

The Impact of Motivation on Student's Academic Achievements of Secondary Schools Level of District Mastung Balochistan Pakistan

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Abstract: This research was aimed at exploring the motivation of the students at the secondary level and its impact on the academic performance of the students. District Mastung was taken as the case study. In general, it is true that motivation is the foundational stone of success which not only guides the students toward a coherent path, but also guides them to associate with professionalism and become successful. To gauge the motivation levels of the students of district Mastung, the quantitative method of the research was incorporated where a questionnaire for a sample of 200 respondents out of which only 179 responded. Different female secondary public schools were selected where the questionnaires were distributed. The results demonstrated that the motivation levels are quite low in the rural areas the motivation of the students is low and this reduces their academic performance. On the other hand, the motivation levels are high at the urban areas of Mastung both in the public as well as in the private schools. The impact of the high motivations is incredible on the academic performance of the students at the secondary level and they are competing at the provincial level on the provincial merit. The factors that influence the motivation of the students in district Mastung, as a result of the study, are the role of the parent and the teachers, the external environment to which the students are exposed and the internal motivation of the students which molds their mindset. In a nut shell, motivation is the key to impressive performance of the students at the academic level.

INTRODUCTION

This research is predominantly focused on the motivation scales among the students of secondary level and the impact of the motivation on the academic performance of the

students, however, Mastung is taken as a case study. From a literal point of view, motivation in actual interpretation is the inspiration through which an activity is done with more ambition and more vigor.

To further add to it, motivation is the means through which certain targets and agendas are attained. In the case of students which not only defines who they are, but also who they are going to be because it determines the future goals of the students. Therefore, motivation is essential to ascertain the success of their future and career (Fontana, 1981).

In the case of District Mastung, there are many factors which influence the motivation level of the students. These factors are external like the social environment, the role of the parents and the role of the teachers in influencing the mindset and thought perception of the students, on the other hand, there are the internal factors that influence the motivation levels among the students (Muhammad, 2013).

In the case of Mastung or seen generally as well, the motivation scales leave deep imprints on the academic performance of the students. Those students who are highly motivated, they not only produce good scores and results in the exams, but perform well in every field of life or competition (Riasat, 2011).

This gives enormous educational opportunities for the people of Mastung and they can also take advantage of the employment opportunities. This gives extra motivation and inspiration to the people of Mastung to cling to education so they can easily avoid the domination from other settlers and other communities.

Being adjacent to Quetta, Mastung has too many benefits. These benefits also include the frequent visits to different schools of Quetta by participating in them and visits to different coaching academies (Haider, 2013).

The coaching academies, no doubt they are doing business, have reduced the burden of the teachers and filled the gaps in the public schools curriculum loopholes.

They are greatly overcome the lacunas in the teaching methods of the public schools and they are also motivating the students to become a part of the competition. Once the student of Mastung sees the competing environment of Quetta, they spontaneously become motivated and continue their hard work.

Motivation scales at the secondary level among the students of Mastung vary from rural to the urban places. The motivation scales also vary from the public schools to the private schools. At the rural areas, the motivation scales are the lowest and the weakest whilst they are stronger as we move toward the urban areas (Ghazi, 2015).

On the other hand, the motivation scales also are from poor to average at the public schools depending on the resources available at the schools and the teachers and their classroom management.

However, at the private schools, the motivation levels are quite high. The teachers in the private sector do not get enough salaries and other allowances, yet they are more hard working as compared to the teachers of the public schools. They are producing better results in spite of making a business of their own (Riasat, 2011).

Background

Mastung is an average district of Pakistan when it comes to literacy rate and education standards. The standards are not very high as like Islamabad or Lahore, but not also very low like Nokundi and Kharan. It is one of the rapidly growing cities of Balochistan and the education standards over the last decade have improved (Hakeem, 2013).

The public schools still face too many challenges due to outright negligence from the government as well as due to the lack of the resources. However, the students in last some years have produced astonishing results and their academic performance has improved over the years, however, the fact cannot be denied that there is still much room for improvement and the loopholes within the structure need to be bridged before they can create other problems (Hakeem, 2013).

In the presence of the motivation, the students feel that they have a purpose of life and their studies are a means to achieve that purpose, in this case, they work harder, but in the absence of the motivation, even the smallest tasks are perceived as herculean tasks by the students and their purpose of life does not make any sense to them (Kathleen, 2011)

Most of the times the teachers are fed up with the poor support from the government as they get a poor salary which is very less as compared to the other officers from other fields and they do not get special allowances which many officers get.

The teachers can also motivate the teachers with the examples of great personalities from their own society. Balochistan is replete with famous poets, writers, actors, politicians, bureaucrats and other professionals who stand to inspire the youth. The teachers can use their examples to influence the mindset of the youth.

These personalities are a great source of inspiration for the youth. The teachers can use their examples to motivate the students to become like them. They remain as great sources of motivation for the public (Javed, 2014).

Those students who often do not get enough motivation or inspiration, they tend to perform quite poor in their exams. The peer pressure and the changing attitude of the parents engulf them as they perceive education as a burden on them.

As long as a student continues to feel or behaves in this way that education is a burden, they will prove counterproductive and continue to fail. Many students have failed and eventually quit their education.

Parents are the key for the motivation of the students. They are the main architect behind the success as well as failure of their children. In district Mastung, the parents have become sensible and they are more concerned about the studies of their children. They tend to take a cautious watch over the activities of their children at home as well as outside the home.

If the parents are giving proper time to their children, it is a good sign for the youth of Mastung. Through this they can understand the strengths and weaknesses of their children. Knowing the strengths and the weaknesses of the children is imperative for the parents as it helps them switch the levels of motivation for their children (Riasat, 2011).

If the parents are working on the character building of their children, the children will not only be motivated, but they will also become responsible citizens. Character building requires a certain amount of motivation to integrate the social etiquettes in the youth.

The same situation is persistent in the rural areas of district Mastung. The motivational levels in the urban areas are much better and the academic performance of the students of Mastung in the urban areas, mainly, in the city of Mastung is appreciable (Tehseen, 2014).

Significance of the study

The study is significant in the sense that the study will unveil the impact of motivation on students' academic achievement at secondary level in district Mastung. The purpose of research will be to analyze the impact of motivation on students' academic achievement at secondary level in district Mastung. The strategy for research is descriptive survey method through achievement tests and questionnaire to determine the motivation level of students. This study will help both government and private school boards to understand the influence of teachers' motivation on student academic achievement. It would also enable teachers to structure students' education to make them more effective in helping to improving the efficiency of their academic achievement. It would be a source of information on how teachers can engage in productive means to ensure the meaningful performance. This study would also serve as a tool to clarify issues as to Teachers' Motivation on Students' academic achievement. The findings of the study will reveal whether Students' motivation have any influence on their' academic achievement and to make recommendations on how school systems can ameliorate the situation.

Objectives

The objectives of the study are

- i To determine the motivation level of secondary school level students in District Mastung.
- ii To ascertain relationship between students' motivation and their academic achievement.

Research Questions

- i What are the motivation levels of secondary school level students in District Mastung?
- ii What is the relationship between student's motivation and their academic Achievement.

Hypothesis

- i H: (Null Hypothesis) There is insignificant difference in the impact of motivation on students' academic achievements of intrinsic and extrinsic motivation in marks achievements.
- ii H1: (Alternative Hypothesis) There is significant difference in the impact of motivation on students' academic achievements of intrinsic and extrinsic in marks achievements.

Limitation

- This research was confined to district Mastung and the questionnaires were also distributed among the people of Mastung as the sample size was taken from the population of Mastung.
- Furthermore, the timeframe was also short as the researcher had only one year to complete the entire research.

Delimitation

The researcher could go for selecting the higher secondary level as well for exploring the motivational scales of the students of district Mastung, but due to lack of administrative support the research was delimited to the secondary level alone.

Operational Definitions of the Key Terms

Following are the key terms used in the given research

Motivation

Motivation is the means through which certain targets and agendas are attained. Motivation is essential to ascertain the success of their future and career. Motivation in actual interpretation is the inspiration through which an activity is done with more ambition and more vigor. Motivation is the best source of inspiration. The inspiration is caused by external and internal forces which in return help attain the objectives of life.

Academic achievement

Academic achievement includes performance based on grades given in coursework. A behavioral expectation includes performance beyond the classroom in activations and school organizations.

Secondary school

The secondary level which is the most crucial stage of the students because it determines the future goals of the students includes the 9th and 10th classes of the school. It is the most crucial stage of the life of a student as it decides the future path of the students.

Career

Career has been defined as a process of development of the employee along a path of experience and jobs in one or more organizations. In the past, due to lack of career counseling and other general awareness factors, the individuals had the major responsibility of deciding their future fate from the social trends and status. However, the individual decisions today are inspired and affected not only by the social pressure, but also the environment of the organization

RESEARCH METHODOLOGY

Research design

This research study was quantitative method in nature. The research design was the most crucial part of the research method. The facts dignified their intrinsic and extrinsic motivation on students' achievements of secondary schools level. The research design for this study was quantitative. The researcher collected information through the questionnaire and analyzed through SPSS software.

Sample Size

The sample size means the overall number of the people who have been selected from a particular region and they are a part of the research. The questionnaires were distributed among them and then their views were analyzed. The sample size was 200, however, some of the respondent did not respond to the questionnaires given to them so the overall number at last became 179 people as the sample size.

Population survey

The population survey means that the people from whom the data is collected. First a region is selected and then from the overall population, small chunks of the people are chosen as the participants who will respond to the questionnaires as they are distributed to them.

The target population of the research study on the topic of the impact of motivation on students' academic achievements was the students of secondary schools of district Mastung Baluchistan in which all the students of the 9th and 10th of four target schools were enrolled.

1. Govt. Girls high School, Mastung
2. Govt. Girls Public high School, Mastung
3. Govt. Girls high School Killi Sheikhan, Mastung
4. Govt. Girls High School Ishkina, Mastung

Sampling Technique

For the sampling technique purposive sampling technique was applied to gather the information from the respondents who were conveniently existent. Sample was selected from four selected girls' secondary schools of district Mastung. For the research 200 samples were organized in which 179 was answered. Different female secondary public schools were selected where the questionnaires were distributed.

Instruments of Research

First the sampling technique was incorporated in the given research then the SPSS software was used in which the Chi-Square test and the ANOVA were applied for the results and findings of the research questionnaires.

The researcher used the questionnaire as a tool for this study to collect data from sampled students of four Govt. Girls Secondary Schools of district Mastung. The questionnaire included two types of items intrinsic motivation and extrinsic motivation.

Pilot Study

The Pilot testing was conducted in two schools of District Mastung and answered 15 respondents. There were some minor mistakes were found in the questionnaire. All the mistakes were corrected and questionnaires were redeveloped for the final research.

Data analysis

For the analysis of the given data which had been gathered during the primary research of the questionnaires, the SPSS software was used. In the SPSS software, the ANOVA and the Chi-Square test were used which helped the researcher find more accurate and refined results. Tables were made and then the tables were analyzed one by one keeping in view the results from the ANOVA and the Chi-Square test.

one by one and the students were asked to assemble in their assembly hall where the questionnaires were distributed.

Ethical Consideration

Ethical consideration is the most paramount and most significant part of the research method in the modern times of academic research. No research is perceived as authentic if that research does not follow the proper ethics of the research method. The most important ethical consideration for this research was the ethical conduct during the distribution of the questionnaires.

The questionnaires were distributed among the respondents and they were ensured that their names and other personal information would remain confidential and before giving them the questionnaires, the informed consent was used which means they were informed about every detail and then with their permission, they were given questionnaires.

Table 4.4: Chi square test showing the test of homogeneity of intrinsic motivation and extrinsic motivation

	Strongly Disagree	Disagree	Agree,	Strongly agree	
Intrinsic motivation	12	23	40	104	179
Extrinsic motivation	14	20	35	110	179
	26	43	75	214	358

$$\chi^2 = \sum \left[\frac{(a)^2}{C} - \frac{A^2}{N} \right]$$

$$\chi^2 = 12.696$$

The above table shows the two independent random sample of size $n = 179$ from a population of the students from different girls secondary schools and tested that the two sample drawn are homogeneous. The chi square test have been applied the calculated value measured was $\chi^2 = 12.696$ and the critical value at 5% is (7.82). Hence from the above result we conclude that the two sample are not homogeneous in respect of classified categories.

Bar-Chart

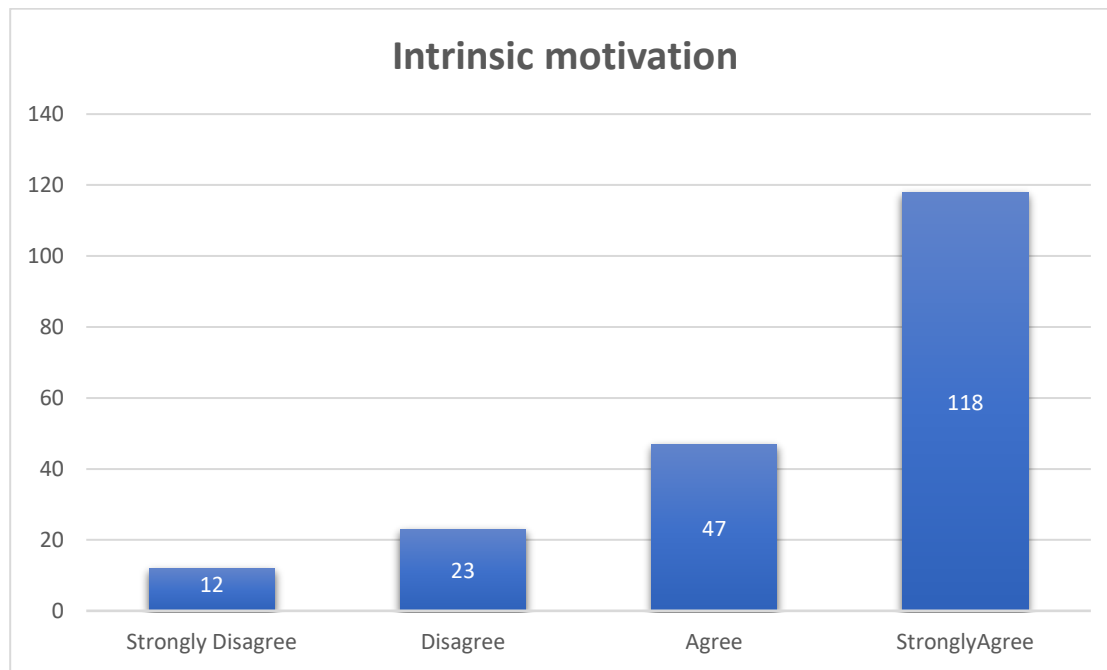


Figure 1 :The pie chart shows the result in percentages of intrinsic motivation on academic achievement.

Out of 200 students questioned and it is found that 59% of respondents are strongly agree that intrinsic motivation have significant impact on academic achievements. Only 6% respondents have responded of no significant impact of intrinsic motivation on academic performance.

Data presentation

Table4.8 : Response on different categories on intrinsic motivation

Categories	Frequencies	%age
Strongly disagree	12	6.7
Disagree	23	12.8
Agree	40	22.3
Strongly agree	104	58.2
Total	179	100

Extrinsic Motivation:

Pie chart

The following percentage chart shows the extrinsic motivation on academic performance.

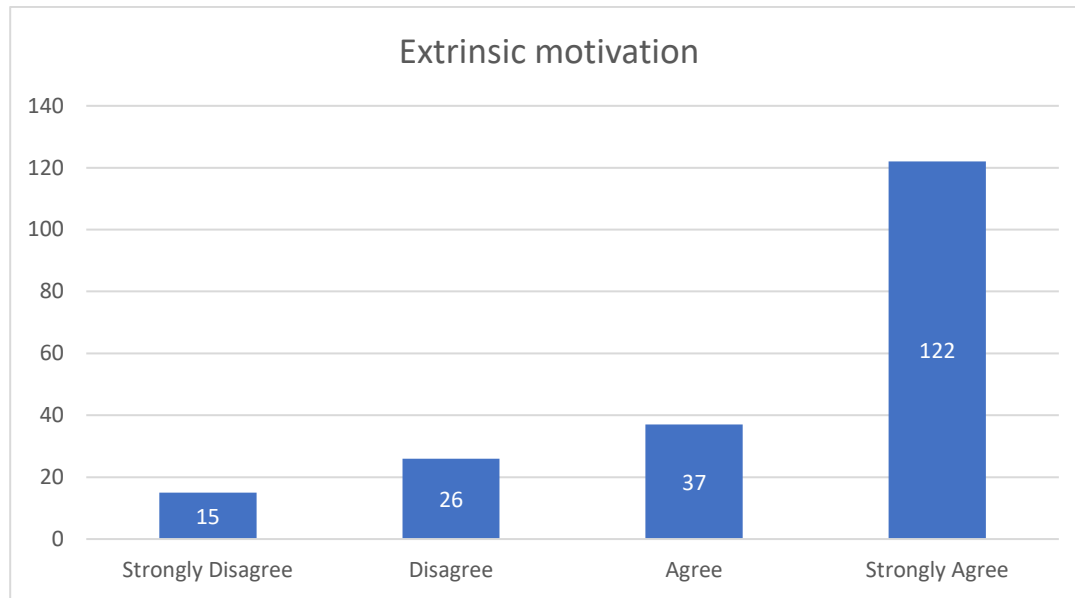
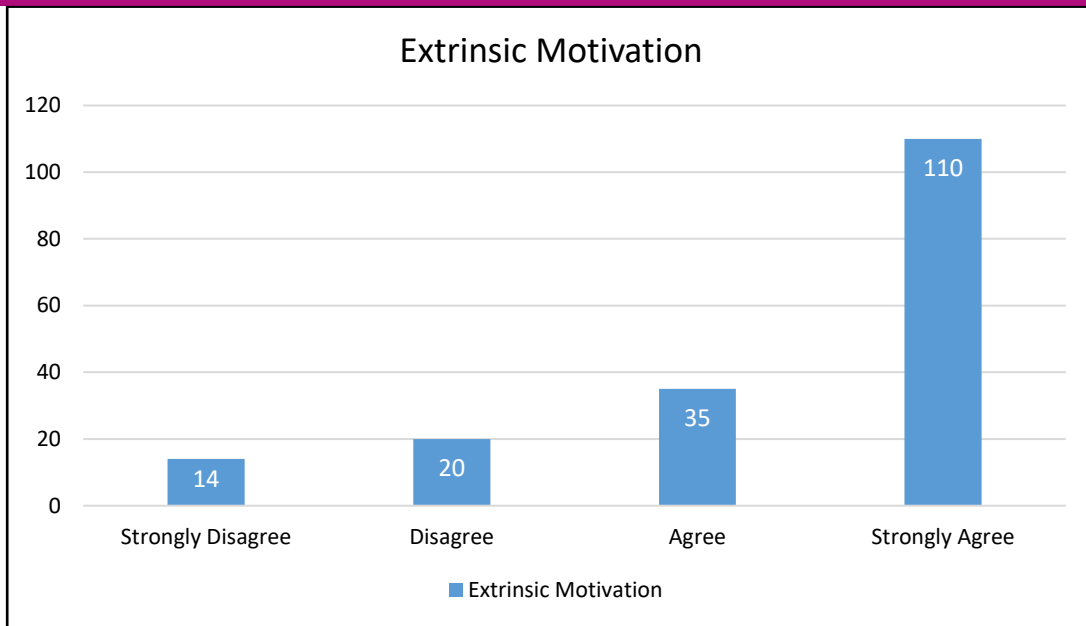


Figure 3 : The following percentage chart shows the extrinsic motivation on academic performance.

The above pie chart show the response of respondents on different categories. The (61%) of students indicated that they are strongly agreed with the extrinsic motivation on their academic achievements and only (7%) of the respondents are strongly disagree.

Table 4.9 : Response on Different Categories on Extrinsic Motivation

Categories	Frequencies	%age
Strongly disagree	14	7.8
Disagree	20	11.2
Agree	35	19.6
Strongly agree	110	61.5
Total	179	100



The bar line revealed the result of questions asked on different categories of extrinsic motivation on students' academic achievements and showed that out of 179 students 110 strongly agree with the impact of extrinsic motivation on academic achievements, 35 respondent are agree. While only 14 students out of 179 samples are strongly disagree with the impact of extrinsic motivation on academic achievements and 20 are disagree.

Bar-chart

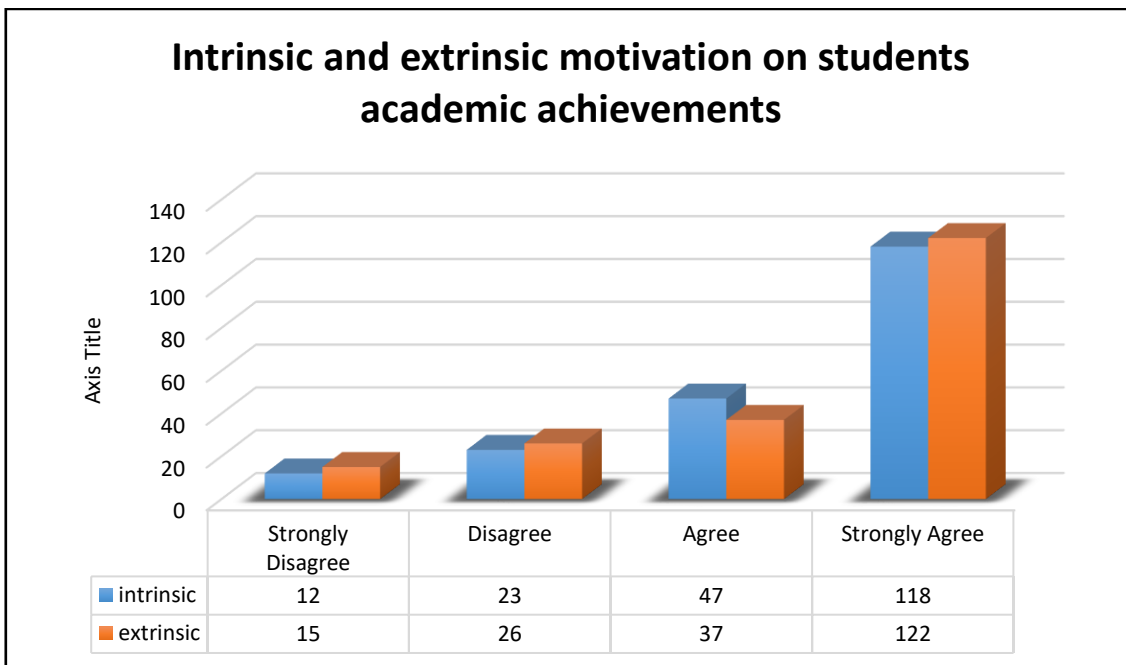


Figure 5 : The following percentage chart shows the extrinsic motivation on academic performance.

On the above bar lines the comparison have been made between intrinsic and extrinsic achievement of students and found that the most of the students are strongly agree on both the intrinsic and extrinsic motivation on their academic achievements.

FINDINGS

Following are the main findings that have been explored after the conclusive research on the motivational scales of secondary level in district Mastung.

- *This study mainly developed relationship between intrinsic and extrinsic motivation and academic achievement on students by using different descriptive and inferential statistical measures. The findings were developed on the basis of 90 percent response out of 179 sample students of class 9th and 10th.
The null (insignificant difference in the impact of motivation on students' academic achievements) and alternative hypothesis (significant difference in the impact of motivation on students' academic/marks achievements) were formulated and null hypothesis was tested at 0.05 level of significance.*
- *The t-test value (2.131) was higher than tabulated t-test value (1.97) that rejected our null hypothesis and concluded that the impact of intrinsic and extrinsic motivation on students' academic achievements was significant.*
- *The chi square test for homogeneity whether intrinsic motivation and extrinsic motivation are homogeneous or are not homogeneous. The chi square calculated value was higher ($\chi^2=12.696$) than the critical value at 5% is (7.82) suggested that the two sample are not homogeneous in respect of classified categories.*
- *The analysis of variance for multiple regression model ($F=197.524$) suggesting p-value <5% that concludes that combined predictors i.e. intrinsic motivation and extrinsic motivation expressively projected the marks obtained by the students. The multiple regression model developed values for intrinsic motivation ($t=4.186$) and extrinsic motivation (10.491) with p-value <0.05 suggesting student's t-statistic statistically significant that signifies intrinsic and extrinsic variables as good predictors that influence academic achievement of students.*
- *The fitted multiple regression model used for prediction showed that both the factors (intrinsic and extrinsic motivation affect the academic achievements of secondary school students. The model develops belief that higher the intrinsic and extrinsic motivation, best will be the academic achievement of students.*
- *The respondents 'strongly agreed' (58.2%) and 'agreed' (22.3%) on significant impact of intrinsic motivation on their academic achievements and 'disagreed' (12.8%) and 'strongly disagreed' (6.7%) by fewer respondents. This indicates that intrinsic motivation has intensely impacts on academic performance.*
- *In case the impact of extrinsic motivation, (61.5%) respondents 'strongly agreed', (19.6%) 'Agreed' that extrinsic motivation has significant impact on their academic achievements and only (7.8%) of the respondents 'strongly disagree' and (11.2%) respondents 'disagreed' the above opinion. The comparison between intrinsic and extrinsic motivation for their impact on the academic achievement of students showed that most of the students were strongly agree on both the intrinsic and extrinsic motivation on their academic achievements.
The regression model suggested statistically significant student's t-statistic and signified intrinsic and extrinsic as good predictors to influence students' academic achievement.*
- *The regression model also concludes that intrinsic and extrinsic motivation affect the academic achievements of secondary school students; and believed that higher the intrinsic and extrinsic motivation, best will be the academic achievement of students.*
- *Majority of respondents were strongly agreed on significant impact of intrinsic and extrinsic motivation on their academic achievements.*
- *Conclusively the study revealed that different government and private schools of district Mastung students.*

CONCLUSION

An exhaustive and conclusive study of the given topic reveals in the conclusion that motivation is the paramount pillar on the basis of which the edifice of the success is erected. Motivation is quite similar to the light that tears up the darkness and makes its way. Motivation is highly essential for the students to form some goals in their minds and then strive to achieve those goals. Once the students start working hard, they naturally polish their reading, speaking and writing skills which as a result produce impressive academic results. The impressive academic performance further encourages the students to expand their hard work and to be bolstered to achieve greater targets. The secondary level is the most crucial stage of the life of a student.

At this stage, the love of studies can be inculcated in them and at this stage; the love of a certain profession can be inculcated in them. The love of profession can only become successful if the student is motivated enough to materialize that dream. The more the students are ambitious, the greater is the intensity of the motivation in them and vice versa for all.

As far as the students at the secondary level in district Mastung are concerned, their motivational scales are somewhat mixed. The motivation levels are quite low in the rural areas the motivation of the students is low and this reduces their academic performance. The reasons for the low motivation range from the negligence of the parents to the poor faculty at the public schools.

On the other hand, the motivation levels are high at the urban areas of Mastung both in the public as well as in the private schools. The impact of the high motivations is incredible performance in the academic career. These are the students who are

competing at the provincial level on the provincial merit. Again the factors behind their high inspiration are the attention of the parents and efforts of the teachers. Motivation or inspiration is a psychological impression to describe the effort, behavioral quality while performing the relative activity and feeling responsibility to convey effectively. The motivation is supposed to be a theoretical construct employed to reveal the direction, initiation, intensity, persistence and quantity of behavior.

The local educational authorities as well as the provincial ministry of education bear this responsibility to upgrade the public schools to the standards which meet the modern requirements. Teachers must be trained well, their salaries and allowances must be increased and their love for the profession of teaching must be retained.

Discussion

This study was conducted in province of Balochistan at district Mastung in different schools public and private girls' high schools sectors at secondary schools level the academic and performance and achievements of the secondary level of schools district Mastung.

This study also provides guidelines for the further researcher in the same area regarding the motivation level of the students at the college and the university level. Furthermore, the study is also useful in its scope for a new insight in the public schools. This study brings forth many loopholes in the public schools of district Mastung which show that the teachers face numerous challenges in their teaching profession, for the very reason, they are not satisfied with their jobs and the ultimate impact on the students is quite negative.

The results of the SPSS prove that the teachers need to be well established, skillful and highly trained if they want to motivate the students to do something for their future and a good and highly resourceful teacher is elementary for motivating the students. The results also brought forth the weak angle of the teachers that their ill-preparation affects the motivation levels of the students and they cannot produce inspiring results. The role of the teacher in intrinsic and extrinsic motivation of students is beyond any measures of comparison with any other factor. Therefore, it must be ensured, particularly for the secondary school teachers.

The results of the statistics signify that the intrinsic and extrinsic variables of motivation are good predictor that influenced academic achievement, therefore, it can be concluded that the higher the intrinsic and extrinsic motivation will be the best academic achievement becomes.

Well-equipped laboratories play significant role in effective teaching methods. All the teachers need is more resources and facilities to get the influence of the students. They must be doing other sorts of experiments. The teachers should not come in the class and write on the black or white board and they ask the students to copy that. In fact, they have to use different techniques of teaching to bolster the curiosity of the students toward reading.

RECOMMENDATIONS

Following are the main recommendations which if implemented would enhance the motivation levels among the youth and the students at the secondary level at Balochistan in general and in district Mastung in particular.

Developing the Intrinsic Motivation among the Students

This environment of understanding must include the students, the parents and the teachers. They have to evolve the mindset of the students in a certain way as to embrace their courses and subjects. The intrinsic motivation means that the love of the subjects must be evolved in the minds and hearts of the students. This will lead to the success of the students.

Perceptions of Failure that Discourage the Students

Children fear their teachers so under this fear, they try to complete their works, during this process, they can commit mistakes, but the fear does not lead them anywhere. They only learn under a free environment so the teachers must realize this that by putting pressure on the students, they will not lead them anywhere.

They have to be benign with them and have to show mercy and kindness. The teachers must understand the mindset of the students and must accordingly so they can take advantage of their skills and make them work.

Comprehension Problems

An understudy may just accept that the homework isn't significant in light of the fact that s/he can't perceive how it identifies with regular day to day existence. This can be particularly disturbing for an understudy with learning trouble.

It is a problem because the students mostly do not understand what their teachers teach them and they face problems in solving their exercises because of the comprehension issues. It is a problem because the communication is not proper between them which affect the studies of the students. This needs to be solved otherwise the students will never be able to do their exercises and they will produce bad results.

Emotional Problems and Anger

In order to increase the experience of learning of the students, they have to be understood by the teachers. The teachers have to understand their mentality. The mentality understanding is very imperative because without which the teachers cannot focus on the strong angles of the students and cannot understand their angles of anger and emotions.

The Role Parents Can Play in Increasing the Motivation Scales

Parents are central to students' motivation. The beginning of a new school year is very important as it is the base for the future of the student in terms of education. What the parents can do is to provide a warm, accepting home environment to the students

and give clear directions and feedback to them whenever and wherever they face any problems. The parents can create a model for success by guiding their children in the most proper manner. The parents know the weaknesses and the strengths of their children; therefore they must build on the student's strengths so they can use their skills and talent to the maximum benefit of the family, the society and the nation. It is the duty of the parents to develop their interests in the studies. They have to relate schoolwork to the student's interests and they have to sharpen their motivation toward the studies. Parents have to help build a family structure that fosters consistent work towards the goals that have been set by the parents for the career of the students. The attainment of the goals is only possible if the motivation scales of the students are high. They can only be high if the parents provide them a positive environment at home and do not burden them or exert pressure on them. Only then, the students can deliver to the expectations of the parents.

The Role of the Teachers

The teachers also must play a positive role and they have to understand the mindset of the students. The teachers have to help the student to have some control their learning process and must not burden them and allow them control over how and when the student wants to learn.

If the teachers exert pressure on the students and discourage them on trivial issues, the students will never surge their confidence which will draw about poor academic results. The teachers must focus on the children individually.

Character Building and Motivation

The parents must reinforce the behavior they expect from the children. It is the utmost duty of the parents to mold the behavior of the children and to shape their character. Character building starts from home because home is the first social institution the child comes to know in this world. Therefore, character building starts from the home. If the child is nurtured in a positive environment and the character of the child is up to the mark, the child will be naturally motivated and vice versa. The teachers must use their teaching skills wisely and must reinforce them wisely.

Future Suggestions

All these suggestion must however be transformed in to actual practice within the framework of the school curriculum. All discussion in the points some of the future suggestion use can bring out as ways of motivation on students' academic achievements secondary school level of district Mastung make teaching more interesting. More especially with the case of education .these suggestion could be guidelines in deciding the types of method strategies or instructional material media, which could be used in motivation pupils to learns.

Academic Success and Motivation

For the academic success Motivation is very important. Same as director, "What is my motivation, for this scene?" the child turns to teachers, parents, and peers to discover the "why" of learning. Motivation is often defined as a need or drive that energizes behavior toward a goal. As the new school year begins the most common problem that teachers and parents face is lack of student motivation. A child who is intrinsically motivated performs a task because of the joy that comes from learning new materials. While research shows that those children with internal motivation may achieve greater success, teachers and parents often find that many children seek external reinforces. Parents who ask questions that lead to more questions for a child are more successful in developing intrinsic motivation. A child who performs in school to gain parent approval, grades, or rewards is externally motivated.

Distress of Failure

Students can be afraid to complete work because they are afraid to make mistakes. They do not want to look foolish in front of their peers, teachers, siblings, or parents. A child with a learning disability might, for example, constantly distract the class with wonderful humor, but never complete an assignment or answer a question in class. The humor covers his reading difficulty and is a cover-up for his inability to complete his work as well as most of the students in the classroom.

How to solve the Challenges

Children can be bored with schoolwork. This may be for good reason. A gifted student may be "unmotivated" in a class that repeatedly explains a concept s/he already understands. A child with a learning disability may be bored if the material available to study a concept is written far below the child's cognitive ability. The child with LD may also be unmotivated if it is apparent that the teacher attributes a lack of potential success to the child based on the label of LD. If the teacher, in this case, does not challenge the student, the student may discern the teacher's apparent assessment of ability and simply not demand more stimulating content.

Understanding of Sense

A learner can basically believe that the schoolwork is not important because she cannot see how it relates to everyday life. This can be especially troubling for a student with LD. A student with a visual-motor problem, for example, may find it very difficult to organize math problems in order to assure the correct answer. The student always gets the problem wrong because the columns of a long addition problem get mixed up. That student knows the calculator can do the problem correctly in a second. The student is likely to see no meaning to a class on addition, division, or any other math concept.

Sensitive Problems of Children

A child with asensitive problem may have difficulty learning because she cannot focus in class. Nervousness, fear, depression or perhaps problems related to home could interfere. Children have emotions related to the frustration of the learning disability or

other related emotional patterns that limit motivation for schoolwork and these problems can be solve proper guidance and help of Motivations.

Need for Attention

In today's rapid paced world parents may not give children who are doing well the attention they need. Unfortunately some children use lack of academic success as a way of getting parent or teacher attention. Children that come home, do their chores, complete their homework, and achieve academically can be ignored simply because they are not causing problems. Students who act out or who seem "helpless" with schoolwork often can gain support and attention. Attention for children is a powerful motivator. It is important to periodically review what types of behavior earn a child attention at home or at school. Since their grades often seem lower than those earned by other children they may not see a relationship between effort expended in school and academic success. Thus, to motivate them to achieve academically can be especially challenging.

Parents can help through Motivation

The Parents are essential to student motivation. The beginning of a new school year is very important Provide a warm, accepting home environment. Create a model for success. Build on the student's strengths. Highlight the child's progress rather than his or her performance in comparison to the other students in the class or family. Parents help build a family structure that fosters consistent work towards the goal and Help the student to have some control over how and when they learns.

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