The importance of motivation to develop high school students.

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Abstract:

In students' centric education in high school level, motivations are powering students to achieve high levels of learning performance and overcoming barriers in order to change. Motivation is the driver of guidance, control and persistence in high school student's behaviour. What strengthens a high school Student's psychological behaviour? What teachers such behaviours in a certain direction? What enhanced or maintained the positive behaviour in high school students? It is called motivation in child psychology.

On the importance of motivation, I have shown that the high school students with high career planning motivation show, greater commitment to their success in summative evaluation as well as various entrance examination in high school level; on the other hand students who are more commitment are not moving forward according to the procedure, minimize the impact of the problem of high school students in India.

Keywords: student centric, motivation, high school students, summative evaluation.

Introduction:

The most important topic in the high school students centric classroom management & students management in the recent decades is motivation [C. Chua]. In the area of high school behaviour, child psychology or students management without devoting at least some of it to the issues of learning motivation. Motivation is powering high school students to achieve high levels of learning performance and overcoming barriers in order to change. Psychologists have been provided some different definitions according to attitude to the motivation phenomenon which are mentioned below [K. Kitchroen & Tohidi. H.,2011].

Motivation was inspired of the Latin term "Move" means movement and it is an English word. Motivation should be the forced which cause students to behave particularly and the aim of creating motivation in students is to have a behaviour in which brings the highest benefits for the high school as well as the society. The study of motivation is the issue based on how behaviour strengthens as well as how it leads to specific goals; consequently study of motivation is unique research for "Event condition" which gives the power and direction to the behaviour. Therefore, if we consider an event condition in the high school, for

powerful and guided behaviour of students, we enter to territory of motivation. Motivation is the force that causes movement in students' centric learning process. Any internal or external causes activity in living creature is considered as a kind of motivation [Daniels S., Collura M., Aliane B., Nocito-Gobel J. 2005, & Tohidi, H.,2011& Tohidi, H., Tarokh, M.J., 2006]. What is certain and must be acceptable to the marked individual differences is the students have different motives in high school, so before acting on the motivation they need to be known the individual characteristics of students in their driving forces which can be more easily identified. Generally motivation is the driver of guidance, control as well as persistence in students behaviour, it may identity the teacher by formative evaluation [Tohidi, H., Tarokh, M.J., 2006]. It's able to suggest schooling teacher how they can make their students become self-actualised. This is because self-actualised students are likely to study at their maximum creative potentials [Sarkar, P.K., 2020, p-416]. Generally high school students feel more comfortable communicating when they can place a face with their name. Both are increased sense of autonomy as well as an increased feeling of relatedness to the teachers are positive indicators of the theory of intrinsic motivation [Sarkar, P.K., 2020, p-2613].

The Problems:

Motivation is the driver of guidance, control and persistence in high schools behaviour.
What strengthens a high school Student's psychological behaviour? What teachers such behaviours in a certain direction? What enhanced or maintained the positive behaviour in high school students? It is called motivation in child psychology.

Extrinsic and Intrinsic motivation for high schools students:

Intrinsic motivation refers to motivation, it is mainly used in children centric education in high school that is driven by an interest or enjoyment in the home work or textbooks or assignment itself as well as exists within the individual rather than relying on any external pressure. Intrinsic motivation was studied by educational psychologists since the early 1970 to develop children socialize as well as lifelong learners. Intrinsic Motivation Inventory is considered useful in measuring high school Students' subjective experiences [Sarkar, P.K.2020, p-2612]. It is associated with educational achievement of the high schools and enjoyment by the theory of student's evaluation. Students are to be intrinsically motivated if they are Attribute their educational results to factors under their own control that is the effort expended and believed that they can be effective agents in reaching desired goals which means the results are not to determine by luck, are interested in mastering topics, rather than rote-learning to achieve excellent grades in summative evaluation. Extrinsic motivation is come from outside of the individual students. Extrinsic motivations are the rewards like money and grades, coercion as well as threat of punishment. Competition is in general extrinsic because it encourages the students to win and the beat others class friends, not to enjoy the intrinsic rewards of the teaching-learning activities. A crowd cheering on the individual students as well as trophies are extrinsic incentives in high school level. The social psychologist researchers that extrinsic rewards can lead to over justification as well as a subsequent reduction in the intrinsic motivation. In study of demonstrating this effect, the high school students who expected to reward with a ribbon as well as a gold star for drawing pictures spent less time and playing with the drawing materials in subsequent observations than the student who were assigned to an unexpected reward condition and to student who received no extrinsic reward Self-determination theory proposes that extrinsic motivation can internalize by the individual student if the task or home work or assignment fits with their values and beliefs and helps to fulfil their basic or most psychological needs.

Self-control of motivation:

The self-control of motivation is increasingly understood to the subset of emotional intelligence and a high school student may be highly intelligent according to a more conservative definition as measured by intelligence tests but unmotivated students to dedicate this intelligence to certain tasks such as home work or textbooks or assignment. The students will be decided whether to exert self-control to pursue a particular goal. Drives as well as desires can be described as a deficiency or need that activates behaviour that is aimed at a goal or achievement [Vroom,Vector H., 1968]. These are thought to originate within individual students as well as may not be required external stimuli to encourage the student's behaviour. Basic drives should spark deficiencies such as hunger, which motivates a person to seek food or unbalanced food; whereas more subtle drives should desire for praise and approval, which motivates a

student to behave in a manner pleasing to class friends. The role of extrinsic rewards as well as stimuli can see in the example of training animals to give them treats when they perform a trick correctly. The treat is motivating the animals to perform the trick consistently and even later the treat should be removed from the process.

History of motivation for students:

Question about the students behaviour as well as reasons of that are generally discussed as old as human life and it can be traced since Aristotle era [384-322BC]. Plato [428/427 or 424/423-348/347 BC] believed that spirit of the three components of emotional, physical and logical which has a hierarchical order.
Aristotle and Plato's student was confirmed that view by changing in Applying terms and conditions related to motivation. In the view of Aristotle, physical and emotional parts should be related to the body and nature, were motivated and provided for the growth and physical relaxation and sensory experience which is pleasure and pain that is emotional. These two parts were the basis of impulsive and irrational forces of motivation of high school students. The logical part was included all rational an aspect of soul and related to that was intellectual and had willet's feature. Ancient Greeks observed that with these three components are theoretical justification for the proposed activity has been motivated. Desire of body, pain and pleasure sensation as well as voluntary efforts. Nearly hundreds years later, Greeks spirit of the tripartite soul fell to the two components and were included passion as well as intelligence of the mind and body. The irrational impulses are motivated the body provides and based on enjoyments. The mind, provide incentives that are reasonable which are based on the will and the dichotomy here is to be emphasized [Tohidi, H.,2011 & Tohidi,H., Afshar,A.A., Jafari, A. 2010]. After the Renaissance and Rene Descartes with the distinction between active as well as non-active aspects of motivation, the body is not operating as motivation and the desire would active agent. The body is completely in physical nature and the food was motivated for high school students as well as the senses, his physiology and reflections will be responding to the external environment and must be used physiological analysis to understand physical motivation. Nature of mental, spiritual and mind be targeted. If they want to understand the target excellent results in summative evaluation. They will be analysed the desire. It is believed that the motivation can be induced by desire or body.
In the example, on keeping fire provokes the physical passion and cravings, but should not be stimulated determination. Therefore, determination is the motivational force for students that determination begins operation which was directing it. Descartes allocate impulse exclusive power of the good will of the high school students, the first high theory impulse for preparing the philosophy. Putting aside the question of where the students motivation are came from, philosophy initially should be determined where they determination come from. By it, the complex situation was created for the philosophers. Therefore new science of the psychology, students motivational principles found is less confusing. After that there were not performed attempts at psychology, philosophy, physiology or biology. Hobbes (1588-1679) state that the students give for their behaviour is the behaviour of his desire to gain pleasure and avoid pain. Opinion of hedonism played a major role in students motivating at the certain assumptions.

High school students' motivation:

Students of any high school in India need something to keep them learning. Most times excellent summative evaluation result or good career planning or entrance test at high school level of the students is enough to keep him or her learning for the high school. However, sometimes just working for excellent summative evaluation result is not enough for students to stay at the high school. Student must be motivated to learn for a high school or teacher. If no motivation is present in a high school student, then that Student's quality of learning in general will be deteriorated.
When motivating a student, you can be used the general motivational strategies or the specific motivational appeals.
General motivational strategies included that soft sell versus hard sell as well as personality type. Soft sell strategies have the emotional appeals, logical appeals, advice etc. Hard sell strategies have pressure, barter, outnumbering etc. As a teacher, you can consider basing your strategy on your student's personality. Specific student's motivational appeals focus on provable feelings, facts, right and wrong, student's rewards and student's threats. Students' motivation is the particular interest to educational psychologists because of the crucial role it plays in student learning. Therefore, the specific kind of student's motivation which is studied in the specialized setting of education differs qualitatively from the

more general forms of motivation studied by child psychologists [S. Westbrook, 2005 & Tohidi, H.,2011 & Jabbari, M.M. 2011].

Motivation in high school education can have several effects on how students can be better learner and how they behave towards the subject matter.

It can be directed behaviour toward the particular goals, lead to increase energy and effort, Increase initiation of and persistence in the teaching-learning activities, Enhance cognitive processing and determine what consequences are reinforcing, lead to improve the students performance.

Because the high school students are not always internally motivated, they sometimes need situated motivation which is found in environmental conditions which is the teacher creates [Nemeth.L ,1997 & Tohidi , H., 2011]. The trained and experienced high school teachers recognise that distinctive needs of students should consider in regard to orientation information provided at beginning of the high school education experience. Whyte [1986] researches that raised the awareness of counsellors and trained high school teachers in this regard. It is allowing readers to ascertain improvements made in addressing specific needs of high school students over the century later to help with teaching-learning success.

There are two kinds of motivation for high school students,

Intrinsic motivation occurs when students are internally motivated to do something so that it either brings them joyful or pleasure, they think it is important that what they are learners significantly. It is shown that intrinsic motivation for education drops or dropout students of high school level though the exact cause cannot be ascertained. For high school students it is observed that contextual material that would be presented in an abstract manner increases the intrinsic motivation of these students [F.Husain & Tohidi , H., 2011]. Extrinsic motivation is played when a high school student is compelled to do something and act a certain way because of excellence grades in summative evaluation. Cassandra B. Whyte observed in a research that

importance of locus of control as well as achievement of excellence summative evaluation .Students are tending toward a more internal locus of control and more academically successful in high school level, thus encouraging activity development and curriculum with consideration of motivation theories. Motivation is found to be an important element in the concept of pedagogy.

Conclusion:

Motivation is the cause as well as manner of the high school to force students to do certain behaviours.

In children centric education, stimulus needs should consider as the attempts to deal of competence are getting involved in teaching-learning activists. A combination was made a certain aspects of students behaviour is describing. In a high school teaching-learning environment, motivation is not the student's behaviour, one thing or a specific event it can observe. Two aspects of students behaviour are described with the concept of motivation included and explained that the target behaviour which is practiced behaviour in which fitness as well as energy is spent.

In other hands, when we should be got that students behaviour are motivated When students behaviour are motivated to pursue a goal or

When the incidence or severity as well as the surface energy is different from the previous situation , Thus, the term students motivation refers to two different problems. What activate students? And the other hand, what are the similar activities on other activities will be dominated?

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