

## MOTIVATION AMONG UNIVERSITY LEARNERS

**Ms Devika Anil A**

Master of Science in Physics, School of Advanced Sciences  
Vellore Institute of Technology, Vellore-632 014, Tamilnadu, India

**Prof. G. Anburaj**

Assistant Professor of English, School of Social Sciences and Languages  
Vellore Institute of Technology, Vellore-632 014, Tamilnadu, India.

**Prof R Venkateshwaran**

Assistant Professor of English, St. John's College, Palayamkottai, Tirunelveli-627002,  
Tamilnadu, India.

---

### Abstract

*Motivation is a factor that keeps us enthusiastic to do our works, whereas getting demotivated often affect very badly in the works of youth. The research paper given below is on the topic motivation. Responses are taken from over 100 young minds belonging to one of the indian universities. The motive factor of the research is to show how the youth gets demotivated and how motivated they are. Several aspects such as demotivating factors, effect of long-term demotivation, self-motivation etc are included in the survey. By knowing all these details only, we can find if our youth needs any counselling or other classes for bringing up motivation in them. This paper may be helpful for other students who would do further research in the related areas. Motivation is a much vital factor that can keep the youth determined. This survey thus helps identify the factors that demotivate them and also to find solution.*

**Keywords:** Motivation, demotivation, self-motivation

### Introduction

Motivation is the factor that leads everyone to act effectively to achieve their objectives. It activates the urge to do some work. We can see that people are ready to act because they are motivated towards their certain goals. There may be several factors that keep them motivated. In other words, motivation can be regarded as the art of encouraging and energizing others to do their works on proper time and effectively. It can be regarded as a process to gain the desired outcome by enthusiastic working. At times there can be situations when one may not feel the motivation as usual, it is demotivated state. Demotivation can be regarded as the lack of interest or enthusiasm to do a work. Those who feel demotivated find it difficult to do activities with determination and they procrastinate works. Demotivation can be a result of some factors like failures, boredom, fatigue, anxiety etc. Ways to overcome demotivation differs from one person to another. There can be some common factors which may cause demotivation to a group of people from same community, say, same university or same office. Self-motivation is a self-internal state which drives us to do a work, complete a task or initiate a process. People with definite goals for future can feel self-motivated if their desire to achieve that goal is high enough. So, definite, and concrete idea of our goal can help us get

self-motivated. At times of demotivated situations, a thought our goal can drive the self-motivation in us. As today's youth are going to be the next leaders, we should know how motivated they are. We should see if there are some severe factors that suppress their motivation level. If so, proper guidelines should be made to make the youth aware of the need to be motivated.

### **Methodology**

A questionnaire of 10 questions was prepared related to the topic. And the questionnaire was taken to the target population of 100 students in person. As it is face to face survey the responder's attention to the questions were made sure. It appeared more in depth than online mode of survey. Motivation, demotivation and self-motivation are factors that affect all youth, hence the whole youth who answered the questionnaire were eager to do it. They were able to relate to the questions quickly. Further details can be discussed in the result analysis.

### **Problem statement**

Every person needs motivation of some kind to do a work. Major focus is given on demotivation as that is a problem which can affect the productivity of the youth. Demotivation can be a cause which can make a severe negative impact on university learners; thus, this problem has to be taken into consideration. The need to find a solution to this problem is thus a necessity. So here, through this survey at most concentration is given to find out the factors that demotivate the youth and to know about the solution they prefer for this issue. Hence, the key problem considered here is the demotivation among university learners.

### **Result Analysis**

Through the survey it is found that the youth is aware of the factors that demotivate them and they are also aware with its consequences. Most of them know what can make them motivated. Majority of them also know that the importance of self-motivation. Demotivation is a very important factor to be taken to consideration. Failure can be a reason that can turn to fear and demotivates people. Difficulty in the work can sometimes make people feel like it's too hard. In the current scenario, most of the people are suffering from hormonal imbalances causing mood swings. Mood swings can make us feel demotivated but most probably we will be able to recover from it after a while. Laziness can make a feel to sit idle which can be another reason of demotivation. Fear of failure is the most common factor that demotivates the youth. The students are really afraid to face the negative results of their action. They fear if they fail it may be a bad mark for them for it may affect the way others see them. Difficulty facing by them in their duties are the next factor of demotivation. These common factors play an important role in bringing down the confidence level in students too.

There will be some symptoms shown by a demotivated person, it differs from person to person and also on the work they are involved in. Poor body language in classroom or while doing activities shows they are lacking interest in that area. Some may be always watching the clock to see how much time is left for the classes to get over. Demotivation in some people can be evident from the reduction in their productivity level. While some may sit

freely for most of the time, and it is a clear indication of demotivation. From the survey we found that the most common symptoms found with youth is reducing productivity. Almost half of the targeted population felt that as a symptom. Reducing production in the field of academics may affect their academic growth and it has to be taken care of. It is mandatory that we don't stick on to the demotivated state for so long. So, there should be some ways by which we can eliminate the factors that demotivate us. Watching videos of motivation speakers may give us an urge of motivation at times. Some of the youth may feel that hanging out can give them relaxation, it may make their mind fresh. Having a clear thought of your goals can help get rid of the demotivated condition. Trying to build interest in the work can encourage us to do the work and complete at the earliest. From the survey, most of the students feel that thinking of the goals to achieve is the best way to eliminate the factors that demotivate us. All other factors given are also opted by many. Of these the most unpopular one is watching videos of motivation speakers. It seems that students are not impressed by the motivational speakers. This question aims at finding if one has taken part in bringing up a friend who has been demotivated. Some people may have not yet taken, some have taken part more than once or sometimes have taken initiative to do that or some may not have taken initiative but had been a part of motivating a friend. Most of the people have done that more than once, that is, they have tried to bring up their friends who have been demotivated. This shows that most of them are aware that being demotivated is not that good for so long. Only a few of them haven't taken any initiative to motivate a friend. Most of the students are aware of the need to stay motivated. It is actually a good outcome that the students show concern for their friends too.

As the causes of demotivation differ from person to person so is the feeling when they are demotivated. In demotivated situations some feels so disappointed thinking they are not capable of doing that work. Some may think they are not eligible to be in that position or that particular university. Some may procrastinate their works when they feel down. Some may think that the particular kind of work is not that necessary to be done, for example, some assignments or activities given in university may appear to be unnecessary .Most of the students think that they don't have the capability to do that work. This shows their lack of confidence. Almost the same number of students procrastinate their work in demotivated situations. Few students also feel that kind of work is not necessary to be assigned. They may feel it as burden. Demotivation for a long term will surely cause many kinds of negative impacts on the life of a person. It can include a wide range of aspects. Demotivation for long term may cause in complete lack of focus on tasks. Some people may fall to a depressed state due to the dull mind. If for long someone appears demotivated the authorities like teachers may feel unpleasant about them. Most students feel that this will lead to depressed state. Demotivation leads us to a state where we struggle hard to cop up with our daily tasks. This can eventually lead to depressed state. Students also feel that demotivation results in complete lack of focus. Next affect they find is unpleasant authorities. Being out of order for a long term gradually creates an unpleasant situation. Only a few of them feel demotivation for long term just leaves us in a relaxed mindset.

Ways by which you offer help or do something for a friend indicates how well you are aware of the importance of being motivated. Students may offer help in doing works of a demotivated friend so that they may feel ease to do that work. Some may make their friends feel relaxed by telling them that at times getting demotivated is fine, it can happen to all. But

the thing is we should then make them realise that getting demotivated for so long is not that good. We can also tell a demotivated person to stay calm and plan things properly. Trying to bring them up by giving motivation is a best way to change their state of mind. Most of the students also feel that they can motivate a demotivated friend by giving them motivation of any means. Giving motivation can involve boosting them by talking about their capabilities and letting them know how efficient they are.

The purpose of this question is to figure out what the activities students do when they are demotivated. As social media is now a common addiction scrolling through social media can be an activity which they do while demotivated. Some may sit idle without doing any work due to their demotivated mind. As music can be a therapy listening to music can help someone to overcome difficult situations. Going for trips can also be an activity to soothe our mind. Listening to music, sitting idle and using social media are the most selected option by the youth. Only a few likes to go for trips when they are demotivated. Listening music is the most favourite option of the students, it helps them to get relaxed. Sitting idle is the next option they favour. It may help them get rid of unnecessary tensions. Using social media can be relief as they have comic content and others. It is quite normal that in a demotivated situation students or any person can feel that if someone is there to solve out this situation. This question aims at finding out what do the students expect their friends or dear ones to do when they are in demotivated situation. For some the motivational words of a second person can help come out of the situation. Some feel it satisfied if one person hears all problems and then help them with finding out the solution. Giving support to the work of a demotivated person can also help make them feel that they can complete the work and thus feel motivated. If someone is struggling hard in a demotivated situation some people may help them set a goal to achieve which can act as their driving source. Majority of the students need someone who can hear all their problems and then help them find out a solution.

This question particularly aimed at knowing how the youth feel about self-motivation. Self-motivation can be an important factor to make us think more positively. Self-motivation can be the best way to bring up a person and some believe it's the best way to get motivated. Self-motivation can also help think of our goals more definitely. Exceptionally, some people may feel that there is nothing much important about self-motivation. Here, most of the students feel that self-motivation is the best way to bring us up because we can only be well motivated by ourselves. It indicates that the youth knows the value of being self-motivated. Also only a few says that self-motivation can do nothing. Self-motivation actually can do some miracles as we can see it is the most selected option for the question. By analysing the results of the survey, we can predict that the students are aware of the need to be motivated and they know that being demotivated for long term reduces productivity. They also know that self-motivation can help get rid of being in demotivated condition for so long. The main problem they face is the fear of failures and difficulty in their duties. To overcome this the teachers and parents can help them by providing clear guidance. Teachers can start giving easy tasks to children and increase the difficulty level gradually so that they can gain confidence at first by doing easy tasks which will help build motivation in them. If you feel like your child needs help regarding motivation parents can take them to counselling which can help them, get rid of misconceptions about their ability to do tasks. These measures will be very helpful for students to stay motivated.

### Unexpected findings

From the survey, only eight of the responders say that to eliminate demotivation we can watch videos of motivational speakers. Thus, students are not that impressed by the motivational speakers and their talks. Only four of the students haven't taken an initiative to motivate a demotivated friend. It may be due to various reasons. Four students opted that they would help a demotivated friend by telling him/her to stay calm. While in demotivated condition only five of the students would go for trips. Only three believe that self-motivation can do nothing. These findings were unexpected.

### Scope for further research

This research can be useful to those who would be doing research in motivation and its subtopics like demotivation, self-motivation etc. It can be conducted specifically for students of department and find out the results or any such particular group of population can be selected and survey can be conducted. One can also proceed with the survey findings to discover the psychological impact of this issue. Further survey on this topic can be conducted after implementing the solutions and thus one will be able to find the impact of that solution. As we know motivation is an essential factor which can be a leading factor in our difficult times the scope for research in this area is always open.

### Conclusion

By performing this survey and understanding the results of the survey, most of the students were aware of that motivation is necessary to do their tasks. The fear of failures is the factor which demotivates them the most. So many of them say that the demotivated people have reduced productivity in work. Many can get motivated by the thought of their goals in life and by building interest in the work they are doing. When demotivated many of the students feel like they don't have the capability to do the tasks assigned to them. Student majority says that long term demotivation can lead to depressed state. Many of them have even taken part in motivating their friend who felt demotivated. Many of them tries to relax by listening to music when demotivated this can help them cure faster. It is good to see that many are aware of the need to stay self-motivated. The responders of the survey were able to think of the reasons & effects of demotivation and also about the need & ways to stay motivated. Many of them became more aware of this matter.

### Reference

1. Lepper, M. R. & Greene, D. (2016). *The hidden costs of reward*. New York: Psychology Press.
2. McShane S. & Von Glinow M. (2016). *Organizational behavior*. (3rd ed.). New York: McGraw-Hill Education.
3. Miner, J. B. (2015). *Organizational behavior: Essential theories of motivation and leadership*. New York: Routledge.
4. Pinder, C. C. (2008). *Work motivation in organizational behavior*. (2 ed.). New York: Psychology Press.
5. Dichter E (1964) *Handbook of Consumer Motivations*. New York: McGraw-Hill Book Company.
5. Hitt, J. (2000) "Does the smell of coffee brewing remind you of your mother?" *New York Times Magazine*, May 7, 6, 71.
6. Lieber, R. B. (1997), "Storytelling a new way to get close to your customer," *Fortune Magazine*, February 3

7. O'Shaughnessy, J. (1995), *Competitive Marketing: A Strategic Approach*, 3rd Edition, New York: Routledge
8. Patton, P (2002) "Car shrinks." *Fortune Magazine*, March 18, p. 6.
9. Rapaille, C. (2006). *The Culture Code: an Ingenious Way to Understand Why People around the World by and Live As They Do* New York: Broadway Books
10. Stern, B. B. (2004). "The importance of being Ernest Commemorating Dichter's contribution to advertising research." *Journal of Advertising Research*, 44, 2, 165-169
11. Zaltman, G. (1996), "Metaphorically speaking new technique uses multidisciplinary ideas to improve qualitative research." *Marketing Research*, 8 (Summer), 13-20.
12. Cheng, W. (2019). How intrinsic and extrinsic motivations function among college student samples in both Taiwan and the U.S. *Educational Psychology*, 39(4).
13. Collie, R., Martin, A. J., Bobis, J., Way, J., & Anderson, J. (2019). How students switch on and switch off in Mathematics: Exploring patterns and predictors of (dis)engagement across middle school and high school. *Educational Psychology*, 39(4), 489–509.
14. Crocker, L. D., Heller, W., Warren, S. L., O'Hare, A. J., Infantolino, Z. P., & Miller, G. A. (2013). Relationships among cognition, emotion, and motivation: Implications for intervention and neuroplasticity in psychopathology. *Frontiers in Human Neuroscience*, 7, 261.
15. Framarin, C. G. (2009). *Desire and motivation in Indian philosophy* (Routledge Hindu Studies Series). London, UK: Routledge.
16. Hoffman, A. J. & Kurtz-Costes, B. (2019). Promoting science motivation in American Indian middle school students: An intervention. *Educational Psychology*, 39(4), 448–469.
17. Hsu, S., & Wu, Y.-Y. (2015). Education as cultivation in Chinese culture (education in the Asia-Pacific region: Issues, concerns and prospects).
18. King, R. B., & McInerney, D. M. (2016). Culturalizing motivation research in educational psychology. *British Journal of Educational Psychology*, 86, 1–7.
19. King, R. B., McInerney, D. M., & Piliya, R. J. (2018). Envisioning a culturally imaginative educational psychology. *Educational Psychology Review*, 30(3), 1031–1065.
20. Ljubin-Golub, T., Petričević, E., & Rovani, D. (2019). The role of personality in motivational regulation and academic procrastination. *Educational Psychology*, 39(4), 550–568.
21. Manganelli, S., Cavicchiolo, E., Mallia, L., Biasi, V., Lucidi, F., & Alivernini, F. (2019). The interplay between self-determined motivation, self-regulated cognitive strategies, and prior achievement in predicting academic performance. *Educational Psychology*, 39(4), 470–488.
22. McInerney, D. M. (2015). *Educational psychology: Constructing learning*. 6th ed. Sydney, Australia: Minguish.
23. Münchow, H. & Bannert, M. (2019). Feeling good, learning better? Effectivity of an emotional design procedure in multimedia learning. *Educational Psychology*, 39(4), 530–549.
24. Pakdel, B. (2013). The historical context of motivation and analysis theories individual motivation. *International Journal of Humanities and Social Science*, 3(18), 240–247.
25. Reeve, J. (2015). *Understanding motivation and emotion* (6th ed.). Hoboken, NJ: Wiley.
26. Thomas, K. J., Cunha, J., Americo de Souza, D., & Santo, J. B. (2019). Fairness, trust, and school climate as foundational to growth mindset: A study among Brazilian children and adolescents. *Educational Psychology*, 39(4), 510–529.
27. Heckhausen, J., Wrosch, C., & Schulz, R. (2010). A motivational theory of life-span development. *Psychological Review*, 117, 32–6
28. Achtziger, A., & Gollwitzer, P. (2018). Motivation and volition in the course of action. In J. Heckhausen, & H. Heckhausen (Eds.), *Motivation and action* (pp. 485–527)
29. Aspinwall, L. G., & Richter, L. (1999). Optimism and self-mastery predict more rapid disengagement from unsolvable tasks in the presence of alternatives. *Motivation and Emotion*, 23, 221–245. Barlow, M. A., Wrosch, C., & McGrath, J. J. (2020). Goal adjustment capacities and quality of life: A meta-analytic review. *Journal of Personality*, 88, 307–323. Barlow, M. A., Wrosch, C., Hamm, J. M., Sacher, T., Miller, G. E., & Kunzmann, U. (2022). Discrete negative emotions and goal disengagement in older adulthood: Context effects of stress and associations with emotional well-being. *Advanced online publication. Emotion*.
32. Brandtstädter, J., & Renner, G. (1990). Tenacious goal pursuit and flexible goal adjustment: Explication and age-related analysis of assimilative and accommodative strategies of coping. *Psychology and Aging*, 5, 58–67.
33. Brandtstädter, J., & Rothermund, K. (2002). The life-course dynamics of goal pursuit and goal adjustment: A two-process framework. *Developmental review*, 22(1), 117–150. Brandtstädter, V., & Hennecke, M. (2018). Goals. In J. Heckhausen, & H. Heckhausen (Eds.), *Motivation and action* (pp. 453–484). New York.

34. Carver, C. S., & Scheier, M. F. (1998). *On the self-regulation of behavior*. New York: Cambridge University Press.
35. Gollwitzer, P. M., Heckhausen, H., & Steller, B. (1990). Deliberative vs. implemental mind-sets: Cognitive tuning toward congruous thoughts and information. *Journal of Personality and Social Psychology*, 59, 1119–1127.
36. Greve, W., & Kappes, C. (in press). *The development of accommodative coping: Conditions and consequences from a lifespan perspective*. In E. A. Skinner, & M. J. Zimmer-Gembeck (Eds.), *The Cambridge handbook of the development of coping*. Cambridge University Press.
37. Haase, C., Heckhausen, J., & Wrosch, C. (2013). Developmental regulation across the life span: Towards a new synthesis. *Developmental Psychology*, 49, 964–972.
38. Heckhausen, H., & Gollwitzer, P. M. (1987). Thought contents and cognitive functioning in motivational versus volitional states of mind. *Motivation and Emotion*, 11, 101–120.
39. Heckhausen, J. (1999). *Developmental regulation in adulthood: Age-normative and sociostructural constraints as adaptive challenges*. New York, NY: Cambridge University Press
40. Heckhausen, J. (2007). The motivation-volition divide and its resolution in action-phase models of behavioral and developmental regulation. *Research in Human Development*, 4, 163–180.
41. Heckhausen, J., & Heckhausen, H. (2018). Development of motivation. In J. Heckhausen, & H. Heckhausen (Eds.), *Motivation and Action* (pp. 679–743).
42. Heckhausen, J., & Schulz, R. (1995). A life-span theory of control. *Psychological Review*, 102, 284–304.
43. Heckhausen, J., Wrosch, C., & Fleeson, W. (2001). Developmental regulation before and after a developmental deadline: The sample case of “biological clock” for child-bearing. *Psychology and Aging*, 16, 400–413.
44. Holding, A. C., Moore, A., Verner-Filion, J., Kachanoff, F., & Koestner, R. (in press). Choosing to lose it: the role of autonomous motivation in goal disengagement. *Motivation and Emotion*.
45. Hubley, C., & Scholer, A. A. (in press). Melting COVID-Frozen Goals: How Goal Disengagement Supports Well-Being during the COVID-19 Pandemic. *Motivation and Emotion*
46. Klinger, E. (1975). Consequences of commitment to and disengagement from incentives. *Psychological Review*, 82, 1–25.
47. Kreibich, A., Wolf, B. M., Bettschart, M., Hermann, M., & Brandstätter, V. (2022, online). How self-awareness is connected to less experience of action crises in personal goal pursuit. *Motivation and Emotion*.
48. Kunzmann, U., Kappes, C., & Wrosch, C. (2014). Emotional aging: A discrete emotion perspective. *Frontiers in Psychology*, 5, 380.
49. Mayer, Z., & Freund, A. M. (in press). Better off without? Benefits and costs of resolving goal conflict through goal shelving and disengagement. *Motivation and Emotion*
50. Nesse, R. M. (2000). Is depression an adaptation? *Archives of General Psychiatry*, 57, 14–20.
51. Orehek, E., & Vazeou-Nieuwenhuis, A. (2013). Sequential and concurrent strategies of multiple goal pursuit. *Review of General Psychology*, 17(3), 339–349.
52. Poulin, M., Haase, C., & Heckhausen, J. (2005). Engagement with and disengagement from goals across the life span: A comparison of two-process models of developmental regulation. In W. Greve, K. Rothermund, & D. Wentura (Eds.), *The adaptive self: Personal continuity and intentional self-development* (pp. 1–19).
53. Rothbaum, F., Weisz, J. R., & Snyder, S. S. (1982). Changing the world and changing the self: A two process model of perceived control. *Journal of Personality and Social Psychology*, 42, 5–37.
54. Scheier, M. F., Weintraub, J. K., & Carver, C. S. (1986). Coping with stress: divergent strategies of optimists and pessimists. *Journal of Personality and Social Psychology*, 51(6), 1257–1264.
55. Seligman, M. E. P. (1975). *Helplessness*. San Francisco: Freeman
56. Timar-Anton, C., Negru-Subtirica, O., & Opre, A. (in press). How first-year students manage their action crises and motivation to build their learner identity: A look into the critical moment of goal disengagement. *Motivation and Emotion*
57. Wortman, C. B., & Brehm, J. W. (1975). Responses to uncontrollable outcomes: An integration of reactance theory and the learned helplessness model. In L. Berkowitz, (Ed.), *Advances in experimental social psychology* (Vol. 8). New York: Academic Press, 1975.
58. Wrosch, C., Borenstein-Laurie, J., Barlow, M. A., & Renaud, J. (2022). The importance of optimism for adaptive self-regulation: Associations with subjective well-being and physical health. To appear in Sirois, F. (Ed), *Palgrave Macmillan Handbook of Positive Psychology and Health*
59. Wrosch, C., & Heckhausen, J. (1999). Control processes before and after passing a developmental deadline: Activation and deactivation of intimate relationship goals. *Journal of Personality and Social Psychology*, 77, 415–427.

60. Wrosch, C., & Miller, G. E. (2009). *Depressive symptoms can be useful: Self-regulatory and emotional benefits of dysphoric mood in adolescence. Journal of Personality and Social Psychology, 96, 1181–1190.*
61. Wrosch, C., & Scheier, M. F. (2020). *Adaptive self-regulation, subjective well-being, and physical health: The importance of goal adjustment capacities. Elsevier. In A. Elliot (Ed.), Advances in Motivation Science, 7, 199–238*
62. Wrosch, C., Scheier, M. F., Carver, C. S., & Schulz, R. (2003a). *The importance of goal disengagement in adaptive self-regulation: When giving up is beneficial. Self and Identity, 2, 1–20.*
63. Wrosch, C., Scheier, M. F., Miller, G. E., Schulz, R., & Carver, C. S. (2003b). *Adaptive self-regulation of unattainable goals: Goal disengagement, goal reengagement, and subjective well-being. Personality and Social Psychology Bulletin, 29, 1494–1508.*
64. Braun, H. I., Jackson, D. N., & Wiley, D. E. (2001). *Socially desirable responding: The evolution of a construct. The role of constructs in psychological and educational measurement (pp. 61–84). Routledge.*
65. Carver, C. S., & Scheier, M. F. (1998). *On the self-regulation of behavior. Cambridge University Press.*
66. Carver, C. S., & Scheier, M. F. (2005). *Engagement, disengagement, coping, and catastrophe.*