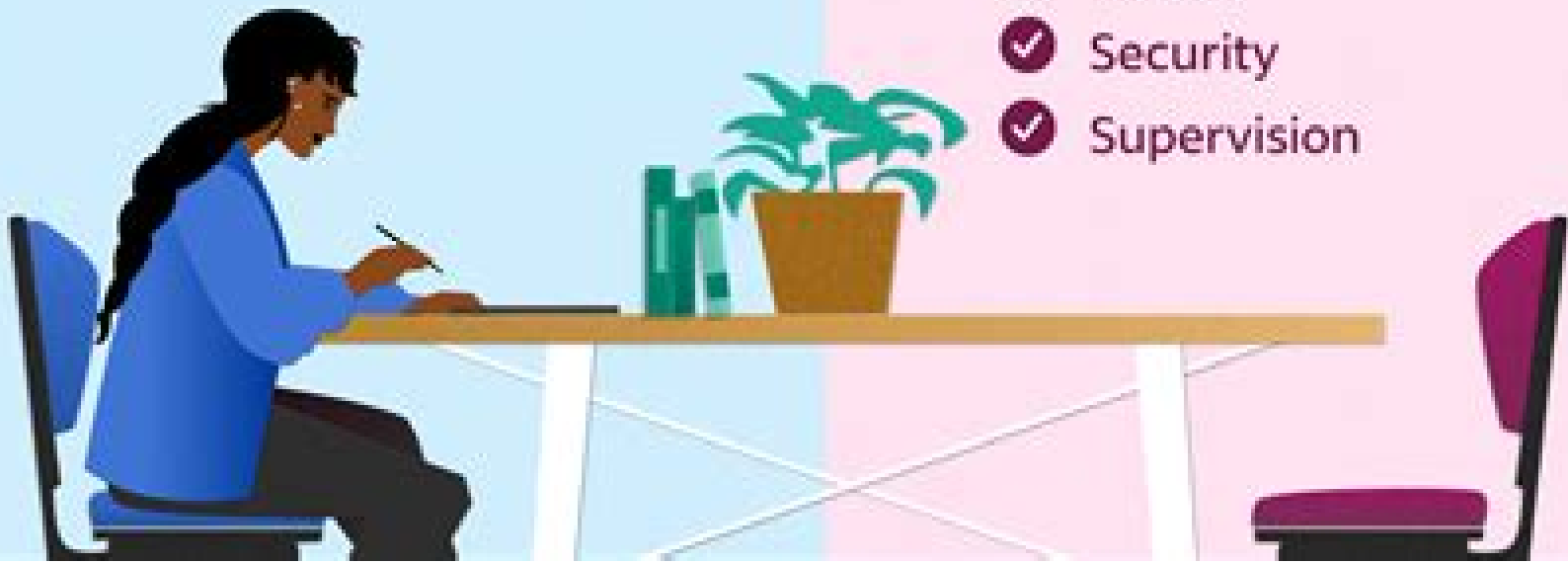


# Motivating Factors

- ✓ Achievement
- ✓ Recognition
- ✓ The work itself
- ✓ Job advancement opportunities
- ✓ Growth opportunities

# Hygiene Factors

- ✓ Relationship with peers
- ✓ Company policies
- ✓ Physical workspace
- ✓ Working conditions
- ✓ Salary
- ✓ Status
- ✓ Security
- ✓ Supervision



# Motivational Factors And Achievement

**Kenneth Denton Craig**



## **Motivational Factors And Achievement:**

Motivational Factors and Achievement Bharti Rathore, 2014-11-13 Motivations are the driving forces of our life Positive motivations lead to positivity and success whereas having lack of motivation may develop inertia or lethargy which can further lead to failures This book is an attempt to study the motivational factors of student teachers for doing B Ed course and their effect on academic achievement Personal Interest parents desire to get better spouse social status money good dowry creativity personality development serving the country no other alternative available are some of the prominent motivational factors which motivate a person to do the B Ed course to be teachers in future Teachers are the destiny makers as they exercise huge influence on the new generation We require passionate dedicated and sincere teachers so that the world can progress for a better future For this our young generation needs to be positively motivated to be teachers

Motivation Factors Related to Academic Achievement William Walter Farquhar, 1963      **Motivation Factors Related to Academic Achievement** William Walter Farquhar, 1963      *Motivational Factors in School Achievement* Martin L. Maehr, 1982      Motivational factors in the prediction of achievement Irving Slabodkin, 1954      **An Investigation of Motivational Factors Affecting Achievement** Nancy Thayer Mitchell, 1963      *Motivational Factors & English Achievement* Hojat Jodai, 2012 Success in learning a foreign language is influenced by both affective and cognitive factors One of the most widely accepted affective factors in foreign language learning is motivation Motivation is the most used concept for explaining the failure or success of a language learner Considering the significance of motivation in second language acquisition this book investigated the effect of motivational factors on English achievement The wider concluding argument of this book is that motivation and its constructs are context dependent and therefore any language learning context has its own unique motivational model Thank you for the summary of your research It is very interesting R C Gardner Ph D Professor Emeritus Department of Psychology University of Western Ontario Hojat Jodai has done a very systematic research using the most interesting statistical analysis I surmise that the study is good enough to be a source of several academic paper publications Amir Mahdavi Zafarghandi PhD graduate of Essex University U K Assistant Professor English Language Dept University of Guilan Iran      **The Effects of Motivational Factors on Student Achievement in STEM** Mara Lynne Banfield, 2020 This study examines motivational factors and how they affect student achievement as well as teacher and student perceptions of these factors in a STEM school The focus of this research is to determine if there is an association between overall reported motivation and student achievement as measured by End of Course performance and Grade Point Average GPA in a STEM school This study utilizes mixed methods research and examines the MUSIC Model of Motivation which educators use to assess motivation and study students perceptions of their classes Jones 2017 This research investigates the factors in the MUSIC Model of Motivation and the effect of motivational factors on student achievement and learning The research suggests a correlation between the success factor and achievement as measured

through state mandated End of Course assessments Ohio Department of Education 2018 The results suggest the strongest correlation between motivation and achievement End of Course in American History The research examines student and educator perceptions of motivational factors Both educators and students perceive the caring factor to be the highest Interest is the lowest scoring factor for students while empowerment is the lowest scoring factor for teachers Educators summarize through interviews the role of the educator as a facilitator of learning and a motivator that combines the factors to engage students Educators in this study strongly emphasize the importance of the caring factor in a school setting They argue that this factor is crucial in the STEM school which is a public school of choice The research implements reflective practices through qualitative research questions based on the quantitative results Handbook of Competence and Motivation Andrew J. Elliot, Carol S. Dweck, David S. Yeager, 2017-03-24 Now completely revised over 90% new this handbook established the concept of competence as an organizing framework for the field of achievement motivation With an increased focus on connecting theory to application the second edition incorporates diverse perspectives on why and how individuals are motivated to work toward competence in school work sports and other settings Leading authorities present cutting edge findings on the psychological sociocultural and biological processes that shape competence motivation across development analyzing the role of intelligence self regulated learning emotions creativity gender and racial stereotypes self perceptions achievement values parenting practices teacher behaviors workplace environments and many other factors As a special bonus purchasers of the second edition can download a supplemental e book featuring several notable highly cited chapters from the first edition New to This Edition Most chapters are new reflecting over a decade of theoretical and methodological developments Each chapter now has an applied as well as conceptual focus showcasing advances in intervention research Additional topics self regulation in early childhood self determination theory challenge and threat appraisals performance incentives achievement emotions job burnout gene environment interactions class based models of competence and the impact of social group membership Supplemental e book featuring selected chapters from the prior edition Handbook of Competence and Motivation, Second Edition Andrew J. Elliot, Carol S. Dweck, David S. Yeager, 2018-02-21 Now completely revised over 90% new this handbook established the concept of competence as an organizing framework for the field of achievement motivation With an increased focus on connecting theory to application the second edition incorporates diverse perspectives on why and how individuals are motivated to work toward competence in school work sports and other settings Leading authorities present cutting edge findings on the psychological sociocultural and biological processes that shape competence motivation across development analyzing the role of intelligence self regulated learning emotions creativity gender and racial stereotypes self perceptions achievement values parenting practices teacher behaviors workplace environments and many other factors As a special bonus purchasers of the second edition can download a supplemental e book featuring several notable highly cited chapters from the first edition New to This Edition Most chapters are new

reflecting over a decade of theoretical and methodological developments Each chapter now has an applied as well as conceptual focus showcasing advances in intervention research Additional topics self regulation in early childhood self determination theory challenge and threat appraisals performance incentives achievement emotions job burnout gene environment interactions class based models of competence and the impact of social group membership Supplemental e book featuring selected chapters from the prior edition *Motivational Factors which Influence Achievement as Perceived by High School Science Students* Joelle Marie Zajac,1989 **Motivational Factors in College Achievement** Joseph Eugene Brown,1967 **Motivation and Mathematics Achievement: Motivational Factors Influencing Mathematics Achievement** Michelle Ginther,2007 The Use of Depth Interviewing to Explore the Motivational Factors Underlying Achievement of Eleventh Grade High School Boys Michael Peter Joseph,1961 Motivational Factors Affecting Achievement Outcomes Among Early Adolescents Bronwyn Becker,2002 *The Relationship Between Motivational Factors Ans School Achievement Among Learners in the Further Education and Training Phase* Makhosi Queeneth Mchunu,2017 **A Study of Selected Motivational Factors Associated with Mathematics Achievement** Thomas Willoughby Smithson,1974 A Literature Review of the Effects of Student Motivational Factors on Achievement Performance of Middle School Students Timothy R. Wood,1993 *Exploring the Role of Motivational Factors in the Academic Achievement of EFL Learners* Ekrem Solak,2012 The purpose of this research is to explore the role of motivational factors in the academic achievement of EFL learners The research was conducted at a State University Faculty of Education in Turkey The participants were 230 freshman prospective teachers from four different academic majors taking English class Attitude Motivation Test Battery which was composed of two parts as demographic part and the questionnaire was used to collect data about the participants views on motivational factors influencing their academic achievement Then the data collected from the questionnaire was compared with the test scores of the participants at the end of the semester The results of the research suggest that most of the motivational factors had a significant difference in the academic achievement of Turkish EFL learners Furthermore gender and academic major were directly affected by the motivational factors An Investigation of the Relationship Between Some Motivational Factors and Academic Achievement Kenneth Denton Craig,1960

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