

A Study On Academic Motivation Among High School Students In Tiruvannamalai District

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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 teaches 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.

Key Words: Academic Achievement, Academic Motivation, High School Students

I. INTRODUCTION

Academic Motivation is the kind of powerful force to motivate students to learn and it is the essential need to shine in academic activities and by nature, it is multidimensional concept (Dhall, 2014). Academic motivation is the casual factor for behaviour that is highly related with activities and success of students and it includes amount of efforts, efficient management of academic activities and attempts to attain their educational goals and level of persistent of students (Usher and Morris, 2012). Academic motivation exhibits their curiosity, diligence and move towards achieving particular goal in

their academics. Academic motivation is the resultant of internal process due to internal or external attributes.

Academic motivation is highly imperative for engagement of students in their academic work and determining quantum of learning and evaluating performance and exposure to information and facets (Brouse et al 2010) and it is the aspiration, sweat and perseverance associated with achievement in academics of students (Guiffrida et al 2013). Academic motivation is the internal process which initiates and maintains activities for the purpose of attaining academic objectives (Ekeh and Njoku,

2014). Academic motivation is also directing behaviour and attitude of students for perusing their academic goals and it is increasing their energies and efforts and it is also improving their cognitive process that leads to improving their achievement in academic activities.

Students with high degree of academic motivation are learning more things and hold more knowledge and skills (Driscoll, 2005) and they are transferring learning activities to new circumstances (Pugh and Bergin, 2006). 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 (Reynolds and Weigand, 2010). Academic motivation is vital for effective learning and attaining higher degree of performance of high school students in their academics. Hence, an attempt is made to study academic motivation among high school students.

2. REVIEW OF RELATED LITERATURE

Siti Sara Mohd Ariff et al (2022) found that college students had higher degree of academic motivation and difference amid gender of college students and academic motivation was significant. Academic motivation had positive and significant relation with self efficacy of college students.

Okonkwo Chioma Jennifer (2021) concluded that secondary students were having higher degree of academic motivation and it was negatively and significantly related with their academic achievement in English subject and it had positive and significant relation with their self esteem.

Putul Kumari, Former (2020) revealed that girls higher secondary students had higher degree of academic motivation than boys students and

students studying in Government schools had lower degree of academic motivation than private schools. Difference in academic motivation amid gender and type of school of higher secondary students was significant.

Marina E. Valiullina (2019) indicated that high school students had higher degree of academic motivation and difference in academic motivation amid gender of students was significant. Academic motivation was positively and significantly associated with self reflection and cognitive states and had negative relation with anxiety of high school students.

Taheri-Kharamah et al (2018) showed that medical students were possessing higher degree of academic motivation. Academic motivation was significantly different amid gender of medical students and it had positive and significant relation with their performance and self efficacy.

Bakari Yusuf Dramanu and Aisha Indo Mohammed (2017) found that high school students had higher degree of academic motivation and difference in academic motivation amid gender and location of schools. Academic motivation of high school students had positive and significant relation with their academic performance.

Rajib Chakraborty (2016) concluded that secondary students were having medium degree of academic motivation and difference amid academic motivation and gender of secondary students was significant and Academic motivation of secondary students had positive and significant relation with their academic achievement.

John M. Momanyi et al (2015) revealed that secondary students had medium degree of academic motivation and difference amid academic motivation and gender of secondary students was not significant. Academic performance of

secondary students had significant and positive relation with their academic motivation.

Marzieh Arefi and Mahsa Naghebzadeh (2014) indicated that high school students were possessing higher degree of academic motivation and difference was significant amid gender of high school students and their academic motivation. Academic achievement amid high school students were positively and significantly related with their academic motivation.

3. OBJECTIVES OF THE STUDY

1. To study the difference in academic motivation amid high school students with regarding to their gender, type of school and kind of school.
2. To examine the difference in academic motivation amid high school students with regarding to their locality of school, medium of instruction and type of family.
3. To find relation amid academic motivation of high school students and their academic achievement.

4. HYPOTHESES OF THE STUDY

1. There is no significant difference in academic motivation amid high school students with regarding to their gender, type of school and kind of school.
2. There is no significant difference in academic motivation amid high school students with regarding to their locality of

school, medium of instruction and type of family.

3. There is no significant relation amid academic motivation of high school students and their academic achievement.

5. METHODOLOGY

The present study is carried out in Tiruvannamalai district. High school students are chosen randomly and survey method is used to gather data from 925 high school students. Percentage analysis is carried out to study profile of high school students. t-test and ANOVA test are applied for examining difference amid academic motivation of high school students and their profile. Correlation analysis is employed to find relation amid academic motivation of high school students and their academic achievement.

6. RESULTS

6.1. PROFILE OF HIGH SCHOOL STUDENTS

The profile of High School Students is given in Table-1. The results show that 58.49 % of high school students are males, 44.11 % of them are studying in Government schools, 43.02% of them are studying in co-education schools, 57.19% of them are studying in schools located in urban areas, 54.92% of them are studying in Tamil medium and 62.59 % of them are living in nuclear family.

Table-1. Profile of High School Students

Profile	Number(n=925)	Percentage
Gender		
Male	541	58.49
Female	384	41.51
Type of School		
Government	408	44.11
Government Aided	203	21.95
Private	314	33.94
Kind of School		
Boys	293	31.68

Girls	234	25.30
Co-education	398	43.02
Locality of School		
Urban	529	57.19
Rural	396	42.81
Medium of Instruction		
Tamil	508	54.92
English	417	45.08
Type of Family		
Joint	346	37.41
Nuclear	579	62.59

6.2. PROFILE OF HIGH SCHOOL STUDENTS AND THEIR ACADEMIC MOTIVATION

The difference amid profile of high school students and their academic motivation is given as below.

6.2.1. Gender and Academic Motivation

The difference amid gender of high school students and their academic motivation is given in Table-2.

Table-2. Gender and Academic Motivation

Gender	N	M	SD	t-value	Sig.
Male	541	158.30	23.84	7.686	.000
Female	384	145.93	24.31		

The mean value for gender of high school students indicates that male high school students (M=158.30) have higher level of Academic Motivation than female high school students (M=145.93). The t-value of 7.686 is revealing that significant difference exists amid gender of high school students and their academic

motivation in 1% level. Thus, the null hypothesis is rejected.

6.2.2. Type of School and Academic Motivation

The difference amid type of school of high school students and their academic motivation is given in Table-3.

Table-3. Type of School and Academic Motivation

Type of School	N	M	SD	F-value	Sig.
Government	408	149.68	24.86	4.908	.013
Government Aided	203	149.95	26.21		
Private	314	155.57	22.18		

The mean value for type of school of high school students indicates that high school students studying in private high schools (M=155.57) have higher level of Academic Motivation than Government aided (M=149.95) and Government high schools (M=149.68). The F-value of 4.908 is revealing that significant

difference exists amid type of school of high school students and their academic motivation in 1% level. Thus, the null hypothesis is rejected.

6.2.3. Kind of School and Academic Motivation

The difference amid kind of school of high school students and their academic

motivation is given in Table-4.

Table-4. Kind of School and Academic Motivation

Kind of School	N	M	SD	F-value	Sig.
Boys	293	154.93	23.36	7.547	.001
Girls	234	146.77	26.39		
Co-education	398	151.94	24.15		

The mean value for kind of school of high school students indicates that high school students studying in boys' high schools (M=154.93) have higher level of Academic Motivation than co-education (M=151.94) and girls' high schools (M=146.77). The F-value of 7.547 is revealing that significant difference exists amid kind of school of high school

students and their academic motivation in 1% level. Thus, the null hypothesis is rejected.

6.2.4. Locality of School and Academic Motivation

The difference amid locality of school of high school students and their academic motivation is given in Table-5.

Table-5. Locality of School and Academic Motivation

Locality of School	N	M	SD	t-value	Sig.
Urban	529	148.50	25.44	3.649	.000
Rural	396	154.49	23.68		

The mean value for locality of school of high school students indicates that high school students studying in high schools located in rural area (M=154.49) have higher level of Academic Motivation than urban area (M=148.50). The t-value of 3.649 is revealing that significant difference exists amid locality of school of high school students and their

academic motivation in 1% level. Thus, the null hypothesis is rejected.

6.2.5. Medium of Instruction and Academic Motivation

The difference amid medium of instruction of high school students and their academic motivation is given in Table-6.

Table-6. Medium of Instruction and Academic Motivation

Medium of Instruction	N	M	SD	t-value	Sig.
Tamil	508	151.88	24.79	1.106	.269
English	417	150.06	24.95		

The mean value for medium of instruction of high school students indicates that high school students studying Tamil medium (M=151.88) have higher level of Academic Motivation than English medium (M=150.06). The t-value

of 1.106 is revealing that no significant difference exists amid medium of instruction of high school students and their academic motivation since it is not significant. Thus, the null hypothesis is accepted.

6.2.6. Type of Family and Academic Motivation

The difference amid type of family of high school students and their academic motivation is given in Table-7.

Table-7. Type of Family and Academic Motivation

Type of Family	N	M	SD	t-value	Sig.
Joint	346	153.96	25.96	2.746	.006
Nuclear	579	149.33	24.04		

The mean value for type of family of high school students indicates that high school students living in joint family (M=153.96) have higher level of Academic Motivation than nuclear family (M=149.33). The t-value of 2.746 is revealing that significant difference exists amid type of family of high school students and their academic motivation in 1% level. Thus, the null hypothesis is rejected.

6.3. RELATION AMID ACADEMIC MOTIVATION OF HIGH SCHOOL STUDENTS AND THEIR ACADEMIC ACHIEVEMENT

The correlation analysis is carried out to find relation amid academic motivation of high school students and their academic achievement and the result is given in Table-8.

Table-8. Academic Motivation of High School Students and Their Academic Achievement

Particulars	Correlation Coefficient(r)
Academic Motivation of High School Students and Their Academic Achievement	0.51**

** Significance in 1% level

The correlation coefficient amid Academic Motivation and Academic Achievement of high school students is 0.51 and it reveals that they are positively and significantly correlated in 1% level. Thus, the null hypothesis is rejected

7. CONCLUSION

The foregoing analysis explicates 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 teaches 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.

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