

*Original Research Article*

# Perception of Students on Factors in Motivation to Learn

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## Abstract

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The process of getting new ideas, knowledge and changing the existing knowledge and behavior is called learning or a change in human capacity which retains for a period of time is called learning. It brings changes in every student which can be short time or long time changes. Academic learning is directly linked to motivation. Learning and motivation is associated to student's perceptions. Motivation is a concept which defines a student's direction, persistence, and purpose. The motivation of students is a crucial factor for their performance and achievement of high quality academic grades. Motivation of student has an effect on all features of student life from participation to academic performance to extra-curricular activities. A Cross sectional descriptive study was conducted among the students of Lahore school of nursing total (n= 134) in Lahore, Pakistan from September 2019 to December 2019. Data collected through questionnaire. Convenient sampling technique was used. Study included 134 students of Lahore school of nursing in which 40.3% (n=54) participants belongs to age group of 18-22 years, 34.3% (n=46) participants belongs to age group of 20-22 years, 16.4% (n=22) participants belongs to age group of 22-24 years, 4.5% (n=6) participants belongs to age group of 24-26 years and 4.5% (n=6) participants belongs to age group of more than 26 years. There were two main motivational factors in this study, one is student related and one is teacher related. The mean of student related motivational factor was 2.56 and teacher related motivational factor was 2.77. This study concluded that the University of Lahore, Lahore school of nursing. Motivation play important role in every student carrier. Motivation enhances student desire to learn and achieve their goals. This study concluded that student had good perception about motivational factor of learning. This study also provides support to student to enhance their motivational level.

**Keywords:** Learning, Motivational factors, Student Motivation, Student perception.

## INTRODUCTION

The process of getting new ideas, knowledge and changing the existing knowledge and behavior is called learning or a change in human capacity which retain for a period of time is called learning. It brings changes in every student which can be short time or long time

changes. The duration depends upon student to student and their gaining, retaining strength. The duration of time also depend upon behavior of student whether a student change behavior according to new learning or not positive behavior help to adopt new ideas and knowledge

(Cano et al., 2018).

Academic learning is directly linked to motivation. Learning and motivation is associated to student's perceptions and want to be interested in the learning process. But thinking about their level of involvement in the learning process is also relevant. Students may be motivated to complete a task, but the motivating factors behind these students differ depending on the situation and skill (Dahlin et al., 2018). Motivation is a concept which defines a student's direction, persistence, and purpose. The motivation of students is a crucial factor for their performance and the achievement of academic grades of high quality. Motivation of student has an effect on all features of student life from participation to academic performance to extra-curricular activities. The student's motivation and inspiration depends on their desire to engage in lessons. Lack of motivation is often attributed to poor student achievement (Nweke, 2019).

Every student had different ways of learning. To facilitate learning it is important that these factors should be identified due to their importance. Student academic achievement highly depend on the nature of task to be fulfilled by a student. Some task are difficult in completing which cause frustration in student mind and effect motivation of student resulting incomplete achievement. The supportive learning environment of teacher changes the student teacher relation into collaborative learning which promotes professional socialization and empowerment (Wilson, 2018).

There are other factors which affect learning and academic achievement of students which includes the reward and appreciation, Teacher method and behavior. Reward is most important factor which enhances student attention toward study and motivate student to work. Rewards are known to be one of the most important factors used to inspire the students. Reward boosted students to get more interest in learning. When students are rewarded they usually take pleasure especially in learning and achievement of education. If teacher communicate with students within the classroom about reward then student develop a willingness to work hard and score good grade. They believe that both teacher and parents would be pleased with their good performance (Battle and Tyson, 2018).

It is known that teachers have a significant impact on the education and lifelong performance of their student. Teacher should have sufficient knowledge and information on topics they teach. Use of technology, traditional and creative methods of teaching and learning processes. They should maintain discipline and plan in a well-organized manner all classroom events and functions. Teachers with high quality teaching practice have a real positive effect on student achievement and other skills (Feng & Ha, 2016).

The primary aim of teaching at any educational level is to bring a basic change in the student. Student's success are liked with teaching quality and teaching methods of

teachers. To facilitate the process learning and information teacher must apply effective methods of teaching which best suited to specific goals and result at the stage. Teacher need to be familiar with various teaching strategies that understand the degree to which the concepts to be explained become clear. Majority of student's poor academic performance is profoundly related to the use of inadequate teaching methods by educators to influence learning. It is necessary for all teachers to apply such a methods which are student centered and relevant to student mental level (Öztürk, 2016).

The behavior of a teacher is a summary of the measurable result of the success of student in various institutions activities. Behavior can be positive or negative and can be effective or ineffective. Positive and effective behavior of a teacher produce required result of student learning. The way the teachers behaves and spend time with students on educational material has an effect on student achievement. A good behavior of teacher will enable a teacher to be committed to his job and will be able to take an effective initiative of teaching to his students. It will produce a positive impact on student performance (Rienties and Toetenel, 2016).

Being Self-sufficient is a state which enable student to earn their own comfortable place in learning environment. When student make a positive and effective judgment of his or her own academic performance then Self-efficacy increases and has a positive effect on learning. Self-efficacy determines clear carrier goals. Self-efficacy enable student to choose challenging task and makes greater effort to successfully complete these task (Shakurnia et al., 2015). Quality standard living they are illiterate and do not have attention to self-hygiene (Suvarna and Hegde, 2016).

## AIMS OF THE STUDY

The aim of this study is to assess Lahore school of Nursing student perception of motivational factors in learning.

## Significance of the Study

It is very clear that in the education of students, motivation is very important. If a university student has a high level of motivation for education, they can learn very well. There are some factors in this study which can enhance motivation of all students. This study will increase motivation level of Lahore school of Nursing student. It is clear that a student with high motivation had an effective level of self-actualization. It will enable Lahore school of Nursing student to know the instructor related motivating factors in learning.

## Literature Review

A study conducted in which most students were girls (71.2%). The male and female student mean average were 2.88 (SD1/40.220) and 2.61 (SD1/40.204). There are high mean point of female than male ( $P < 0.05$ ). Similarly the academic learning ratio is higher in female 58% and male had a ratio of 45%. Students from a supportive environment have higher academic learning and achievement. A positive home environment is a careful, supportive, loving and stable environment. While students who do not come from such a setting may be frustrated, discouraged and stressful at university (Broadbent and Poon, 2015). Study conducted in Lahore school of nursing also explore nursing student learning (Mukhtar et al., 2018). This study consist of 545 participants in which 389 (71.4 percent) were male and 159 were females student. Data collection instrument consist of achievement of required goal of academic learning of different years including 1st, 2nd, 3rd and fourth years students. It proves that 76 (13.9%) were excellent performer 409 (75%) were good performer and 60 (11.1%) were poor performer. A research results which is related to student learning in universities can be explained in the introduction to distribution of economic courses that out of 97 students who studied 9.28 percent had less categories, 34.02 percent had a moderate category, 31.96 percent had a lower category and 27.7 percent had a higher category of learning motivation (Lonn et al., 2015). Another study conducted in Indonesia about motivation to learn in students of universities which explained that out of 97 students who studied medical 8.25 percent had fewer categories, 43.30 percent had a moderate category, 29.90 percent had a superior category while 18.30 percent had a superior category (Lin-Siegler et al., 2016). Learning motivation can be viewed either as a general condition or as a condition relevant to the situation. In both general and situation specific it is a permanent tendency which enhances learning. Specific situation motivation is a kind of motivation in which students engages purposely in activities by adopting his or her goal and plan to understand the concepts of skill development. Students with a strong motivation to learn these things tend to do them regularly (Illeris, 2018).

As if they have a motivated learning scheme that activated each time they enter a situation of learning. Student who have little motivation to learn in general motivation can display in specific situation because the instructor has shown them the importance and value of motivation. Students who are inspired to learn need not find fun or exciting tasks in the classroom, but find them interesting and worthwhile. Take it seriously by trying to benefit from the expected enhancement and empowerment (Wlodkowski and Ginsberg, 2017). The primary aim of teaching at any educational level is to bring

about a fundamental change in the learner. Many students poor academic performance is profoundly related to the use of inadequate teaching methods by educator to affect learning. The teacher's teaching methods should be best suited to the subject in order to bring positive improvement to the students. Methods of teaching work effectively mainly when they meet the needs of the learner as each learner interprets and answer questions in a unique way (Simonson et al., 2019). Description of the behavior of a teacher who is responsible for teaching is an intimate relationship between a more mature and a less mature personality. The personality and behavior of the teacher is an important factor which has a great impact on the achievement of the student. Proper behavior of a teacher helps students to understand their area of problem in the learning process. A study conducted in Kenya in which 53% female student and 33% male student agreed that proper behavior of teacher bring positive changes in student achievements (Nouri, 2015).

Poverty is considered one of the major problems in the course of motivation and academic achievement. If their per capita income is low they problems. They do not have the necessary income for improving their learning and they become unable to improve their grades (Olszewski-Kubilius and Corwith, 2018).

Some of the studies also determine that there is clear link between the involvement of parents and academic success. There are many ways in which parent may demonstrate that they are interested in the education of their children. Parents can help children with specific skills taught at school, attend school meetings or activities till their kids about their school day help with school projects and encourage their kids to prepare for exam and quizzes. A student with more parental involvement performs homework more regularly than others. Parent positive attitude toward their children school can bring a positive change in the motivation toward learning and perception of their children (Castro et al., 2015).

## METHODS

### Setting

This Study was conducted in the University of Lahore, Lahore School of Nursing.

### Research Design

A cross-sectional study design was used to assess perception of students on factors in motivation to learn. Another study conducted in Lahore school of nursing also use cross sectional study design (Khalil et al., 2017).

## Population

The target population of the study was the student of BSCN (Bachelor of Science in nursing) and Post RN (Post-Registered Nurse) of Lahore School of Nursing.

## Sampling

Convenient sampling technique was used in this study.

## Research Instrument

A well-structured and adopted questioner from the study was used for collecting the data from the participant. After taking informed consent, data were collected from students of Lahore school of nursing.

## Data Gathering Procedure

A formal written letter of permission to conduct the research. Also ethical approval was obtained from author to use his questionnaire and the questionnaire was distributed to the Lahore school of nursing student.

## Analyze Data

Data analysis is done on SPSS (version 21).

- Outcomes of the study will offer as frequencies, mean, percentage, and the relevant statistical test.
- Statistical significance will well-thought-out at p-value <0.05.

## Study Timeline

This study took 4 months (September 2019, to December 2019).

## Ethical Consideration

The rules and regulations laid down by the University of Lahore's ethical committee will be followed while conducting research and respecting the rights of research participants.

- All participants will receive attached written informed consent.
- All data collection and details shall be kept confidential.
- Throughout the study, participants will remain anonymous.
- The subjects will be told that the study technique does not pose any drawbacks or risks.

- They will also be informed that during the study process they will be free to withdraw at any time.
- The data is kept under the key and locked while the keys are kept in hand. It will be kept under password in laptop.

## RESULTS

This section presents the outcomes of the study.

### Profile of the Respondents

#### Section 1

##### Demographic

Respondents were taken from Lahore school of nursing, The University of Lahore. The below table 1 and figure 1 show that 40.3% (n=54) participants belongs to age group of 18-22 years, 34.3% (n=46) participants belongs to age group of 20-22 years, 16.4% (n=22) participants belongs to age group of 22-24 years, 4.5% (n=6) participants belongs to age group of 24-26 years and 4.5 (n=6) participants belongs to age group of more than 26 years.

The below table 1 show that 13.4% (n=18) participants are male and 86.6% (n=116) participants are female.

The below table 1 show that 36.6% (n=49) participants are 1st year students, 32.8% (n=44) participants are 2nd year students, 19.4% (n=26) participants are 3rd year students and 4.5% (n=6) participants are 4th year students

#### Section 2

Section 2 represents the student and teacher related motivational questions. In the above table, Question no 1 show that 40.3% (n=54) participants strongly agree to having every kind of family supports to your learning, 30.6% (n=41) participants agree to having every kind of family supports to your learning, 11.2% (n=15) participants do not know about having every kind of family supports to your learning, 10.4% (n=14) participants disagree to having every kind of family supports to your learning and 7.5% (n=10) participants strongly disagree to having every kind of family supports to your learning.

In the above table, Question no 2 show that 32.8% (n=44) participants strongly agree to believing that classes are very important and useful for our future, 41.0% (n=55) participants agree to believing that classes are very important and useful for our future, 9.7% (n=13) participants do not know about believing that classes are very important and useful for our future, 10.4% (n=14)

Table 1. Demographic table

Age	Frequency	Percent	Valid Percent	Commutative Percent
18-20	54	40.3	40.3	40.3
20-22	46	34.3	34.3	74.6
22-24	22	16.4	16.4	91.0
24-26	6	4.5	4.5	95.5
More than 26	6	4.5	4.5	6
Total	134	100.0	100.0	134
<b>Gender</b>				
Male	18	13.4	13.4	13.4
Female	116	86.6	86.6	100.0
Total	134	100.0	100.0	
<b>Years of study</b>				
1st year	49	36.6	36.6	36.6
2nd year	44	32.8	32.8	69.4
3rd year	26	19.4	19.4	88.8
4th year	15	11.2	11.2	100.0
Total	134	100.0	100.0	
<b>Marital Status of the participants</b>				
Single	123	91.8	91.8	91.8
Married	11	8.2	8.2	100.0

participants disagree to believing that classes are very important and useful for our future and 6.0% (n=8) participants strongly disagree to believing that classes are very important and useful for our future.

In the above table, Questions no 3 show that 33.6% (n=45) participants strongly agree to having interest to the content of learning subject, 47.0% (n=63) participants agree to having interest to the content of learning subject, 11.2% (n=15) participants do not know about having interest to the content of learning subject, 3.7% (n=5) participants disagree to having interest to the content of learning subject and 4.5% (n=6) participants strongly disagree to having interest to the content of learning subject.

In table 2 Question no 4 show that 36.6% (n=49) participants strongly agree to believing that you are valuable for your teachers and friends, 30.6% (n=41) participants agree to believing that you are valuable for your teachers and friends, 16.4% (n=22) participants do not know about believing that you are valuable for your teachers and friends, 9.0% (n=12) participants disagree to believing that you are valuable for your teachers and friends and 7.5% (n=10) participants strongly disagree to believing that you are valuable for your teachers and friends.

In the above table, Question no 5 show that 39.6% (n=53) participants strongly agree to being highly creative, 40.3% (n=54) participants agree to being highly creative, 8.2% (n=11) participants do not know about being highly creative, 5.2% (n=7) participants disagree to being highly creative, and 6.7% (n=9) participants strongly disagree to being highly creative.

In table 2 Question no 6 show that 27.6% (n=37) participants strongly agree to being very intelligent, 29.9% (n=40) participants agree to being very intelligent, 26.1% (n=35) participants do not know about being very intelligent, 8.2% (n=11) participants disagree to being very intelligent and 8.2% (n=11) participants strongly disagree to being very intelligent.

In the above table, Question no 7 show that 43.3% (n=58) participants strongly agree to systematically studying and having some learning targets, 35.1% (n=47) participants agree to systematically studying and having some learning targets, 7.5% (n=10) participants do not know about systematically studying and having some learning targets, 11.9% (n=16) participants disagree to systematically studying and having some learning targets and 2.2% (n=3) participants strongly disagree to systematically studying and having some learning targets.

In the above table, Question no 36 show that 3.7% (n=5) participants strongly agree to being antisocial, 7.5% (n=10) participants agree to being antisocial, 14.2% (n=19) participants do not know about being antisocial, 48.5% (n=65) participants disagree to being antisocial and 26.1% (n=35) participants strongly disagree to being antisocial.

In the above table 3, Question no 37 show that 30.6% (n=41) participants strongly agree to having sufficient communication skill, 33.6% (n=45) participants agree to having sufficient communication skill, 18.7% (n=25) participants do not know about having sufficient communication skill, 10.4% (n=14) participants disagree to having sufficient communication skill and 6.7%

**Table 2.** Student related questions and their arithmetic Means, on lickert scale (strongly agree to strongly disagree)

<b>S No</b>	<b>Student related questions</b>	<b>Mean</b>
1	Having every kind of family supports to your learning	2.14
2	Believing that classes are very important and useful for your future.	2.16
3	Having interest to the content of learning subject.	1.99
4	Believing that you are valuable for your teachers and friends.	2.20
5	Being highly creative.	1.99
6	Being very intelligent.	2.40
7	Systematically studying and having some learning targets.	1.95
8	Knowing that hard working is very important to pass a class.	2.16
9	Having temporarily physical health problems (being sleepy, having a headache).	3.35
10	Having temporarily psychological problems such as lack of moral, and stress	2.99
11	Having a high expectancy to be successful.	2.10
12	Having some opportunities to determine yourself what you are going to learn.	1.92
13	Having negative prejudices for the class.	3.50
14	Having a competition situation in learning.	2.00
15	Feeling yourself unsafe	3.96
16	Feeling yourself sufficient about learning and ability level.	1.80
17	Having high anxiety level.	2.31
18	Having negative attitudes and prejudices against instructor of the class.	3.60
19	Negativity of your social environment (both in school and out of school).	2.66
20	Having close family members who have important problems.	1.91
21	Absolute necessity for note taking during the class time.	2.60
22	Being not satisfied the basic needs such as nutrition.	3.43
23	Having orientation difficulties to school and environment.	2.66
24	Having close friends whose learning motivation levels are very high.	2.05
25	Being in love with someone.	3.21
26	Having lack of communication skill.	3.31
27	Having negative relationships with the opposite sex.	3.57
28	Having deficit in economic conditions.	3.28
29	Taking private teaching supports.	2.16
30	Performing enough sportive activities.	2.25
31	Being interesting to instructor in an emotional way.	3.57
32	Being a need of getting attention.	2.03
33	Having some harmful habits.	2.15
34	Being jealous.	2.69

**Table 3.** Teacher related questions and their arithmetic Means, on lickert scale (strongly agree to strongly disagree)

35	Having a very eagerly personality to learn.	2.10
36	Being antisocial.	3.86
37	Having sufficient communication skill.	2.29
38	Not having some principles.	3.56
39	Making fun of students, behaving roughly and given punishment to students.	2.93
40	Lack of providing discipline in class.	3.69
41	Providing cooperation with classmates and supporting group studies.	1.96
42	Being a good model for high motivation in class and loving his job.	2.03
43	Trying to make students feel that the instructor really cares about them.	2.12
44	Being fair and not discriminating students.	2.33
45	Providing a warm learning atmosphere in class, and being tolerantly and joyfully.	2.46
46	Using student centered teaching methods and making students to participate in the class.	2.58
47	Informing students about teaching targets and the importance of the subject being thought.	2.03
48	Dominating the teaching subject, having sufficient knowledge on his profession.	2.10
49	Providing positive feedbacks to students in learning progress.	2.22
50	Forcing students' potentials in classes.	3.81
51	Given encourage to students for being successful.	2.17
52	Guiding students privately, and to have them make appropriate individual studies.	2.48
53	Making speeches to students to improve their general learning desire.	2.01
54	Reflecting his political idea in classes.	2.37
55	Assigning very high grades and never failing a student.	2.36
56	Not using reinforcement sufficiently.	3.74
57	Framing the teaching subject with daily life.	1.94
58	Having insufficient teaching ability.	3.74
59	Lack of providing appropriate study materials to his students.	3.92
60	Given low grades.	1.93
61	Having very serious health problems.	3.43
62	Having consistent personality.	1.80
63	Using class time inefficiently.	4.08
64	Being sophisticated.	2.08
65	Not being clean and well groomed.	2.00
66	Not being creative.	2.61
67	Reflecting his economical deficits to his students.	3.24
68	Primarily considering economical gain in teaching.	2.40
69	Behaving unethically against students.	3.90
70	Having low empathy skill.	3.58
71	Not being altruistic to his students.	3.51
72	Reflecting his private life problems to the class.	3.55

(n=9) participants strongly disagree to having sufficient communication skill.

In the above table 3 Question no 38 show that 8.2% (n=11) participants strongly agree to not having some principles, 9.7% (n=13) participants agree to not having some principles, 21.6% (n=29) participants do not know about not having some principles, 38.8% (n=52) participants disagree to not having some principles and 21.6% (n=29) participants strongly disagree to not having some principles.

In the above table 3, Question no 39 show that

14.9% (n=20)

participants strongly agree to making fun of students, behaving roughly and given punishment to students, 15.7% (n=21) participants agree to making fun of students, behaving roughly and given punishment to students, 41.8% (n=56) participants do not know about not making fun of students, behaving roughly and given punishment to students, 17.2% (n=23) participants disagree to not making fun of students, behaving roughly and given punishment to students and 10.4% (n=14) participants strongly disagree to making fun of students,

behaving roughly and given punishment to students.

In the above table 3 Question no 40 show that 7.5% (n=10) participants strongly agree to lack of providing discipline in class, 9.0% (n=12) participants agree to lack of providing discipline in class, 9.0% (n=12) participants do not know about lack of providing discipline in class, 56.7% (n=76) participants disagree to lack of providing discipline in class and 17.9% (n=24) participants strongly disagree to lack of providing discipline in class.

In the above table, 3 Question no 41 show that 39.6% (n=53) participants strongly agree to providing cooperation with classmates and supporting group studies, 43.3% (n=58) participants agree to providing cooperation with classmates and supporting group studies, 5.2% (n=7) participants do not know about providing cooperation with classmates and supporting group studies, 6.0% (n=8) participants disagree to providing cooperation with classmates and supporting group studies and 6.0% (n=8) participants strongly disagree to providing cooperation with classmates and supporting group studies.

## DISCUSSION

This is a cross-sectional study. This study is conducted in The University of Lahore, Lahore school of Nursing. Data were collected through questionnaire from the student of Lahore school of nursing. In this Study (n=54) participants belongs to age group of 18-22 years, (n=46) participants belongs to age group of 20-22 years, (n=22) participants belongs to age group of 22-24 years, (n=6) participants belongs to age group of 24-26 years and (n=6) participants belongs to age group of more than 26 years.

Similarly (n=18) participants are male and (n=116) participants are female in this study. Study participants are separated from themselves through current study year (n=49) participants are 1st year students, (n=44) participants are 2nd year students, (n=26) participants are 3rd year students and (n=6) participants are 4th year students. Furthermore (n=123) participants are single and (n=11) participants are married.

The questionnaire consists of two parts, first part contain student related motivational questions and the other part contain teacher related motivational questions. Mean of all questions were done. The participants (Male, Female) respond differently to all questions. There are several questions in which female responds (strongly agree, Agree) highly then male. Student related questions include different questions. The mean of this question having every kind of family supports to your learning female participants was 2.14. Maximum of the participants respond highly to have family support. Similar study has been conducted by (Chohan and Khan,

2015) which explore that parental support factors contribute significantly to the creation of positive self esteem which is statistically related to the students' academic achievement. Another study conducted in India indicated that family support encourage student and build high motivation of student.

Having orientation difficulties to school and environment, the mean of this question is 2.66. Maximum of study participants both male and female disagree to this question. They clear that orientation is very important and we had a good orientation at the start of carrier. Similarly another study has been conducted in River state University of science and technology explore that student orientation is only way to help out student to start their carrier in a good way. Furthermore they concluded that our study result show that a lot of student faced difficulties in orientation to school environment. (Lotkowski et al., 2015).

Lack of providing discipline in class. The mean of this question is 3.69. Most of the participants of this study disagree to lack of discipline in class. They think that discipline is the key to maintain the class learning environment. A study conducted in Mauritis High school suggests that discipline minting is the most important aspect of any class. Mauritis school study concluded that mobile phone bring indiscipline in their participants class environment (Jinot, 2018).

Providing positive feedbacks to students in learning progress. The mean of this question is 2.22. A lot of participants agree to have a positive feedback from their teachers in learning process. Similar study has been conducted in University of East Anglia which suggest that positive feedback of teacher help students to achieve their goals in learning process. This study concluded that in our study most of the participants agree to have enough support and feedback from their teachers.

There are many questions in which the female participants responded highly than male. Having interest to the content of learning subject. The mean of this question is 1.99. In this question the females (n= 58) agree to have interest in the content of learning subjects while (n=18) males agree to have interest in learning subjects.

## Limitations

As the information was gathered from just a single setting, it has restricted generalizability.

Convenient sampling was applied in data collection process whereas the probability sampling method can enhance the induction of different strata of the participants.

The study was limited to assess perception of Lahore School of nursing students on factors motivation to learn.

## CONCLUSION

This study concluded that the University of Lahore, Lahore school of nursing. Motivation play important role in every student carrier. Motivation enhances student desire to learn and achieve their goals. This study concluded that student had good perception about motivational factor of learning. This study also provides support to student to enhance their motivational level.

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