



Investigating The Relationship Between Student Motivation And Academic Performance

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Citation: Dr. K.A.Arokiaraj, et al (2024), Investigating The Relationship Between Student Motivation And Academic Performance, *Educational Administration: Theory and Practice*, 30(5), 2713-2727

Doi: 10.53555/kuey.v30i5.3327

ARTICLE INFO

ABSTRACT

Introduction: The main principle of this research paper is to investigate the correlation within the academic performance and students' motivation. There is a significant relationship that has to be developed between motivated students and the performance of the academy. A higher level of motivation has a remarkable effect on academic performance.

Literature Review: Thematic analysis is highlighted in this section which is based on research objectives. Personal circumstances, as well as learning disabilities, are the barriers to academic performance. Additionally, correlation between the academic performance and students' motivation is not always straightforward; there are some complications between student engagement and academic performance.

Methodology: "Primary quantitative data gathering method" has been developed in this study, therefore, with the help of this data collection technique, relevant, and topic-related data has to be collected. Numerical pieces of information are collected with the aid of this research study; therefore, it helps to understand the key aspects of academic success.

Findings: Collected data has been analyzed statistically with the aid of SPSS software, after that, with the support of the 13 survey questions, whereas 3 questions are based on demographics, and 10 questions are related to the variables, researchers are capable of gathering pieces of information about the research topic. In this study, "55 respondents" from different categories tried to take part in this data collection technique.

Discussion: Motivation, and self-belief, therefore, different types of external factors have a remarkable effect on the performance of academic sector. Therefore, overall discussion of the research study is highlighted in this section.

Conclusion: In the introduction section of this study, a basic discussion about the relationship between the motivated students and the significance performance of the academy has to be discussed. Therefore, the aim of the research study is addressed in this section. In literature review section, researchers are capable of developing a theme which is based on the research objectives. Therefore, based on the relevant themes, a brief discussion about this research topic has to be facilitated. Therefore, researchers are capable of collecting statistical indications with the aid of this primary data collection process. In the findings portion, researchers are allowed to analyze the gathering data statistically with the support of the SPSS software.

Keywords: Academic performance, Students motivation, Future development, Feedback, Achievement.

Introduction

There is a significant relationship that has to be developed between motivated students and effective performance of the students. A higher level of motivation has a positive impact on academic performance. Therefore, motivated students are more likely to engage in academic performance (Raza, Furqan & Ilham, 2022). They are more active in the class, and try to complete their assignment efficiently. After that, additional learning opportunities help to attract students to be more engaged with their studies, which help to foster academic performance. Intrinsic motivation is another factor which has a significant effect on the performance of the educational sector. Moreover, it helps to enhance the genuine interest of students. Long-term academic success is another important factor that has to be facilitated with the aid of proper engagement of the learners (Carmona-Halty et al. 2021). Additionally, when the learners become intrinsically motivated by their education system, it has to facilitate the growth of their academic performance. On the other hand, belief in the ability to succeed helps the students become more motivated; therefore, the self-efficiency of the students becomes highlighted with the aid of this self-efficiency process (Kim, Hong & Song, 2019). Motivated students are capable of achieving various challenging goals. Therefore, it helps to develop academic performance.

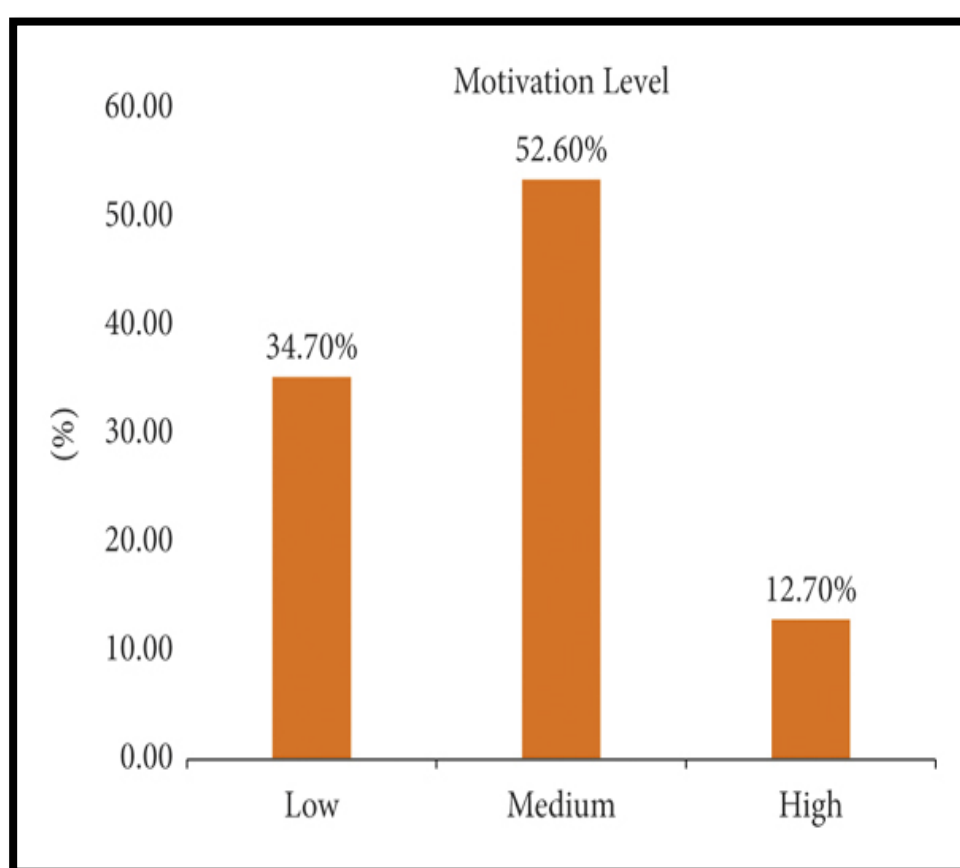


Figure 1: Relationship between motivation and academic performance
(Source: Carmona-Halty et al. 2021)

Proper goal setting helps the students to understand the clear aspects of the academy. Therefore, it helps them to achieve the desired goals more effectively. After that, the performance of the students has to be facilitated, and it helps to bring innovation within the education system (Paulsen & McCormick, 2020). Innovative ideas help to attract students and help them to achieve their desired goals. After that, it also helps to foster academic performance and develop the growth of the skills of the students. Lack of motivation is an issue that has to be faced by the students, which has a negative impact on their educational performance (Li, 2020). Personal circumstances, as well as learning disabilities, are the barriers to academic performance. Additionally, correlation between the academic performance and students' motivation is not always straightforward; there are some complications between student engagement and academic performance. Motivation, and self-belief, therefore, different types of external factors have a effective role on academic performance (Leenknecht et al. 2021). After that, individual differences bring complex aspects to academic performance. The achievements of the students are dependent on academic performance, after that, a better structure of the academy also has a

positive impact on student engagement (Tokac Novak & Thompson, 2019). A flexible environment helps to attract students, and they become more motivated with the education system.

Aim

The principle of this research study is to investigate the correlation between academic performance and students' motivation.

Research Objectives

RO 1: To identify the relationship between student's motivation and academic performance

RO 2: To discuss the factors which have a positive impact on the student's motivation

RO 3: To analyze the significant effect of teachers on motivating students

RO 4: To find out the role of academic structure in motivating students

Research Questions

RQ 1: What is the relationship between students' motivation and academic performance?

RQ 2: Which factors have a positive impact on the student's motivation?

RQ 3: What is the significant effect of teachers on motivating students?

RQ 4: What is the role of academic structure in motivating students?

Hypothesis

H 1: There is a significance relationship between students' motivation and academic performance

H2: There is a correlation between students' motivation and teachers' involvement

H3: There is a positive correlation between students' motivation and academic structure

Setting clear goals helps to motivate students, therefore, they are capable of understanding, what they are working forward. Moreover, when students are capable of finding relevance, they become motivated, as they find out about the future development of their careers (Burnette et al. 2020). On the other hand, a supportive environment has a positive impact on the success of the students; therefore, the performance of the students becomes fostered with the aid of a positive environment in the academy. Moreover, encouraging classrooms, a high level of technology, and an innovative learning process help to attract students, therefore, it helps to foster academic growth, and the bright future of the students has to be highlighted (Mahdy, 2020).

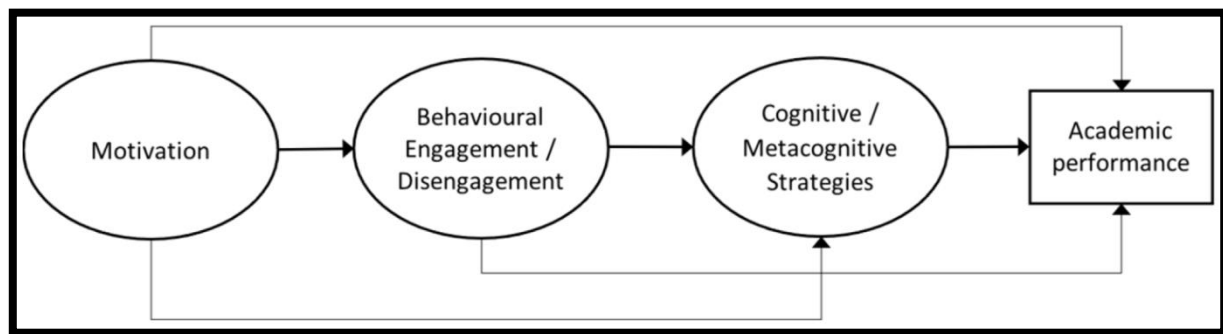


Figure 2: Education Science
(Source: Burnette et al. 2020)

Proper feedback helps the students bring their progress and is capable of adjusting their efforts accordingly. Intrinsic reward is also an important factor that helps to motivate students, therefore, desired academic achievement has to be fostered by this technique. Teacher and peer relationships are also an effective factor that helps to motivate the students (Burnette et al. 2020). After that, recognizing, as well as celebrating the success of the students helps them to be more attracted to the education system, and capable of bringing fuel to their motivation.

Literature Review

Critically analyze the impact of Student Motivation on academic success

Student motivation is extremely important in determining their academic achievements. It can have a substantial impact on a student's attitude, behaviour, and academic accomplishment. It can be seen from the explanation of, Wu et al. (2020), that students that are motivated are more likely to vigorously participate in their studies. These students are more inclined to participate in class discussions, ask questions, and seek assistance when necessary. This participation promotes a deeper comprehension of the content and improves their overall learning experience (Partovi & Razavi, 2019). It can be seen that motivated students are more likely to persist in the face of obstacles and disappointments. When faced with challenging tasks or tests, they are less inclined to quit, which can lead to improved long-term academic outcomes. On the other hand, students who are highly motivated are more likely to manage their time well (Mandasari, 2020). These are the student groups who are more likely to set goals, plan study schedules, and prioritize their academic obligations. This can lead to greater organizational and productivity, as well as academic success.

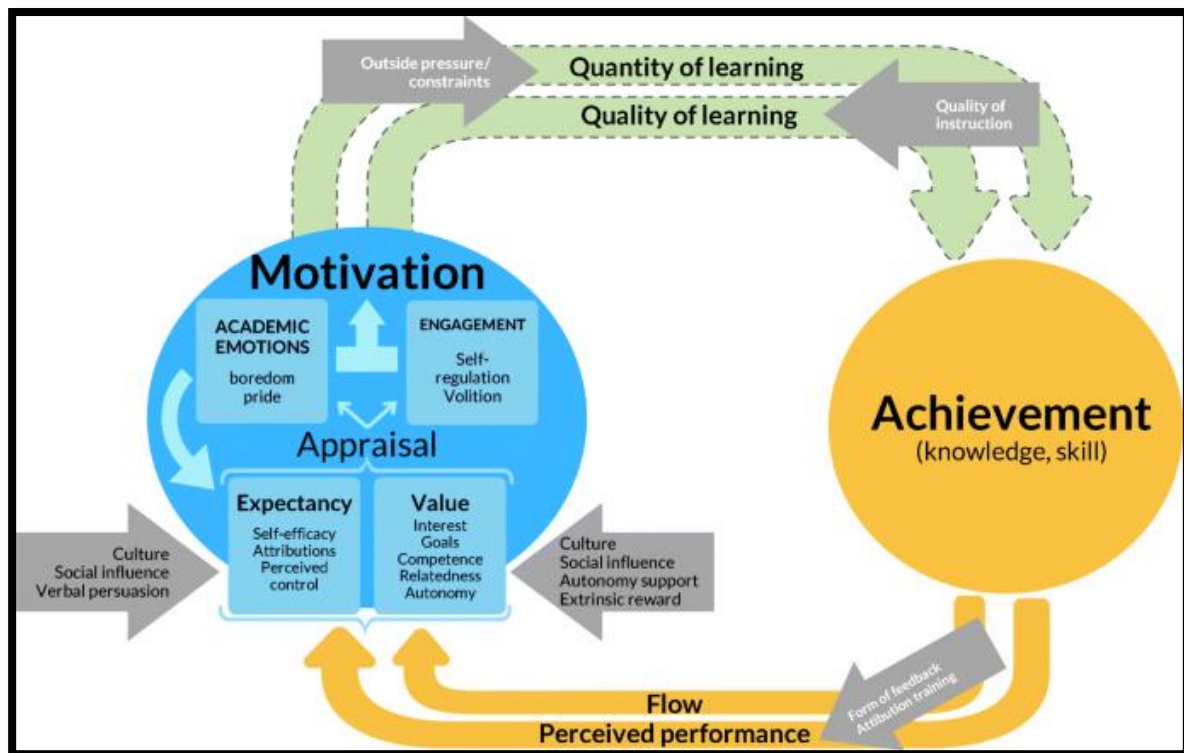


Figure 3: Educational Psychology
(Source: Burnette et al. 2020)

Motivation oftentimes leads to improved work quality and learning standards for students. In this matter, Ibáñez et al. (2020) explained students that who are driven to succeed will put in the time and effort necessary to write well-researched, well-written papers, projects, and assignments. This can lead to improved grades and academic achievement. Students who are motivated have a more positive attitude toward learning. According to, Madigan & Kim (2021) motivated students are able to handle setbacks as growth opportunities rather than hurdles, and they are more willing to learn from their mistakes. This cheerful attitude can help with academic performance. In this matter, Erbas & Demirel (2019) explained that students who are motivated are more likely to attend class on a regular basis. They realize the importance of attending lectures and participating in debates, which can result in a better knowledge of the topic and improved academic performance. Students who are motivated are more likely to establish successful study habits, such as active learning techniques, note-taking skills, and critical thinking abilities. These behaviors contribute to a better knowledge of the subject and academic success.

Students who are highly motivated can show systematic better accomplishment of goals for themselves. In this matter, Alhadabi & Karpinski (2020) stated these students strive for greatness and seek to perform at their best, which can lead to exceptional academic achievements. Students who are motivated can overcome procrastination, which is a typical impediment to academic success (Khan et al. 2019). It can be seen that motivated students are more willing to start their projects and studies for exams early and avoid last-minute cramming to avoid exam and project stress, showing better results at the end. Academic success can improve a student's self-esteem, and motivation is important in obtaining that success. As students achieve their academic goals, they acquire confidence in their talents, which can encourage them even more to succeed.

Investigating the Relationship between Student Motivation and Academic Performance

Investigating the link between student motivation and academic achievement is a difficult but necessary field of educational research. According to, Baynard (2020) understanding the way motivation affects the academic performance of a student is able to help educators and policymakers build more effective student success initiatives. Motivation can refer to a variety of elements, including intrinsic motivation, which is navigated by personal interest, extrinsic motivation, which is triggered by external incentives or consequences, and other motivational theories, such as self-determination theory or accomplishment goal theory (Howard et al. 2021). Clear establishment of the motivation of students helps in ensuring their scope in doing good in the long run. Grades, standardized test scores, course completion rates, and other markers of learning can all be used to assess academic success. Here, Ferrer et al. (2020) opined, that determining whatever measurements or criteria have been used to evaluate academic performance in studies are well aligned with the skill sets of students. It can be seen that motivated students have an interest in learning as compared to others. In this matter, Camacho-Morles et al. (2021) mentioned, that despite the setbacks in academic performance, motivated students often step in front of any crucial question raised in class by teachers. A strong and rigid

personality can be developed in a student in the future through such a motivated mindset from the beginning. According to, Howard et al. (2021) motivation helps to influence not only short-term academic achievement but also a student's educational and professional trajectory. Students who are highly motivated are more likely to continue further education and seek possibilities for personal and professional development.

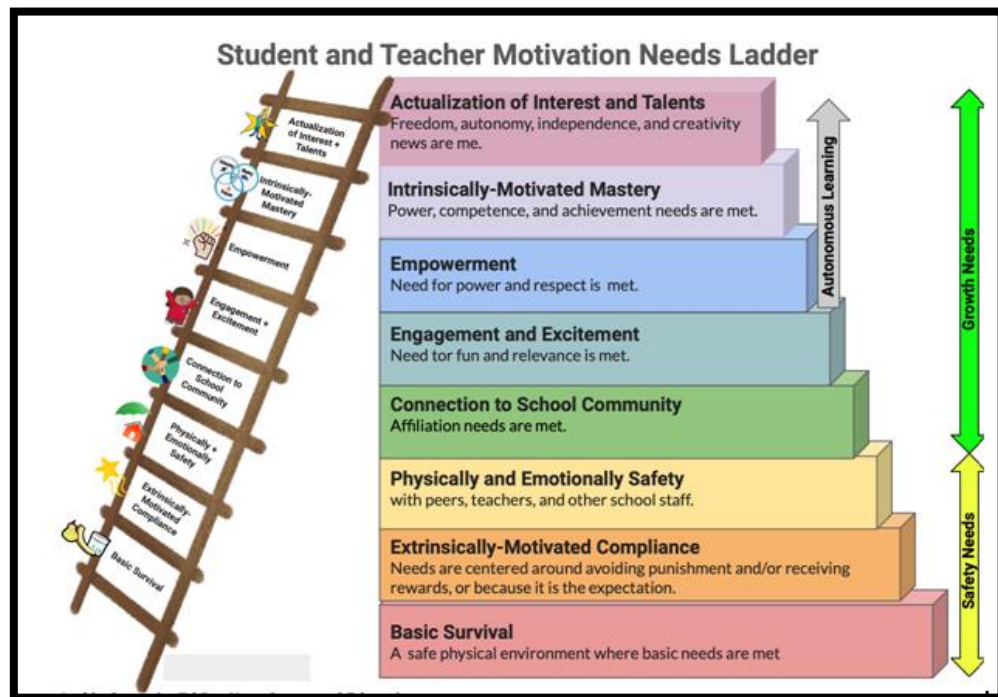


Figure 4: Relation between students and teacher
(Source: Camacho-Morles et al. 2021)

While personal motivation is important, external factors such as helpful professors, a suitable learning environment, and the availability of resources can all have an impact on a student's motivation and, hence, academic achievement. As opined by, Martínez et al. (2019) parental support plays the most crucial role in the constant motivation of a student regarding their studies. Encouraging children after their mistakes and suggesting to do better in future events can help them engage with their studies in a motivated manner (Baynard, 2020). It can be seen that negative comments and feedback from teachers or powers regarding the poor performance of an individual can be demotivated and discourage them from studies.

Motivation and academic performance frequently form a positive feedback loop. The moment students achieve academic success, it can improve their confidence and motivation, resulting in even better performance (Leenknecht et al. 2021). Low motivation as a result of poor performance, on the other hand, is able to generate a cycle of underachievement. Students are better positioned to be motivated for self-actualization, including academic success when their physiological, safety, social, and esteem needs are met (Borah, 2021). Motivation is determined by the likelihood of success and the perceived value of the outcome. Students are more motivated when they believe they can complete a task successfully and appreciate the reward of that success. Therefore, it can be seen that the motivation of students and their academic performance have a positive and strong correlation.

Methodology

“Primary quantitative data collection method” is used in this study, therefore, with the help of this data collection technique, relevant, and topic-related data has to be collected. Biases of the data collection method have been eliminated with the aid of this data collection process, after that, subjectivity is the key aspect of this data collection method (Raza, Furqan & Ilham, 2022). With the aid of this data collection process, researchers are capable of gathering more relevant, as well as up-to-date data which helps to analyze the impact of students' motivation to develop success, as well as the future growth of the students facilitate (Carmona-Halty et al. 2021). Numerical pieces of information are collected with the aid of this research study; therefore, it helps to understand the key aspects of academic success.

Collected data has been analyzed statistically with the aid of SPSS software, after that, with the support of the 13 survey questions, whereas 3 questions are based on demographics, and 10 questions are related to the variables, researchers are capable of gathering pieces of information about the research topic. In this study, “55 respondents” from different categories tried to take part in this data collection technique. Moreover, based on their respondents, researchers tried to analyze the collected data. Moreover, “descriptive analysis”, “model

summary", "ANOVA test", "Coefficient test", and "correlation test" are taken part in this study (Kim, Hong & Song, 2019). After that, with the support of these data analysis techniques, researchers are capable of identifying the "significant relationship" between the variables correlation between the variables helps to understand that, students' motivation helps to enhance the performance of the academy. A large sample size of data has to be analyzed properly with the aid of this data collection process. Therefore, hypothesis testing also helps to identify the significant relationship between the variables. Answers to the "what, who, and when" questions are discussed properly with the aid of this data collection method (Paulsen & McCormick, 2020). After that, this research method helps to provide more extant to participants' answers.

Finding and Analysis

Demographic Analysis

Gender

1. What is your gender?				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3.5	3.5	3.5
• Female	34	59.6	59.6	63.2
• Male	18	31.6	31.6	94.7
• Prefer not to say	3	5.3	5.3	100.0
Total	57	100.0	100.0	

Table 1: Gender
(Source: IBM SPSS)

Table 1 helps to identify the frequency of the participants based on their gender. Therefore, according to this table 34 female and 18 male participants are taking part in this process. After that, 3 participants are not preferred to take part in this data collection process. With the aid of this frequency response rate of the participants according to their gender has been identified.

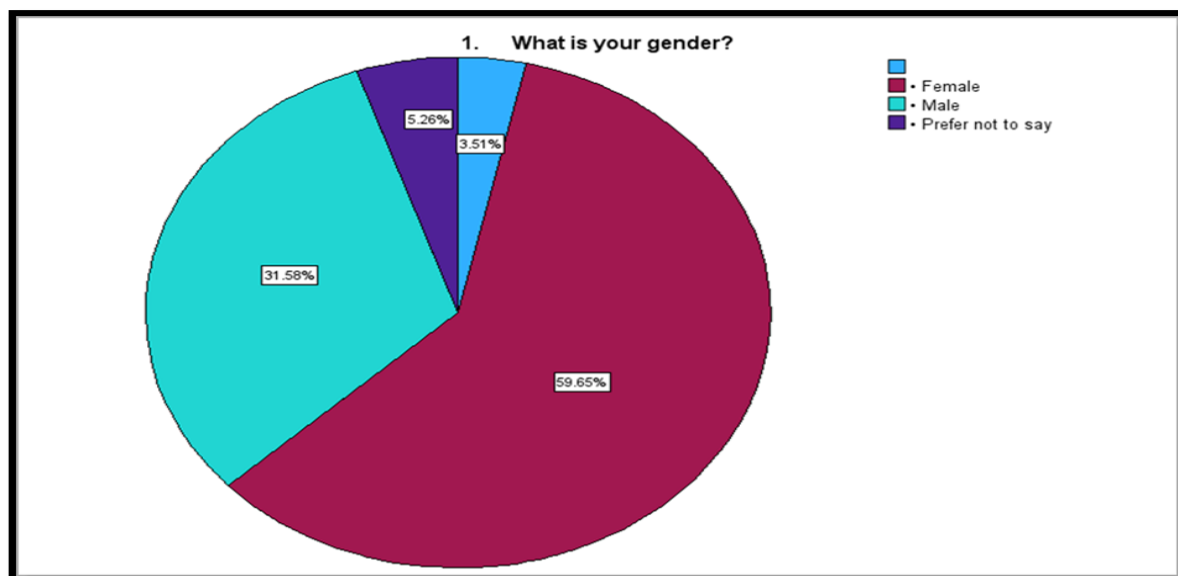


Figure 4: Gender
(Source: IBM SPSS)

Figure 5 analyzes the response rate of the participants according to their gender. Therefore, 59.6% of female participants are allowed to take part in this process which is the maximum response rate for participants. Therefore, 31.6% of male participants take part in this process. After that, 5.3% of participants did not prefer to

take part in this data collection process. With the support of this response rate, researchers are capable of understanding the impact of academic performance to enhance students' motivation.

Category of Age

2. What is your age group?				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3.5	3.5	3.5
• 20 to 35 years	20	35.1	35.1	38.6
• 35 to 50 years	18	31.6	31.6	70.2
• 50 to 65 years	11	19.3	19.3	89.5
• Above 65 years	6	10.5	10.5	100.0
Total	57	100.0	100.0	

Table 2: Category of age
(Source: SPSS software)

Table 2 is based on the age group of the participants. 20 respondents belong between 20 years and 35 years of age group, therefore, 18 participants belong between the 35 to 50 years of age group. After, that, 50-65 years of age group participants carried out 11 frequencies of their responses. Additionally, 6 participants belong to 65 years age group.

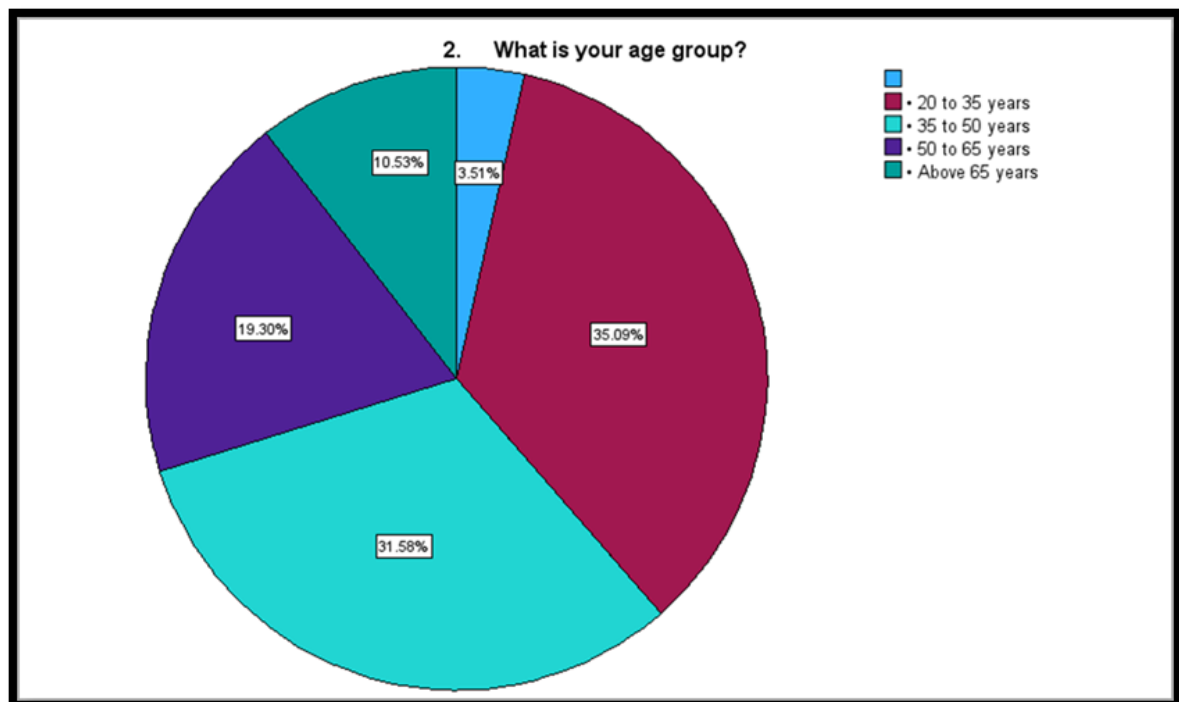


Figure 5: Category of age
(Source: SPSS software)

Figure 6 helps to identify the response rate of the participants. Therefore, the maximum response rate of participants belonged between the 20-35 years age group, and their response rates were 35.1%. Thus, the lowest response rate is above 65 years of age group and their response rate is 10.5%. After that, a 31.6% response rate

is carried out by the 35-50-year-old age group and 50-65-year-old age group participants have a 19.3% response rate. As per this response rate, researchers are capable of understanding the rate of the responses on this topic.

Marital Status

3. What is your Material Status?				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3.5	3.5	3.5
• Married	40	70.2	70.2	73.7
• Unmarried	15	26.3	26.3	100.0
Total	57	100.0	100.0	

Table 3: Marital Status
(Source: SPSS software)

Table 3 is based on the response rate of the participants based on their marital status. 40 respondents have married status. Therefore, 15 participants are unmarried.

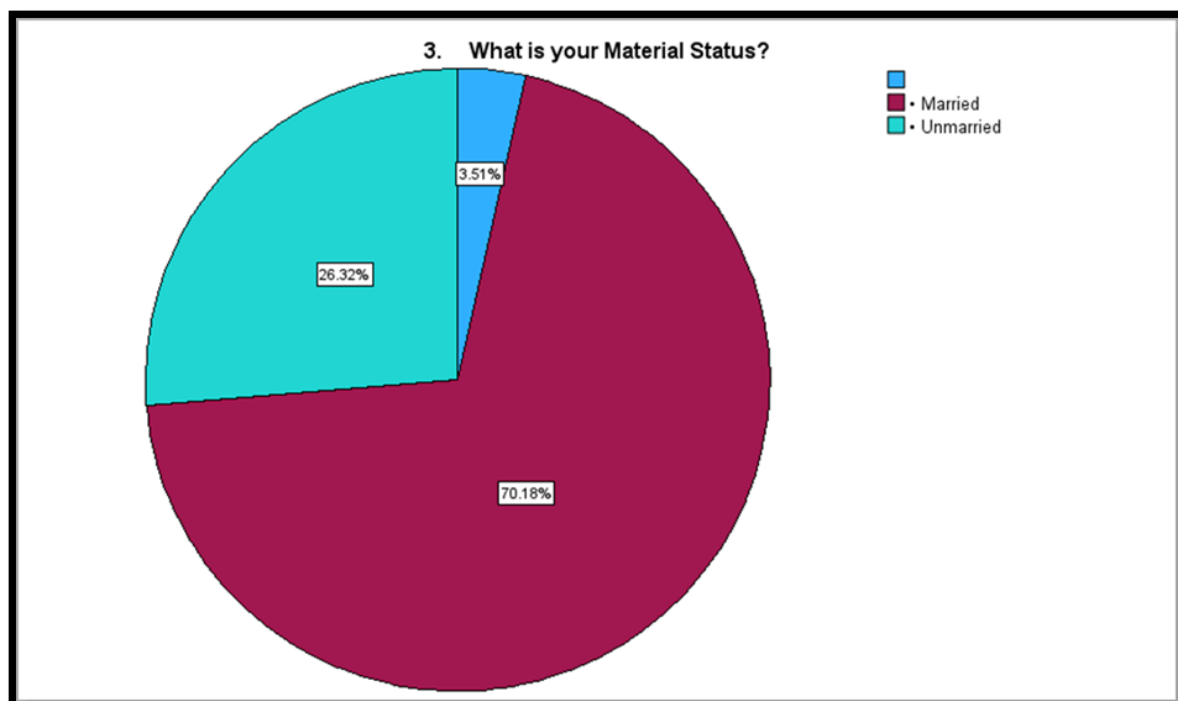


Figure 6: Marital Status
(Source: IBM SPSS)

Figure 7 is based on the response rate of the participants and it shows that the maximum response rate is 70.2% and respondents belong to a married category. Therefore, the lowest response rates for participants are unmarried and their response rate is 26.3%.

Statistical Analysis Descriptive Analysis

Descriptive Statistics								
	N Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Error	Std. Deviation Statistic	Kurtosis Statistic	Std. Error
DV	55	1	5	3.51	.158	1.169	.156	.634
IV 1	55	1	5	3.89	.161	1.197	.072	.634
IV 2	55	1	5	3.69	.170	1.260	.013	.634
IV 3	55	1	5	4.04	.158	1.170	1.407	.634
IV 4	55	1	5	3.89	.148	1.100	.794	.634
Valid N (listwise)	55							

Table 5: Descriptive analysis of different variables
(Source: IBM SPSS)

Table 5 helps to identify the “mean”, therefore, “standard deviation”, and: standard error” values of the variables. Therefore, the “mean value” of the dependent variable (DV) is 3.51 and the “standard deviation” value is 1.169. After that, the “standard error” value of this variable is .158. Therefore, the first independent variable (IV 1) carried out the “mean value” of 3.89 and the “standard deviation” value of 1.196. Moreover, this variable has .161 “standard error” values. Therefore, the second and third independent variables have 3.69 and 4.04 “mean” values, and 1.260, and 1.170 “standard deviation” values respectively. These two variables are carried out .170 and .158 “standard error” value. Therefore, the “mean value” of fourth variable is 3.89; moreover, “standard deviation” value is 1.100. The “Standard error” value of the fourth variable is .148.

Hypothesis 1

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.875 ^a	.765	.761	.572	.765	172.488	1	53	<.001	1.737

a. Predictors: (Constant), IV 1

b. Dependent Variable: DV

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	56.412	1	56.412	172.488	<.001 ^b
	Residual	17.334	53	.327		
	Total	73.745	54			

a. Dependent Variable: DV

b. Predictors: (Constant), IV 1

Coefficients^a

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	.186	.265		.704	.485
	IV 1	.854	.065	.875	13.133	<.001

a. Dependent Variable: DV

Table 6: Linear regression analysis
(Source: IBM SPSS)

Hypothesis testing is an important part of this research study, therefore, with the aid of this testing process, correlation among the variables is identified. Table 6 is based on the details of the regression analysis of the first hypothesis. As per the "model summary" table, the significance value of the first independent variable is 0.001. Therefore, according to "The ANOVA" table significance value of this identified variable is also 0.001. Therefore, the "t value" of this variable is 13.133. Moreover, with the aid of this table, it is mentioned that there is an existing co-relation found between these first variables and the dependent variable, as their significance value is less than 0.005. After that, the “beta value” of this first variable as per the “coefficient table” is .875.

Hypothesis 2

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics				Durbin-Watson
						F Change	df1	df2	Sig. F Change	
1	.725 ^a	.526	.517	.812	.526	58.739	1	53	<.001	1.025

a. Predictors: (Constant), IV 2

b. Dependent Variable: DV

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	38.766	1	38.766	58.739	<.001 ^b
	Residual	34.979	53	.660		
	Total	73.745	54			

a. Dependent Variable: DV

b. Predictors: (Constant), IV 2

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.027	.342		3.005	.004
	IV 2	.672	.088	.725	7.664	<.001

a. Dependent Variable: DV

Table 7: Linear regression analysis for Hypothesis 2
(Source: IBM SPSS)

According to Table 7, the “significance value” is .001 as per the “ANOVA table”, and the “t value” is 7.664. This significance value is less than 0.05, therefore, it is indicated that there is a positive relationship between these independent and dependent factor. Therefore, as per this table, the “R-value” is .725; and, the “adjusted R square value” is .517. Additionally, the “R square value” according to this table is .526.

Hypothesis 3

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.718 ^a	.515	.506	.822	.515	56.253	1	53	<.001	1.820

a. Predictors: (Constant), IV 3

b. Dependent Variable: DV

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	37.971	1	37.971	56.253	<.001 ^b
	Residual	35.775	53	.675		
	Total	73.745	54			

a. Dependent Variable: DV

b. Predictors: (Constant), IV 3

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta			
1	(Constant)	.616	.401		1.536	.131
	IV 3	.717	.096	.718	7.500	<.001

a. Dependent Variable: DV

Table 8: Linear regression analysis for Hypothesis 3
(Source: IBM SPSS)

Table 8 helps to indicate the relationship of the third hypothesis with the aid of “linear regression analysis”. Therefore, as per the “model summary” table, the significance value is .001 and the “t value” of this variable is 7.500. Therefore, it is noticed that there is a highly co-related relationship exists between these variables. Additionally, according to the “model summary” table, the “R-value” is .718, and the “R square” value is .515. After that, according to this table, the “adjusted R square value” is .506. The “beta value” as per the “coefficient table” is .718.

Correlation Test

		Correlations				
		DV	IV 1	IV 2	IV 3	IV 4
DV	Pearson Correlation	1	.875**	.725**	.718**	.563**
	Sig. (2-tailed)		<.001	<.001	<.001	<.001
	N	55	55	55	55	55
IV 1	Pearson Correlation	.875**	1	.640**	.757**	.708**
	Sig. (2-tailed)	<.001		<.001	<.001	<.001
	N	55	55	55	55	55
IV 2	Pearson Correlation	.725**	.640**	1	.623**	.576**
	Sig. (2-tailed)	<.001	<.001		<.001	<.001
	N	55	55	55	55	55
IV 3	Pearson Correlation	.718**	.757**	.623**	1	.737**
	Sig. (2-tailed)	<.001	<.001	<.001		<.001
	N	55	55	55	55	55
IV 4	Pearson Correlation	.563**	.708**	.576**	.737**	1
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	
	N	55	55	55	55	55

** . Correlation is significant at the 0.01 level (2-tailed).

Table 9: Correlation test between a dependent variable and independent variables
(Source: SPSS Software)

With the aid of table 9, the “sig value” of the first variable is .001, therefore, these two variables are “co-related” to each other. The “significance values” of the second and the third variables are both .001. Therefore, these two variables also have highly correlated relationships with their dependent variables. With the aid of this table, it is noticed that the financial stability of the investors is based on the proper strategy. After that, the “sig value” of the fourth variable is .001, this value is also less than 0.05, and therefore, a significant correlation is highlighted between these two variables. With the support of this correlation table, researchers are capable of understanding that, there is a significant relationship between academic performance and student motivation. Therefore, this analysis also helps to collect real-time data; moreover, with the aid of this data analysis process, a significant correlation has to be identified.

Discussion

The overall discussion about the research study is highlighted in this section. As per this study, it is highlighted that proper motivation helps the students to be more attracted to the education system. Therefore, it helps to enhance the overall performance of the education system. After that, a positive working environment is an effective way to attract students. With the aid of a flexible working environment, the desired goals of the students become fulfilled (Kim, Hong & Song, 2019). They are capable of discussing the fears, and weaknesses of the teachers, therefore, searchers are capable of providing an effective solution that helps the students to be more attracted to the education system. As per this study, it is understood that "proper goal setting helps the students to understand the clear aspects of the academy. Therefore, it helps them to achieve the desired goals more effectively. After that, the performance of the students has to be facilitated, and it helps to bring innovation within the education system" (Carmona-Halty et al. 2021). Therefore, a positive relationship is highlighted with academic performance and student motivation. Proper technology, innovative ideas, and motivation of the employees help to encourage students to be more attracted to the organization. After that, proper feedback and reward helps students be more attracted to the education system, and it helps them enhance their efficiency in future (Raza, Furqan & Ilham, 2022). Therefore, this study also helps to understand that, "recognizing, as well as celebrating the success of the students helps them to be more attracted to the education system, and capable of bringing fuel to their motivation. Moreover, educational development is the key factor which attracts students, moreover, they become motivated, and it helps to achieve academic success.

In the literature review section, researchers are able to briefly discuss the relationship between the student's motivation and academic performance. Therefore, with the aid of this relationship, future career development of the students has to be facilitated (Here, Ferrer et al. 2020). On the other hand, proper mindset, peer and teacher relationship, interest and passion help the students to be more attracted to the education system. After that, intrinsic rewording also plays an effective role in tracking the progress of the students (Kim, Hong & Song, 2019). This study also helps to understand that, Grades, standardized test scores, course completion rates, and other markers of learning can all be used to assess academic success. That determining whatever measurements or criteria have been used to evaluate academic performance in studies is well aligned with the skill sets of students.

Conclusion

In the introduction section of this study, a basic discussion about the relationship between the motivated students and their performance on the academic sector has to be discussed. Therefore, the aim of the research study is addressed in this section. After that, research objectives, and research questions play a significant impact on this study. With the aid of this study, researchers are capable of understanding that students' motivation helps to enhance the performance of the academy. After that, the significance of the research study is also highlighted within this section to understand the impact of academic performance on students' motivation. In the literature review section, researchers are capable of developing a theme which is based on the research objectives. Therefore, based on the relevant themes, a brief discussion about this research topic has to be facilitated. Positive and negative impacts of the teachers on the student's performance are also discussed within this section. After that, the significant impact of the feedback and reward techniques to motivate students is also discussed within this study. In the methodology section, the data collection process has been identified. Therefore, researchers are capable of collecting statistical indications with the aid of this primary data collection process. In the findings portion, researchers are allowed to analyze the collected data statistically with the support of the SPSS software. Moreover, based on the 13 survey questions researchers are capable of gathering pieces of information about this topic. After that, "descriptive analysis", "model summary", "ANOVA test", "Coefficient test", and "correlation test" are taken part in this study. In the discussion portion, the overall discussion about the research topic has to be addressed. Moreover, the positive and negative impact of academic performance on the students' motivation has to be discussed within this section of the study. Moreover, this research study helps to analyze the collected data with the support of the demographic, as well as statistical data analysis process.

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Appendix: Survey Questions

Survey Link:

https://docs.google.com/forms/d/1Sr9pYbxqjEoKXUWAENpfDBiWczSdofEOyxPktS_okvQ/edit#responses

1. What is your gender?

- Male

- Female
- Prefer not to say
- 2. What is your age group?**
 - 20 to 35 years
 - 35 to 50 years
 - 50 to 65 years
 - Above 65 years
- 3. What is your Material Status?**
 - Married
 - Unmarried
- 4. Academic performance helps to bring students motivation**
 - Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
- 5. Bring innovation within the academy helps to attract students**
 - Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
- 6. A positive correlation is highlighted between students performance and motivational variables**
 - Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
- 7. Teachers have a positive impact to enhance the performance of the students**
 - Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
- 8. Academic culture helps to foster students motivation**
 - Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
- 9. Academic success is facilitated by a strong relationship between students and teachers**
 - Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
- 10. Motivated students become more attract with the education process**
 - Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
- 11. Development of essential learning skills helps to enhance academic performance**
 - Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
- 12. Be clear about the learning objectives helps to motivate students**

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

13. Threat free environment of the academy helps to motivate students performance

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree