

**A Study on the Factors Influencing Students Motivation to Learn in
Tiruchirappalli City, Tamilnadu**

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Abstract

Motivation is that the central medium and mandatory precondition that incite basic intuition among the students. The important reason of this examination is to uncover assorted factors which will bring down the motivation of the students to secure good scholarly evaluations. In this study used Cross sectional survey through 100 respondents. Sampling method is used multistage sampling method. Questionnaire was used as a tool for the rationale of data collection from St. Joseph's College, Tiruchirappalli. From the analysis it was found that usage of capable teacher behavior , classroom contribution of the students to opening in knowledge acquisition are the foremost determinants that can increase the students motivation for learning process.

Keywords: *Motivation, classroom management, teaching method.*

Introduction

Student motivation refers to the self incitement and avidity of a student to be told one thing while not a push. Student motivation has been beneath study perpetually particularly with regard to scientific discipline. There are several perks of a self actuated student. One amongst these includes the will to be told or study while not management. Once this has been earned, the duties of the teacher are reduced therefore increasing the potency of learning i.e. the teacher can currently be able to guide the student a lot of effectively. The teacher are currently able to tell the student wherever to visualize than what to visualize. These marginal steps within the direction of student motivation will go a leap in learning if achieved.

Awareness of however students' attitudes and beliefs concerning about to grasp develop and what permit gaining data of for its own sake will aid educators in decreasing student apathy. Infants and young youngsters seem to be propelled by curiosity, driven by associate intense ought to explore, move with, and add up of their atmosphere. United author puts it. "Rarely does one hear parents complain that their pre-scholar is 'unmotivated'" (James Raffini 1993 A student WHO is {intrinsically per se/as such in associated of itself} actuated undertakes an activity "for its own sake, for the enjoyment it provides, the educational it permits, or the sentiments of accomplishment it evokes" (Mark Lepper, 1988). associate extrinsically actuated student performs "in order to get some reward or avoid some penalization external to the activity itself," like grades, stickers, or teacher's approval (Lepper, 1988). The term motivation to be told incorporates a slightly distinctive that means. it's delineate through one author as "the significance, value, and benefits of academic tasks to the learner – regardless of whether or not they are intrinsically interesting" (Marshall 1987). Another author notes that "to be told is characterised by semi permanent, quality involvement in learning and commitment to the method of learning" (Carole Ames, 1990).

Statement of the problem

Students 'motivation is explained as low because of the method within the room that is in a very confinement of the four walls and this makes students to feel bored and not motivated to be told the teachings as there's no choice within the classroom. In teaching because the main focus of lecturers these days is to induce over and finished the teaching hours while not creating which means out of their lessons.

Methodology

The investigator has adopted the subsequent methodology within the study. The main intention of this analysis was to exhibits the factors that have associate influence upon the motivation level of the students as data was collected from St. Joseph's College, Tiruchirappalli as the universe. As the data was collected at one purpose of your time thus the investigator opted cross sectional survey analysis style for the current study. All the students of St. Joseph's

faculties that were registered in executive department. This analysis ensure justification of the facts, increase of the facts and analyzing the causative relationship among the study variables thus the investigator used quantitative research design for the present study. Later on the investigator applied sampling technique on the respondents that were targeted for the underlying principle of knowledge assortment each primary and secondary. The investigator has selected one hundred respondents from the college.

Objectives of the study

General Objective

To study on students motivation to learn in Tiruchirappalli City.

Specific Objectives

1. To study the factors influencing classroom environment.
2. To study the factors influencing the teacher's behavior.

Review of Literature

Joel (2019) examined the relationship between learning environment and achievement motivation among 130 students (74 males and 56 females). A self-developed and self-reporting questionnaire was used. Cohesiveness, perceived teacher support, involvement, cooperation, and equity were assessed. Results indicated highly significant and strong positive relationship between the perceived learning environment and achievement motivation. Significant differences were found between the real and ideal classroom environment. The study concluded that the student motivation derives classroom environment.

Meece et al. (2016) explored the associations between classroom environment, students' motivation and academic achievements. The study was based on the "achievement goal framework" to study the influence of classroom environment on students' motivation and their learning achievements. Results showed that students show higher level of positive learning and achievement motivation when their classroom settings emphasize mastery, understanding and provide opportunity to learn new skills and gain knowledge. Further, it was found that young

students, compared to older students, demonstrate adaptive and positive approach to learning, when the classroom environment accentuates understanding, learning and opportunity to improve their skills. The authors also discussed the implications of ‘achievement goal’ theory on the school reform.

Bernaus and Gardner (2017) explored the effects of teaching strategies on students’ motivation and achievement. Data were collected from 31 English teachers and 694 students in Catalonia, Spain. The Mini-Attitude Motivation Test Battery (AMTB) construct developed by Gardner and MacIntyre, (1993) was used. There was an agreement on the frequency of usage of strategy among the teachers and the students. Usage of motivational and traditional strategies was not associated with students’ motivation and achievement. Regression analysis results revealed that the perceived learning situation and instrumental orientation were significant and strong predictors of students’ motivation.

Table No – 1

Factors Influencing Students Motivation

Source: Compiled from Primary Data

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Factors related with classroom environment that can increase the motivation of the students to learn					
Class size affects student's motivation to learn	28%	34%	18.7%	14%	5.3%
Peer pressure to resist studying affects students motivation to engage in the process of learning	16.7%	44%	24%	13.3%	2%
Positive classroom climate helps the students in understanding the content of the lecture being communicated	28.2%	54.5%	8%	4%	5.3%
Excessive mobile phone usage in classroom reduces student's concentration on their studies	26%	43.3%	12.7%	8%	10%
Positive competition among students can enhance the student's motivation to learn	42.5%	36%	11.5%	6%	4%
Factors related with teachers behavior that can increase the motivation of the students to learn.					
Teachers biased behavior is the major factor that diminishes the student's motivation for learning	55%	20%	11%	9%	5%
The role of teacher as a facilitator during class discussions is the major motivator for students learning	30%	50%	13.3%	4%	2.7%
Teachers focus on student's feedback is the major motivator for the students to learn	26%	40%	17.3%	14%	2.7%
Non-verbal encouragement (e.g. maintaining eye contact) during the lectures is the major motivator for the students to learn	27.1%	43.6%	14%	13.3%	2%
Teacher's positive behavior is the major motivator for the students to learn	46%	33.3%	7.3%	10.7%	2.7%

The table depicts that 28% respondents powerfully agree and 34% agree that the classroom size is that the major issue that has a control on the students motivation towards their learning method. On the opposite hand 18.7% respondents gave a neutral response on this stance. Over and on top of this 14% respondents disagree and 5.3% powerfully disagree that the classroom size is that the robust issue behind student motivation towards their learning method. These respondents argued that if the teacher has strong knowledge and

realistic capability then class size is not the issue in reality. The other factor that has strong influence on the student's motivation towards learning process is peer group. If the peer group is motivated towards good grade attainment then it'll the positive influence on the student's educational accomplishment. On the opposite hand if the coeval is opposed towards learning and cognitive method then student becomes demotivated towards learning process. The above table supports this conclusion as 16.7% respondents gave a strongly agreed reply and 44% respondents gave an agreed response on this attitude. On the other hand a small percentage of the respondents disagreed on this suggestion (13.3% disagreed and 2% strongly disagreed).

The other issue that has robust influence on the student's motivation towards their learning method is positive classroom setting that helps in understanding the content of the data. Students, academics yet as faculty administration will produce a positive classroom setting by numerous instruction patterns that augment their ability and psychological feature talents. So the on top of mentioned table depicts that 28.2% respondents powerfully agree and 54.5% agree that constructive classroom setting is that the major issue that motivates the students towards their leaning process and also facilitates them to acquire good grades. On the other hand 8% respondents present neutral response on this position. Whereas a few respondents (4% disagreed and 5.3% strongly disagreed) denied this place. Table no. 1 too reveals that extreme mobile phone usage is the leading factor that diverts the attention of the students from lecture and they get insufficient conceptualization upon the particular position delivered by the instructor. Hence 26% respondents strongly agreed and 43.3% respondents agreed on this place. On the other hand 12.7% respondents present a neutral response on this stance. Competition is the positive factor that has strong influence on the student's academic activities. When competition is at its peak then students are more motivated towards the process of learning (Atta and Jamil, 2012). However if the competition is renewed into conflict then the knowledge process of the students becomes classified. Hence 42.5% respondents strongly agreed and 36% respondents agree that the competition among the students have a positive impact on

student's motivation towards their learning process. On the opposite hand 10% respondents denied this stance (6% disagreed and 4% powerfully disagreed).

Conclusion

After analyzing the researcher concluded that motivation is that the key issue and therefore the vital medium which will increase the conceptualization and performance level of the student. The area unit several factors that have very important influence on increasing or decreasing the amount of motivation of the students towards their process of learning. These aspects include class size, attitude of the teachers towards their students and interior motivation of the student. On the opposite hand non-verbal support of the academics to their students, organization of cooperative learning setting and adequate incentives given to the students have an indispensable influence on expanding the motivation level of the students towards their method of learning. Once an educator uses obsolete teaching methodologies and place excessive work on the students then the motivation level of the student's decreases. Student's motivation towards learning method helps them to accumulate sensible tutorial grades. Not soley academics however folks and college administration area unit the foremost stakeholders that have the big impact on the psychological feature level of the students towards their learning method.

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