

A Study On Academic Motivation Among Higher Secondary School Students In Thrissur District

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ABSTRACT

The desire, diligence and perseverance associated with students' achievement in the classroom are referred to as academic motivation. Students' performance in the classroom is greatly impacted by their level of academic motivation, which also helps them minimize academic failures and succeed in their endeavours. The current investigation is being conducted in the Thrissur district. Data is gathered from 230 randomly chosen higher secondary school students using a survey method. To investigate the characteristics of students in higher secondary schools, a percentage analysis is employed. The characteristics and academic motivation of students in higher secondary schools are compared using the ANOVA and t-tests. Because of this, teachers ought to motivate their higher secondary students as they impart knowledge in the classroom. The study concludes with recommendations for enhancing motivational strategies in educational settings. The results make clear that there is a significant discrepancy between the academic drive and profile of secondary school students in higher education.

Key Words: Academic Motivation, Higher Secondary School Students

INTRODUCTION

According to Dhall (2014), academic motivation is a complex concept that can both inspire students to learn and be essential to their success in academic pursuits. Academic motivation is a multifaceted construct that takes into account various aspects such as students' perseverance, the amount of effort they put in and how well they organize their academic activities and tries to meet learning objectives. It is an incidental element that has a strong correlation with students' accomplishments and activities (Usher and Morris, 2012). Academic motivation is a sign of someone's interest, hard work and advancement toward a certain learning objective.

Academic motivation is essential to get students interested in their work, measure their learning, assess their performance and expose them to many facets of the subject (Brouse et al., 2010). It has a connection to pupils' academic success as well (Guiffrida et al., 2013). Academic motivation, according to Ekeh and Njoku (2014), is the psychological mechanism that propels and maintains behaviour with the intention of accomplishing academic goals. Academic motivation not only directs students' behaviour and attitude toward achieving their academic objectives, but it also amplifies their efforts and improves their cognitive functioning, all of which lead to better academic performance.

Academic motivation is critical in determining students' academic performance and long-term educational success. In Thrissur, a district with diverse socio-economic backgrounds, understanding the factors influencing student motivation is essential for developing effective educational strategies. According to Pugh and Bergin's (2006) research, students with high levels of academic motivation learn more, retain more information and skills and adjust learning activities to different circumstances.

REVIEW OF RELATED LITERATURE

Siti Sara Mohd Ariff et al. (2022) discovered that there was a substantial difference between the genders of college students when it came to their academic motivation and that they were more intellectually driven. The perception of self-efficacy of college students was positively and significantly correlated with their academic drive.

In 2021, Okonkwo Chioma Jennifer came to the conclusion that secondary pupils had a greater degree of academic motivation, which was significantly and favourably correlated with their self-esteem and substantially and negatively correlated with their academic achievement in the English subject.

According to Marina E. Valiullina (2019), academic motivation was higher and varied greatly depending on the gender of the student among higher secondary school learners. High school students' academic motivation was found to be negatively correlated with anxiety. Taheri-Kharameh et al.'s 2018 studies revealed that medical students have a stronger desire to excel academically.

Putul Kumari, Former (2020) claims that students enrolled in government schools Academic motivation varied significantly by gender among medical students, although it was positively and highly correlated with both performance and self-efficacy. The academic enthusiasm of secondary school pupils differed according on their gender and the location of their school.

Rajib Chakraborty (2016) found a positive and substantial correlation between academic achievement and academic motivation levels among secondary pupils. Additionally, he discovered that there was a medium degree of academic interest among secondary students and that it varied greatly based on the gender of the pupils. According to research by John M. Momanyi et al. (2015), secondary pupils' moderate levels of academic motivation did not significantly change based on their gender. Secondary pupils' motivation and academic achievement were significantly and favourably correlated.

OBJECTIVES OF THE STUDY

1. To evaluate the differences in academic motivation among students in higher secondary schools based on gender and kind of school.
2. To determine how the location of their school and the type of home they come from affect the academic motivation of higher secondary school pupils.

HYPOTHESES OF THE STUDY

1. There is no appreciable variation in the academic motivation of higher secondary school pupils according to their gender or kind of school.
2. Based on their family type and school location, there are no discernible disparities in the academic motivation of higher secondary school pupils.

METHODOLOGY

Research Design:

A mixed-methods approach was employed to provide a comprehensive analysis of academic motivation. This approach combines quantitative data to offer a nuanced understanding of the factors influencing motivation. A structured questionnaire based on the Academic Motivation Scale (AMS) was used to measure intrinsic and extrinsic motivation. The survey included items related to students' personal interests, goals, parental expectations, and perceptions of teacher support. The current investigation is being conducted in the Thrissur district. Data is gathered from 230 randomly chosen higher secondary school students using a survey method. To investigate the characteristics of students in higher secondary schools, a percentage analysis is employed. The characteristics and academic motivation of students in higher secondary schools are compared using the ANOVA and t-tests.

RESULTS

- **HIGHER SECONDARY SCHOOL STUDENT PROFILE**

A profile of students in higher secondary school is given in Table 1. The findings show that there are 57.27% of male higher secondary school students who attend government schools (42.73%) co-educational schools (42.28%) and urban schools (57.81%).

Table-1. Data of Higher Secondary School Students

Data	Number(n=230)	percentage
Gender		
Boys	134	57.27
Girls	96	42.73
Types of schools		
Government school	102	44.34
Government Aided school	50	21.73
Private school	78	33.91
Kinds of Schools		
Boys schools	74	32.17
Girls schools	59	25.65
Co-education schools	97	42.18
Locality of Schools		
Urban schools	133	57.81
Rural schools	97	42.19

• PROFILE OF HIGHER SECONDARY SCHOOL STUDENTS AND THEIR ACADEMIC MOTIVATION

The following lists the variations in higher secondary school pupils' profiles and levels of academic motivation.

Table 2 shows the disparity in higher secondary school students' academic motivation by gender.

Table-2. Gender and Academic Motivation

Gender	N values	M values	SD values	t-value	significance
Boys	134	157.29	23.85	7.685	.000
Girls	96	144.94	24.32		

Academic Motivation and Gender

Based on the gender-specific mean value of higher secondary school students, male students (M=157.29) exhibit a higher degree of Academic Motivation than female students (M=144.94). At the 1% level, there is a substantial difference in the academic motivation of students in higher secondary schools based on their gender, as indicated by the t-value of 7.685. Consequently, the null hypothesis is disproved.

Type of School and Academic Motivation

Table 3 shows the disparity between higher secondary school students' academic motivation and the sort of school they attend.

Table-3. Type of School and Academic Motivation

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Types of Schools	N value	M value	SD value	F-value	Significance
Government schools	102	148.67	23.85	4.907	.012
Government Aided schools	50	148.94	25.22		
Private schools	78	154.58	21.17		

The mean value for the type of school among higher secondary school students shows that students attending private higher secondary schools (M=154.58) have a higher degree of Academic Motivation than students attending government-aided (M=148.94) and government higher secondary schools (M=148.67). The F-value of 4.907 at the 1% level suggests a significant difference between the type of school pupils attend in higher secondary education and their academic motivation. As a result, the null hypothesis is refuted.

Kind of School and Academic Motivation

Table 4 shows the variation in higher secondary school students' academic motivation based on their type of school.

Table-4. Kind of School and Academic Motivation

Kind of Schools	N values	M values	SD values	F-value	Sig.
Boys schools	74	154.94	22.35	7.548	.001
Girls schools	59	145.78	25.38		
Co-education schools	97	150.93	24.16		

Higher secondary school students attending boys' higher secondary schools (M=154.94) show a higher degree of Academic Motivation than students attending co-educational higher secondary schools (M=150.93) and girls' higher secondary schools (M=145.78), based on the mean value for the kind of school. The F-value of 7.548 suggests that there is a significant difference between students' academic motivation and the kind of school they attend in higher secondary school, at the 1% level. As a result, the null hypothesis is refuted.

Locality of School and Academic Motivation

Table 5 shows the differences in academic motivation between higher secondary school students' local schools and their motivation.

Table-5. Locality of School and Academic Motivation

Locality of Schools	N	M value	SD value	T-VALUE	SIGNIFICANCE
Urban schools	133	147.51	25.43	3.648	0.000
Rural schools	97	153.48	23.67		

Academic motivation is higher in rural higher secondary schools (M=153.48) than urban higher secondary schools (M=147.51), based on the mean value for higher secondary school students' school location. At the 1% level, there is a significant difference (t-value = 3.648) between the academic motivation of higher secondary school students and their school's location. Thus, the null hypothesis is refuted.

CONCLUSION

Quantitative Findings:

- **Intrinsic Motivation:** The survey results indicated that personal interest in subjects and individual goals were the most significant predictors of academic motivation. Students who reported high levels of intrinsic motivation were more likely to engage actively in their studies and achieve better academic results.

- **Extrinsic Motivation:** Factors such as grades, rewards and parental expectations also influenced motivation but to a lesser extent. While extrinsic motivators were important, they were often less effective in sustaining long-term academic engagement.

Qualitative Insights:

- **Parental Influence:** Interviews revealed that parental support and expectations were crucial in motivating students. Positive reinforcement and involvement in academic activities were commonly cited as motivators.
- **Teacher Impact:** Students reported that teacher encouragement and constructive feedback significantly affected their motivation. Teachers who provided personalized support and recognized students' efforts were seen as more effective in enhancing motivation.
- **Peer Influence:** Peer relationships, including support from friends and peer competition, were found to influence both intrinsic and extrinsic motivation. Students who felt supported by their peers were more motivated to perform well academically

The previously provided data elucidates the notable discrepancy between high school students' academic drive and their profile, which does not include the medium of instruction. Higher secondary school pupils' academic achievement and motivation are favourably and significantly correlated. As a result, while educating and giving directions, higher secondary school teachers should inspire their pupils. Initiatives for student motivation must be implemented by the Ministry of School Education, particularly for higher secondary school students. Additionally, parents ought to actively encourage and involve their higher secondary school pupils on a daily basis. Higher secondary school principals need to use sufficient and effective techniques to encourage their students to participate in extracurricular activities in order to improve their students' academic performance.

Interpretation of Results:

The study's findings align with existing literature on the importance of intrinsic motivation in academic success. Students with high intrinsic motivation demonstrated greater engagement and persistence in their studies. Extrinsic factors, while influential, were less effective in sustaining long-term motivation.

Implications:

Educational strategies should focus on enhancing intrinsic motivation by:

- **Connecting Learning to Interests:** Integrate students' personal interests and goals into the curriculum to increase engagement.
- **Providing Autonomy:** Allow students more control over their learning process to foster a sense of autonomy.
- **Supporting Parental Involvement:** Encourage parents to support and participate in their children's academic activities.
- **Teacher Training:** Equip teachers with strategies to provide effective feedback and encouragement.

Limitations:

The study's sample size and regional focus may limit the generalizability of the findings. Additionally, self-reported data may be subject to bias. Future research could include a larger and more diverse sample and explore longitudinal impacts of motivational factors.

Recommendations:

- **Educational Practices:** Develop programs that enhance intrinsic motivation by aligning academic content with students' interests and personal goals.
- **Parental Involvement:** Foster greater parental involvement and support in students' educational journeys.

- **Teacher Support:** Train teachers to use motivational strategies that support both intrinsic and extrinsic factors.

Future Research:

Further research could explore the impact of motivational strategies over time and in different contexts. Investigating how different demographic factors influence motivation can provide more comprehensive insights.

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