



FACTORS AFFECTING ACADEMIC MOTIVATION OF ADOLESCENTS

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Abstract:

Adolescence is a chronological period of life that involves physiological, psychological and psychosocial changes. As a consequence of these changes mental health problems such as anxiety, depression, memory loss, suicidal ideation and lack of motivation in learning starts appearing. To conquer these challenges during this transition period, adolescents required motivation. From the literature review study reveals that student, teacher, content, process or method and environment are the major factors that play important role in student motivation. In educational environment, good relations of students with teachers and their peers and adequate facilities at schools, develops the feeling of school satisfaction in students which directly improves the academic motivation of students. Parental involvement and family climate puts a significant impact on academic motivation of adolescent. Encouraging and supportive environment both at home and school motivates the adolescents for learning to achieve better in their academics.

Keywords: Academic Motivation, School satisfaction, Family climate, Adolescents.

1. INTRODUCTION

Adolescence is the most important and critical period of life. It involves many physical, emotional, cognitive and social changes or disturbances. Due to these changes, adolescence period becomes the period of great stress and storm. According to Stanley Hall, it is a period that is characterized by stress and storm. It is generally observed that when the students enter into adolescent period, their attention is diverted among many other things like social networking, outings, fashion, heterogeneous relations, outfits, personality development etc. rather than academics. So at their adolescent stage they lack academic motivation.

Academic Motivation can be described as the driving force behind student's motivation to succeed in learning. It means motivation related to academic functioning and success of adolescent. Gottfried (1990) defines Academic Motivation as "enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; taskendogamy; and the learning of challenging, difficult, and novel task." Academically motivated child is interested in learning related activities and always satisfied with school. Ekeh and Njoku (2014), explain that academic motivation in effect is an internal process in an individual that spurs him or her to set an academic goal, plan towards achieving that goal and strives towards the realization of that goal. Thus, students who are academically motivated to learn something use high cognitive processes in learning about it, and absorb and retain more from it (Driscoll, 2005) and are more likely to transfer learning to new situations (Pugh & Bergin, 2006).

There are many influencing factors like teaching methodology, self-efficacy, life conditions, personality traits, peers, school satisfaction and home environment that play a major role in academic motivation of adolescents. Among all school satisfaction and family environment are key social agents that strongly influenced the academic motivation of adolescents.

School satisfaction is the reflection of student's assessment about their school experience or how students feel about their institution in which they spend most of their time. School satisfaction refers to a student's subjective cognitive appraisal of the quality of his or her school life (Baker and Maupin, 2009). Schappes (2003) emphasized the importance of school environment where learners become motivated when they feel safe and have a sense of belongings.

Family environment is another significant predictor of academic motivation of adolescents. A family is strongly linked to the academic motivation of child (Sirin, 2005). Family climate is such a framework that constitutes the nature of mutual relations, attitude, emotions and cohesion among members of family. It embraces social, physical, cognitive and emotional activities of family members with in an environment. According to Knapp (1993), Family climate usually refers to the environment, both physical and emotional and the state of the family whether it is good, bad, dysfunctional etc. The nature of the relationships the child experience within the confines of his family determine to a large extent whether he will grow psychologically healthy or not (Rashid, 1995). Students who have academically supported home environment are more motivated towards learning (Yiga *et al.* 2019).

2. REVIEW OF RELATED LITERATURE

Sa Kic and Raaboteg-Saric (2011) conducted a study on school and classroom climate and study (dis) satisfaction with school and revealed that support from teachers, teaching methods that motivates the students and favorable school climate strongly predicts the student school satisfaction than individual level factors as student's gender, age and academic achievement.

Jogeswara and Viswanatha (2016) investigated the impact of school environment, home environment and mental health status on achievement motivation among 600 high school students and demonstrated that achievement motivation is significantly associated with school environment, home environment and mental health status of schools. Students, who have good school, home environment and good mental health are better in achievement motivation as compared to students having poor school, home environment and mental health status.

Knapper (2017) studied the factors that influence student academic motivation and how those factors impact the student Achievement of third grade students. The findings of the study concluded that parental involvement and home environment plays a significant role in student academic motivation from infancy through early adolescence. The study also demonstrated that when students are extrinsically motivated by their teachers in schools, it leads to positive academic results.

Isik *et al.* (2018) studied the factors influencing academic motivation of Ethnic Minority students. The study concluded that family support and parental values have a positive influence on motivation of Ethnic minority students and negative experiment within that family puts negative impact on their academic motivation. The study also demonstrated that support obtained from school, teachers and adults have a positive influence on academic motivation of Ethnic minority students. Social factors i.e. discrimination can have both positive and negative influence on motivation of students.

Chaka *et al.* (2019) studied the determinants that affect student motivation in physical education learning in Sandafa Woreda High Schools. The results of the study showed that school related factors like absence of sufficient materials for students at school, teachers related factors like presence of workloads, inadequate time management to involve students during lessons, absence of good relation with students, lack of providing sufficient tasks and student related factors like lack of interest, absence of skills had affected the motivation of students in physical education.

Rafli *et al.* (2019) studied the academic motivation in Nursing students. The results of study reported that academic motivation of Nursing students are affected by various personal, family, social, educational and professional factors. Family support and family's attention towards their children's education motivates them to study harder.

Rezaee *et al.* (2019) studied the student's academic quality of life and learning motivation in Iran Medical University- pilot from South Iran. The findings of the research concluded that satisfaction with academic quality of life significantly boosted learning motivation in students. Thus satisfaction with educational aspect of students was a positive and significant predictor of learning motivation.

3. CONCLUSION

The results of the study demonstrated that school related factors like teaching method, adequate facilities, quality of classroom, flexible curriculum, teacher-student relationship, institutional effectiveness, infrastructure and learning material are the best predictors of school satisfaction. If adolescent feels satisfied with their school engaged activities, their dropout rate, absentee rate and other behavioral problems will diminish and motivational level for learning will improve that in turn affects their academic success. Lack of adequate facilities at school worsens the school climate that puts negative impact on academic motivation of students. Good and Brophy (1986), investigated that when the features of a school's environment, namely, physical, social and academic are harmoniously perceived by students, they are stimulated to work hard. On the contrary, if the teaching-learning encounter and the physical dimensions of the school environment are perceived negatively by students, their motivation to work hard is likely to be affected.

A healthy, favorable family environment creates such motivational environment for adolescents that copes up with their academic pressure and makes it favorable to learning. Family support, parental encouragement, involvement, parenting disciplines, control, guidance and responsiveness are such family aspects which are highly linked with academic motivation of adolescents. Soto (2013) in his study "Family Factors, Achievement Goals and Academic Motivation of Students" concluded that family factors put significant impact on achievement goals and academic motivation of students. Positive, favorable family environment affected academic motivation of adolescents positively and vice-versa.

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