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Effect of Self -Motivation on Academic Performance of Students of Women University of Azad Jammu and Kashmir Bagh

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ABSTRACT

This study was conducted to examine the effects of self-motivation on academic achievements of the students. The research population encompassed undergraduate students enrolled in various social sciences departments at Women University of AJ&K Bagh. Using a simple random sampling technique, a representative sample of 326 students was selected for the study. To assess the level of self-motivation, respondents completed a standardized questionnaire developed. Data was analyzed using correlation and regression analysis. The results of the study revealed a significant effect of self-motivation on academic performance of university students. These results contribute significantly to the existing body of knowledge and carry implications for educational institutions. The study emphasizes the importance of addressing and nurturing self-motivation to enhance the academic performance of students. By shedding light on the interplay between self-motivation and academic outcomes, this research adds to the scholarly discourse and supports educational institutions in devising strategies to encourage students' self-motivation and, consequently, their academic achievements.

| **KEYWORDS** | Academic Outcomes, Academic Performance, Self-Motivation, Self-Regulation |

Introduction

Motivation plays a pivotal role in assessing a student's academic performance and accomplishments. In the context of education, self-motivation refers to an inherent desire and drive to excel in studies and attain academic success. It encompasses the skill to establish goals, maintain focus, overcome setbacks, and possess a sense of ownership over one's learning journey. Students who are self-motivated exhibit heightened enthusiasm, energy, and commitment to their studies, leading to enhanced academic achievements (Fan, 2017; Kruse & Coates 200; Wang, Jia, & Jin, 2020; Wentzel, 2016).

Numerous studies underscore the significance of self-motivation in educational environments by investigating the correlation between self-motivation and academic attainment. For example, Self-Determination Theory postulates that individuals possess innate motivational tendencies that influence their actions and choices. According to SDT, self-motivated individuals engage in learning activities with enthusiasm and persistence, ultimately fostering improved cognitive functioning and focused academic accomplishments (Deci & Ryan, 1985).

Furthermore, research has demonstrated that self-motivation significantly impacts various facets of academic performance. Vallerand et al. (1992) found that students'

creativity, effort, and achievements are notably predicted by their levels of self-motivation. Self-driven students typically exhibit greater consistency and diligence in their academic endeavors, resulting in higher grades, heightened academic confidence, and greater overall satisfaction with their educational experiences. Self-motivated learners are more likely to employ effective learning strategies and engage in self-directed learning behaviors. They take ownership of the educational process, define learning objectives, and utilize strategies such as goal-setting, time management, and self-assessment to remain focused and achieve their goals (Jabba &Hussin, 2018; Zimmerman, 2002).

These self-regulatory skills contribute to the comprehension, retention, and application of knowledge, thereby enhancing the acquired academic performance. Conversely, students lacking self-motivation may encounter challenges in maintaining focus, completing assignments, and progressing academically. Factors such as low self-efficacy, external distractions, or disinterest in the subject can undermine their motivation, leading to reduced effort, disengagement, and subpar academic performance (Chen et al., 2020; Connell & Wellborn, 1995).

Motivation is the driving force behind an individual's commitment to fulfill responsibilities, invest the necessary effort, and follow through with actions. Motivation profoundly influences an individual's success and educational journey. It is reflected in students' decisions regarding academic pursuits, the dedication of effort and time to each task, and their perseverance in completing academic assignments. Moreover, motivation equips individuals with the tools to navigate the challenges encountered during personal growth and development (Haerens et al., 2019; Pajares & Schunk, 2001; Pintrich & Schunk, 2002).

Previous research consistently indicates a strong association between self-motivation and academic performance. Although some researchers have explored the impact of self-motivation on academic achievement in primary and secondary levels, there remains a gap in understanding its effects at the university level. Consequently, this study aims to address this gap by examining the influence of self-motivation on academic performance specifically within the context of Bagh. Numerous researchers have delved into the concept of self-motivation and its pivotal role in shaping the academic outcomes of university students. After an extensive period of research, there arises a compelling necessity to investigate targeted strategies for cultivating motivation, which can subsequently enhance students' overall academic achievements. The need to discern which facets of performance, such as attentiveness, engagement, grades, or involvement in extracurricular activities, are most profoundly impacted by self-motivation becomes imperative. Hence, the present research endeavor strives to bridge this gap within the university settings of Kashmir by comprehensively investigating the intricate interplay between self-motivation and various dimensions of academic performance.

Literature Review

According to Elliot & Thrash (2019) motivation is defined as an individual's endeavor to fulfill his or her commitments, including making the necessary effort and following through. Motivation plays a significant role in learning and is shown in students' decisions on academic tasks, the amount of time and effort they devote to each task, and their commitment to academic assignments. Additionally, motivation enables individuals to successfully navigate obstacles they encounter during the educational process (Hu &Adegbija, 2018).

Self-motivation is defined by Ryan and Deci (2000) as "the self-guideline of conduct and cognizance in the help of individual purposes." They argued that rather than being influenced by external rewards or disciplines, people are influenced by natural factors such as independence, skill, and relatedness. The role of self-viability, which refers to one's confidence in their ability to do tasks and achieve goals, is emphasized by Bandura's (1996) social mental hypothesis. According to Bandura, self-viability is a crucial component of self-motivation since it affects people's beliefs about their abilities and their willingness to take action.

According to Locke and Latham (2002), self-motivation is the ability to generate and sustain the desire, energy, and responsibility necessary to achieve one's goals. The ability to take charge of one's own life, set goals, and achieve them via conviction, effort, and adaptability is known as self-motivation.

When students are really interested in the subject and feel that it is essential, they are likely to demonstrate higher levels of dedication and put up the necessary effort to achieve academically.Natural surroundings have a big role in self-motivation in a neutral context. According to research, students who create precise, challenging, and attainable goals will typically outperform those who require clear targets (Locke & Latham, 1990). Setting goals helps students maintain their composure, concentrate on tasks, and focus their efforts on achieving academic success.

Stinebrickner and Stinebrickner (2014) discovered that students who attended additional classes performed better academically than those who played hooky as often as possible. Alharbi and Abduljabbar (2017) discovered that among female students in Saudi Arabian Middle Eastern colleges, motivation strongly affects academic success. The analysis found a strong relationship between characteristic motivation, which refers to motivation motivated by personal gain and enjoyment, and academic success. Conversely, it was shown that scholastic achievement had a negative link with extraneous motivation, which is motivated by external rewards like grades or recognition.

In Pakistani women's institutions, Ali and Ahmed (2017) discovered that students' motivation had a significant influence on how well they performed academically. The analysis found that motivation, as opposed to insight or financial situation, was a preferred determinant of academic execution. Ismail, Ain, and Jusoh (2019) discovered that the use of gasification in learning increased students' motivation, which significantly influenced their academic performance.

Schunk and Zimmerman (1997) found that self-motivated students often set higher academic goals for themselves and were more tenacious in pursuing those goals. Compared to those who required self-motivation, this diligence led to superior academic achievement. In addition, Deci and Ryan (1985) found that students who were naturally motivated or inspired by their own benefit and happiness with the subject would typically have higher academic achievement compared to those who were extraneously persuaded or motivated by external factors like grades or rewards. Self-motivation has also been demonstrated to significantly influence other aspects of academic performance, such as involvement and support in class, in addition to academic performance.

Mascret et al. (2015) found that self-persuaded students were more likely to attend class regularly and participate actively in class discussions, which led to greater academic achievement. In addition, self-motivation has also been considered a sign of academic advancement in higher education. Additionally, self-motivated learners must take part in

academic tasks and have a feeling of responsibility for their own learning (Wentzel 2016; Simpkins et al., 2015).

Research Hypotheses

H_{01}:   There is no significant relationship between self- motivation and academic performance of students.

H_{02}:   There is no significant effect of self- Motivation on the academic performance of students

Material and Methods

Study is quantitative and a causal-comparative research design has been chosen to analyze the impact of self-motivation on the academic performance

Study Population and Sample

Students at Woman University Bagh AJ&K studying in departments like Education, English, Economics, IR, and BBA, from 3rd, 5th, and 7th semesters were the population of the study. There were total 636 students in respective departments. Simple random technique was used to select the sample from the population. Detail of the sample is given below in the table 1

Table 1
Population and selected sample for study

Department	M.A	B.S	Total	Sample Size 50% From Each Department
Education	47	234	281	140
English	24	119	143	72
Economics	24	61	85	42
International Relations	16	66	82	41
BBA		62	62	31
Total	111	525	653	326

Research Instrument

Standardized Self-Motivation Questionnaire of David (2017) was adopted to assess self-motivation levels, employing a five-point Likert scale. The questionnaire comprised 30 statements, each representing different indicators, as outlined below

Risk taking
- Setting goals
- Self-efficacy
- Self confidence
- Managing time and being organized

Reliability of the Instrument

Reliability is a statistical concept that deals with how consistent the results are when you measure something repeatedly. In this study, 30 participants were selected from the population for pilot testing. Results are presented in the table 2:

Table 2
Reliability Statistics

Cranach's Alpha	No. of Items
.73	30

Results shows that value of Cronbach's alpha is .73 which is greater than .70 so the instrument was considered reliable for further study.

Results and Discussion

To understand the relationship between two variables and how self-motivation affects academic performance, researcher employed Pearson's Correlation and Regression analysis:

Table 3
Descriptive statistics of the Study Variables

	N	Minimum	Maximum	Mean	Std. Deviation
Self-Motivation	326	40.00	118.00	85.83	11.76
CGPA	326	2.00	4.00	2.99	.79

Table3 summarized the descriptive statistics for the CGPA and self-motivation by providing the Minimum, Maximum, Mean and Standard Deviation for the constructs under study. Similarly our main variable of interest is self-motivation the index for the students CGPA attributes that we develop in the study takes the value ranging from a (M=2.00) to the maximum of 4.00 with the standard deviation .79 the lower standard deviation of the CGPA shows that our data do not suffer from the problem of highly dispersion.

Table 4
Pearson Correlation Coefficient between Effect of Self-motivation on Academic Performance

Variables	M	SD	r	P
Students' Academic Performance (CGPA)	2.99	.79	.690	.000
Self-Motivation	85.83	11.76		

P<0.001

The results in table 4 showed that there is a positive strong relationship (r=.690, p<.001) between the students self-motivation and their CGPA obtained by them. Thus the Null Hypothesis, is rejected at 1% Level of Significance.

Table 5
Regression Coefficients for Effect of Self - Motivation on Academic Performance of students

Variables	Coefficients(β)	B Standardized	t	p
Constant	8.687		11.231	.000
Self-Motivation	1.425	.568	3.983	.000

The results shows that effect of self-motivation is statistically significant as t =3.983 and p<0.01(as p value is less than 0.05 and t value is greater than2) with expected positive sign which implies that self-motivation is positively related with the academic performance. Hence, null hypothesis "there is no significant effect of self-motivation of master level students on their academic performance "is rejected. Moreover on average 1 percent increase in self-motivation will result in .568 percent increase in the academic performance. The overall regression model summery is presented in the following table 6

Table 6.
Summary of Regression Model

R Square	Adjusted R Square	F	df	P
.623	.528	15.235	325	.000

From table 6 it is evident that a significant variation in dependent is explain by the independent variable F (325) = 15.235, p<.05. The coefficient of determination (R Square)was.623, indicating that 62% of the variance in CGPA can be explained by self-motivation. Additionally, the adjusted R Square of .523 suggests that the model encompasses 52% of the variance in the dependent variable. These findings underscore self-motivation as a noteworthy predictor of CGPA, with the regression model demonstrating a reasonably good fit to the data.

Discussion

The main goal of this study was to examine how self-motivation relates to students' academic performance, which we measured using CGPA. Our findings showed a clear and strong positive connection between self-motivation and CGPA. This discovery aligns with earlier research that consistently highlights the significant role self-motivation plays in shaping students' academic success (Deci& Ryan, 1985; Pintrich& De Groot, 1990).

The statistically significant relationship between self-motivation and CGPA is substantiated by the regression analysis results. The regression analysis indicated that self-motivation accounts for a substantial proportion of the variance in CGPA, with a coefficient of determination (R Square) of .623. This implies that approximately 62% of the variability in students' CGPA scores can be attributed to their level of self-motivation. These findings align with prior studies that have emphasized the role of intrinsic motivation and self-determination in fostering better academic outcomes (Deci et al., 1999; Vallerand et al., 1992;).

Furthermore, the results of the regression analysis indicate that the model, which includes self-motivation as a predictor of CGPA, fits the data reasonably well. The adjusted R Square value remained .623, indicating that the model effectively explains 62% of the variance in CGPA scores while accounting for the complexity of the model. This underscores the significance of self-motivation as a predictor of academic performance, corroborating previous research that has highlighted the role of personal motivation in students' scholastic achievements (Connell & Wellborn, 1991; Elliot & Church, 1997).

The study also evaluated the practical significance of the self-motivation effect on academic performance. The results indicated that a 1% increase in self-motivation is associated with a .568% increase in CGPA. This result underscores the practical importance of self-motivation in contributing to students' academic success. These findings concur with studies that have emphasized the cumulative impact of motivational factors on students' educational outcomes (Meece et al., 2006; Wolters, 2003).

The results of this study offer substantial empirical evidence to confirm that self-motivation plays a crucial role in predicting the academic progress of students at the Women university. The evidence generated through this research aligns with prior studies that have emphasized the positive relationship between self-motivation and academic achievements. These findings have important implications for educational institutions, suggesting that fostering and nurturing students' intrinsic motivation can lead to enhanced academic success.

Conclusion

The aim of this research was to investigate the correlation between self-motivation and the academic achievements of students enrolled at the Women University of AJ&K.The findings offer significant insights into the interplay between self-motivation and academic performance, particularly among under recognized students at the university. Moreover, the study's results highlighted that self-leadership exerts a notable positive influence on students' academic performance.

Recommendations

The researcher suggests the following recommendations based on the conclusions drawn

1. It is recommended that Educational institutions should design interventions and programs that foster positive self-concept development among students. This could include activities aimed at enhancing self-esteem, self-confidence, and a sense of competence. By nurturing students' self-concept, institutions can indirectly contribute to improved academic performance.

2. It is also recommended for the universities that they should offer workshops or training sessions on effective goal-setting strategies can empower students to lay out clear objectives for their academic pursuits. This can help them channel their self-motivation into focused efforts, resulting in better academic outcomes.

3. It is recommended that the teachers should actively work to enhance students' self-efficacy beliefs. Providing constructive feedback, acknowledging students' efforts, and highlighting their successes can contribute to the development of a strong sense of self-belief, which positively impacts academic performance.

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