

STUDENT ACADEMIC MOTIVATION OF SECONDARY SCHOOLS OF KHAIRPUR MIR'S

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ABSTRACT

Strong study habits are key to student academic success, yet an understanding of the underlying motivations for student studying eludes most faculty members. This study, conducted at schools of Khairpur Mir's, I designed to explore the factors that drive students to study, to identify differences between successful and less-successful student in terms of their study behaviors, and to connect student study motivation to the larger realm of workplace motivation theory. A sample of 60 students (30 males and 30 females) was selected from different schools of Khairpur Mir's. The age of the participants ranged from 15-18 years (with mean age of 15.56 years). Their educational level was at least matric and socioeconomic status was middle and high class. The Academic Motivation Scale (Vallerand, 1992) was administered to assess academic extrinsic motivation and academic performance was measured through results.

Keywords: Students, academic motivation, differences

INTRODUCTION

What makes students study? This question, usually expressed with frustration, is heard over and over again whenever secondary school faculty assembles. "Students are motivated by fear," some faculty members might claim. "Give them tough classes and they'll pull through." Other faculty members might plea the opposite case, arguing that students thrive on positive feedback. Still other teaching faculty might argue that students work to satisfy their own personal achievement goals, or that students work when they believe that there will be direct payback, in future pay or opportunities for the efforts expended today. In the end, if a dozen faculty members were asked "What makes students study?" it is like those a dozen different opinions would be advanced. The disagreement about the sources of student motivation makes the question of academic motivation sound a great deal like that of workplace motivation. Maslow (1968) argued that needs drive behavior, and that workplace (and, presumably, academic) motivation is determined by the level of the needs hierarchy at which the individual is operating. McClelland (1966) claimed instead that motivation is driven by an innate need to achieve.

The purpose of this research was to align explanations for student motivation with classical workplace motivation theories. Are students driven by needs, confirming Maslow's (1968) theory? Are they instead motivated by innate needs to achieve, aligning with McClelland's work? Or are they, perhaps, motivated to study only when the content of their courses inspires them, as seems to be suggested by Herzberg (1959)? Once secondary school faculty is aware of the sources of students' motivation, they will be better equipped to develop classroom strategies that capitalize on them.

LITERATURE REVIEW

Motivation involves a constellation of beliefs, perceptions, values, interests, and actions that are all closely related. As a result, various approaches to motivation can focus on cognitive behaviors (such as monitoring and strategy use), non-cognitive aspects (such as perceptions, beliefs, and attitudes), or both. For example, Gottfried (1990) defines academic motivation as “enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogen; and the learning of challenging, difficult, and novel tasks” (p. 525). On the other hand, Turner (1995) considers motivation to be synonymous with cognitive engagement, which he defines as “voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring” (p. 413).value or regulation, and integration refers to the further transformation of that regulation into their own so that, subsequently, it will emanate from their sense of self.” (Ryan&Deci, 2000, p. 71).Deci and Ryan (2000) apply a very narrow definition of intrinsic motivation. A person is intrinsically motivated if an activity is done for itself and for the pleasure that derives from doing the activity. The development of intrinsic motivation is dependent on the degree in which the innate psychological needs of autonomy, relatedness, and competence are supported by the social environment. In turn, if behavior is not restricted by external forces, people can experience their actions as self-determined. Intrinsic motivation “refers to doing an activity for the inherent satisfaction of the activity itself” (Ryan &Deci, 2000, p. 71). Keywords that describe intrinsic motivation are interest, enjoyment, and inherent satisfaction. Individuals engage freely in activities where they experience these phenomena.

Educational psychologists have long recognized the importance of motivation for supporting student learning. More recently, the Partnership for 21st Century Skills has identified initiative as one of the life and career skills necessary to prepare students for post-secondary education and the workforce. However, many educators may be unfamiliar with methods for evaluating and encouraging motivation, particularly at the elementary level. The purpose of this literature review is fourfold: (a) to explore the ways in which motivation has been defined by researchers, (b) to investigate how motivation develops, (c) to learn how teachers can encourage development of motivation in their students, and (d) to review best practices in assessing motivation.

In general, motivation theorists focus their work on the "whys" of human behavior (Weiner, 1992). Cognitive theorists of motivation propose a clear relation between beliefs, attitudes, and values as mediators of task engagement (Eccles, Wigfield, &Schiefele, in press). That is, the extent to which one engages in a task depends upon beliefs about one's own competence or self-efficacy, the extent to which one values a given task, and whether that value is intrinsic or extrinsic in origin (Deci& Ryan, 1985). Motivation researchers see these individual beliefs, values, and goals for achievement as critical determinants of achievement-related behavior (Weiner, 1992; Wigfield& Eccles, 1992). These constructs can be conceptualized as a series of questions an individual asks themselves with respect to a given activity or task (Wigfield, 1997), including

- i. Can I succeed?
- ii. Do I want to succeed and why? and
- iii. What do I need to do to succeed?

Researchers in this area have developed a number of motivational constructs to describe how they relate to various achievement behaviors. These include perceptions of ability and self-efficacy, task values, achievement goals, control beliefs, intrinsic and extrinsic motivation, and achievement attributions (Rigby, Deci, Patrick, & Ryan, 1992; Wigfield& Eccles, 1992).

IMPORTANCE OF MOTIVATION

In the classroom, motivation drives many behaviors and it is important to understand the importance of motivation in an educational environment.

Motivation is a critical component of *learning*. Motivation is important in getting students to engage in academic activities. It is also important in determining how much students will learn from the activities they perform or the information to which they will be exposed to. Students who are motivated to learn something use higher cognitive processes in learning about it. Motivation to do something can come about in many ways. It can be a personality characteristic or a stable long-lasting interest in something. There are several theories of motivation that exist. Some state that motivation is tied to the idea that behaviors that have been rewarded in the past will be more likely to be repeated in the future. Therefore past experiences will motivate a student to perform in future ones.

Other theories prefer to think of motivation as a way to satisfy certain needs. Some basic needs people must satisfy are food, shelter, love and positive self-esteem. Therefore, motivation to do something may be based on the achievement of these needs. Yet another theory (the attribution theory) seeks to understand people's explanations and excuses when it comes to their successes and failures. When people feel that they have control over their success in something, then they are more motivated to achieve in it. If they feel that they will not have any control in their success they might not be as motivated to achieve.

The expectancy theory of motivation is based on the belief that people's efforts to achieve depends on their expectations of rewards. People will be motivated to do something based on whether they think that they will be successful and be rewarded.

Motivation is described as a state that energizes, directs and sustains behavior. Motivation involves goals and requires activity. Goals provide the impetus for and the direction of action. While action entails effort, persistence in order to sustain activity for a long period of time.

There are recognized indexes of motivation that are important to be aware of. Indexes typically place a value or quantity on an idea; in this case, we can understand the value or quantity of motivation for an individual by these four indexes.

The selection of a task under free-choice conditions indicates motivation to perform the task. In our earlier example, Erik chose to engage in art activities during his free time. This is indicative of being motivated by art and art-type activities.

High effort levels, especially when working on different tasks and assignments, are also indicative of motivation. For example, if a student diligently works on a difficult algebra problem again and again, this would indicate a higher level of motivation towards math activities.

Working for a longer period of time, especially after encountering numerous obstacles, is also associated with higher motivation. For example, John, a student in PE class, was unable to master jumping rope, but he chose to continue trying to jump rope during recess; this time on task indicates a high level of motivation toward that mastering the activity of jumping rope.

Finally, level of achievement is affected by choice, effort and persistence. The higher these indexes, the higher the motivation and the more likely task achievement will occur.

In the classroom, educators should be aware of these indexes in an effort to reinforce activities and interests that students already show an existing partiality for. There is an actual term for this - it's called situational motivation.

Situational motivation is a phenomenon in which aspects of the immediate environment enhance motivation to learn particular things or behave in particular ways. Educators can do many things to create a classroom environment that motivates students to learn and behave in ways that promote their long-term success.

How Motivation Affects Learning & Behavior

Motivation has several effects on students' learning and behavior:

First, motivation directs behavior toward particular goals. Motivation determines the specific goals toward which people strive; thus, it affects the choices students make. For example, whether to enroll in an art class or physics, whether to attend a school basketball game during the week or complete an assignment that's due the next day.

Motivation also leads to increased effort and energy. Motivation determines whether a student will pursue a task (even a difficult one) with enthusiasm or a lackluster attitude.

Motivation increases the initiation and persistence of activities. In our first example, Erik continued with art-type activities in his free time and he also tried to perform these types of activities in relation to his other assignments. Motivation will increase students' time on task and is also an important factor affecting their learning and achievement.

Motivation enhances cognitive processing. Motivation actually affects what and how information is processed because motivated students are more likely to pay attention and try to understand the material instead of simply going through the motions of learning in a superficial manner.

How to enhance motivation?

The most important types of motivation for educational psychology are achievement motivation, people's tendencies to strive for success and choose activities that are goal oriented. The main difference in achievement is the difference in how someone is motivated. Some people are motivated to learn, while others are motivated to perform well and get a good grade. It is important that teachers should try to convince their students that learning rather than grades are the purpose of academic work. This can be done by emphasizing the interest value and practical importance of the material that the students are studying and by de-emphasizing grades and other rewards.

It has also been seen that teachers' expectations of their students have an effect on student motivation. Research has generally found that students will live up or down to their teachers' expectations for them, particularly in younger grades when teachers know relatively little about their students' levels of achievement. In order to make sure that students will achieve communicates positive expectations to them. The teacher must communicate the expectation to their students that they feel that their students can learn the material. There are also ways that a teacher can imply that they have positive expectations for their students. These include:

- i. Waiting for the student to respond to a question.
- ii. Avoid making distinctions of achievement among students. Assessment and results should be a private matter.
- iii. Treat all students equally. Call on all students regardless of achievement levels, and spend equal amounts of time with them. Guard against biases.

Increasing Motivation

Sometimes the course itself is interesting enough and useful enough for a student to be motivated to do well in it. However, much of what is learned in school is not inherently

interesting to most students. For this reason a variety of incentives and rewards for learning are introduced. These might be praise, grades, recognition or prizes. However, it has been researched whether or not extrinsic rewards end up decreasing intrinsic *motivation*. There are ways to enhance intrinsic motivation in the classroom:

Arouse interest

It is important to convince students of the importance and interest level of the material that is about to be presented, to show that the knowledge to be gained will be useful.

Maintaining curiosity

A skillful teacher will use a variety of means to further arouse or maintain curiosity in the course of the lesson. The use of demonstrations helps to make students want to understand.

Use a variety of interesting presentation modes

The motivation to learn is enhanced by the use of interesting materials, as well as by a variety in the way that material is presented. For example a teacher can use films, guest speakers, demonstrations and so on, in order to maintain interest in a subject. However, all of these different materials need to be carefully planned and should all focus on the course objectives and complement each other.

Help students set their own goals

People will work harder for goals that they have set for themselves, than if they were set by others.

Express clear expectations

Students need to know exactly what they are supposed to do, how they will be evaluated, and what the consequences of success will be. Failure often stems from confusion about what was asked of them.

Provide clear feedback

Feedback can serve as an incentive. It can be an adequate reward in some cases. Feedback must be clear and specific and given close in time to the performance. It should be informative and motivational and help by giving them suggestions for future success.

Increase the value and availability of extrinsic motivators

Students must value incentives that are used to motivate them. For example, some students may not be all that interested in receiving teacher praise and grades, but might value notes sent home to parents, more recess time or special privileges

PURPOSE OF THE STUDY

The motivation of students has become important for organisational success and professional well-being of students. In order to motivate students, teachers, parents and administrator should take proper cognisance of the needs of students as to develop effective motivational strategies. In this study the researcher explores and describes the motivational function of the social students and attempts to give guidelines for application thereof in the working environment.

Motivation is derived from the Latin word *movere*, which means to move. It is commonly defined as “an inner state that energises or moves (hence motivation) and that directs or channels behaviour toward goals’ (Smit& Cronje, 1997:306).

RESEARCH METHODOLOGY

Sample

The Sample comprised of 60 (i.e. 30 males; 30 females). The age range is between 15-18 years and means age was 15.56. Each participant has studies in various schools situated in khairpurmir's (sindh), Pakistan. Participants belong to different socioeconomic background. All subjects volunteered to participate in the study.

Procedure

The questionnaire was distributed to respondents and they completed the questionnaire manually. The data was collected individually. At the beginning of each questionnaire, an overview was provided. All respondents must fill a demographic form, which includes information on gender, age, qualification, and socio economic status. The researcher gave direction for the Academic Motivation Scale (Vallerand, 1992). Participation was voluntary and the responses were anonymous. The respondents were informed about the purpose of the research. The researcher informed participants that all information would be kept confidential.

DATA ANALYSIS

Table 1(Part-I). Item wise analysis

	<i>Item</i>	<i>SA</i>	<i>A</i>	<i>U</i>	<i>D</i>	<i>SD</i>	<i>Total</i>
		<i>5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	
1	When reading for this course, I make up questions to help from my reading.	47	11	0	0	2	60
		78.33%	18.33%	0	0	3.33%	100%
2	When I become confused about something I'm reading, I go back and try to figure it out.	30	26	1	2	10	60
		50%	43.33%	1.66%	3.33%		100%
3	Before I study new course material thoroughly, I often skim it to see how it is organized.	24	11	7	15	3	60
		40%	18.33%	11.66%	25%	5%	100%
4	I ask myself questions to make sure I understand the material I have been studying in this class.	24	28	6	2	0	60
		40%	46.66%	10%	3.33%	0	100%
5	I try to change the way I study in order to fit the course requirements and instructor's teaching style.	34	26	0	0	0	60
		56.66%	43.33%	0	0	0	100%
6	I try to think through a topic and decide what I am supposed to learn from it rather than just reading it over when studying.	24	31	5	0	0	60
		40%	51.66%	8.33%	0	0	100%

Table 1(Part-II). Item wise analysis

	<i>Item</i>	<i>SA</i>	<i>A</i>	<i>U</i>	<i>D</i>	<i>SD</i>	<i>Total</i>
		<i>5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	
7	When I study for this class, I set goals for myself in order to direct my activities in each study period.	31 51.66%	25 41.66%	4 6.66%	0 0	0 0	60 100%
8	Getting a good grade in this class is the most satisfying thing for me right now.	55 91.66%	3 5%	0 0	1 1.66%	1 1.66%	60 100%
9	In a class like this, I prefer course material that really challenges me so I can learn new things.	21 35%	34 56.66%	2 3.33%	2 3.33%	1 1.66%	60 100%
10	The most important thing for me right now is improving my overall grade point average, so my main concern for this class is getting a good grade.	53 88.33%	6 10%	1 1.66%	0 0	0 0	60 100%
11	In a class like this, I prefer course material that arouses my curiosity, even if it is difficult to learn.	14 23.33%	37 61.66%	6 10%	2 3.33%	1 1.66%	60 100%
12	The most satisfying thing for me in this course is trying to understand the content as thoroughly as possible.	43 71.66%	12 20%	3 5%	1 1.66%	1 1.66%	60 100%
13	The main thing I want to acquire during my studies is professional skills.	26 43.33%	31 51.66%	2 3.33%	1 1.33%	0 0	60 100%
14	Getting a good grade of study is the most satisfying thing for me right now.	54 90%	3 5%	0 0	2 3.33%	1 1.33%	60 100%
15	Because I think that this class will help me better prepare for the career I have chosen.	6 10%	2 3.33%	2 3.33%	3 5%	47 78.33%	60 100%
16	I want to show myself that I am an intelligent person.	28 46.66%	26 43.33%	1 1.33%	5 8.33%	0 0	60 100%
17	Because I want to show myself that I can success in my allied health studies.	47 78.33%	6 10%	3 5%	3 5%	1 1.33%	60 100%

Whereas SA: Strongly Agree, A: Agree, U: Undecided, D: disagree, SD: Strongly Disagree

RESULTS

(1) 78.33% also responded that when they make up questions to help their readings.

- (2) 50% of the students responded that they become confused about something they will go back and try to figure out it.
- (3) 40% Of the students responded that new course material thoroughly that they think how it is organized.
- (4) 46.66% is concerned with the question that they are sure to understand the material.
- (5) 56.66%.is concerned with the change of the study in order to course requirements and instructors teaching style.
- (6) 51.66% of the students responded that they want to learn from studying.
- (7) 51.66% of the students responded about setting the goals in study of each period.
- (8) 91.66% strongly agreed that they are getting good grade in the concerned class.
- (9) 56.66% responded agreed that they can learn new things by using course materials.
- (10) 88.33% strongly agreed that they are improving overall grade in this class.
- (11) 61.66% responded agreed that they prefer course material for the development of learning.
- (12) 71.66% strongly agreed that they are going to try and understand the content thoroughly as possible.
- (13) 51.66% agreed that they are going to develop the professional skills during studies.
- (14) 90% strongly agreed that they get higher education by using hard working.
- (15) 78.33% strongly disagreed that they are not able to feel easy and waste time in this class.
- (16) 46.66% strongly agreed that they become their selves an intelligent person.
- (17) 78.33% of the students responded that they want to get success in allied health studies.

CONCLUSION

Make up questions helps readings, when students confused about something or topic that time they draw figure out for understanding, before studying new course material thoroughly think how it is organized for studying, students analyze self that they understand the material and if they change the study method which method required course and teacher teaching style. Most of the students want learning through study and set goal each period and getting good grades in each subject which is concerned class, most students' wants learn new things from course materials and students strongly agreed about improving all grades concerned class, students prefer which course material that develops learning. Before studying course material first understand the content thoroughly. Through or during study students developed professional skills. For the higher education hard working play very important role. Students cannot waste time in the class and mostly students shows he/she is intelligent. Allied health study or good health key to success for bright future. It is suggested that for the motivation, teachers must use variety of techniques. Further it is recommended that teachers should develop competencies among students through understanding their interest level.

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