (Stipek, 1996). His research shows that academic achievements of students enhance by Mind mapping, increasing attendance, clearing concepts of students and developing responsibility.

Management skills

In order to accomplish certain goals and objectives, one needs management abilities, which include the capacity to plan, coordinate, and control resources and actions. In business, education, healthcare, and government, among other fields, effective management abilities are essential. Management skills are crucial for teachers who must successfully manage their classrooms and interact with students and families, as well as for school administrators and other leaders who are in charge of overseeing budgets, people, and other resources. A variety of abilities are necessary for good management, including the capacity for clear communication, teamwork, strategic thinking, and deliberation based on evidence and data. The data regarding Management skills is given in (Appendix-I, Table 4.16). Mean value, standard deviation, weighted score and rank order according to Management skills were calculated which are present in (Table 4.16.1).

Table 4.4 Mean value, standard deviation, weighted score and rank order according to Management skills

Management skills	Mean	S.D	WS	Rank order
Effective communication increased among teachers and students	2.16	0.66297	398	1
Self-management	2.16	0.78133	398	2
Lesson planning	2.12	0.72166	390	3
Manage course content	2.11	0.68648	388	4
Manage study hours	2.03	0.66990	373	5
Time management	1.9	0.85230	349	6
Develop leadership qualities in students	1.88	0.75699	345	7

In the above table 4.4 the distribution and the descriptive statistic about Management skills where mean, standard deviation and weighted score are discussed in the above table. "Effective communication increased among teachers and students" is rank ordered on 1st position and it shows that the responses fall between medium to high, but it is tending towards to high with mean value 2.16. At the 2nd ranked number respondents said about "Self-management" and it is tending to high with mean value 2.16. "Lesson planning" is rank ordered on 3rd position and it shows that the responses fall between medium to high, but it is tending towards to high with mean value 2.12. At the 4th ranked number respondents said about "Manage course content" and it is tending to high with mean value 2.11. According to the ranking, on the fifth position the respondents said about that "Manage study hours" and it is tending towards to high with mean value 2.03. At the 6th ranked number, the respondents said about "Time management" and it is tending to medium with mean value 1.9. "Develop leadership qualities in students" is in rank ordered 7th Position and indicates that the replies range from medium to high, with a tendency to medium with mean value 1.88. The findings of the study demonstrate a highly substantial positive correlation with the research of (Kiran and Tariq, 2019). The results support the conclusion that there is a strong relationship between student motivation and time

management abilities. Additionally, it is found that there is a strong, positive, and substantial association between all the factors relating to students' time management skills.

Personality grooming

Personality grooming is the process of increasing one's self-awareness, social skills, and personality in order to improve interactions with others and succeed both personally and professionally. Developing a variety of abilities and skills, including effective communication, emotional intelligence, leadership, and creativity, is part of personality grooming. Numerous activities, including self-reflection, goal-setting, coaching and mentorship, as well as exposure to fresh experiences and viewpoints, can help to assist this process. Grooming one's personality is important in a variety of situations, such as the workplace, social situations, and intimate relationships. People can boost their self-confidence, forge stronger bonds with others, and experience more success in both their personal and professional life by making an investment in their own personality grooming. (Geary and Hamson, 2007). The data regarding Personality grooming is given in (Appendix-I, Table 4.5). Mean value, standard deviation, weighted score and rank order according to Personality grooming were calculated which are present in (Table 4.5).

Table 4.5 Mean value, standard deviation, weighted score and rank order according to Personality grooming

Statements	Mean	S.D	WS	Rank order
Capability to face educational difficulties	2.18	0.84446	402	1
Develop understanding of right ,wrong things	2.17	0.89611	400	2
Boost-up self confidence	2.16	0.71902	398	3
Decision making increased	2.16	0.70559	397	4
Development of body language	2.08	0.84706	383	5
Capability to prepare class assignment	2.05	0.83972	378	6
Develop cognitive abilities	1.96	0.72190	360	7

In the above table 4.17.1 the distribution and the descriptive statistic about Personality grooming where mean, standard deviation and weighted score are discussed in the above table. "Capability to face educational difficulties" is rank ordered on 1st position and it shows that the responses fall between medium to high, but it is tending towards to high with mean value 2.18. At the 2nd ranked number respondents said about "Develop understanding of right, wrong things" and it is tending to high with mean value 2.17. "Boost-up self confidence" is rank ordered on 3rd position and it shows that the responses fall between medium to high, but it is tending towards to high with mean value 2.16. At the 4th ranked number respondents said about "Decision making increased" and it is tending to high with mean value 2.16. According to the ranking, on the fifth position the respondents said about that "Development of body language" and it is tending towards to high with mean value 2.08. At the 6th ranked number, the respondents said about "Capability to prepare class assignment" and it is tending to medium with mean value 2.05. "Develop cognitive abilities" is in rank ordered 7th Position and indicates that the replies range from medium to high, with a tendency to medium with mean value 1.96. The outcomes of the study show a considerable beneficial relationship with the work of (Vijay Bharadvaj, 2017). According to his research, if a worker attends an in-office personality development session at work, their confidence and morale will

undoubtedly increase. The focus is predetermined. However, if the seminar does not place a strong emphasis on motivation, confidence and morale may be increased, but this boost will be insufficient and lack impact.

Impact of motivation on academic performance

Academic performance and success are greatly influenced by motivation. According to research, students who are really motivated to study are more likely to participate in class, persevere through difficulties, and succeed academically. Numerous elements, such as student attitudes and beliefs, social support and encouragement, and the learning environment, can have an impact on motivation. High expectations, delivering constructive criticism, building a sense of autonomy and self-efficacy, and establishing a supportive learning environment are all ways that effective instructors can inspire their pupils. Setting objectives, delivering rewards, and creating chances for recognition and success are other ways to inspire pupils. Educators may support students by promoting a climate of motivation and involvement. (O'Connor,2005). The data regarding Impact of motivation on academic performance is given in (Appendix-I, Table 4.6). Mean value, standard deviation, weighted score and rank order according to Impact of motivation on academic performance were calculated which are present in (Table 4.6).

Table 4.6 Mean value, standard deviation, weighted score and rank order according to Impact of motivation on academic performance

Impact of motivation on academic performance	Mean	S.D	WS	Rank order
I pay attention and listen during every discussion.	2.27	0.65749	418	1
I enjoy homework and activities because they help me improve my skills in every subject.	2.25	0.83915	414	2
I exert more effort when i do difficult assignment.	2.25	0.76760	414	3
Solving problem is a useful hobby for me.	2.16	0.83342	398	4
I start paper and projects as soon as they are assigned.	2.14	0.84325	394	5
I actively participate in every discussion.	2.08	0.72344	382	6
I made myself ready in all my subjects.	1.99	0.63777	367	7
I want to get good grades in every subject.	1.83	0.81793	336	8

In the above table 4.18.1 the distribution and the descriptive statistic about Impact of motivation on academic performance where mean, standard deviation and weighted score are discussed in the above table. "I pay attention and listen during every discussion." is rank ordered on 1st position and it shows that the responses fall between agree to neutral, but it is tending towards to neutral with mean value 2.27. At the 2nd ranked number respondents said about "I enjoy homework and activities because they help me improve my skills in every subject." and it is tending to neutral with mean value 2.25. "I exert more effort when i do difficult assignment." is rank ordered on 3rd position and it shows that the responses fall between agree to neutral, but it is tending towards to neutral with mean value 2.25. At the 4th ranked number respondents said about "Solving problem is a useful hobby for me." and it is tending to neutral with mean value 2.16. According to the ranking, on the fifth position the respondents said about that "I start paper and projects as soon as they are assigned." and it is tending towards to neutral with mean value 2.14. At the 6th ranked number, the respondents said about "I actively participate in every discussion." "And it is tending to agree with mean value 2.08. "I made myself ready in all my subjects." is in rank ordered 7th Position and indicates that the replies range from agree to neutral, with a tendency to agree with mean value 1.99. "I want to get good grades in every subject." is rank ordered on 8th position and it shows that the responses fall between agree to neutral, but it is tending towards to agree with mean value 1.83. The study's findings indicate a strong positive

connection between the work of (Shuaibu et Al.,2021). Academic achievement and learning motivation are positively correlated in kids. This implies that pupils' academic performance will improve in some way for every rise in motivation. The study also revealed that students' performance (GPA) is well predicted by motivation. That is why motivation can be used as a benchmark to assess students' expected level of performance (GPA). Because it increases students' motivation to learn, lecturers, parents, and guardians should find ways to motivate their pupils or children. Similar to this, pupils should figure out how to motivate themselves when they reach a goal.

Either motivation has an impact on academic achievements

Academic performance and success are greatly influenced by motivation. According to research, students who are really motivated to study are more likely to participate in class, continue through difficulties, and succeed academically. Numerous elements, such as student attitudes and beliefs, social support and encouragement, and the learning environment, can have an impact on motivation. High expectations, delivering constructive criticism, building a sense of autonomy and self-efficacy, and establishing a supportive learning environment are all ways that effective instructors can inspire their pupils. Setting objectives, delivering rewards, and creating chances for recognition and success are other ways to inspire pupils. Educators may support students by promoting a climate of motivation and involvement. (Van de Gaer et al.,2007). The data

regarding Either motivation has an impact on academic achievements is given in (Appendix-I, Table 4.7). Mean value, standard deviation, weighted score and rank order according to Either

motivation has an impact on academic achievements were calculated which are present in (Table 4.7).

Table 4.7 Mean value, standard deviation, weighted score and rank order according to either motivation has an impact on academic achievements

Either motivation has an impact on academic achievements	Mean	S.D	WS	Rank order
When learning new concepts ,i connected them to my previous experiences.	2.2	0.73818	405	1
Do you feel most fulfilled when i feel confident about the content in a course.	2.2	0.72223	405	2
Do you think it is important to participate in inquiry activities.	2.18	0.66575	401	3
Do you think it is important to learn to solve the problems.	2.16	0.83520	398	4
During the learning process i attempt to make connections that i learn.	2.14	0.81313	394	5
Whether the content is difficult or easy i am not sure that i can understand difficult parts.	2.14	0.85063	393	6
When idonot understand a concept,i would discuss with the teacher or other students to clarify my understanding .	2.08	0.84425	382	7
Do you think that learning of subjects is important because i can use it in my daily life.	2.08	0.71263	382	8
I am sure that i can do well on discipline tests.	2.03	0.61992	373	9
Do you participate in different courses to perform better than other students.	2	0.79100	368	10
Do you participate in different courses to get good grade.	1.95	0.68752	359	11
Do you think that learning of subjects is important because it stimulates my thinking?	1.94	0.68993	357	12
I am not confident about understanding difficult concepts.	1.93	0.66777	355	13
When I don't understand a concept. I find relevant resources that will help me.	1.87	0.83004	344	14

In the above table 4.7 the distribution and the descriptive statistic about Either motivation has an impact on academic achievements where mean, standard deviation and weighted score are discussed in the above table."When learning new concepts, i connected them to my previous experiences." is rank ordered on 1st position and it shows that the responses fall between agree to neutral, but it is tending towards to neutral with mean value 2.2. At the 2nd ranked number respondents said about "Do you feel most fulfilled when i feel confident about the content in a course." and it is tending to neutral with mean value 2.2. "Do you think it is important to

participate in inquiry activities." is rank ordered on 3rd position and it shows that the responses fall between agree to neutral, but it is tending towards to neutral with mean value 2.18. At the 4th ranked number respondents said about "Do you think it is important to learn to solve the problems." and it is tending to neutral with mean value 2.16. According to the ranking, on the fifth position the respondents said about that "During the learning process i attempt to make connections that i learn." and it is tending towards to neutral with mean value 2.14. At the 6th ranked number, the respondents said about "Whether the content is difficult or easy i am not sure that i can understand difficult parts." and

it is tending to agree with mean value 2.14. "When I don't understand a concept I would discuss with the teacher or other students to clarify my understanding." is in rank ordered 7th Position and indicates that the replies range from agree to neutral, with a tendency to agree with mean value 2.08. "Do you think that learning of subjects is important because i can use it in my daily life." is rank ordered on 8th position and it shows that the responses fall between agree to neutral, but it is tending towards to agree with mean value 2.08. "I am sure that i can do well on discipline tests." is rank ordered on 9th position and it shows that the responses fall between agree to neutral, but it is tending towards to agree with mean value 2.03. "Do you participate in different courses to perform better than other students. "is rank ordered on 10th position and it shows that the responses fall between agree to neutral, but it is tending towards to agree with mean value 2. Do you participate in different courses to get good grade. is rank ordered on 11th position and it shows that the responses fall between agree to neutral, but it is tending towards to agree with mean values 1.95. Do you think that learning of subjects is important because it stimulates my thinking is rank ordered on 12th position and it shows that the responses fall between agree to neutral, but it is tending towards to agree with mean values 1.94. I am not confident about understanding difficult concepts. Is Rank ordered on 13th position and it shows that the responses fall between agree to neutral, but it is tending towards to agree with mean values 1.93. When I don't understand a concept. I find relevant resources that will help me. is Rank ordered on 14th position and it shows that the responses fall between agree to neutral, but it is tending towards to agree with mean values 1.87. The study's findings demonstrate a very positive connection to the work of (Chaturvedi, 2009). He rated highest to learning new concepts to previous experiences, to participate in inquiry activities, to solve the problems and do well on discipline tests.

Teacher's role in student's academic achievements

- Problem solver of students is rank ordered on 1st position and it shows that the responses fall between medium to high, but it is tending towards to high with mean value (2.16).

- "Administrator" was ranked in the 2nd number by respondents and it is tending to high with mean value (2.15).
- "Information provider" is rank ordered on 3rd position and it shows that the responses fall between medium to high, but it is tending towards to high with mean value (2.15).

Academic achievements of student

- "Mind mapping" is rank ordered on 1st position and it shows that the responses fall between medium to high, but it is tending towards to high with mean value (2.25)
- At the 2nd ranked number respondents said about "Won awards for effective performance" and it is tending to high with mean value (2.16).
- "Attendance increased" is rank ordered on 3rd position and it shows that the responses fall between medium to high, but it is tending towards to high with mean value (2.13).

Management skills

- "Effective communication increased among teachers and students" is rank ordered on 1st position and it shows that the responses fall between medium to high, but it is tending towards to high with mean value (2.16).
- At the 2nd ranked number respondents said about "Self-management" and it is tending to high with mean value (2.16).
- "Lesson planning" is rank ordered on 3rd position and it shows that the responses fall between medium to high, but it is tending towards to high with mean value (2.12).

Personality grooming

- "Capability to face educational difficulties" is rank ordered on 1st position and it shows that the responses fall between medium to high, but it is tending towards to high with mean value (2.18).
- At the 2nd ranked number respondents said about "Develop understanding of right wrong things" and it is tending to high with mean value (2.17).
- "Boost-up self confidence" is rank ordered on 3rd position and it shows that the responses fall between medium to high, but it is tending towards to high with mean value (2.16).

Impact of motivation on academic performance

- "I pay attention and listen during every discussion." is rank ordered on 1st position and it shows that the responses fall between agree to neutral, but it is tending towards to neutral with mean value (2.27).
- At the 2nd ranked number respondents said about "I enjoy homework and activities because they help me improve my skills in every subject." and it is tending to neutral with mean value (2.25).
- "I exert more effort when i do difficult assignment." is rank ordered on 3rd position and it shows that the responses fall between agree to neutral, but it is tending towards to neutral with mean value (2.25).

Either motivation has an impact on academic achievements

- "When learning new concepts, i connected them to my previous experiences." is rank ordered on 1st position and it shows that the responses fall between agree to neutral, but it is tending towards to neutral with mean value (2.2).
- At the 2nd ranked number respondents said about "Do you feel most fulfilled when i feel confident about the content in a course." and it is tending to neutral with mean value (2.2).
- "Do you think it is important to participate in inquiry activities." is rank ordered on 3rd position and it shows that the responses fall between agree to neutral, but it is tending towards to neutral with mean value (2.18).

Suggest strategies for improving motivational level for better academic performance

- Teacher and pupils form a respectful and deep relationship.
- The teacher must be motivating.
- The classroom community must be built by the teacher. Group work increases student motivation in doing any task, clarifies concepts, and improves students' learning.
- Students become more engaged learners and gain confidence when they participate in class activities praise and awards encourage students to work for greater goals and persuade their classmates to work towards similar goals in

order to receive acclaim and rewards for their academic success.

- The degree of motivation should be raised by the employment of various teaching techniques, lesson planning, student engagement, advice and counselling, concept clarification, and friendly competition.
- Teachers need to be aware of their students' personalities in order to advise or inspire them appropriately. If any students show signs of weakness, they should be helped, and all students should be valued. For students' academic success and counseling's promotion of kids' academic motivation, teachers play a crucial role in schools.

5- Conclusion

The study's findings demonstrate that students were motivated in both intrinsic and extrinsic ways and achieved academically at the secondary level. Teachers' sources of motivation also had a significant influence on students' academic success. Different methods of motivation create an enjoyable learning atmosphere. Students' learning is significantly impacted by the effects of motivation. Students are motivated, and as a result, they succeed in their academic careers. The motivation of students is greatly influenced by the teacher's role. Academic performance of students is overly influenced by the teacher's education, training, and language choices.

Recommendations:

1. Parents should encourage their children more effectively and work in collaboration with teachers.
2. Encourage the student to take part in extracurricular activities including competitions for games, puzzles, and discussions.
3. There shouldn't be much social distance between educators and students.
4. Class activities should use cutting-edge new technology.
5. Students should engage in class activities with interest.
6. An online system should be established so that parents can readily monitor their children's growth and academic achievement at home and if necessary, offer encouragement.

7. Class sizes should be reduced for improved academic performance.

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