

International Journal of Arts, Humanities and Social Studies



ISSN Print: 2664-8652
ISSN Online: 2664-8660
Impact Factor: RJIF 8.31
IJAHS 2025; 7(2): 376-380
www.socialstudiesjournal.com
Received: 03-07-2025
Accepted: 07-08-2025

Paritosh Barman
Assistant Professor,
Department of Philosophy,
Dukhulal Nibaran Chandra
College, Aurangabad,
Murshidabad, West Bengal,
India

Priyanka Paul
Assistant Professor, Dhupguri
College of Education (B.Ed.),
Dhupguri, Jalpaiguri, West
Bengal, India

Prasenjit Pal
Assistant Professor,
Department of Teacher
Education, Nagaland
University, Nagaland, India

Understanding the impact of motivational speech on the academic achievements of undergraduate Students in the Indian context

Paritosh Barman, Priyanka Paul and Prasenjit Pal

DOI: <https://www.doi.org/10.33545/26648652.2025.v7.i2e.325>

Abstract

In higher education, motivational speech has become a powerful teaching tool for raising student performance and engagement. This study comprehensively explored how motivational speeches affect undergraduate students' academic performance, paying special focus to how they help students develop resilience in the face of academic difficulties, goal orientation, and self-confidence. The present paper explores important literature to understand the interlinkage. Major finding shows that listening to inspirational speeches greatly increases students' intrinsic motivation, strengthens their study and time management skills, and has a favourable correlation with academic success. Additionally, it has been demonstrated that motivational interventions boost student engagement in the classroom, lessen academic stress, and foster a sense of self-efficacy. The findings highlight how crucial it is to incorporate motivational techniques.

Keywords: Motivation, motivational speech, higher education, skill

Introduction

Motivational speech serves as a catalyst for arousing, inspiring, and encouraging individuals to exert greater effort toward a desired goal, with the scope encompassing all spheres of life. It enables people to perform intuitively with full capability and have confidence to act, knowing that their endeavours will be rewarded (Gupta & Mili, 2016) ^[5]. Motivational speeches are extensively employed throughout multiple fields, such as education, athletics, and personal development, to inspire and motivate individuals to pursue their objectives and realise their full potential. Motivational speeches have the power to ignite mass and individual enthusiasm, capturing an audience's attention and influencing their behaviour. According to Safitri (2019) ^[12], motivation can be categorised as intrinsic or extrinsic. An intrinsic motivator of a speech pins the will of the recipient of the speech on a worthy purpose and therefore affects behaviour utterly. An extrinsic motivator affects behaviour in the short term and then fades if not supported by an intrinsic motivation. Speeches, then, must resonate with the values and beliefs of the individual to have the best effect. According to Tobi-David *et al.* (2018) ^[14], motivational speeches centre on the strength of faith in a guiding principle, on a desire for brilliance or greatness, on physical or social needs, on pride in an organisation, or on group discrimination. In recent years, interest in motivational speeches has resurged, manifesting in inspiring talks delivered by individuals who have overcome hardship. Nevertheless, motivational speech transcends inspiration alone, as the skilful use of language can engender profound changes in listeners' attitudes and behaviour, creating a climate wherein their motivation to act is focused and irresistible (Loraine Ferguson, 2017) ^[9]. A motivational speech is thus an opportunity to communicate ideas for the sake of change, whether the goal is to inspire individuals to achieve, to change attitudes, to instil discipline, to boost well-being, or to share complex information. Given the paramount importance of motivation and engagement in the physical, emotional, and cognitive development of students, this paper builds an investigative presentation concerning how motivational speech influences the academic achievements of undergraduate students within a designated context.

Corresponding Author:
Prasenjit Pal
Assistant Professor,
Department of Teacher
Education, Nagaland
University, Nagaland, India

The exploration embraces the definition of motivational speech and its pertinence to undergraduate learning outcomes, setting the stage for an examination of how the deliberate expression of ideas and emotions can serve as a pivotal factor in affecting course completion and overall academic performance.

Academic achievement encompasses the successful attainment of educational goals, whether through external examinations or self-directed learning, and remains a perennially relevant topic of discussion. It serves as a testament to the dedication and resilience required in various disciplines, reinforcing the importance of setting clear objectives from the outset (Gupta & Mili, 2016) ^[5]. Beyond instituting strategic goals for personal advancement, the pursuit of education advocates a commitment to lifelong learning that deters complacency and stagnation. Furthermore, scholarly accomplishment not only fosters perpetual progression but also inspires others to embark on their own paths toward fulfilling endeavours, thus contributing to the collective well-being of the wider community (Akpan & Umobong, 2013) ^[1].

Undergraduate students constitute the future front line of an increasingly knowledge-based and skill-dependent society. Their academic experience and their motivation have a direct bearing on their performance, their chance of completing their studies, and also on the kind of careers they will have later (Steinmayr *et al.*, 2019) ^[13]. With India's rising college-going rate and a rapidly growing student population, maintaining the motivation of the country's tertiary education students is becoming particularly urgent. Motivational speech appears to be a well-suited strategy for meeting this need and for seeking to raise achievement levels (Gupta & Mili, 2016) ^[5]. During a motivational seminar, the speaker provides an inspirational message, addressed to a group of people, that can generate interest and enthusiasm, a sense of achievement and purpose. A motivational speech has, among other things, an intense feeling of urgency and a powerful emotional effect on the recipient. It can encourage and transform both the mind and behaviour. The current research undertakes a literature-based investigation, with a special emphasis on the Indian context. It showed that, when properly planned and delivered, motivational speeches can undoubtedly help raise student achievement and that, in the Indian environment, they can remedy some aspects of the lack of motivation. They create enhanced positive feelings that facilitate a better understanding of, and stronger engagement with, the academic project. A series of recommendations aimed at improving the efficacy of motivational speeches is put forward to support teaching and resource-development staff.

Understanding Motivation

Motivation is the psychological inclination that compels an individual to confront challenges, surmount problems and hurdles, and persevere in adversity to achieve a certain goal or master a skill or subject. Motivation to succeed primarily stems from internal factors such as wants, aspirations, and ambitions, necessitating effort, rigorous labour, perseverance, or hardship. This internal drive is activated by the external environment, such as a critical examination, an ambition to meet the employer's needs, malicious reprimand meted out by the teacher or peer pressure or comparison of one's determination to be on the same level as one's colleagues, among others. Motivation has to do with the

impulse or thrust that drives a behaviour towards a definite end and is the direction and energy of behaviour. It involves several factors, such as the selection of activities, the degree of effort and the perseverance exhibited in an organised and coordinated effort to accomplish a stated goal.

Motivation is broadly classified as intrinsic or extrinsic, and individuals may be motivated by a variety of needs ranging from physiological, like hunger and avoidance of pain, to aesthetic and spiritual. A person is motivated when he considers a particular situation, course or action important or beneficial enough to give sustained attention, expends effort towards the acquisition of certain goals, revives this effort after obstacles and is tenaciously persistent even in the face of initial failure (Tobi-David *et al.*, 2018) ^[14]. Achievement motivation is the most widely used form of motivation and has long been regarded as a vital variable when it comes to learning, thus emphasising the relevance of the current study.

Where an individual lacks motivation or the motivation is too weak for the accomplishment of a task, the result is likely to be mediocrity in an achievement. On the other hand, extreme or over motivation may lead to premature closure of the task to be achieved and in the process, locking out all the available options. According to stakeholders, including policy-makers, educational authorities, school administrators, and teachers, issues related to poor academic performance remain a source of worry and continued reflection.

Research has revealed several causes of poor performance, inter alia, lack of motivation, industrial disputes, difficulties in understanding lessons, parents' socio-economic status and sex. Evidence has shown that students who are well motivated tend to be more serious about their studies than students who lack adequate motivation. Motivated students are more ambitious, more persistent and more likely to make extra efforts in their learning than unmotivated ones. Achievement motivation correlates positively with academic performance, and those who have a higher sense of achievement motivation tend to perform better academically than those with a low sense of achievement motivation.

Psychological Theories of Motivation

The pioneer in the field of motivation was McDougall (1951), who defined it as a psychological factor that evokes an organism to act towards a desired goal or reward (Din Bandhu *et al.*, 2024) ^[4]. People are endowed with five basic needs that range in an ascending order of priority; people will satisfy their lower-level needs before their higher-level needs if the lower-level ones remain unsatisfied. Acknowledged a two-factor theory of motivation: motivator factors and hygiene factors. Motivator factors include achievement, recognition, responsibility, advancement and the work itself, which are intrinsic and relate to the actual work. Hygiene factors include company policy, supervision, salary, interpersonal relations and working conditions, which are extrinsic and come with the job. Introduced the Expectancy Theory, which postulates that motivation depends on the expected outcomes or rewards and the attractiveness of those outcomes to the individual. Proposed the Need Achievement Theory, emphasising the role of an individual's need for achievement, affiliation or power as primary motivators. Developed the Social Cognitive Theory (self-efficacy theory), which highlights the importance of self-belief in one's capability to organise and execute actions required to produce desired attainments.

Motivational speeches have been found to raise levels of self-efficacy perceptions and academic aspirations among students while reducing anxiety (Maharaj *et al.*, 2016) ^[10]. Achieving a motivational impact also necessitates a knowledge and understanding of the background of the listeners, along with the cultural context within which the speeches are delivered (Akpan & Umobong, 2013) ^[11].

Need for Academic Achievements in the contemporary system

Education holds the key to the development of individuals as well as the society and country in which they live. In the expansive context of educational development, the phrase academic achievement denotes the attainment of all behavioural modifications linked to the cognitive, affective, and psychomotor domains (Chingnunhoih and Zoengpari, 2022) ^[3]. It is through education that students acquire knowledge, develop critical skills, and shape their attitudes and values. Good education is essential for the attainment of personal goals, and it demonstrates a deep commitment to achieving them (Nabi Dhar, 2020) ^[11]. When a student possesses the motivation to learn and the relevant opportunities, education becomes the vehicle for transforming dreams into reality. This commitment reflects a readiness to devote significant time and energy to learning, as well as the vision to appreciate the long-term benefits that such effort promises (Kong *et al.*, 2021) ^[8]. Academic goals are the guardians of the academic journey of all students. Students develop their creativity and use it as the compass for their journey to Academic Excellence.

Impact of motivational speech on student academic achievement

Academic accomplishment in a range of educational contexts has been demonstrated to be induced by classroom motivation. Motivation is simply the drive to succeed, sometimes in the face of adversity, or the purpose to accomplish anything. The relationship between motivational speech and achievement, whether in general or educational contexts, is supported by a variety of psychological and philosophical viewpoints (Akhter, 2024) ^[2]. The impact of motivational speech on student academic achievement has been examined through analysis of motivational speaking, undergraduate performance, and related theoretical frameworks. The study of motivation dates from the 1930s and 1940s and involves concepts of the “motivator” and the “motivated.” Motivational speeches employ feelings, emotions, and attitudes to propel an audience toward greater learning outcomes. Analytical approaches draw from achievement theories, choice theories, attribution theories, and incentive theories, all concerned with initiating, directing, and maintaining effort over time. Observations that past performance influences motivation led to the formulation of recursive models based on the room utilitarian advantage. Academic and career trajectories are measured by academic achievement, generally indicated by Grade Point Average (GPA).

Motivation operates as a driving force—in this context, an inner drive or urge toward a particular objective—shaping students’ interests and conduct within the undergraduate academic environment. Cognizant instructors, instructors themselves, and supportive administrators play vital roles in fostering a motivational campus atmosphere. Because motivation affects who becomes an undergraduate, overall

academic achievement, and the efforts necessary for promotion to licensure, the relationship between motivational speech and undergraduate academic achievement is a recurring topic. Several studies report the absence of such a causal relationship.

Motivation is the foundation for success when pursuing academic goals. It provides the necessary energy to work hard and the persistence to remain on the path despite setbacks. Academic motivation has remained a challenging subject to research and measure; nevertheless, it represents an internal stimulus that varies among individuals. Students are not naturally intrinsically motivated; rather, they must understand how motivation influences their behaviour and how to apply goal-setting techniques accordingly. Comprehending the rationale behind one’s academic actions enables the formulation of effective strategies to achieve set objectives. Every student has the potential to succeed, and educators share the responsibility of facilitating this growth.

Historical Context of Motivational Speaking

Motivational speech, also known as motivational speech, involves communication designed to enhance the enthusiasm, inspiration, or determination of listeners. This form of speech is crucial in various contexts, including education, where it can significantly influence undergraduate academic achievement. Motivation affects students’ engagement with their academic responsibilities, shaping their capabilities, help-seeking behaviours, and decision-making processes regarding study habits. Understanding the historical context of motivational speaking, therefore, provides a foundation for investigating its impact on the academic performance of undergraduate students.

The ancient Greek sophist Gorgias is credited as the first professional motivational speaker in Western history. Active around 425 BCE, Gorgias was renowned for his exceptional ability to influence audiences through his oratory skills, effectively inspiring individuals to undertake ventures they had not previously considered. Subsequent developments in motivational speaking were notably influenced by American philosopher Ralph Waldo Emerson, who advanced the art form in the 19th century. Today, motivational speeches are prevalent in diverse settings, including corporate environments, professional sports, academic institutions, and online platforms, reflecting their broad appeal and utility.

Academic motivation plays a central role in student learning. It dictates the extent to which students are willing to engage with courses and affects their selection of learning activities, the energy invested, and persistence related to challenges. Motivation also influences the types of goals students pursue and characterises the various learning outcomes they anticipate. Consequently, motivation constitutes a pivotal variable in understanding why some students adopt effective study behaviours and achieve academic success while others do not (Loraine Ferguson, 2017) ^[9].

Psychological Effects of Motivational Speech on Undergraduate Students

Motivational speech carries psychological effects that can promote academic work among undergraduate students. The psychological impact of such speech includes strengthened self-efficacy, reduced anxiety, and heightened goal-setting

behaviour, all of which contribute to improved academic motivation and achievement. The influence of motivational speech on undergraduate students is therefore mediated through its effects on psychological factors that underlie motivation. Several motivational theories help explain the impact of motivational speech on undergraduate students' academic performance. The Personal Investment Theory framework suggests that students invest resources to reach task, affiliation, and identity goals. Masters achieve long-term goals when commitment aligns with their perceptions of worth, likelihood of success, and personal meaning. Atkinson's risk-taking and achievement theory shows motivational speech influences the desire to excel, counteracting the fear of failure. Self-determination theory finds that in harmony with teachers who value the learning process, students internalise extrinsic motivation, reaching genuine forms of academic sustained effort (Loraine Ferguson, 2017) ^[9]. Attribution theory explains how, when students attribute failures to correctable factors, motivational talks can restore the sense of potential and hope that improves performance. Affect-as-information theory explores how motivational speech energises task maintenance when motivation flags.

Institutional support appears important for motivating scholars. Academic scholars generally achieve higher than student leaders, but actors of any group who feel sustained support remain motivated. Other research also demonstrates that effective regulation of motivation and emotions improves academic achievement. Mindset has the most direct relation to academic achievement. Both motivation and academic self-efficacy are necessary conditions. Social-contextual conditions facilitate or undermine academic motivation, which, in turn, influences academic self-efficacy.

• **Boosting Self-Efficacy**

Students' engagement with school life is based on positive emotional involvement in learning activities. Engaged students develop skills that help them adjust to school, maintain positive beliefs about their competence, are self-determined, and report low anxiety. Engagement affects school achievement and is key to understanding dropout and promoting completion. The self-determination theory explains that self-motivated behaviours depend on fulfilling needs for autonomy, competence, and relatedness. Supportive school practices foster engaging environments, especially for older students who have had negative experiences. An automated encouragement message can induce an exogenous change in students' ability to believe and translate to improvements in exam grades (Keller & Szakál, 2021) ^[6]. The belief in achievement motivation impacts the type and difficulty of challenges students choose. Perceptions of future capacity to achieve are influenced by external factors such as peer, family, and societal beliefs. Many studies opined that the strength of convictions in personal effectiveness affects whether individuals attempt to cope with situations. Student behaviours are related to their beliefs about ability, which can be externally imposed and untrue. Individuals develop beliefs based on experiences, including specific beliefs about their coping abilities. Self-efficacy-based interventions address how achievement motivation can be improved for students in at-risk districts. Many represent groups conditioned to believe low achievement ability,

leading to low academic self-esteem. Perceived self-efficacy is linked to performance, motivation, and achievement, and a low perception of self-efficacy undermines actual ability and potential.

• **Reducing Anxiety and Stress**

Acquiring a motivational speech to accomplish academic tasks reduces anxiety and stress among undergraduate students. Stress and anxiety are common phenomena among all ages and genders, with students being more affected due to different factors specific to this phase in life. Academic factors, environmental influences, and interpersonal relationships constitute the highest sources of stress. If these stressors are not properly handled, the consequences will be reflected in academic performance, self-confidence, and personal and professional development. Students should be properly advised and counselled to attend regularly, develop reading techniques, and practice relaxation strategies. Physical exercise, which promotes the release of endorphins and facilitates the circulation of fluids to the brain, reduces stress among undergraduate students. The creation of a student-friendly environment should be encouraged to reduce stress. Those experiencing family conflicts are advised to live in hostels in order to focus better on studies and avoid drama. Students are frequently guided about active coping strategies, as well as about avoidant coping, to avoid its negative effects. The promotion of successfully building interpersonal relationships through the development of effective communication and social skills is another viable, cost-effective, and efficient technique to reduce stress among students. Faculties may also receive training on effective communication and innovative learning techniques in order to mitigate academic stress. Nurses, psychologists, and counsellors should be present in educational institutions. Their roles include establishing workshops and delivering awareness programmes on stress reduction. Seminars should also be held regularly to discuss the impact of stress on health and academic performance, and to create strategies to overcome stress in the academic environment.

• **Enhancing Goal Setting and Achievement**

Setting clear and challenging objectives, commonly known as goals, plays a vital role in directing behaviour, forming a framework for action, and motivating sustained commitment despite setbacks or periods of low enthusiasm. The enhancement of performance facilitated by effective goal setting transcends the motivating influence of feedback, the provision of rewards, and the inherent capability of the individual. Goals generate motivation both when presenting challenges to the individual and when they provide guidance concerning the desirable directional focus of effort.

The administration of effective goals is essential for the motivation of undergraduates and to ensure ongoing progress within their studies. Concentrating on achievable benchmarks fosters success with less discouragement over failures. However, it is imperative that the targets formulated remain ambitious and push the boundaries of capability. Otherwise, the incentive to exert one's utmost effort significantly diminishes. The monitoring of goals should not be overly frequent, so as not to afford the impression of an intimation process; rather, once in a while is an appreciated reminder, while excessive reiteration of objectives is counterproductive. Communicating ongoing

progress is also of assistance, signifying, for instance, that the product of the endeavour would be seven out of 10, rather than four; plus, the observational acknowledgement of the development should be regarded as a motivating factor.

Conclusion

Motivation is essential for student achievement, as nothing can be accomplished without it. Various forms of motivation exist, although the most effective arises from external encouragement directed towards students. Of the several motivating techniques, motivational speeches are the most effective in prompting pupils to exert considerable effort in a brief timeframe. Numerous colleges throughout the globe provide motivational lectures to undergraduate students facing academic challenges, although this concept is confined to India. Multiple trials with various samples indicate that motivational speeches enhance the performance of undergraduate students. Motivational speeches influence academic performance by augmenting self-efficacy and reinforcing beliefs in achievement; they also assist students in viewing threats as challenges, thereby alleviating anxiety. Students inspired by motivational speeches are likely to formulate more defined goal-setting techniques and dedicate increased effort to their academic endeavours. Motivational language for undergraduate students inspires them to persist in their endeavours with the support of their peers and the community. Delivering great motivating speeches necessitates that educators comprehend their audience, deploy narrative techniques and emotional involvement, and leverage technological resources to enhance reach and impact. Cultural disparities, student opposition, and the difficulty of evaluating speech efficacy present considerable challenges to the delivery of motivating speeches. Future study directions indicated by the current literature advocate for longitudinal studies in varied academic environments, analysis of digital platforms for speech delivery, and cross-cultural comparisons to assess contextual impacts on the effectiveness of motivating speeches. Motivational speeches influence the academic performance of undergraduates in India and should be utilised by instructors, with additional investigation suggested by scholars, including larger sample sizes.

References

1. Akpan ID, Umobong EM. Analysis of achievement motivation and academic engagement of students in the Nigerian classroom. *Acad J Interdiscip Stud*. 2013;2(3):385-390. <https://www.richtmann.org/journal/index.php/ajis/article/view/1431>.
2. Akhter M. Achievement motivation as a predictor of academic performance? *Int J Res Dev*. 2024;9(12):18-23.
3. Chingnunhoih M, Zoengpari. Achievement motivation, psychological well-being and academic performance: A study of university students in Mizoram. *J Appl Sch Psychol*. 2022;III(2):37-44.
4. Din Bandhu, Mohan MM, Nittala NA, Jadhav P, Bhadauria A, Saxena KK. Theories of motivation: A comprehensive analysis of human behaviour drivers. *Acta Psychol (Amst)*. 2024;244:104177. DOI:10.1016/j.actpsy.2024.104177.
5. Gupta PK, Mili R. Impact of academic motivation on academic achievement: A study on high school students. *Eur J Educ Stud*. 2016;2(10):43-51. DOI:10.5281/zenodo.321414.
6. Keller T, Szakal P. Not just words! Effects of a light-touch randomised encouragement intervention on students' exam grades, self-efficacy, motivation, and test anxiety. *PLoS One*. 2021;16(9):e0256960. DOI:10.1371/journal.pone.0256960.
7. King RB, Yeung SS, Cai Y. Personal investment theory: A multi-faceted framework to understand second and foreign language motivation. *System*. 2019;86:102123. DOI:10.1016/j.system.2019.102123.
8. Kong Y. The role of experiential learning on students' motivation and classroom engagement. *Front Psychol*. 2021;12:771272. DOI:10.3389/fpsyg.2021.771272.
9. Loraine Ferguson H. Mindset, academic motivation, and academic self-efficacy as correlates of academic achievement among undergraduate students in communication sciences and disorders programs dissertation Hattiesburg (MS): The University of Southern Mississippi; c2017, 1648. DOI:10.32597/dissertations/1648.
10. Maharaj C, Blair E, Chin Yuen Kee S. The motivation to study: an analysis of the factors that motivate undergraduate engineering students. *J Further High Educ*. 2016;42(1):24-35. DOI:10.1080/0309877X.2016.11889019.
11. Nabi Dar GH. Relationship study on academic motivation and emotional intelligence of UG students of the Kashmir valley. *Stud Indian Place Names*. 2020;40(56):1079-1085.
12. Safitri E. Intrinsic and extrinsic students' motivation in the English speech contest in SMPN 3 Batanghari. *J Educ Batanghari*. 2019;1(1):26-35.
13. Steinmayr R, Weidinger AF, Schwinger M, Spinath B. The importance of students' motivation for their academic achievement - replicating and extending previous findings. *Front Psychol*. 2019;10:1730. DOI:10.3389/fpsyg.2019.01730.
14. Tobi-David R, Adekeye O, Adebayo A. Gender and parents' educational qualifications on achievement motivation of Covenant University students. In: *ICERI 2018 Proceedings*. Seville, Spain: IATED; c2018, p. 2556-2562.