

Academic Motivation of Secondary School Students: A Literature Review

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Abstract: *Academic motivation is the aspiration, sweat and perseverance associated with achievement in academics of students. Academic motivation is improving success of students in their academic activities and to mitigate failures in their academics and it is significantly affecting performance of students in the class rooms. The results elucidate that significant difference exists amid academic motivation of high school students and their profile excluding medium of instruction. Academic motivation of high school students is significantly and positively related with their academic achievement. Therefore, school teachers should motivate their high school students during the class room teaching and instructions. The Ministry of School Education must conduct motivational programmes especially for high school students. Besides, parents should involve and motivate their high school students regularly and consistently. Headmasters of high schools must adopt adequate and efficient strategies in order to motivate their high school students in both curricular, co-curricular activities to improve their academic achievement. Students in secondary school can learn to understand their values and emotions and develop academic drive. The purpose of this paper is to review the literature on academic motivation. Students' aspirations for success are evident from the literature reviewed for this study. According to the study's findings, in order to address the needs of kids, it is recommended that administrators, instructors, counsellors, and principals hold regular seminars. An attempt has been made to review the papers from 2010 to 2023 in this document.*

Keywords: Academic Motivation, Secondary school students, Literature Review

I. INTRODUCTION

Academic Motivation

Academic motivation is a powerful energy that inspires students to learn and is a necessary requirement to excel in academic pursuits. It is a multifaceted notion by nature (Dhall, 2014). Academic motivation encompasses a range of factors, such as the amount of effort put forth, the effective management of academic activities, attempts to achieve educational goals, and the degree of persistence displayed by students. It is a casual factor that is highly related to activities and success of students (Usher and Morris, 2012). Academic motivation is demonstrated by their curiosity, diligence, and progress toward a certain academic goal.

Academic motivation is crucial for student engagement in their coursework, assessing the amount of learning, evaluating performance, and exposing students to various aspects of the subject (Brouse et al., 2010). It is also linked to students' academic success because it is the result of their aspirations, sweat, and perseverance (Guiffreda et al., 2013). According to Ekeh and Njoku (2014), academic motivation is the internal process that starts and continues actions with the aim of achieving academic goals. Academic motivation also influences students' behaviour and attitude toward pursuing their academic objectives. It also boosts their energy and efforts and enhances their cognitive function, all of which contribute to improved academic performance.

The outcome of an internal process brought on by either internal or external factors is academic motivation. Academic motivation refers to an individual's perception of their ability to perform particular activities. A child that is academically motivated is ready to study, appreciates learning-related activities, and believes that education is important. Motivation can be conceptualized as a driving force, a psychological need that encourages or drives behaviour toward a goal. Motivation is responsible for evoking, controlling, and maintaining some goal-directed

behaviours. Motivation is defined as being prompted to take action. But even a little study of the topic indicates that motivation is not actually a single entity.

The concept of motivation is defined as “a process in which direct target activity is started and maintained” (Pintrich and Schunk, 2002) or “creating a situation or a situation of all factors determining the degree of willingness to participate in an activity”. The concept of motivation is defined as “the production of energy required for academic works” (Bozanoğlu, 2004).

Significance of the study

The results of the study will surely help administrators and legislators evaluate the experiences of students from different backgrounds and develop solutions and policies that will end discrimination against minority groups in society. A new study is necessary because previous research studies in this sector have a number of drawbacks. The investigator was so inspired to complete the probe. The study's outcomes can provide guidance for professional development initiatives aimed at enhancing the pedagogical skills of teachers working with differently abled students. Educators can learn to incorporate diverse instructional strategies that cater to various learning styles, fostering more effective teaching practices.

II. LITERATURE REVIEW

Khan et al. (2022) explored the academic motivation with respect to gender in Malakand Khyber Pakhtunkhwa, Pakistan. Hundred and sixty sample subjects were selected for the study through purposive sampling technique. After selected the appropriate sample a proper procedure was applied for collection of all the relevant data like applying the tool and performing the statistical treatment. The findings of the study highlighted that female students are more motivated towards their academics and do better than their counterparts. Marumoetal. (2019) discussed students' academic motivation while keeping gender and age differences in view. For the study, a sample of two hundred school-going students was selected from various secondary schools. After the data was analysed, the findings disclosed that there was a difference in academic motivation between male and female secondary students. However, no such difference was observed among younger and older school-going adolescents. The study recommended that educational stakeholders should make every possible effort to increase the academic motivation of all school-going children. Sivrikaya (2019) studied the relationship between achievement and academic motivation. The participants of the study were university students, and one hundred and twenty students were selected as the final sample. The findings highlighted that there was no difference in academic motivation concerning gender, whereas the educational achievement of female students was higher than that of male students. Wu Z. (2019) researched students' academic motivation, engagement, and educational achievement. The study used a structural equation model to analyse the data and draw a conclusion. The study reports depicted that academic motivation considerably affects students' achievement, as a positive relationship exists between these two. At the same time, no such effect was seen between engagement and achievement. The study recommended that motivation is essential and plays a crucial role in increasing the achievement level of students. Agnew (2018) studied the relationship between parenting style, academic motivation, academic self-concept, and academic achievement of students in Ethiopia's secondary stage. The study sample consisted of male and female students from class 10th, selected through the stratified sampling technique. Research findings revealed that the authoritarian parenting style has a negative connection with the academic attainment of students in contrast with the permissive style, which showed a positive association with educational attainment. The regression analysis of the study showed that parenting style, self-concept, and motivation affect students' academic achievement. Further, the study also found that in academic achievement males students perform better than female counterparts. Gupta and Mili (2017) conducted a study on the impact of academic motivation on students' academic achievement. The data was collected from the students of class XIth. After the data analysis, the results revealed a positive and significant association between academic motivation and academic success. High and low achievers showed significant differences in academic motivation. Among low achievers, male and female students showed a significant difference. Izuchi and Onyekuru (2017) studied the relationship between academic self-concept, motivation, and achievement of college students in Nigeria. After the analysis, it was determined that all three variables, academic motivation, self-concept, and attainment, were significantly correlated. It was observed that both motivation and self-

concept are necessary for attaining success in academics and school, and parents should try to enhance the motivation of the students to increase their self-concept and achievement. Kumar (2016) described the influence of family climate, adjustment, and academic motivation on the achievement of adolescents. The study compared male and female, rural and urban, and single and joint-family students. The results of the investigation revealed that genders do not differ in family climate, while it was observed that urban and single-family adolescents differ significantly in family climate. Gender and family type do not differ in academic motivation, while nuclear family adolescents were better in academic motivation. On adjustment, male and female students and single and joint family students showed the same level of adjustment. In contrast, urban students showed better adjustment than rural students. Cetin (2015) discussed academic motivation and self-regulated learning in relation to student achievement. A number of one hundred and sixty-six participants were selected for the study. The study found that academic achievement does not depend on students' academic motivation and self-regulated learning, as the survey revealed no relation among all the variables. The study also highlighted that both self-regulated learning and academic motivation do not forecast the student's success. Erten (2014) explored the association between motivation and achievement. The study constituted 256 participants belonging to the Ankara University Turkey. The study's outcome showed that most of the participants were motivated and a very few students were a motivated towards their studies. It was also observed that amotivation was negatively related with achievement and extrinsic and intrinsic motivation was positively associated with achievement. Tiwari et al. (2014) analysed students' academic motivation and academic success in India. The sample was selected from both government and private schools and consisted of children from joint and nuclear families studying in both English and Hindi medium schools. Likewise, three hundred students were selected. After the data was analysed, it was revealed that there was a difference in academic motivation between English and Hindi medium students, but the difference was shown only in few dimensions like academic belief and self-regulating. Similarly, the type of school and type of family also showed significant differences in both academic motivation and attainment. A regression analysis was also done to determine the impact of academic motivation on students' academic success. It was observed that the two dimensions, namely motivational beliefs and self-regulated learning, were the predictors of academic performance. Amrai (2011) conducted a cross-sectional correlational study between academic achievement and academic motivation in Iran. A sample of two hundred and fifty-two university students was selected for the final study. The results of the survey highlighted that there existed a direct connection between academic motivation and achievement. All the subscales of academic motivation exhibited a positive association with academic achievement.

III. DISCUSSIONS

First, the review found that understanding students' needs and inclinations is a prerequisite for teachers to understand student behaviour and how to encourage students. Second, the review shows that students want to succeed, and this need should be satisfied by giving them the right chances to do so. Thirdly, the evaluation discovered that educators seek authority, which they ought to be able to exercise and be satisfied with. The school should permit educators to indulge their overwhelming and unquenchable urge to direct and shape the behaviour of others, just like any other human organization. Lastly, the results of the study recommend that in order to make school principals, administrators, instructors, and counsellors more aware of how to address the requirements of their kids, regular seminars should be planned.

IV. CONCLUSION

The analysis concludes that by measuring academic motivation, teachers and counsellors in elementary, secondary, and postsecondary education can assess and put into practice treatments and programs targeted at boosting and sustaining students' academic motivation. Institutions, counsellors, instructors, and teachers can all assist pupils in developing greater motivation. One of the main challenges of the century is getting pupils to succeed in school, which is the responsibility of the teachers. Teachers manage the possibilities that result in the growth and enhancement of students' motivation and success in the classroom. Student academic motivation is developed with the use of administrative, academic, and management support.

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