

# INFLUENCES OF MOTIVATION AS A LEARNING STRATEGY ON THE ACADEMIC PERFORMANCES OF GRADE 8 AT THE DEMONSTRATION SCHOOL OF SUAN SUNANDHA RAJABHAT UNIVERSITY

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## ABSTRACT

The objectives of this action research were to study the pros and cons of motivation as a learning strategy and to measure the significance of learning achievements on a total of 20 students using both intrinsic and extrinsic motivation. A sample size consisting of 20 students from the Grade 8 at the Demonstration School of Suan Sunandha Rajabhat University was selected for the study. The research instruments used were an achievement test, the pretest and posttest on Social Studies and collective academic achievement activities. The data were analyzed and collected through mean, and standard deviation. The study suggests that both intrinsic motivation and extrinsic motivation will have positive influences on the academic achievements of the students.

**Keywords:** Motivation, Academic achievement, Positive attitude

## INTRODUCTION

Education has been one of the most significant issues to discuss over decades on how to develop effective strategies to improve the peers' learning performance and passion for education. In Thailand, the standard education system includes more hours of lecture and paper-based activities than active learning activities. It only results in apathy and lack of passion which directly impacts the peers' learning behavior in the long term. Especially with younger peers, they tend to have less patience and are easily distracted. Instructors require advanced methods and understanding to keep students attentive. Thus, researchers suggest psychological motivation is a vital key to improving students' learning behavior and performance in school.

I, as an advisor of grade 8 students at the Demonstration School of Suan Sunandha Rajabhat University, found that children are more willing to engage in class activities and lessons when they get complimented and encouraged. On the other hand, they are more likely to skip lessons when the learning process is only based on traditional teaching such as lectures. Indeed, the result is not only the teaching style that matters, but also the moods, and feelings of the student. Thus, motivation is a vital key to improve students' potential and encourage them to participate in class.

## THEORETICAL BACKGROUND

Motivation to study is an awareness of the significance of learning and education. This is the vital process for students in all ages. Children always ask questions relating to the importance of education and learning in school, especially the recent generations. Children during generation Z and generation Alpha have their own cultural perspective, and expectation due to globalization through the spread of information on the Internet. The traditional teaching style does not function as effectively as in the past. These children are more likely to ask questions, and engage in a discussion rather than to sit back and take notes. The change encourages kids to participate more in an active learning class however the attention span is shrinking, and easily gets bored. Accordingly, teachers need to provide motivation in their class to keep the academic learning performance positive.

By definition, motivation is the need or reason for doing something which is a crucial predictor of learning behavior and performance for students. Edward Thorndike cited an interesting theory: the 'Law of Effect' is a theory that explains that behavior followed by positive reinforcement is expected to be repeated, and behavior followed by negative reinforcement is expected to be eliminated. In short, it suggests that any behavior that is accompanied by instant satisfaction is likely to remain. In addition, another popular theory, the well-known B.F. Skinner's theory of behaviorism conducts similarly through positive and negative reinforcement techniques. Both theories conclude 1) Positive reinforcement or stimulus, such as a reward, praise, etc., will encourage the behavior it follows. 2) The learning performance will rapidly increase with motivation 3) Negative reinforcement or stimulus, such as punishments, points deduction, etc, are not able to directly discipline the negative behavior.

Intrinsic motivation is defined as the behavior done by personal interest, and individual satisfaction. It measures a person's need to engage in tasks due to their inner drive rather than an assigned task. It is associated with increased attention, and performance. On the other hand, extrinsic motivation is considered a behavior that is driven by external factors (reward, fame, etc). The second method of encouragement is mostly used in the learning environment. For instance, offering extra credits or points to a student who gets the right answer, is a way of applying extrinsic motivation in the learning environment. Still, extrinsic motivation is natural to be successful only in a short term. Without the presence of an attractive deal, the peers are plausible to decline the engagement. Thus, intrinsic motivation should be suggested as more effective, yet extrinsic motivation is more practicable.

Zimmerman and Schunk (1989) define self-regulated learning (SRL) in terms of independent learning which includes self-generated thoughts, and actions. SRL has been one of the most effective teaching strategies to encourage students' self-regulated learning (Steffens, 2006). According to Kafai (1995), the process of SRL has positive influences on students' learning and thinking processes. In another research paper, SRL is cited to be the best solution regarding the issues of online classes due to Covid19 (Nualmorakot, 2018). It encourages their complex process of critical thinking, and planning which relates to the potential development of behavior in the future. In reality, the discussion has evolved into several perspectives on whether SRL alone is effective or not. Most research used the strategy incoherent with the other methods such as multiple intelligences. Dr. Bualak Petchngam writes

‘Using of Multiple Intelligences Theory to develop Thai Language Skill’, the SRL cited as the method that can develop intelligences effectively

## METHOD & RESULT

The participants of the study comprised 20 students from the Grade 8 at the Demonstration School of Suan Sunandha Rajabhat University who were enrolled in 2022. Their ages ranged between 11 to 13. The majority of the students are female and contributed to at least two classes in social studies and history. The study collected data from descriptive pretest and posttest which were designed in carrying out the study on the influence of motivation on the peers’ academic improvement in social studies. We collected in order to examine the hypothesis that by encouraging students to learn with intrinsic motivation, the result of academic achievement will increase. During the process, the class was set with multiple challenges while arranging students into groups with random members. Students were expected to have a different challenge and activity in every class as motivation. There were rewards and punishments during some of the challenges to keep students motivated.

Test	N	Full Score	Lowest Score	Highest Score	$\bar{x}$	S.D.
Pre-test	20	20	7	18	13.7	3.13
Post-test	20	20	11	19	15.35	2.51

Figure 1.

The instruments used for data collection were classical true-score theory, and scaling theory to analyze the improvement in learning achievements. According to Figure 1, the result showed that providing motivation during the class had a positive effect on students’ academic achievement. The lowest pre-test score was 7 and the highest score was 18 while the lowest post-test score was 11 and the highest score was 19. With the mean of 15.35 over 13.7, the post-test score was exceeded in number. Therefore, the theory of motivation on educational performance was effective.

## DISCUSSION & CONCLUSION

The result of testing the hypothesis collected through data and the correlation between motivational strategies and academic performance is determined to be significant. It shows the rapid changes in the academic achievement of the participants. Indeed, the types of motivation have high numbers of influence. According to the differences between the testing groups, the students who were encouraged by the extrinsic motivation technique tended to show shorter interest in the lesson than the intrinsic motivation technique group. Both the intrinsic and extrinsic motivation groups show a higher number of improvements than the nonmotivation group. The result is expected for the two motivated groups to perform higher numbers in both

participation and exam scores. Anyway, the research finds the intrinsic motivation group engaged in the leading number of participants rather than the exam score, while the extrinsic motivation group only performed positively in the exam score. This concludes the effects of the influence of motivation types showing differences between the two motivation groups.

In contrast, the theory of motivation is a subjective theory. Humans are complex and sensitive beings who have countless variables in possibility. Some students could be intelligent without being motivated, while others could be ignorant and highly motivated and enthusiastic. This study did not measure the range of intelligence quotients of the students. The number of 20 random students among the hundreds cannot compare to the massive number of students in the Demonstration School of Suan Sunandha Rajabhat University. Moreover, the data only relied on self-actualization and mostly extrinsic motivation by adding the rewards and goals to the class. Intrinsic motivation cannot be measured in a short period of time, and needs to be provided and encouraged by both parents and school.

To summarize, academic performance can be improved due to teaching techniques and motivation. Whether it is intrinsic or extrinsic motivation, the strategies of using positive reinforcement in education are certain to develop positive learning behavior and the personality of the students. Teachers and instructors are suggested to explore psychological development as an alternative to support their teaching technique and make an optimistic learning environment.

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