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Impact of Intrinsic Motivation on Student's Learning at Elementary Level

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Abstract: This research is conducted to examine the impact of intrinsic motivation on students' learning at the elementary level. The study seeks to understand which type of intrinsic motivation is more closely aligned to authentic student engagement as identified. A descriptive and qualitative research design was adopted, and data was collected from one elementary school teacher and students. The study population consists of all the public school teachers and students at the elementary level (for girls) of Faisalabad. An appropriate sample of public sector schools was selected through a random sampling technique. It consisted of 100 teachers and 200 students from these public schools at the elementary level for girls. Data were collected through questionnaires. The findings of the study may also help educational institutions. The result of this study may be a valuable addition to existing knowledge of emotional intelligence. The research implications are discussed and a collection of strategies designed to promote intrinsic motivation is presented. This study will be helpful for teachers to understand the intrinsic motivation on students' learning.

Key Words: Intrinsic Motivation, Students, Education, Elementary Level

Introduction

"Natural inspiration to learn involves participating in learning valuable open doors since they are viewed as pleasant, fascinating, or pertinent to meeting one's center mental necessities" (Froiland, Oros, Smith, and Hirschert, 2012). Natural inspiration, from the individual or the actual movement, decidedly influences conduct, execution, and prosperity (Ibrahim, Clinch, and Harper, 2021). The idea of natural inspiration is a significant test of behaviorism. Natural inspiration has been contemplated since the mid-1970s. Inherent inspiration is oneself longing to search out new things and new difficulties, to examine one's ability, to notice and to acquire information. Inborn inspiration is a repeating theme in numerous inspiration speculations (Chinonso). Inspired understudies are more useful and can perform emphatically in learning and accomplishment.

Educators can promptly recognize understudies who show high or low inspiration in

a specific assignment (Biggs, 1999). Spurred understudies take part in the errand with force and feeling, while unmotivated understudies stall and demonstrate in alternate ways that they would prefer to accomplish something different. Inspiration directs individuals' activities and practices toward accomplishing objectives. In work and different settings, subsequently, inspiration is regularly depicted as being inherent or outward. Characteristic inspiration is an impetus from the individual or the actual movement and emphatically influences conduct, execution, and prosperity (Deci and Ryan, 2008). As opposed to outward inspiration, inherent inspiration exists when conduct is performed for the good of its own rather than material or social support.

Extrinsic motivation alludes to the inspiration from outside an individual (Locke and Schattke, 2019). The spurring factors are outer or outside remunerations like cash or grades. These

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prizes give fulfillment and delight that the actual assignment may not give. Inborn inspiration, from the individual or the actual action, decidedly influences conduct, execution, and prosperity (Baker, 2004). Intrinsic motivation is a common thread in many motivation theories. The first psychologist suggests that behavior could be intrinsically motivated. He recommended that an extrinsic motive can initiate an activity but that "only when it is running for its own sake it can run freely and effectively" (Ryan, Bradshaw, Deci, Sternberg, & Pickren, 2019). Intrinsic motivation comes from inside an individual rather than external or outside rewards, such as money or grades—intrinsic motivations as a key element in academic motivation. The impact of intrinsic motivation can be long-lasting and self-sustaining. The key aspects of student learning at the elementary level involve the use of intrinsic motivation teaching strategies such as identifying and nurturing what students need and want, building relationships with students, and also acting friendly (Reeve, 2009). In other ways, challenge them to achieve their learning goals and become a role model for student interest.

The scaffolding use cooperative learning and creating opportunities for students to help make decisions, praising the effort of students instead of intelligence and providing them a secure environment (Gillies & Khan, 2008), teaching them how to make their tasks meaningful, enhancing the sense of ambiguity occasionally in students (Newmann, 1981), the aspect of competition in teaching strategy can enhance intrinsic motivation to win and achieve learning goals by using of a variety of students activities (Heyman & Dweck, 1992), give emotional support and encourage students to accept more

responsibility for their learning (Kusurkar, Croiset, & Ten Cate, 2011), provide visual aids/computer and offer open-ended activities to develop creativity in students at the elementary level, give students constructive feedback and encourage participation and also give proper guidance (Ashraf, Li, Butt, Naz, & Zafar, 2019).

Intrinsic motivation positively impacts students' learning at the elementary level because it engages learning opportunities. After all, they are seen as pleasurable, interesting, or suitable to meeting one's center psychological needs (Ashraf, Li, & Mehmood, 2017). Intrinsic motivation is linked to students at an elementary level with high levels of effort and chore performance and preference for a challenge (Ashraf et al., 2019). Self-determination through intrinsic motivation is the main theoretical framework of this research which aims to motivate the students intrinsically to gain learning and academic achievements.

SDT is a notable hypothesis about natural inspiration created by specialists Edward L. Deci and Richard M. Ryan. SDT centers around how a singular's conduct is self-roused, not set in stone (Vansteenkiste & Sheldon, 2006). During the 1970s, research on SDT advanced from concentrating on looking at the inborn and outward intentions and from a developing comprehension of the focal job natural inspiration played in a singular's conduct (Mangenda Tshiaba, Wang, Ashraf, Nazir, & Syed, 2021). Still, it was not until the mid-1980s that SDT was formally introduced and accepted as a sound practical theory.

Figure 1 summarizes the relationship between the independent, intrinsic motivation, and the dependent variable, students, learning.

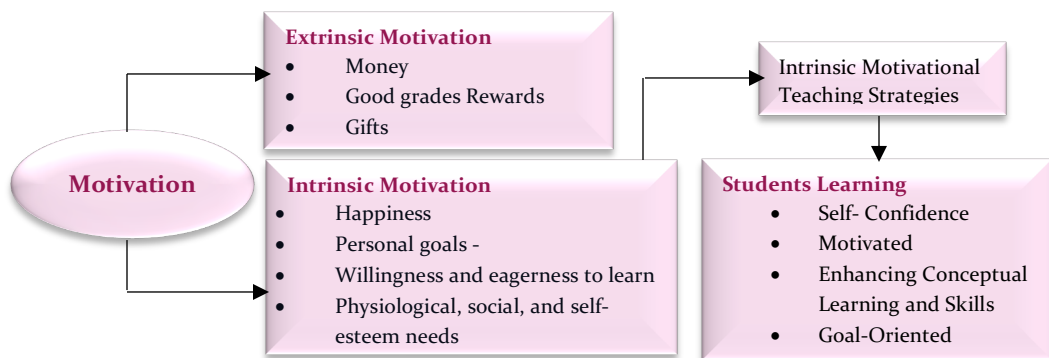


Figure 1: Conceptual Framework

Statement of the Problem

Motivation has great importance in students' learning; without it, it is impossible. Extrinsic motivation is the type to motivate the students to achieve their learning tasks through rewards, extra marks/grades, gifts etc., and intrinsic motivation is the type of motivation in making students inner-motivated and self-determined to achieve their learning tasks. Both types play a crucial role in motivating the students. Still, this study will want to prove IM impacts positively on students learning and help them to stay inner motivated and life-long learners under the title of "Impact of intrinsic motivation on student's learning at the elementary level."

Objectives of Study

1. To determine the effects of motivation on students' learning at the elementary level.
2. To examine the useful teaching strategies for promoting intrinsic motivation among students of elementary level.
3. To investigate the impact of intrinsic motivation on students' learning at the elementary level.

Significance of the Study

Intrinsic motivation has always been a vital support service for the learning process. An important service intrinsic motivation provides is self-determination, seeking knowledge, target achieving, and enhancing creativity and skills. Students cannot acquire knowledge only through rewards, grades, extra marks, or gifts. They should be inner motivated for acquiring their knowledge and learning with their interest and wish. It's a big challenging situation for today's teachers that how they can promote intrinsic motivation in students to achieve their learning tasks without using extrinsic motivation methods. This study will highlight the intrinsic motivational teaching strategies for students' learning at the elementary level of city Faisalabad.

1. This study will provide information about motivation and its influence on students' learning at the elementary level.
2. This study will also play a role in enhancing self-confidence among students at the elementary level.
3. This study will also be useful to make students intrinsically motivated for their

academic achievements at the elementary level.

4. This study will be helpful for the teachers in providing information about intrinsic motivation its impact on students' learning at the elementary level.
5. This study will be fruitful for the awareness of some important teaching techniques which can help the teachers to make the students intrinsically motivated rather than the use of extrinsic strategies like grades, gifts, rewards, etc.

Research Questions

This study was based on the following research questions.

1. What effects of motivation on students' learning at the elementary level?
2. What are the useful teaching strategies used by the teachers in making the students intrinsically motivated for their learning achievements at an elementary level?

Literature Review

Education

The origins of the word "education" reveal one theory of its function: the Latin educate comes from roots suggesting a "leading out" or "leading forth," with possible implications of developing innate abilities and of expanding horizons ([Ashraf et al., 2019](#)).

Schooling is the best establishment to acquire advantageous changes in the ways of life of each country in this world, the individual who assumes a significant part in this entire course of instruction and form the character of an individual called an instructor. Instructing is a dependable calling, and just those instructors who have potential and amazing showing proficient disposition can satisfy their obligations towards country building ([H. Li et al., 2021](#)). Education largely depends upon educational philosophy and educational psychology. Philosophy helps formulate aims and objectives of education and psychology with ways of stating, classifying, and using these objectives in teaching ([Biggs, 1999](#)).

Schooling is the best source that draws out inconspicuous capacities. The responsibility of schooling is to foster an individual's life more comfortable and satisfaction ([Niess, 2005](#)).

Through training, people have any familiarity with their general public. The general public organizes or sets up the instruction framework for the individuals. The nature of any country relies upon the nature of those informed individuals, who lived in, and the nature of people relies upon the instruction framework organized by the general public, overall it is the endeavors of various plans of educationists and organizations that make the training framework well for the people. In the schooling, framework educators assume a significant part. The training framework could not run without phenomenal and fit instructors ([Bingimlas, 2009](#)).

Concept of Teacher

"A teacher is a compass that activates the magnets of curiosity, knowledge, and wisdom in the pupils" ([Ever Garrison 2012](#)). The instructor is a powerful power of the school. A school without educators is like a body without a soul, a skeleton without flesh, a shadow without substance. "There could be no more noteworthy requirement for a reason for training today than the requirement for solid masculine men and nurturing ladies as educators for the youthful ([Chinonso](#)).

Educating requires a lot of breaking new ground. Being clever implies that an educator is continually looking to track down a better approach for showing understudies and providing their study hall with the material they need.

Major Tasks of the Teacher

The teacher must focus on teaching is to bring about a desirable change in the behavior of the learner. It is brought about by the teacher using teaching techniques to achieve his objectives describes that the instructional process involves five primary tasks:

1. Choosing objectives (content and performances).
2. Understanding student characteristics.
3. Understanding and using ideas about the nature of learning and motivation.
4. Selecting and using ways of teaching (methods and; practices)
5. Evaluating student learning

Concept of Student / Learner

The learner is the focus of the educative process. A learner is also known as a student. The learner is a problem-solver and thinker who make

meaning through their individuals experience in the physical and cultural framework ([Chinonso](#)). The students should be allowed to learn by doing. The student/ learner are the most essential factor which brings forth a system of education ([Ashraf et al., 2019](#)). The student must be allowed to participate in the educative process to acquire its life-oriented objectives. The individuality of the student/learner is too developed using the practical educative activities to become socially adjusted.

To know the Learner

Educational psychology equips the teacher with the understanding of the child in the following ways:

- i. His interest, aptitude, and the other acquired or intrinsic capacities and abilities, etc.
- ii. His social, emotional, intellectual, physical, and needs.
- iii. His level of ambition.
- iv. His conscious and unconscious behavior
- v. His motivational behavior.
- vi. The conflicts, desires, and other aspects of his mental health.

Learning

"The purpose of learning is growth, and our minds, unlike our bodies, can continue growing as long as we live." —*Mortimer Adler*. In education, learning occupies the central place; therefore, teachers need to be acquainted with the concept of learning.' The popular belief is that "the mind is a storehouse for the fact." Teaching is thus a process of filling the storehouse with facts, and learning is acquiring or absorbing facts.

Learning alludes to an adjustment of conduct because of involvement and perception. By and large, this change is long-lasting and is a piece of a people's conduct ([Fiol & Lyles, 1985](#)). The progressions happen because of figuring out how to empower an individual to lead a superior public activity. Our perspectives and propensities are the aftereffects of learning. The educative interaction is, indeed, a learning cycle that targets creating changes in the conduct of the understudy ([Barr & Tagg, 1995](#)).

Motivation

The significance of inspiration is the rationale, which is a feeling, want, or impulse going about as

a prompting to activity. Educators need understudies to be propelled to do numerous things, complete schoolwork, be dependable, trust long students, be time have some good times, care about others, and become free. Roused conduct helps us look for equilibrium between our necessities and their fulfillment. It lies between one's need and its fulfillment. Since our change lies in fulfilling our requirements, roused conduct demonstrates a significant apparatus and means for making ourselves changed and coordinated.

Inspiration is a cycle or conduct that alludes to built up, particular, and goal-coordinated conduct started and stimulated by a thought process that expects to keep up with equilibrium and harmony of the individual in the relation to his current circumstance by keeping his fundamental requirements fulfilled (Kleinginna & Kleinginna, 1981). Inspiration is the most common way of impelling and supporting goal-coordinated conduct. Inspiration is the interaction by which goal-coordinated exercises are impelled and supported. Spurred activities incorporate a selection of undertakings, exertion (physical and mental), industriousness, and accomplishment.

In training level of inspiration (high or low inspiration), impact understudies achievement. Inspiration is a variable of high or low of the objective. Instructors rouse the understudies and accomplish their assignments without inspiration. This is hard to accomplish. Inspiration is useful for arriving at the goal for educators (Rehman and Haider, 2013). The organization works on the presentation of showing staff and non-instructing staff. For models on the foundation of execution, increment the compensation, increment the grade, and advancement. Organization can make the school climate sound. Inspiration creates a contest between the utilize an organization to arrive at the school task. Inspiration influence on the showing system, and the educators use it as a weapon for the fruitful instructor (Finnigan and Gross, 2007). The inspiration of an instructor fosters the interest of understudies in subjects. Before showing any point instructor propels the understudies for learning (Jones, 2009).

Intrinsic Motivation

Intrinsic motivation is an invigorating of conduct that comes from inside an individual, out of will and interest for the current action (Finnigan and Gross, 2007). No outside remunerations are

needed to actuate the characteristically propelled individual right into it. The award is simply the conduct legitimately; this appears to be ideal for people to go about as "beginnings" of their conduct rather than "pawns" (deCharms, 1968). Notwithstanding, it is not true that each true conduct originates from inborn energy (C. Li et al., 2020).

Schools are specifically compelling with regards to inherent versus outward inspiration, especially in light of the various results that scientists have displayed to result from characteristic inspiration: more interest, energy, certainty, improved execution, determination, inventiveness, confidence, and general prosperity (Ryan & Deci, 2009). For what reason do a few understudies seek scholarly learning for the good of their own while outer elements inspire others? Throughout the long term, a few theorists have offered bits of knowledge into the peculiarity through their originations of inborn inspiration (González Olivares, Navarro, Sánchez-Verdejo, & Muelas, 2020).

Intrinsic motivation alludes to conduct driven by inward rewards (Deci, 1973). The inspiration to participate in conduct emerges from inside the individual since it is inherently fulfilling (Gottfried, 1990). This differences from extraneous inspiration, which includes taking part in conduct to acquire outside remunerations or keep away from disciplines (C. Li et al., 2020).

Definition

"Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures or reward" (Ryan & Deci, 2000).

Research Approach and Design

To acquire a profound comprehension of the effect of inherent inspiration on understudies' learning at the rudimentary level, a subjective exploration approach was utilized. As per (Greenhalgh and Taylor, 1997), subjective exploration includes examining "things in their normal setting, endeavoring to figure out, or decipher, peculiarities as far as the implications individuals bring to them" (p.2). This

methodology was considered significant because it helped the specialist concentrate on the effect of characteristic inspiration on understudies' learning at the rudimentary level ([Lepper and Chabay, 1985](#)). It likewise empowered the examiner to address the existence occasions among students with visual disabilities completely. Besides, since students with the effect of inherent inspiration on understudies' learning at the rudimentary level, a subjective methodology was essential to address their voices as it empowered them to yield hearty data dependent on their points of view and their encounters ([Ryan and Deci, 2020](#)). ([Alvesson 2003](#)) underscores that in experimental review, the subjective methodology is appropriate for the troublesome errand of addressing bunches outside the standard setting. Naturally, it was an expressive exploration.

Location of the Study

This review was completed in Faisalabad. The review was directed in one of the eastern areas of the country. The district was purposively chosen for certain reasons, including, first, the agent's commonality with the locale that made voyaging and examination strategies conceivable and simple; furthermore, the area has numerous unique schools with both metropolitan and provincial qualities contrasted with different areas. From this locale, one of the regions was picked purposively. From that district, a unique school was additionally chosen purposively dependent on the way that it is among the state-funded schools in the region that is rehearsing comprehensive instruction. The exceptional school gets kids with various incapacities (counting visual impedances) from different locales in the country. Different sorts obliged are hard of hearing, visually impaired, mental hindrance, and numerous incapacities. The youngsters without inabilities are day researchers as they are all from inside the area, while those with handicaps are obliged in the lodging inside the school compounds.

The Population of the Study

A populace can be characterized as all individuals or things (unit of investigation with the qualities one wishes to study. The unit of investigation can be an individual, bunch, association, object or whatever other substance that you need to make

logical deductions about (Edmondson, 1998). The study population consisted of all the public school teachers and students at an elementary level (for girls) of Faisalabad.

Sampling Technique

The genuine worth lies in the representativeness rather than the size ([Reyes, Rosso, and Veale, 2013](#)). The scientist chose an example of schools through bunch testing to choose Boys and Girls (parental association) from the chosen schools of Faisalabad. Basic irregular testing was utilized for the guardians of the understudies. In the principal Province, Punjab was chosen from four regions of Pakistan. Second Dist. Faisalabad was chosen from 36 areas of the Punjab regions. The third city Faisalabad was chosen from the 36 locales of Punjab regions. Because of a deficiency of time and monetary assets, it was not plausible for a specialist to accumulate information from every one of the grade schools of City Faisalabad. So the specialist applied the bunch inspecting method to legitimize the review's example.

Sample

There is no firm rule for test size (Wimmer and Dominick, 2003; Best and Kahn, 2006). The "nature of examination" may decide the example size. The more significant is choosing subjects rather than the size (Best and Kahn, 2006). A fitting example of public area schools was chosen through arbitrary examining strategy and comprised of 100 educators and 200 understudies from these government-funded schools at the rudimentary level for young ladies.

Validity of Research Tool

The validity of the research instrument was certified through the specialist's opinion. Self-constructed questionnaires were given to the heads of schools. After their comment, questionnaires were confirmed with the help of the supervisor, and the research tool was validated by two psychologists and two professors in the light of educational measurement and evaluation.

Reliability of Research Tool

The reliability of the research tool was checked and improved through pilot testing on thirty respondents. Cronbach Alpha was applied to check the reliability of the items. After deleting

and refining the items, a pilot test was conducted again. The result showed that the research tool has good reliability. The ambiguity and difficulty of

items were removed after pilot testing to make it more clear and reliable.

Scoring Procedure

Table 1. Scoring procedure for statement

Positive and Negative Statements	
Category	Scores
Strongly agree	1
Agree	2
Undecided	3
Disagree	4
Strongly disagree	5

Table 2. Scoring Procedure for Gender

Gender	Score
Male	1
Female	2

Table 3. Scoring Procedure for Qualification

Qualification	Score
8 th	1

Data Collection

The researcher herself visited the school and made the demographic sheets filled from the parents, teacher and students. Before data collection, the researcher obtained an institutional support letter from Chenab College for Advance Studies Faisalabad. The researcher visited the sample school personally. The questionnaires were distributed among respondents and helped them get confused, and gave them maximum time to fill in the questionnaire. The questionnaires were received back after filling up by the students.

Data Analysis

Data were analyzed with SPSS software, and statistical analysis was made with the help of

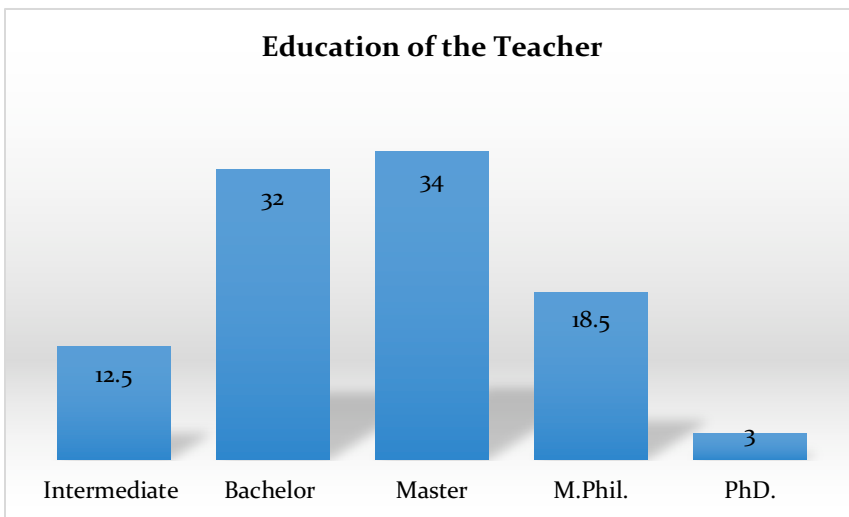
descriptive statistics. Description of the data was done in the form of tables and phrases. After collecting data, enter it according to upper mentioned scoring procedures, and then it was tabulated, scored, analyzed, and interpreted using suitable descriptive and inferential statistics. The data obtained from this technique was analyzed statistically by applying Descriptive statistics and T-test. Secondary information was also collected in this regard and compared to assess the probability and significance of this study.

The analysis of data was completed under the supervision of Dr. Mumtaz Ahmad, Education Department, Chenab College for Advance Studies, Faisalabad. The data analysis started in July 2016 and was completed in August 2016.

Table 4. Education-Wise Classification of Respected Teachers

Class	Frequency	Percent
Intermediate	25	12.5
Bachelor	64	32.0
Master	68	34.0
M.Phil.	37	18.5
Ph.D.	6	3.0
Total	200	100.0

Table 4 shows that result of “teacher education” it was found that the participants opinion 25 (12.5%) were intermediate, 64 (32.0%) were bachelor, 68 (34.0%) were master and 37 (18.5) were M.Phil. and 6 (3.0%) were Ph.D. Education.



Graph

Table 5. Genderwise Classification of Students

Gender	Frequency	Percent
Female	200	100.0
Total	200	100.0

Table 5 shows that result in of “Gender” it was found that the participants opinion 200 (51.1%) were female.

Results and Discussions

Data Analysis and Interpretation

The purpose of this chapter is to present analysis and interpretation of data relating to “Impact of Intrinsic Motivation on Students Learning at the

elementary level.” Data were collected from different secondary schools of district Faisalabad. Descriptive statistics and a T-test was used for data analysis. Tools for the study were developed on a five-point Likert scale.

Quantitative Analysis

Q1: What are the effects of motivation on students learning at the elementary level?

Table 6. Correlations between motivation and students learning at the elementary level

	Intrinsically Motivate	Parents Involvement	Attitude towards their learning
Intrinsically Motivate	1		
Teacher Involvement	.219**	1	
Attitude towards their learning	.305**	.391**	1

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

Table 6 reveals the Pearson correlation coefficient was applied to find out the relationship between motivation and student learning. The relationship

between all the sub-factors is statistically significant on either 0.01 level (2-tailed) or 0.05 level (2-tailed).

Table 7. Summary of One Way Analysis of Variance (ANOVA) regarding “motivation effects on the learning process at the elementary level.”

Institution	Sum of squares	df	Mean Square	F	P
Between Groups	171.85	98	85.92		
Within Groups	2636.47	198	56.09	1.53	.01
Total	2808.32	296			

Note. * $p < .05$ ** $p < .01$ *** $p < .001$

Table 7 reveals that ANOVA test results are significant. It means that there is a difference of opinion among motivation effects on the learning process at the elementary level.

Table 8. Summary of One Way Analysis of Variance (ANOVA) regarding “useful teaching strategies used by the teachers in making the students intrinsically motivated for their learning achievements at the elementary level.”

	Teacher’s Intrinsic Motivational Attitude		Students Attitude Towards Their Learning		Parents Involvement		ANOVA	
	M	SD	M	SD	M	SD	F	P
Teacher	10.253	3.418	11.246	2.721	11.263	3.148	9.454	.000
Students	32.284	7.076	3.281	1.426	34.910	6.579	11.858	.000

Table 8 compares the effects of different variables on means scores of teachers and students, ANOVA was applied. The mean score on teachers at Teacher’s Intrinsic Motivational Attitude level is significantly high compared to students’ attitude towards their learning. The significant mean score

on students at parents involvement is again significantly higher than students’ attitude towards their learning. In the same way, the mean score on the academic teachers at parents involvement is considerably higher than students.

Teachers Perceptions about Impact of Intrinsic Motivation on Students Learning

Table 9. I create friendly relationships with students

Opinion	Frequency	Percent
Strongly Agree	84	84.0
Agree	14	14.0
Strongly Disagree	2	2.0
Total	100	100.0

Discussion and Conclusion

Conclusions

In the light of all findings following conclusions were drawn. The effect of characteristic inspiration on rudimentary level understudies’ is high; its persuasive outcomes should be perceived. In this review, the analyst contended characteristic inspiration and tirelessness are both complicated and different, going from advantageous to unimportant to inconvenient ([Henderlong and](#)

[Lepper, 2002](#)). The review endeavored to unite a dissimilar arrangement of discoveries and incorporate the current writing by talking about key reasonable factors that are probably going to direct and intervene the inspirational outcomes of understudies’ learning at the rudimentary level. In particular, given that it is seen as earnest, the rudimentary level is probably going to improve characteristic inspiration when attributional messages forestall maladaptive deductions when independence is advanced when seen skill and

self-viability are increased without unjustifiable utilization of social correlation, and when reasonable principles and assumptions are passed on. Studies have additionally contended that commendation might influence inspiration contrastingly relying upon attributes of the beneficiary, like age, sex, and culture. Consequently, as in the prize writing all the more for the most part, rather than finding out if the rudimentary level upgrades inborn inspiration, it is undeniably more helpful to get some information about the conditions under which this is probably going to happen.

Discussion

Specialists have clarified various types of commitment, and instructors should be educated about these and how they work for various understudies under various conditions. Characterized understudy commitment as the "understudy's mental interest in a work coordinated towards getting the hang of, comprehension or authority of the information" (p. 12) ([Lamborn, Newmann, and Wehlage, 1992](#)). As per ([Marks, 2000](#)) commitment is firmly connected with understudies' scholarly accomplishment and ideal human turn of events. In the interim, Willms (2003) sees commitment as understudies' sensations of belongingness to school, acknowledgment of school's esteems and dynamic investment in school exercises ([Saeed and Zyngier, 2012](#)). To survey understudy inspiration, analysts additionally need to look at commitment in and as a feature of learning.

Findings

The following findings were drawn based on the data analysis.

Findings from respondents

1. The researcher checked the Cronbach (alpha), and the values are .743.
2. The result shows of "teacher education" it was found bachelor, 68 (34.0%) master and 37 (18.5) M.Phil. and 6 (18.5) and 6(3.0%) were Ph.D. Education.
3. The result shows majority of participants were female, 200 (100.0%).
4. The result reveals Pearson correlation coefficient was applied to find out the relationship between motivation and student learning. The relationship between

all the sub-factors is statistically significant on either 0.01 level (2-tailed) or 0.05 level (2-tailed).

5. The result reveals that the ANOVA test results are significant. It means that there is a difference of opinion among motivation effects on the learning process at the elementary level.
6. The result reveals that comparing the effects of different variables on means scores of teachers and students, ANOVA was applied. The mean score on teachers at Teacher's Intrinsic Motivational Attitude level is significantly high compared to students' attitude towards their learning. The significant mean score on students' parent involvement is again significantly higher than students' attitude towards their learning. In the same way, the mean score on the academic teachers at parents involvement is considerably higher than students.

Applications

1. It is concluded that there is a direct and significant relationship between intrinsic motivations on students' learning. If teacher develops students' attitude, their social intelligence also develops. So this study will be helpful to develop the social intelligence of students.
2. In the study's findings, we know that students' social attachments and attitude towards school have a direct relationship, so if school administration and teachers develop the social intelligence of students, then their attitude will be developed automatically. So this study will be helpful to make a positive students' attitude towards school.
3. This study will be helpful for teachers to make their class attentive. If a teacher successfully develops a positive attitude among their students, then students take their class attentively and will show positive feedback.
4. This gives us knowledge about students' social intelligence and attitude towards school. By the findings of this study, the school management knows about the relationship between students' social intelligence and their attitude towards

school. So this study will be helpful for school management to make the terms and conditions of the institute.

5. This study will be helpful for further research. This research was conducted at

the university level. The findings of this study will be helpful for those researchers who want to conduct their research at the college and school levels.

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