

School and Home-related Factors in Academic Motivation of Secondary School Students: A Literature Review

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ABSTRACT

The aim of this review paper is to comprehensively explore the factors effecting academic motivation of students at secondary level. One of most important factors which effect the academic performance of students is their academic motivation. A systematic review was conducted to find the studies in which the factors effecting academic motivation of students were studied. Various psychological physical and socioeconomic factors which have positive or negative effect on academic motivation of students was found. These factors can be categorised as individual factors, social factors, family/home related factors and school related factors but in this paper only home and school related factors which effect the academic motivation of students will be discussed and conclusion will be drawn on the basis of literature if review.

Keywords: Academic motivation, home factors, school factors, secondary school students.

Introduction:

This review paper examined the influence of home and school related factors on academic motivation of students at secondary level. The areas of concentration were parents and students, social factors, and home-related factors. Secondary school level is a stage of education between elementary and college level. At this stage student go through certain physical, psychosocial problems. They go through great stress and strain, and feel depressed, anxious and frustrated. They get diverted from their studies, it becomes very difficult for parents, teachers, guidance and counsellor workers to deal with this problem of students. They encounter challenges which keep themselves motivated in their learning. Function of academic motivation is to encourage learners to learn and peruse their desired academic goal. Motivation is an important psychological construct which defines the readiness, energy, desire, potential of an individual to perform an action. Motivation is a drive or urge of an individual to perform an activity. Behaviour of an organism is triggered by motivation to perform an action. How much organism behaviour is motivated can be determined by outcome of his behaviour. Various theories of motivation have been given by different researchers, one of the famous theory of motivation is ‘Self Determination Theory’ by (Deci and Ryan, 1985, 1991) the theory states that the behaviour can be intrinsically motivated, extrinsically motivated, or amotivation. Motivation has been divided by (Deci & Ryan, 2000) into three categories intrinsic motivation, extrinsic motivation and amotivation. In intrinsic motivation individual performs an action for his “inherent interest and enjoyment” whereas extrinsic motivation refers to performing any action which is separable from learning itself (Dice 1971, 1975). In intrinsic motivation individual behaviour is derived

by his own internal desires and wishes, he wants to perform that action for his satisfaction without any external pain or pleasure whereas external motivation is just opposite of intrinsic motivation here organism behaviour is triggered by any external force like reward or punishment, individual do action to get reward or to escape from punishment (Santrock, 2005). Amotivation stands for not having urge to act (Williams & Dice 1996) it is a state of absence or lack of motivation to act. Amotivation is when individual feel himself incompetent to achieve his desired goal. As defined by Gottfried (1990) academic motivation is the “enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks”. Brown and Keith (1998) referred the individual with academic motivation will be enthusiastic about learning, enjoy learning related activities, and school related beliefs. Academic motivation as explained by (Cave, 2003) is student’s inspiration for participating in classes and learning activities, and the level of attention and efforts student’s puts into different engagements. Martin (2010) describes academic motivation as students’ energy and drive to engage in learning activities to peruse their potential.

For present study various research papers, articles and thesis have been reviewed out of which most relevant reviews have been selected and given below. The present study aims to find out the most relevant home related and school related factors effecting academic motivation of secondary level students on the basis of literature of review, and conclusion has been drawn on the basis of literature of review.

OBJECTIVES

1. To explore the school related factors effecting academic motivation of secondary school students.
2. To explore the home related factors effecting academic motivation of students at secondary level.

Review of Related literature:

Akgumus (2022). Examined the role of social demographic variables and school atmosphere and on the academic motivation students of secondary stage. The design of research used by the investigator was correlational research design, study was conducted on the sample of 1014 students of 7th and 8th grade from Osmancik district of Corum. Academic motivation scale, validated by Yurt and Bozer (2015), school atmosphere scale, and personal information form was used by the researcher as data collection tools. Analyses of date was done by using t-test and regression analysis. Study revealed that school atmosphere bring 14% of change in academic motivation of leaner. Socio-demographic variables like gender measure intrinsic motivation, girls were found high in intrinsic motivation and boys in amotivation. So academic motivation differs on the basis of gender, significant difference was found that in favour of 7th grade students who live in rural areas and do not have computer. Findings of study emphasised on the importance school environment in increasing academic motivation.

Amante et.al. (2022). Investigated the strength of the correlation between senior secondary school pupils in grades 11 and 12's parental participation and academic motivation. The researcher employed a quantitative design and descriptive correlational analysis. The 796 respondents were chosen from a private school in Tagum City using the universal sample technique, and their responses were gathered using a survey questionnaire. To gauge parents' engagement, the Gafoor and Naseema (2001) parental involvement scale was used. The academic motivation was measured using the Academic Motivation Scale, which was created by Vallerand et al. (1989). The significance of parental participation and academic motivation was examined using Person's correlation. Study found that parental involvement influences the academic motivation of students. Relationship between parental involvement and academic

motivation was found significant but low to negative. Study concluded that if the parents will be involved in the students' learning activities, then they will be academically motivated but if they will not take interest in educational activities of their children their academic motivation will be low. Teacher should communicate the performance of students to their parents and parents should talk to their children about their choices for their better academic motivation.

Diale and Aigbodion (2022). Investigated the illogical ideas associated with schools that affect secondary school pupils' motivation for their studies. The researcher employed a correlational study strategy. A multistage sampling strategy was employed to gather a sample of 740 students, comprising 303 boys and 437 girls, from secondary schools within the Kontagora local government region. The data were gathered using the Turkum (2003) Irrational Belief Inventory and the Bozanoglu (2004) Academic Motivation Scale. The study employed t-test and ANOVA for data analysis, as well as mean scores, SD, and Person's Product Moment Correlation. Research revealed that 66% of students' illogical beliefs are predictive of their motivation for learning. Sixty-six percent of students' illogical beliefs about school are attributable to their level of academic enthusiasm. Secondary school pupils' academic motivation is predicted by irrational ideas relating to education. Irrational beliefs about schools influence 39% of boys' academic motivation. School related irrational beliefs predict 68% of female students' academic motivation. There is a strong correlation between males' academic motivation and irrational ideas.

Reena, et.al. (2019). Studied the influences of family environment on academic motivation of students. A sample of 80 students (40 boys & 40 girls) were selected randomly. The state of Haryana's Hisar district served as the study's location. The investigator employed the Academic Motivation Scale by Areepattamannil (2006) to measure academic motivation and the Home Environment Family Environment Scale by Bhatia and Chadha (1993) to measure the home environment. The researcher employed the Z' test and the chi-square test. The study discovered a substantial correlation ($r = 0.66^*$) between academic motivation and familial environment.

Isik et.al. (2018). Attempted to examine the factors effecting the motivation of ethnic minority students. A systematic study was carried out by the researcher to find out the factors which effect the motivation of minority students. Several articles were studied and found both positive and negative influences of various factors on academic motivation. These factors were categorised into personal factors like, well-being, self-efficacy, belief and values of education, personal characteristics and situations, emotions related to learning, study skills, ethnic identity and orientation. Social factors like, peer-support, neighbourhood situation, discrimination/racism. Family-related elements include parental values, family background, financial situation, family commitment, and family support. school-related elements such as academic success, school atmosphere, and teacher support. Study concluded that these factors need to be identified to improve the academic motivation among students.

Shukla et.al. (2015). Conducted research on high school students' academic motivation and perseverance in mathematics as well as parental support for studying. Study was conducted on the 1534 sample from three high schools based on ethnically diversity from southeast states of USA. 94.4% students were from 13 to 18 years of age and, four measures were collected in one large questionnaire to get data from 9th grade students in Mathematics classrooms. Data was collected to respond the different questions in questionnaire about parental support to them. According to a study, parental support of their children at home has a substantial beneficial relationship with their academic motivation and perseverance in mathematics, which may enhance high school students' success in this subject.

Omalade et.al. (2011). Evaluated how parents' education, career, and academic drive affected their children's performance in senior secondary school mathematics in Ogun State, Nigeria. The researcher used an ex-post facto study design. Multistage sampling techniques was applied by the investigator to select the first nine school at local level and stratified random sampling was used by the researcher at the second stage to select 2400 students as the sample of study. The sample was selected from 60 schools from local government areas in Ogun state of Nigeria. Student questionnaire ($r=0.81$) and Mathematics achievement test ($r=.84$) and to analyse the data multi regression at 0.5 level of significance was used by researcher. Study revealed that parental education had highest effect on academic achievement of their wards in Mathematics, but it was found that academic motivation had least effect among the variables which influence the academic achievement of students in Mathematics.

Singh. (1970). Attempted to investigate the correlation between academic motivation and home maladjustment, academic motivation and family size. Study was conducted on 222 students of viii to xi class students of (123 rural and 99 of semi-urban schools) between the age group of 12-17 years. Aberdeen academic motivation inventory (Entwistle 1986) was used to collect the personal data about size of family, number of siblings and (born) ordinal position Bells Adjustment Inventory of (1934) was another inventory used by the researcher to detect the home adjustment of (children) sample. Study found that children with better home adjustment have high academic motivation, whereas the children or person with low academic motivation have lot of home related problems. The study found no significant difference in academic motivation on the basis of number of family size and number of siblings. Study also found no significant difference on the basis of order of birth.

Conclusion & Discussion:

From above given overview of literature it can be concluded that school and home related factors which effect academic motivation of secondary school students are: School related factors like, teacher support, school environment, academic achievement have both the positive and negative effect on academic motivation of students and these factors need to be identified to improve academic motivation (Isik et.al. 2018). Availability of infrastructure in schools play a vital role in academic motivation of secondary school students. Schools in rural areas having lack of computer facilities effects the academic motivation of students ((Akgumus, 2022). Academic motivation of secondary level students is affected by the school atmosphere and school location whether in rural or urban areas also create difference in academic motivation of secondary students (Akgumus 2022).

Family related factors like, family obligation, family support, parental values, family background, socioeconomic status contribute a lot in academic motivation of students and these factors must be in a positive manner so, that academic motivation among students can be improved (Isik et.al. 2018). Secondary school pupils' academic motivation is positively impacted by positive parental support for studying and academic motivation (Shukla, 2015., Isik, 2018). Secondary school pupils' academic motivation is influenced by parental participation. If the parents will be involved in the students' learning activities, then they will be academically motivated but if they will not take interest in educational activities of their children their academic motivation will be low. Teacher should communicate the performance of students to their parents and parents should talk to their children about their choices for their better academic motivation. (Amante, 2022). Parental education level and occupation influences the academic motivation of students which effect their academic achievement (Omalade et.al. 2011). It has been revealed by the studies that parental background and Socioeconomic status of parents determine

academic motivation level of students (Isik et.al. 2018). Children with maladjusted home environment have low academic motivation in comparison to children with congenial home environment. (Singh, 1970). So it can be concluded that all the above factors must be kept in view while educating the students at school and parents must try to create congenial atmosphere at home, so that academic motivation of students can be improved.

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