

Factors Affecting Students' Motivation on Learning in Higher Education

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Abstract

This review article explores on the factors that motivate and demotivate students' learning. It analyzes how students are motivated towards learning, and why they are not motivated in their learning with detail exploration on the role of relevant stakeholders towards students' motivation. The available literature shows that motivation comes from different sources such as physiological needs, social needs, self-esteem needs, teachers' behavior, parents' dealing, educational leaders, peer effects, curriculum, policy and resources. The study is based on secondary sources of data. Books, journals, theses and documents related to students' motivation were reviewed to stand strong conceptually and theoretically. The study explored that student, teacher, administration, environment and policy related factors affect much on students' motivation in higher education.

Key-words: motivation, intrinsic and extrinsic factors, learning, quality education

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Introduction

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Education is understood to be the primary factor for the cultivation and growth of the civilized society. Its main purpose is to prepare individuals of society to be self-sufficient. Apart from this, education of the various practical fields produces productive citizens who can contribute to the creation and development of the nation providing people with the tools, attitudes and knowledge they need to know to participate in the present day world. The main aim of education is to develop the knowledge on mind. It implies to the learning capacity to know and developing one's concentration, memory skills and ability to think. They have added that knowledge produces the reasoning power, imagination, physical ability, communication skill and aptitude skills in the subject. The initial stage of learning starts from the concentration on any object. The process of learning gradually changes towards the memory (Pandey, 2023). Better education helps to flourish individual's capacities, potentialities, skills, attitudes and behavior. Education is a crucial factor for national development. A country is developed socially, economically and technologically through the development of education. Classroom is the best place and teacher is the main actor for the quality education. It enhances the productivity of the learners. Providing quality education to all citizens is the prime responsibility of the government (Bandhu et al., 2024). Quality education is judged by the contents of our students' character, the knowledge and skills they have learned and the aptitude and value they possess.

The abstract term 'motivation' on its own is rather difficult to define (Ur, 1996). Generally, motivation is an inner drive, impulse, and desire to encourage somebody to do something. It can be assessed in terms of motivated and demotivated learners. Motivated learners are those who are eager to invest effort in teaching learning activities. Harmer (1991) says motivation is some kind of internal drive that encourages somebody to pursue a course of action. Williams and Burden (1997) assert that motivation is more than one's desire, curiosity, and arousing interest in the classroom. It also involves sustaining interest and investing time and energy into putting in the necessary effort to achieve certain goals. Moreover, they say that motivation is a state of cognitive and emotional arousal which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and or physical effort to attain previously set goal or goals. This definition includes three major points- arousing interest, deciding to act or to do something and sustaining the effort. Motivation refers to the strength of the inner drive to achieve professional goals.

Motivation stimulates appropriate behaviour, required to ensure that teachers perform their duties. Without inspiration and motivation the best powers of the mind remain

passive. There is a fuel in us which needs to be kindled with sparks. Good teaching is infused with pleasure, passion, creativity, challenge, joy, and a passionate vocation. Khati, (2008) remarks that a teacher who loves teaching and teaches with enthusiasm as well as eagerness show his or her own motivation to teach his or her students.

Students' motivation in learning can be affected by different factors. These include their emotional, expressive and affective experiences (Pintrich and De Groot, 1990; Deci, 2014), previous learning experiences and culturally rooted socialization, such as gender and ethnic identity (Wigfield and Eccles, 2000). For example, Yair (2000) conducted a study to investigate the effects of instructions on students' learning experiences. The result showed that structured instructions are better able to improve the learning experiences, which leads to higher motivation of the students. In short, research suggests that students' motivation affect the academic performance, and motivation itself is impacted by other factors.

Whether Bachelor level students are motivated or not on their learning is the main problem we are going to address in this study. Questions have been raised about factors that affect students' motivation such as: What motivational factors and behavior do students release and demonstrate in the classroom learning? How do students associate learning with their livelihood? Does peer effect matter in motivation? What is contribution of teacher to motivate students? What is the role of stakeholders to motivate learners in their study? Why do students go to the canteen instead of the class in their learning time? Why are not students regular in the classes? Why is the turnover rate of the students increasing? Do the university policy and curriculum matter in the motivation of learners? Up to now, far too little attention has been paid to these nascent questions. These questions have given us curiosity to explore on motivation of learners.

Much uncertainty still exists on motivational factors of students in learning. Therefore, this study will investigate and explore on factors affecting students' motivation on learning in community campuses. The following cases inculcate and evoke us curiosity to research and reveal the reality specifically on students' motivation towards learning.

One of the students of Bachelor Level third year said, "When I was in class, we had a teacher who used to teach English. But he never motivated me to learn. He entered the class without any preparation. He asked the students to give the topic and page number of their book. He entered the class and either started writing on the board or

gave lectures. Some students used to ignore his teaching; instead they sat on the last bench and made a noise. He did not involve, encourage and inspire me in learning.”

Another student said, “I look to teachers for approval and positive reinforcement, and I am more likely to be enthusiastic in learning if I feel my work is recognized and valued. Those teachers who are friendly and share funny stories before starting the class motivate me. Such teachers are able to grab my attention and I also get interested in what the teacher is teaching in the class. I get inspired by those teachers who do not limit us within the course book only. I prefer to study with those teachers who also suggest us to learn from other books, internet and magazines. Whenever I ask any question to a teacher, if s/he is able to convince me with his/her answers, then, I like to study with such teachers. Various programmes are organized in the college during different occasions. And some teachers give speech that are full of useful information — like how we should move ahead in our student life to make our future bright. Such speeches motivate me to do well in my studies. Teachers should encourage open communication and free thinking with students to make them feel important. Teachers should be enthusiastic to teach. They should praise students often. They should recognize them for their contributions. If teachers’ classroom is a friendly place where students feel heard and respected, they will be more eager to learn. A good job or nice work or good effort or sounds better can motivate us.”

One of the female students said, “I think even after I pass B.Ed, I am not optimistic that I will get job. I knew that my friends are working in the institutional schools in a low salary which is not timely as well. My husband is in Saudi for work. Attitude of a teacher determines whether s/he can motivate or demotivate a student. In my case, I am not motivated when teachers judge me only on the basis of marks I have obtained in exams, and do not pay any attention to the effort I have put for my studies. But when a teacher makes me realize about my mistakes in front of the class, I take it in a positive manner. It motivates me to correct my mistakes and do better in future. But if a teacher does not answer my question, I get demotivated.”

The team discussed and realized that the policy did not favour the students. One has to spend four years which of course is a long journey to pass Bachelors in Education. The intake of male students is less than female students. The students are not regular and punctual in their study. The drop-out number in male students is higher than female students. It is known that many male students have left the country for the employment in the gulf countries. After a prolonged discussion we cultivated an idea on motivation. To our understanding an engaged and motivated student is one who is intrinsically motivated to learn—that is, motivated from a desire for competence

and understanding, or simply from a love of learning, rather than a desire for a good grade, a teacher's approval, or acceptance into a good college.

Objectives

This study has the following objectives:

1. To explore students' perceptions and practices on motivation
2. To investigate the demotivating factors of students in their learning
3. To uncover out the role of teachers in students' motivation

Literature Review

Here, available literature is reviewed on factors affecting students' motivation in the community campuses. According to researchers Sheldon and Biddle (1998), a huge literature now documents the relative advantages of intrinsic motivation. Although externally-motivated persons can demonstrate impressive feats of short-term, rote learning, intrinsically motivated learners retain such rote material longer, demonstrate a stronger understanding of both rote and more complex material, and demonstrate greater creativity and cognitive flexibility. This happens because intrinsically-motivated persons are more wholly engaged and absorbed in their activities, bringing more of their previous knowledge and integrative capacities to bear in their pursuit of new understanding and mastery.

According to McCombs (n.d.), many students do not see the current educational content and practices as intrinsically interesting and engaging or relevant to their desired goals and personal interests. They also do not see the context as one that supports basic personal and social needs, such as to be self-determining, competent, and connected to others (p. 4). Particularly troubling is evidence that students who already have risk factors associated with academic failure are the least likely to receive the type of schooling that promotes engagement (Goodwin, 2000). Many obstacles make it difficult for universities to engage students. For example, the type of instruction that is likely to engage all students requires that teachers invest considerable time in planning and preparation. Without sufficient time, teachers cannot "prepare simulations, organize projects and games, analyze novels, and preview videos and films" (Hootstein, 1994, p. 215), much less adapt the instruction to the interests and needs of each unique learner in their classroom. Educating students for engagement may also require greater financial investment as teachers seek to supplement the school's standard materials and resources.

Although research attests that students are most likely to be engaged in learning

when they are active and given some choice and control over the learning process—and when the curriculum is individualized, authentic, and related to students' interests—surveys of classroom practices reveal that instruction emphasizing student passivity, rote learning, and routine is the rule rather than the exception (Goodlad, 1984; Yair, 2000).

According to education researchers, learners have certain basic psychological needs and are most likely to become engaged in the learning process when the learning environment is compatible with those needs (Newmann, Wehlage, & Lamborn, 1992; McCombs, n.d.). For example, humans are driven by a need to achieve competence (Newmann, Wehlage, & Lamborn, 1992), and their beliefs or expectations about their ability to perform certain tasks successfully influence future learning. When learners perceive that they have been successful at an endeavor, they are more likely to be motivated to learn in the future and to persist when faced with a difficult task; conversely, when learners have a history of failure, it becomes difficult to sustain the motivation to keep trying (Anderman & Midgley, 1998).

Humans also need to feel securely connected to others and “worthy and capable of love and respect” (Stipek, 1996, p. 101). They are motivated to achieve when they feel that they are able to make a positive contribution to the group (Bransford, Brown, & Cocking, 1999). Learners are most likely to feel that they are genuine members of a community when the group is organized around a clear purpose, when they are treated as valued and respected members of the group, and when they are treated with fairness (Newmann, Wehlage, & Lamborn, 1992). People also want to be physically and psychologically safe, and, when faced with physical or psychological threats, they are less motivated to learn (Jensen, 1998).

As Bransford, Brown, and Cocking (1999) write, “Learners of all ages are more motivated when they can see the usefulness of what they are learning” (p. 49). Similarly, humans are driven to exercise control over their own activities, and learners are more likely to be motivated to learn when they believe that their actions are internally initiated and when they have opportunities to regulate their own actions or make choices (Alderman, 1999; McCombs, n.d.; Sheldon & Biddle, 1998). Learners who do not believe that they have control or choice are less likely to expend the effort necessary to learn.

All students must have opportunities to participate in the decision-making

processes of the school and to regulate and direct their own learning. Schools should encourage students to take responsibility for “regulating their own learning and for being self-determined and autonomous learners,” for when choices are given to students, “the evidence is clear that student motivation, learning, and performance are enhanced” (McCombs, n.d., pp. 7–8).

Researchers emphasize that the choices students receive must be authentic—and not token measures intended to pacify students.

Schools should organize themselves as communities that foster caring relationships between all members of the school community and treat all members fairly. Students are motivated to learn when they believe that their teachers care about their education and about them personally; therefore, they must have opportunities to share their ideas and perspectives, and schools must demonstrate to them that their perspectives are valued (McCombs, n.d., pp. 8–9). They should create a sense of community and common purpose; at the same time, they should recognize the diversity and individuality of each member of the community.

Whenever possible, instruction should be tied to topics and problems that naturally interest students (Ormrond, 1995; Stipek, 1996). Teachers should make connections between students' prior knowledge and experiences and illustrate the connection between the curriculum and the real world (Bransford, Brown, & Cocking, 1999). Rather than emphasizing that students learn material because it will be on the test, teachers should underscore the relevance of classroom instruction to students' personal lives and future aspirations (Ormond, 1995; Sheldon & Biddle, 1998). Motivational researchers insist that curriculum and instruction should be culturally relevant to promote student engagement, for “when students' community voices are underrepresented or devalued in the curriculum, students may feel silenced in classroom activities” (Kordalewski, 1999, p. 2). As Ark and Wagner (2000) write, “Our collective and idealized memory” of schools “may be the greatest impediment that we face” (p. 3). Teachers, too, may be uncomfortable modifying long-standing habits of instruction, believing that the safety of the tried-and-true method outweighs the risks associated with innovation.

The application of motivation theories in learning has been much discussed in the past decades (Credé and Phillips, 2011; Gopalan et al., 2017) and applied in different types of context areas and target populations, such as vocational training students (Expósito-López et al., 2021), middle school students

(Hayenga and Corpus, 2010) and pedagogies, including experiential learning and service learning (Li et al., 2016). Motivation is defined in learning as an internal condition to arouse, direct and maintain people's learning behaviors (Woolfolk, 2019).

Based on the self-determination theory, motivation is categorized as intrinsic motivation and extrinsic motivation (Ryan and Deci, 2017). Intrinsically motivated learners are those who can always "reach within themselves" to find a motive and intensity to accomplish even highly challenging tasks without the need for incentives or pressure. In contrast, extrinsically motivated behaviors are motivated by external expectation other than their inherent satisfactions (Ryan and Deci, 2020).

To conceptualize student motivation, Eccles et al. (1983) proposed the expectancy-value model of motivation with two components: (a) expectancy, which captures students' beliefs about their ability to complete the task and their perception that they are responsible for their own performance, and (b) value, which captures students' beliefs about their interest in and perceived importance of the task. In general, research suggests that students who believe they are capable of completing the task (expectancy) and find the associated activities meaningful or interesting (value) are more likely to persist at a task and have better academic performance (Fincham and Cain, 1986; Paris and Okab, 1986; Kaplan and Maehr, 1999).

Motivating the learner to learn is pertinent to curriculum implementation. This is because motivation is an influential factor in the teaching-learning situations. The success of learning depends on whether or not the learners are motivated. Motivation drives learners in reaching learning goals. It is important to recognize the fact that motivating learning is a central element of good teaching (Ryan and Deci, 2017). This implies that learners' motivation is probably the single most important element of learning. Learning is inherently hard work; it is pushing the brain to its limits, and thus can only happen with motivation. Students' motivation to learn is of special importance because students' mere presence in the class is of course, not a guarantee that students want to learn. It is only a sign that students live in a society where children are required to attend school. Highly motivated learners are likely to learn readily, and make any class fun to teach, while unmotivated learners may likely learn very little and generally make teaching painful and frustrating (Woolfolk, 2019). Since modern education is compulsory, teachers cannot take learners' motivation for

granted, and they have a responsibility to ensure learners are motivated to learn. Teachers must persuade learners to want to do what they ought to do.

Motivational Model

Maslow (1970) presents the following motivational model on Hierarchy of Needs. The study tests, verifies and validates Maslow's Hierarchy of Needs and Stipeck's intrinsic and extrinsic motivation models. It is linked with the theoretical framework. However, the self-actualization need is not considered in our study.

Physiological needs (hunger, sleep, thirst)

Safety needs (need for security, order and protection from pain and fear)

Love needs (need for love, affection and social acceptance)

Esteem needs (need to gain competence, approval and recognition)

Self-actualization needs (need to realize one's potential and capabilities and gain understanding and insight). As Stipek (1996) writes in the Handbook of Educational Psychology, engaged and motivated students are more likely to approach tasks eagerly and to persist in the face of difficulty. They are also more likely to seek opportunities for learning when the extrinsic awards are not available for example, after formal schooling has been completed positioning them to learn more over time than their disengaged peers. Engagement with motivation promotes a higher quality of learning. Intrinsic motivation increases learning.

Factors Affecting Student Motivation

Motivation is mainly of two types that can be related with the academic achievement of the students. These two types of motivations are characterized by extrinsic and intrinsic motivations. Intrinsic motivation is narrated to the inner abilities of the students to interact with their environment in order to achieve their required and predetermined goals. Conversely extrinsic motivation refers to the fact that people are motivated towards the external sources through assorted kinds of rewards and grades (Tanveer, et al. 2012).

Student's motivation is the essential element for quality teaching and learning process. Five key constituents have momentous impacts on student's motivation to learn. These factors are teachers' interaction with their students, class environment and class size. Thus a teacher must be trained, dedicated and responsive to educate their children (Whiting, et al. 2008). On the other hand the curriculum content should be passable and relevant towards the present day needs. But on the other hand individual

disparities among the students can influence their motivational level with respect to time management, educational background and learning proficiencies etc (Dean and Dagostino, 2007). Teachers can play a vital role in increasing the motivation among the students by the subsequent techniques that encompass: (1) Usage of inventive teaching methodologies (2) Devotion of teachers towards their students (3) Creation of passionate learning environment for the classroom and (4) Promotion of practical work experience (Quinn and Eckerson, 2010; Sutherland, 2005).

The incentives given to the students are indispensable in increasing their level of motivation. Tangible and non-tangible incentives given by the teachers and parents are also worth mentioning factors that have an indispensable influence on the students motivation level (Ali, et al. 2011). Tangible rewards include monetary rewards and certificates of academic achievement while the non-tangible rewards include acknowledgement and hard work of the students. Students are less willing to excel in the future due to lack of incentives and low motivation level of the students (Dickinson and Balleine, 2002). Students with strong positive peer relationships reported higher levels of motivation to excel academically (Wentzel, 2022).

Students entering Higher Education have various factors that impact on their motivation. Such factors range from their preparation for university (how much information the university has given them), course choice, future aspirations and their perceptions about Higher Education. The question this section seeks to answer is (how) does the Higher Education prepare the playing field (learning environment) for students to be motivated to achieve the purpose that drew him/her to academic study in the first place

Table 1

Factors Affecting Student Motivation

Factors	Description
Self-Motivational Factors	<p>Motivation to learn is the involvement and commitment of the student to learn and acquire eminence academic grades that can facilitate them in their future occupational carrier (Gottfried, et al. 2001; Murdok and Miller, 2008).</p> <p>Teacher's behavior is strongly related with academic achievement of students by creating, enhancing, flourishing and establishing their level of motivation. Motivation is not a stagnant phenomenon, but it plays an imperative role for the students to achieve their predetermined goals through cognitive restructuring and adequate decision making power. Motivation not only compels a student to do diverse academic activities but it is also allied with command on subject, enhancing personal responsibility and achievement of deep conceptualization for the students (Bridges, 1990; Theobald, 2006).</p>
Role of Teachers to Motivation to the Students	<p>Students must have strong motivation to acquire knowledge. If the teacher has passable leadership qualities then students are more motivated towards learning process. Instructional practices can enhance the motivational level and academic achievement among the students (Condry, 1987).</p>
Role of Environment to Motivate the Students	<p>The factors that influence the students motivation towards their learning process includes assorted environmental factors such as classroom cleanliness, teachers behavior with the students and interest level of the students towards a particular course content (Johnson, 2008).</p>

Policy Related Student Motivational Factors	<p>When learning becomes compulsion for the students rather than passion then their grades began to fall. Thus academic performance of the student is directly linked with their motivation to learn. But motivation of the students towards the process of learning can be improved when the teacher uses the effectual teaching strategies on the students (Afzal, et al. 2004; Murphy, 2004).</p> <p>From foundational concepts to more complex one helps students build a strong foundation. This sequential progression supports their understanding and performance in advanced topics. A diverse curriculum that exposes students to a wide range of subjects, perspectives, and experiences enriches their education (O'Neill, & Short, 2023). It encourages well-rounded development and allows students to discover their interests and strengths. Integrating technology into the curriculum can enhance learning experiences</p> <p>A well-designed curriculum connects academic concepts to real-world situations, making learning more meaningful and practical for students (O'Neill & Short, 2023). When students see the relevance of what they're learning, their engagement and motivation increase. A logically-structured curriculum that progresses</p>
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Administration Related Student Motivational Factors	<p>Teachers can play an indispensable role in increasing the motivation among the students. These factors include the students active participation in the process of learning through discussion, students engagement in learning activities and current educational needs of the students (Wiseman and Hunt, 2001; Sattar, 2012). Despite these factors other responsible parameters that have an imperative influence on increasing the motivation level of the students include classroom environment, class size, confidence level of the students, teacher's behavior and norms of the school. Students can learn more precisely in the classroom environment that comprises of affection, coordination and participation etc (Tanveer, et al. 2012, Theobald, 2006).</p> <p>Family environment and support: Family environment and support play a crucial role in shaping a student's attitude towards learning, with parental involvement and encouragement being strong predictors of academic success (Kartel, Charles, Xiao & Sundi, 2022). A supportive family environment, including parental involvement and encouragement, positively impacts a student's attitude towards learning. Family expectations and values related to education can shape a student's motivation and dedication.</p> <p>Students from higher socioeconomic backgrounds often have more opportunities and support systems that contribute to their academic success. Availability of resources, such as libraries, internet access, and educational tools, can influence students' ability to conduct research, access supplementary materials, and engage in self-directed learning (Mathana & Galdolage 2023).</p>
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(Source : Review literatures, 2025)

The success, progress and achievement of students depend on motivation because it is always presented in every activity of his\her academic performance. Motivation is the energetic, curious, aspired condition of students in which s\he is interested to perform the assigned tasks as instructed by the teacher. According to Bandhu et al. (2024), motivation represents the yearning to accomplish a task, paired with the enthusiasm and determination to see it through. It acts as the driving force that propels an individual to take proactive steps and reach their goals. Pandey (2023) presents that quest for quality is essential in education for meaningful life. To

achieve this, everyone needs passion, patience, and persistence. Quality education is a beautiful blend of input, process and output.

Motivated behavior is energized, directed and sustained. Motivation is concerned with the inculcation and stimulation of learner's interest in the learning activities. Motivation is the result of the interaction of the individual and the situation. It is a move towards setting goals. It is a force that energizes the behavior of individuals (Williams and Burden, 1997). It is an art of inculcating stimulating interest in different activities in the pupils. Motivation can be defined as an inspiration that pro action one into an action. Motivation is a process by which the learner's internal energies are directed toward various goal objects in his/her environment. An individual may be highly motivated to perform well in one task and completely unmotivated in another. This means that when people are motivated, they will work tirelessly to achieve their aspirations (Harmer, 1991).

Motivation is an essential factor for the academic achievement of the students that shapes the educational environment in which effective learning takes place. According to Nuraysha et al., (2024), motivation has an impact on the results of students' learning and must be concerned to enhance student motivation. It is one of the influential factors that affect the students' learning outcomes. The motivated students always demonstrate greater involvement, dedication, and attention in their academic performance, this ultimately helps them to achieve academic goals. Enhanced levels of motivation serve as a favorable indicator of students' accomplishments in the classroom. (Guo, W., & Zhou, W., 2021).

The practice not only promotes engaged and innovative student participation but also enhances the professional competencies of educators, empowering them to cultivate interest and facilitate successful learning by employing motivational techniques. Therefore, the effective outcomes of academic achievement of learners depends on whether the learners are motivated. In other words, it brings change in student behavior and performance. When students are fully motivated, they are more positive, curious, enthusiastic and energetic not only in classroom learning but also in their overall academic performances. Students' motivation is emphasized as fundamental and crucial to the learning process mentioned by Filgona et al. (2020).

Methodology

This study is based on qualitative method. An intensive in-depth information and insight have been reviewed (Bogdan & Biklen, 2007). The techniques that are used in this study are document review and reviewing theoretical knowledge. Relevant

literature has been reviewed to make the study conceptually and theoretically reliable and authentic (Pandey, 2023). The study is based on secondary sources. The researchers have googled and visited the website in order to obtain information related to the themes of the study. Data are presented from books, journals and articles. They are interpreted and analyzed to make meaning (Pandey, 2025). The writers have presented their own personal and professional knowledge and experiences to explore ideas on factors affecting students' motivation on learning in higher education.

Findings

Due to the knowledge on motivating factors, learners bring enhancement and quality in their learning. It further improves classroom learning culture. After having knowledge on demotivating factors, the learners correct their strategy in learning. Teachers adopt better strategy to bring effectiveness in learning. The study contributes to the growth of institutions in the area of research, innovation, motivation and leadership. The study benefits the prospective learners to write thesis and research article. The study adds further knowledge on curriculum development and policy making process.

The study showed that students are motivated or demotivated to learn through intrinsic and extrinsic factors, teacher factor, administration factor, environment factor and policy related factors both in the community and constituent campuses. For instance, students are found demotivated towards learning in a number of ways. Students have taken four years bachelors program as an unnecessary burden. They add that due to such policy, many male students have left the class, college and country to go to abroad for the employment.

However, the study showed a number of ways to motivate learners from their perspectives such as exposure, leadership and decision making skill. After a prolonged discussion the team cultivates an idea on motivation that is an engaged and motivated student is one who is intrinsically and extrinsically motivated to learn.

Conclusion

Motivation is a state of mind, filled with effort, energy and enthusiasm, which drives a person to work in a certain way to achieve desired goals. Motivation is a force that pushes an individual to work with a high level of commitment and focus, even if things are going against them. Motivation translates into a certain kind of human behavior. Motivation is the driving force behind human actions. It is an inner drive, effort, existence, relatedness, growth, task, energy, synergy, achievement, power, affiliation and aspiration. The study concludes that the more the interest, the more is

the motivation; the less the interest, the less is the motivation. Similarly, the study explores higher the result, higher is the motivation; lower the result, lower is the motivation. Students' needs are fulfilled. Finally, the study concludes that better the motivation, better is the learning and hope of success is better motivation than fear of failure.

Implication

The findings suggest that teachers and students can practise motivational moments in the class for comprehensive, effective and creative learning. Teachers should provide ample space for dialogue, discourse, debate, interaction and question to arouse motivation towards teaching and learning process. Related stakeholders such as parents and educationists should contribute motivating ideas to their children's education. They should raise voice for quality education. Policy makers should create room for motivational strategies in the policy building process, curriculum formulation, and syllabus designing and textbook writing process.

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