

ASSESSING THE MOTIVATION AMONG STUDENTS OF SINDH UNIVERSITY JMSHORO TOWARDS EDUCATION

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ABSTRACT

Motivation engages an individual in an activity in the form of social behaviour. Much is known about the relationship between motivation and education attainments but little is known in the context of students studying in higher educational institutions particularly of Sindh. To fill this gap, the present study was designed to find out the role of motivation in education among the students of university of Sindh Jamshoro. To find out the answers of the objectives of this study, the quantitative approach was adopted. The data was collected by structured questionnaire and analyzed on SPSS through application of Chi-square test. Through convenient sampling method, 50 students sample was selected. The results revealed teaching method stimulates the motivation. Further perceived teacher's enthusiastic behaviour regarding teaching was related to students' interest in study. Furthermore, peer group was significantly related to students' academic results. Hence, motivation found to be vital in the development of education.

Keywords: Motivation, Higher education, Social behavior, academic performance, Sindh Pakistan

INTRODUCTION

The present study is designed to find out students' motivation in the academic life. Since motivation has played an important role in education, but the context of higher education in Sindh is still lacking in producing empirical analysis on this concept. . While in the context of education, the role of intrinsic and extrinsic motivations is of a great significance. Much is known about the relationship of motivation with education but in the lieu of students of high learning institutes of Sindh province of Pakistan there is still need of more research. Therefore, this study was conducted to find intrinsic as well as extrinsic motives

in education among the students of University of Sindh, Jamshoro that is the biggest university in the province having enrollment of pupils all around Sindh. . This study is significant because it helps policy makers to consider motivation in education so that standard of education may rise. In addition, this study will greatly support teachers, researchers and students themselves to be aware of their education motivation and their reasons for education.

According to the Oxford Dictionary motivation means ‘to be the reason why somebody does something or behaves in a particular way’. “Motivation is defined as the process that initiates, guides, and maintain goal-oriented behaviour. Motivation is what causes you act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge”. Woolfolk (1998) defines intrinsic motivation as, the “motivation that stems from factors such as interest or cure Intrinsic and Extrinsic Motivation”.

According to the self-determination theory here are two general types of motivation, one based on intrinsic interest in the activity per se and the other based on rewards extrinsic to the activity itself. These types of motivations are not categorically different, but rather lie along a continuum of self-determination Santrock (2004:418) defines, “extrinsic motivation involves doing something to obtain something else (a means to an end)”. These definitions of motivation as a concept helped researcher to develop the sense of the topic systematically.

Understanding of the way that social interactions influence the academic achievement is very important for parents, educators and the education system as a whole. In particular, academic achievements and corresponding levels of educational accomplishment necessarily predict the average income of an individual and make his life ensured for social accomplishments. Given this, the elimination of the negative effects of peer academic achievement represents an important contribution to education reform (general fact).

Nearly all people have their own, different rare, motivations for their behaviour. Sometimes we can relate easily to other people because their motivations are in line with our own. Other times, we can barely comprehend what drives the people around us. Education is one realm where people vary greatly in their motivations. Some students go to university because there is some sort of obligation or expectation that it is the proper thing for them to do. Others are there

because they believe it will help them obtain something they wouldn't otherwise be able to achieve (e.g., status, money, prestige). Some students are driven simply by their pleasure for learning and exploring new topics. It is logical that different types of students might have systematically different approaches to join and experience the environment of in university.

STATEMENT OF THE PROBLEM

The role of motivation is significant in any aspect of life. Motivation plays a pivotal role in education. One must have sufficient level of motivation so that he can progress through study. Unfortunately, university of Sindh produced quantity of students numbering thousand or so, but there is rare ratio of qualified students. This is because students are not motivated enough to work hard. Hence, this study analyses the role of motivation in education in order to describe level of students' motivation in education.

JUSTIFICATION OF THE TOPIC

During selection an appropriate topic for thesis, the research encountered with a number of similar topics on internet. However, most of them were related to education. But there was not clarity so the researchers wanted to know how educational goal is achieved by building sources of motivation to join educational institution. Hence, they selected the how role of motivation can be understood from those who want to get education.

RESEARCH OBJECTIVES

1. To find out the role of motivation in getting education.
2. To find out the role of teacher in creating sources of motivation for students
3. To identify the role of peer group in creating sources of motivation for students

RESEARCH HYPOTHESES

1. Students interest is related to teachers having enthusiastic about teaching
2. Teacher's concern out of the class is linked with students' motivation
3. Students' academic result is related to peer group

REVIEW OF LITERATURE

The concept of motivation in education indicates that intrinsic and extrinsic motivations have worked on students' reading abilities. Above all, the conducted study indicates a new paradigm of research which may find out the reasons for not high levels of intrinsic and extrinsic motivations in reading.

Teacher motivation plays an essential role with regard to student learning as well as to a school's capacity to achieve its objectives as an organization Claudia (2014) in their descriptive study stated Making workers "to want to do the job", states "to motivate" them in a manner. Therefore, managers of private and public institutions should be provided the awareness of the concept of motivation. Therefore, motivation is the precondition for the improvement in education Turabik, (2014) that different of types of motivation, unwillingness based motivation, intrinsic motivation, anxiety based motivation, future oriented motivation and praise oriented motivation. Result showed that up to higher secondary schools' praise oriented motivation played the biggest part in learning. In university or higher education future oriented as well as praise oriented education also plays a vital role in the motivation in education Takahashi (2015) that that the most important thing for students is belief in themselves and the motivation that makes them work an extra hour. Motivation also helps the cognitive ability to learn. Lack of motivation can cause negative which in turn could prove to be a big barrier Turabik (2014).

"The school as an institution of learning and which also acts as a second home for learners has been found to have a strong relationship with students' academic performance. The head teacher and the teachers through their specific roles either have negative or positive influences on students' academic performance. Therefore, the Head teacher and the teachers should provide conducive learning environment where learners are free to consult them when in need. They should also provide adequate learning facilities that are able to arouse interest in the learners and to motivate them to work hard.

The study established that home and school environments exert potent influence on students' academic performance. The study has directly and indirectly pointed to areas that have to be addressed in order to promote good academic performance. If parents/guardians and government could improve the learning environment of the students

and motivate them, it is most likely that students' academic performance will improve" (Kipkemboi, 2014).

'Motivational factor that can enhance the quality of students' coursework is their extrinsic motivation. Teachers should be aware that the concept of extrinsic – intrinsic motivation is not one-dimensional (a continuum with two extremes), but two-dimensional. Students can be low or high in both, or low in one and high in the other. Extrinsic motivation can be most beneficial for the students who do not see the value of the subject at the beginning of their study. It can keep them working and eventually, if they can experience success in different activities, they may develop intrinsic motivation as well'.

"Motivation is the cause and manner of the organization to force people to do certain behaviours. Stimulus needs may be considered as attempts to deal of competence are getting involved. Rather, a combination that made certain aspects of behaviour is describing. Motivation is not the behaviour, one thing or a specific event it can be directly observed. Two aspects of behaviour are described with the concept of motivation include: "There are many more motivational concepts and macro-models on academic motivation than those presented here. I nevertheless believe that this bulletin is a good introduction.

Also, keep in mind that every motivational element is conceptualized in a distinct way, depending on the authors, who have based themselves on a body of literature. For example, if there is a reference to self - efficacy or to a sense of self-competency, we know that both cases involve a cognitive self-assessment of one's ability to do things well. However, in the details, we see that when the authors refer to a very specific context they use the term "self-efficacy" more, while those that refer to a broader context talk of a "sense of self-competency." For example, my sense of self-competency in French versus my perceived self-efficacy to write a poem. In short, despite the great amount of information on academic motivation, with careful study, we can find our way around. I hope this bulletin will encourage you to continue exploring this exciting field of knowledge" (Richelieu, 2016)

Explained that the target behaviour or behaviour that is learned behaviour in which fitness and energy is spent (Jabbari, 2011). "The research results have some implications for teaching practice. The results in our study showed that it is important to analyze different

aspects that can influence students' work in a specific university subjects. The most important motivational factor for student accountability during the academic year is their subjective task value for the subject they study. Teachers should therefore choose meaningful and authentic tasks in which students will see utility for future profession. With such tasks they can influence both the quality of students' individual work and the quality of their group work in the subject".

RESEARCH METHODOLOGY

The Positivism philosophical perspective was applied in order to collect data objectively. Students of University of Sindh Jamshoro was target population. In this study a quantitative method of research was adopted in the form of structured questionnaire. This study comprised a selected sample out of the enrolled students of the University of Sindh, Jamshoro.

The questionnaire consisted of mainly the close ended questions but there were also some open ended questions. It was based on the concepts derived from literature review and self-interpretation of the topic.

Through the convenience sampling method, the sample of 50 students were selected. Convenience sampling method was selected due to the lack of resources.

The data was analyzed by using statistical package for social sciences (SPSS).

The research instrument is structured – questionnaire. In order to meet the objectives of research, the Likert scale was developed.

DEMOGRAPHIC INFORMATION

There was average age of the respondents 20-24 years. The educational background was average undergrads. Household income was average 600,000 rupees annual. Most of the respondents belonged to rural areas as their residence. Both genders were sampled majority was unmarried.

Q. No.1: The teacher keeps equality among all the students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	19	38.0	38.8	38.8
	strongly agree	6	12.0	12.2	51.0
	neutral	12	24.0	24.5	75.5
	disagree	12	24.0	24.5	100.0
	Total	49	98.0	100.0	
Missing	System	1	2.0		
Total		50	100.0		

Data in the table show that the majority of students agreed 50% that teachers keep equality among all the students, while, 22% students' remained neutral.

Q. No.2: My teacher motivates me about co-curricular activities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	25	50.0	50.0	50.0
	Strongly agree	6	12.0	12.0	62.0
	Neutral	10	20.0	20.0	82.0
	Disagree	8	16.0	16.0	98.0
	strongly disagree	1	2.0	2.0	100.0
	Total	50	100.0	100.0	

Data in the table show that the majority of students agreed 38% that teacher motivates about co-curricular activities, while, 22% students' neutral and disagreed.

Q. No.3: The teacher is enthusiastic about teaching.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	21	42.0	42.0	42.0
strongly agree	8	16.0	16.0	58.0
neutral	10	20.0	20.0	78.0
disagree	8	16.0	16.0	94.0
strongly disagree	3	6.0	6.0	100.0
Total	50	100.0	100.0	

Data in the table and pie chart show that the majority of students agreed 42% that the teacher is enthusiastic about teaching, while, 20% students' neutral.

Q. No.4: The teacher motivates me.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	29	58.0	58.0	58.0
strongly agree	7	14.0	14.0	72.0
neutral	6	12.0	12.0	84.0
disagree	6	12.0	12.0	96.0
strongly disagree	2	4.0	4.0	100.0
Total	50	100.0	100.0	

Data in the table 'show that the majority of students agreed 58% that the teachers motives me, while, 14% students' strongly agreed.

Q. No.5: The teacher shows concern for study outside the class.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	19	38.0	38.0	38.0
strongly agree	3	6.0	6.0	44.0
neutral	10	20.0	20.0	64.0
disagree	17	34.0	34.0	98.0
strongly disagree	1	2.0	2.0	100.0
Total	50	100.0	100.0	

Data in the table ‘show that the majority of students agreed 38% that the teacher shows concern for study outside the class, while, 34% students disagreed.

Q. No.6: The teacher communicates well.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	30	60.0	60.0	60.0
	strongly agree	10	20.0	20.0	80.0
	neutral	3	6.0	6.0	86.0
	disagree	3	6.0	6.0	92.0
	strongly disagree	4	8.0	8.0	100.0
	Total	50	100.0	100.0	

Data in the table ‘show that the majority of students agreed 60% that the teacher communicates well, while, 20% students strongly agreed.

Q. No.7: I am keenly interested in study.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	26	52.0	52.0	52.0
	strongly agree	18	36.0	36.0	88.0
	neutral	5	10.0	10.0	98.0
	disagree	1	2.0	2.0	100.0
	Total	50	100.0	100.0	

Data in the table ‘show that the majority of students agreed 52% that I am keenly interested in study, while, 36% students strongly agreed.

Q. No.8: I attend passionately those lectures which are delivered well.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	23	46.0	46.0	46.0
strongly agree	20	40.0	40.0	86.0
neutral	1	2.0	2.0	88.0
disagree	4	8.0	8.0	96.0
strongly disagree	2	4.0	4.0	100.0
Total	50	100.0	100.0	

Data in the table 'show that the majority of students agreed 46% that I attend passionately those lectures which are delivered well, while, 40% students strongly agreed.

Q. No.9: I am satisfied with my teacher.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	21	42.0	42.0	42.0
strongly agree	10	20.0	20.0	62.0
neutral	8	16.0	16.0	78.0
disagree	5	10.0	10.0	88.0
strongly disagree	6	12.0	12.0	100.0
Total	50	100.0	100.0	

Data in the table 'show that the majority of students agreed 42% that I am satisfied with my teacher, while, 20% students strongly agreed.

Q.No.10: I am sure that I will be doing job after completing my degree.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	17	34.0	34.0	34.0
strongly agree	22	44.0	44.0	78.0
neutral	7	14.0	14.0	92.0
disagree	1	2.0	2.0	94.0
strongly disagree	3	6.0	6.0	100.0
Total	50	100.0	100.0	

Data in the table 'show that the majority of students strongly agreed 44% that I am sure that I will be doing job after completing my degree, while, 34% agreed.

Q. No.11: I will complete my degree in current department.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	26	52.0	52.0	52.0
	strongly agree	18	36.0	36.0	88.0
	neutral	3	6.0	6.0	94.0
	disagree	1	2.0	2.0	96.0
	strongly disagree	2	4.0	4.0	100.0
	Total	50	100.0	100.0	

Data in the table 'show that the majority of students agreed 52% that I will complete my degree in current department, while, 36% strongly agreed.

Q. No.12: I have secured good CGPA.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	31	62.0	62.0	62.0
	strongly agree	14	28.0	28.0	90.0
	neutral	3	6.0	6.0	96.0
	disagree	2	4.0	4.0	100.0
	Total	50	100.0	100.0	

Data in the table 'show that the majority of students agreed 62% that I have secured good CGPA, while, 28% strongly agreed.

Q. No.13: I am satisfied with my results.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	22	44.0	44.0	44.0
strongly agree	7	14.0	14.0	58.0
neutral	5	10.0	10.0	68.0
disagree	11	22.0	22.0	90.0
strongly disagree	5	10.0	10.0	100.0
Total	50	100.0	100.0	

Data in the table 'show that the majority of students agreed 44% that I am satisfied with my results, while, 22% disagreed.

Q. No.14: My parents expect me to support them after completing my degree.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	16	32.0	32.0	32.0
strongly agree	22	44.0	44.0	76.0
neutral	8	16.0	16.0	92.0
disagree	3	6.0	6.0	98.0
strongly disagree	1	2.0	2.0	100.0
Total	50	100.0	100.0	

Data in the table 'show that the majority of students strongly agreed 44% that my parents expect me to support them after completing my degree, while, 32% agreed.

Q. No.15: My parents support me financially.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	19	38.0	38.0	38.0
strongly agree	27	54.0	54.0	92.0
disagree	4	8.0	8.0	100.0
Total	50	100.0	100.0	

Data in the table 'show that the majority of students strongly agreed 54% that my parents support me financially, while, 38% agreed

Q. No.16: I share my study problems with my parents.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	16	32.0	32.0	32.0
strongly agree	17	34.0	34.0	66.0
neutral	5	10.0	10.0	76.0
disagree	9	18.0	18.0	94.0
strongly disagree	3	6.0	6.0	100.0
Total	50	100.0	100.0	

Data in the table 'show that the majority of students strongly agreed 34% that I share my study problems with my parents, while, 32% strongly agreed.

Q. No.17: I share my study problems with my teachers.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	21	42.0	42.0	42.0
strongly agree	1	2.0	2.0	44.0
neutral	11	22.0	22.0	66.0
disagree	12	24.0	24.0	90.0
strongly disagree	5	10.0	10.0	100.0
Total	50	100.0	100.0	

Data in the table 'show that the majority of students agreed 42% that I share my study problems with my teachers, while, 32% disagreed.

Q. No.18: I feel comfortable with my surrounding.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	26	52.0	52.0	52.0
	strongly agree	3	6.0	6.0	58.0
	neutral	14	28.0	28.0	86.0
	disagree	6	12.0	12.0	98.0
	strongly disagree	1	2.0	2.0	100.0
	Total	50	100.0	100.0	

Data in the table 'show that the majority of students agreed 52% that I feel comfortable with my surrounding, while, 28% neutral.

Q. No.19: I am satisfied with my personality.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	24	48.0	48.0	48.0
	strongly agree	21	42.0	42.0	90.0
	neutral	4	8.0	8.0	98.0
	disagree	1	2.0	2.0	100.0
	Total	50	100.0	100.0	

Data in the table 'show that the majority of students agreed 48% that I am satisfied with my personality, while, 42% strongly agreed.

Q. No.20: My best friend is good at studying.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	30	60.0	60.0	60.0
	strongly agree	16	32.0	32.0	92.0
	neutral	2	4.0	4.0	96.0
	disagree	1	2.0	2.0	98.0
	strongly disagree	1	2.0	2.0	100.0
	Total	50	100.0	100.0	

Data in the table 'show that the majority of students agreed 60% that my best friend is good at studying, while, 32% strongly agreed.

Q. No.21: I am satisfied with my department.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	25	50.0	50.0	50.0
strongly agree	14	28.0	28.0	78.0
neutral	5	10.0	10.0	88.0
disagree	3	6.0	6.0	94.0
strongly disagree	3	6.0	6.0	100.0
Total	50	100.0	100.0	

Data in the table 'show that the majority of students agreed 50% that, I am satisfied with my department, while, 28% strongly agreed.

Hypothesis Test - 1

I am keenly interested in study.

Teacher enthusiastic about teaching.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	30.145(a)	12	.003
Likelihood Ratio	22.794	12	.030
Linear-by-Linear Association	3.295	1	.070
N of Valid Cases	50		

A 17 cells (85.0%) have expected count less than 5. The minimum expected count is .06.

The above table states that there is significant relationship between students keenly interested in study and enthusiastic about teaching. Therefore, research hypothesis was accepted.

Hypotheses Tests - 2

Teacher motivates me

Teacher shows concern out of the class

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	40.802(a)	16	.001
Likelihood Ratio	24.172	16	.086
Linear-by-Linear Association	.102	1	.749
N of Valid Cases	50		

A 22 cells (88.0%) have expected count less than 5. The minimum expected count is .04.

The above table states that there is significant relationship between students' teacher motivates and shows concern out of the class. Therefore, research hypothesis was accepted.

Hypotheses Test - 3

I have secured good CGPA

My best friend is good at study

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	30.785(a)	12	.002
Likelihood Ratio	14.522	12	.269
Linear-by-Linear Association	9.102	1	.003
N of Valid Cases	50		

A 17 cells (85.0%) have expected count less than 5. The minimum expected count is .04.

The above table states that there is significant relationship between CGPA and best friend. Therefore, research hypothesis was accepted.

ANALYSIS OF RESULT

A number of 50 respondents filled and returned the questionnaire by hand. The sampling consists of 31 males and 19 females. There were 33 rural and 17 urban respondents. Students were found overall satisfied with the role of teacher in motivation. Majority of respondents 50% agreed and 12% strongly agreed in all over the equality of teachers this result shows that the equality exist at all over the university. Other result show that the teachers also motivate regarding co-curricular activities, a good number of students (38%) agreed while a few(12%) strongly agreed. The majority of respondents 42% agreed and 16 % strongly agreed that teacher motivates them whereas only 16% disagreed. Respondents 50% agreed and 12% strongly agreed teacher keeps equality. Teachers found enthusiastic about teaching as 42% agreed and 12% strongly agreed while only 16% disagreed. Communication skill is most important in the spreading quality of education. This study found communication skill quite good as 60% agreed and 20% strongly agreed that teacher communicated well. The teacher also found motivational regarding co-curricular activities and 38% agreed, 12% strongly agreed and only 24% disagreed. Respondents found 42% satisfied and 12% strongly satisfied with their respective teacher. There was found somewhat problem that 34% respondents disagreed the teacher did not show the concern outside the class. This was determined in the chi-square test 2 that if teacher shows concern outside the class the respondents feel motivated and confident. The respondents ticked 40% agreed and 46% strongly agreed they attend those lectures passionately which are best delivered. The above table chi-square 1 corroborates, further, there is a significant relationship between students' being passionate and teachers being enthusiastic. The results show 42% satisfy, 20% strongly satisfy, 10% dissatisfy, 12% strongly dissatisfy and 16% remain neutral in response to teacher's satisfaction. The respondents found 52% satisfied and 36% strongly satisfied with their respective department. This was the reason that majority of the respondents were hopeful for a job after completing degree.

The students usually stressed and overburdened with study assignments on the one hand, and distressing thoughts, on the other hand. Respondents 32% agreed and 44% strongly agreed that their parents expect them support after completing the degree. Study entails many problems including study material, lack of understanding any

topic and confident issues etc. in order to tackle a problem, there must be clarity about the problem first. Respondents in this study preferred parents instead of teacher for sharing. In response to sharing problem with parents' respondents 32% agreed, 34% strongly agreed, 18% disagreed, 6% strongly disagreed and 10% remain neutral. But in response to sharing problem with teachers the rating was 42% agreed, 2% strongly agreed, 24% disagreed, 10% strongly disagreed and 22% remain neutral and this can also be included into the disagree view as this is sensitive to share such to a stranger researcher. Personality is an important determiner in any aspect of life including education. The respondents found confident because 48% agreed, 42% strongly agreed with their personality. Peer relationship was also included in this study so that any influence could be analyzed. In response to my best friend is good at study respondents ticked 46% agreed, 32% strongly agreed, 2% disagreed, 10% strongly disagreed and 10% neutral.

DISCUSSION

Early research in the field of motivation research suggests that motivation is an unconscious instinct-driven desire to either enjoy pleasure or to avoid pain. Freud for example, father of the psychoanalytic, wrote that humans act because of perceived internal causes. In other words, need is the mother of motivation. while Freud would say that the mind can influence the body's actions – i.e. even if I'm hungry, I won't just kill someone to snatch his food. This study is consistent with the previous work and the research of Kuchava(2016). "Motivated staff are more productive, happy and highly committed to their job". Claudia concluded teachers play a significant role in the motivation of student and organizational development. The chi-square test 1 confirms that students are motivated if teachers are enthusiastic. This is because external motivation lies in particular teachers. They do not only teach but turn out to be role model for students. Students observe them regularly and thus significantly affected by the teachers' overall behaviour. This relationship between teachers being sincere at teaching and students interest is unavoidable. This is supported by another result in this study . The majority respondents shown passion regarding lectures which are delivered best. Moreover, teachers affect students' motivation out of the class. Education entails support from teacher as it is complex process and never ceases. Students are needed

to visit teachers' office for study purpose. Therefore, teacher if shows concern and help students sincerely, students are definitely motivated. This is shown in this research as chi-square test 2 holds there is a significant relationship between teacher's concern out of the class and student's being motivated. The chi-square test 3 confirm that the peer group is more influence on the academic result of students because that thing is like the aid of person to move on right path of students and as well good suggestion.

"The more successful students are in building positive peer relationships, the more likely these students are to achieve. It is also recommended that additional research examine the influence of peer group acceptance on the academic performance of adolescents in the context of other potential influences, including the nature of relationship, the academic culture in at home, and the support and encouragement that students receive from teachers at school" Peza, (2015) This study supports such arguments. The chi-square 3 holds there is significant relationship between peer relationship and academic results. Therefore, if a student has good friends that utilize their resources effectively, he is likely to be good at study. On the other hand, those students who keep bad company, they will not be able to utilize their time and energy positively. As a result, they cannot develop their potentials and remain backward in the arena of competition.

"The relationship between peer group acceptance and academic performance, schools and society must carefully consider policies that restrict students from participating in sports and social activities that encourage relationships with peers because of poor academic performance. Studies suggest that children who actively participate in social activities with peers feeling healthier than more isolated children" Vilhjalmsson (1994) this study supports such arguments also. The chi-square 3 holds there is again significant relationship between peer and academic results. If a student has good friend those who are really good at studying, then ultimately they also make others academic results better. As well as they also supported other social development activities.

CONCLUSION

Motivation is an impulse which directs a person to act. The act is performed in order to get rewards. Thus, act depends upon the

perceived outcome. The motivation in education is an interrelated and multi-dimensional. The inception of motivation is student himself. He desires to learn and be equipped with knowledge. He expects fruitful results in the act of studying. All such hopes are influenced by peer group. Students curiosity is heightened, if good peer relationship is established. However, there lies another important motivational factor. The extrinsic motivation, which is associated with outcomes, significantly depend upon teacher. The teachers' role impact students' interest in study. The students passionately join the classes of the interesting lectures. Therefore, teaching method works as a complementary of the motivation. Hence, motivation is attached to the students' priorities as peer relationship, and in turn, the motivation is retained by the positive role of teacher.

RECOMMENDATION

1. Teachers should develop model pedagogy skill so that students can understand lecture thoroughly. This can be done via teachers training where they can be provided strong teaching method. Besides teaching, teacher should encourage students.
2. Parents should supervise their children and let them accompany students that are good at study. A man is known by the company he keeps. Therefore, good students company will definitely motivate and guide them.
3. Students should be made aware of the benefit of education this awareness can be increase by motivational programs, conferences and workshop at the University of Sindh Jamshoro.

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