

Written Assignment Reflection

Role of Self-Motivation For Academic Success

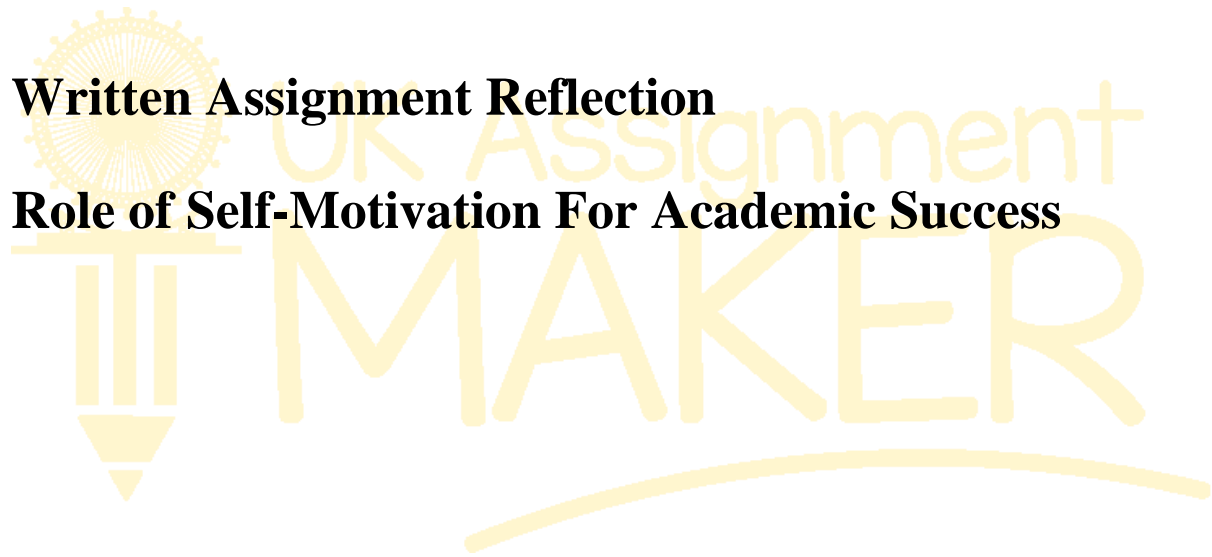


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Introduction

Yamin et al. (2021) define "Self-Motivation" as a person's capacity to overcome daily challenges and accomplish goals without the aid or influence of others. Self-motivation is a crucial quality for growth on both a personal and professional level. A person can recognise their genuine motives and focus their efforts on achieving fulfilment if they are aware of their values, ideals, and ambitions. In spite of challenges or setbacks in the classroom, students must be self-motivated in order to pursue and complete academic goals. Without self-motivation, it could be difficult for students to keep their attention on their academics, stay involved, and persevere (Ugwuanyi et al., 2020). The aim of this reflective essay is to analyse the importance of self-motivation for academic success.

Main Body

My ability to set and uphold high expectations for myself was made feasible through self-motivation. Students are more inclined to push themselves and aim for greatness when they are intrinsically motivated. I am aware that persistence, tenacity, and a desire to put in extra effort are necessary for academic achievement. I set high goals for myself and make the work necessary to attain those objectives because I am a self-driven student who refuses to accept mediocrity. However, this was not always the case. Procrastination was one of the most difficult challenges I had in higher school. The inclination to put off or postpone doing anything because it is inconvenient, complex, or tedious is known as procrastination as per Adl and Alkharusi, (2020). When I used to procrastinate, I suffered the consequences of worse grades, missed deadlines, and more tremendous stress. I constantly made excuses to avoid work in favour of video games, TV, and socialising.

I would tell myself I had plenty of time to finish the task later, but then I'd have to work quickly and turn in a smooth product. I needed to find a way to get started and excited about doing the due work. I broke down massive undertakings into more manageable subtasks as one of my methods. I could then concentrate on one more negligible activity at a time and feel good about my progress (Abad-Mancheño et al., 2022). Another strategy was that I rewarded myself whenever I finished a task or accomplished a goal. I used to reward myself with something to eat, watch, or play whenever I finished a substantial chunk of work, like an essay or a book chapter. By

associating a task's completion with a reward, I found that my motivation to do the work improved. One aspect that mainly sticks out to me is the inherent autonomy that higher education requires.

In contrast to high school, where teachers often provide consistent direction and structure, students at university must take ownership of their education (Abad-Mancheño et al., 2022). In this case, I attribute success to my own drive. The only thing that keeps me going through a pile of books and an infinite course schedule is the drive I feel inside. I took a rigorous course in my field as a sophomore. The workload and time constraints were overwhelming, and the subject matter was challenging. I had to rely significantly on my own intrinsic motivation throughout that time. I realised that what kept me going was my desire to be the greatest in this field and my thorough knowledge of the subject matter. I broke the whole thing into smaller, more manageable pieces, gave myself concrete goals, and kept close tabs on my development as suggested by Muntean et al., (2022).

The sum of my academic successes is greater than the sum of their parts. It is at times of personal adversity that one's actual level of self-motivation becomes apparent. My goal was to improve my learning, so I set out to find techniques to encourage myself to study intently and carefully. I used various methods to educate myself, including reading, writing, listening, talking, and doing (Yamin et al., 2021). As a result, I made the most of my learning chances and tailored my learning approach. I benefited from the advice of elders, peers, and authorities. By identifying my skills and weaknesses, I enhanced my performance.

Conclusion

Self-motivation is the linchpin of academic success. My personal experiences and the broader context of higher education affirm that this internal drive is the key to overcoming challenges, seizing opportunities, and excelling in pursuing knowledge. As I continue on my academic journey, I am reminded that self-motivation is a skill to cultivate and a steadfast companion that will propel me toward my goals.

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