

Understanding Academic Motivation through the Lens of Demographic Factors: A Review

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ABSTRACT

The present study aims to explore the factors effecting academic motivation among secondary school students. A meta-analysis of existing literature was conducted to synthesize the results of prior research studies. The study focuses on factors such as home climate, teacher-student relations, peer relations, teaching methods, school environment, and family involvement, which have been found to be major determinants of academic motivation among secondary level students. The findings of the meta-analysis indicate that good student-teacher and peer relationships, adequate facilities at schools, a sense of school satisfaction, and positive family climate are significant predictors of academic motivation among students. The study highlights the importance of creating an academic-friendly environment, both at home and school, to foster students' motivation to succeed academically.

Keywords: *Motivation, Academic Motivation, Secondary Level, Family Involvement and Support*

The secondary school stage is a critical and influential period of student's life, characterized by significant physical, emotional, cognitive, and social changes that can lead to stress and strain. Therefore, proper guidance in a healthy and congenial atmosphere is necessary to prevent students from becoming disturbed or demotivated during this stage. Success in every sphere of life is a common goal for all individuals, but only a few achieve it due to their enthusiasm, determination, willpower, and curiosity. Similarly, almost every student desire academic success, but only a few excel in their studies. In combination with heredity and environmental factors academic motivation plays a vital role in keeping students motivated and encouraging them to give their best in their studies.

In simple terms, motivation arouses an organism to perform an action. It is an internal condition that activates human behavior and energizes individuals to take the desired action. Motivation is the force that activates goal-achieving behavior, and it plays a crucial role in achieving desired goals, such as academic success. A person who is inspired and curious to act is said to be motivated, while the person who lacks inspiration is considered unmotivated.

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Usually, motivation is categorised as intrinsic and extrinsic motivation. Intrinsic motivation refers to an organism's willingness to perform an action for their own satisfaction and pleasure, without any external force or restriction. This type of motivation is based on certain physiological and psychological needs. Extrinsic motivation occurs when an organism's behavior is monitored or controlled by external factors, such as punishment, reward, or other types of external pressure. In extrinsic motivation, individuals perform an action to avoid punishment or pain or to receive a reward.

Academic Motivation stands to a student's determination in their studies, including their curiosity, diligence, and willingness to learn and achieve their educational goals. Academic motivation is a key factor in a student's success in academic activities. It depends on various factors, such as teaching methods, the nature of the activity being taught, the student-teacher relationship, and the overall school environment. Academic motivation can be either intrinsic, extrinsic, or a combination of both. It is the teacher's responsibility to create a conducive environment that fosters academic motivation among students.

Investigator reviewed following research papers, thesis and other articles in order to know the important factors which effects academic motivation of secondary level students.

REVIEW OF RELATED LITERATURE

Singh (2021) Conducted a study to compare academic motivation among hostel and non-hostel students enrolled in general and professional courses at Allahabad University. The researcher used a comparative survey method of descriptive research and a multi-stage random sampling method to get a sample of seven hundred pupils. The data was examined using the mean, standard deviation, ANOVA, post ANOVA test, and t-test. The scale used was a self-constructed and standardized measure of academic motivation. Results indicated no significant difference in academic motivation among hostellers and non-hostellers, as well as among students of general and professional courses based on gender.

Camus et al. (2018) Examined the connection between the socioeconomic status of Lady Fatima University students and their drive for academic motivation. A quantitative descriptive correlation study was conducted on a sample of one hundred participants, obtained by using a non-probability sampling technique. The MORES socioeconomic scale and the academic motivation measure developed by Vallerand et al. (1992) were employed, and data was analyzed using mean, standard deviation, percentage distribution, Pearson's correlation coefficient, and one-way ANOVA. The study found no correlation between socio-economic status and intrinsic, extrinsic motivation, and amotivation. Moreover, no significant difference was found in academic motivation among male and female students.

Tasgin and Coskin (2018) Examined the relationship between the motivation of university students for their academic work and their attitudes toward learning. The researchers used a survey method and collected data from 260 students using stratified random sampling. It was revealed by the investigation that female students had a more positive attitude towards learning and higher academic motivation than male students. Additionally, there was a somewhat substantial and favourable correlation between academic motivation and attitude toward learning. However, no significant differences were found in academic motivation and attitude towards learning among students.

Ishita (2017) Attempted to compare the intrinsic, extrinsic, and overall academic motivation of students at secondary level based on gender, locality, and self-confidence. The sample

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comprised 1200 students from district Shimla of Himachal Pradesh, collected by using multi-stage random sampling. The researcher used a self-developed and standardized academic motivation scale, adjustment inventory, and Agnihotrie's self-confidence inventory for collecting the required data. It was study found by the study that on the basis of gender, students differed in their intrinsic motivation at a 0.05 level of significance. However, no differences were found based on locality and self-confidence. Regarding extrinsic academic motivation, no significant differences were found based on gender, locality, and self-confidence.

Laur (2017) Investigated the relationship between ninth-grade biology achievement and academic motivation in four divisions of the Indian state of Haryana. By using multistage sampling technique, a sample of 326 students was collected. The investigator used the Academic Achievement Motivation Test and an achievement test in biology. The three-way ANOVA revealed a significant interaction effect of mode of teaching, locality, and gender on achievement in biology. Academic motivation and location have a significant effect on achievement, according to a two-way ANOVA. It was found that highly motivated students had higher achievement scores than average or low motivated students, and urban students scored higher than rural students.

Rashmi (2017) Conducted a study in the Kamrup district of Assam, India, to examine the correlation between academic motivation and performance among ninth-grade students, as well as the disparities in academic motivation between high and low achievers. The Academic Achievement Motivation Test, developed by T.R. Sharma (2006), was used in the study to measure the degree of motivation of 995 randomly chosen students out of a total population of 19,892. Statistical tools such as Pearson's correlation coefficient, partial correlation, multiple correlation, and t-tests were used for data analysis. Results indicated that the majority of male students (52%) were average academically motivated, while 35.15% were low academically motivated, and only 5.56% were highly motivated. Additionally, both male and female ninth-grade students' academic achievement and academic motivation were revealed to be significantly correlated by the study. The results of the study showed a positive correlation between academic achievement and academic motivation, as well as a negative correlation between both the variables. The study also found that spending more time in studying, lower tardiness, and absenteeism were related to better academic performance.

Gupta and Mili (2016) Investigated the relationship between ninth-grade students in Assam, India, and academic progress in terms of motivation. For data collection a random sampling technique was used and a sample of 995 students was collected, with equal representation from government and private institutions. The study evaluated the scores that students received in their district board exams for the ninth grade using the T.R. Sharma Academic Achievement Test. The t-tests, mean, standard deviation, and product-moment correlation were used for analysing the data. Academic achievement and academic motivation were found to be significantly correlated in the study, and significant differences was revealed in academic motivation between high and low achievers. In terms of academic motivation, the study also discovered a significant gender difference among low achievers.

Adao et al. (2015) Carried out a study at Lyceum of the Philippines University-Batangas to look at the academic motivation of students who are afraid or nervous in arithmetic. The Mathematics Anxiety Questionnaire was used to collect a sample of 555 students randomly, and quantitative techniques and standardized questionnaires were used. The Math Anxiety

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Scale and the Academic Motivation Scale, both standardized scales were used and mean, frequency, etc., were used for analysis of data. According to the study, extrinsic motivation is introduced in courses and is a motivating factor for students who struggle with mathematics fear. Compared to men, women were found more motivated.

Bozanoglu and Sapançi (2015) Examined the relationship between motivation levels and personality related factors among the students of Turkish university. Main aim was to find out which personality trait and to what degree predicts academic desire was the aim of the research. Utilizing a predictive correlational research model the study was administered on the 353 Kirikkale University students, out of total sample 33% were male and 67% were female. The Academic Motivation Scale by Vallerand et al. (1992), Bancanli, Ilhan. and Aslan (2009), and other personality-based tests on objectives were employed. The impact of personal qualities was ascertained by multiple regression analysis, while the relationship between the five elements was investigated using the product moment correlation coefficient. All personality traits were found to have a substantial association with academic motivation however, conscientiousness was found to have a significant negative correlation.

Dogan (2015) Attempted to find the relationships between middle and high school students' academic performance, self-efficacy, academic motivation, and engagement in order to determine whether or not these factors have an impact on students' academic success. 578 pupils were included in the study sample. The researcher employed an information request form, student engagement and academic motivation scales, and an expectancy of self-efficacy for teenager's scale. The researcher employed multiple regression analysis, simple regression, and the product moment correlation coefficient for data analysis. The study found that while self-efficacy and motivation are important factors influencing their academic success, cognitive engagement as predictor of academic performance. Students emotional and behavioral engagement, on the other hand, do not predict academic performance.

Meharchandani (2014) Tried to examine whether tribal and non-tribal boys and girls shows significant variation on different dimension of academic motivation. Study was administered on the sample of 600 students. Academic motivation of students was measured by using 'Academic Motivation scale' developed by Bhuyian and Singh (2009) consisting of 28 items related to three dimensions (intrinsic motivation, extrinsic motivation and amotivation). It was found that boys are higher in intrinsic and amotivation then girls but girls were found higher in intrinsic motivation then boys.

Harder, et.al (2006) Attempted to investigate into the predictive relationship between the traits of pupils that affect their drive to study and succeed. A sample of 6,539 pupils was drawn from 14 Taiwanese high schools, 3306 (51%) were female and 3233 (49%) were male. Every participant received a paper-based questionnaire. Utilizing the "Need Cognitive Scale," the researcher evaluated each person's inclination for in-depth thought. Using the "In My Classroom Scale," information about how students felt about the atmosphere in the classroom was gathered. To find out how students feel about their professors' interpersonal support, use an interpersonal style questionnaire. Four different student achievement goal types were evaluated using the perceived ability scale and achievement objectives. The gathered data were analyzed and interpreted using statistical approaches such as regression analysis and one-way ANOVA. According to the study, students' perceptions of their surroundings and goal orientation have a big impact on how motivated they are. The study

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also discovered that the motivation of students might be strongly predicted by their individual qualities, such as perceived ability and desire for cognition.

Tewatia, S.S. (2004) Conducted research to find the relationship between academic motivation and the organizational atmosphere of schools run by various management styles and socio-economic position. The majority of high and average motivated students attend government schools, while the majority of high, average, and low motivated students attend upper middle schools, according to research using the T.R. Sharma standardized test on academic achievement motivation.

RESULT AND DISCUSSION

Table No. 1: Summary of key findings based on above Review of Literatures

Author	Aim	Method	Sample	Key Findings
Singh (2021)	Compare academic motivation among hostel and non-hostel students	Comparative survey	700 students	No significant difference in academic motivation among hostellers and non-hostellers
Camus et al. (2018)	Investigate correlation between academic motivation and socioeconomic status	Quantitative descriptive correlation	100 participants	No correlation between socio-economic status and academic motivation
Tasgin and Coskin (2018)	Explore relationship between attitude of university students towards learning and their academic motivation	Survey	260 students	Female students were higher academic motivation as compare to male students
Ishita (2017)	Compare intrinsic, extrinsic, and overall academic motivation of secondary school students based on gender, locality, and self confidence	Self-developed academic motivation scale	1200 students	Differences in intrinsic motivation based on gender; no differences based on locality and self-confidence
Laur (2017)	Examine how academic motivation affects achievement in Biology	Multistage random sampling technique	326 students	academic motivation effect achievement in biology significantly
Rashmi (2017)	Explore relationship between academic motivation and academic achievement among ninth-grade students	Random sampling technique	995 students	There is a strong correlation between ninth-grade students' academic achievement and motivation.

The above table summarizes the key findings of several studies on academic motivation. For instance, Rashmi (2017) found a significant relationship between academic motivation and academic achievement among ninth-grade students. Similarly, Tasgin and Coskin (2018) reported that female students had higher academic motivation than male students. Laur (2017) observed a significant main effect of academic motivation on biology achievement. In contrast, Singh (2021) discovered no significant difference in the academic motivation of hostel and non-hostel students and Camus et al. (2018) reported no correlation between socio-economic status and academic motivation. Overall, these results imply that academic

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motivation, which may be impacted by variables like gender and upbringing, is a significant predictor of academic achievement.

Table No. 2: Summary of key findings based on above Review of Literatures (Continue)

Study	Objective	Sample Size	Key Findings
Gupta and Mili (2016)	To investigate into the relationship between academic achievement and academic motivation in ninth-grade Assamese pupils.	995	There is a strong negative correlation between academic motivation and achievement in school. There are notable distinctions between high and low achievers' aspirations for academic achievement.
Adao et al. (2015)	to investigate the motivation of students who experience fear or anxiety in mathematics for academic purposes.	555	Students with mathematics anxiety are extrinsically motivated. Females are more motivated than males.
Bozanoglu and Sapançi (2015)	Find the relationship between Turkish university students' motivation levels and personality factors.	353	Academic motivation was significantly correlated with all personality characteristics, however there was a significant negative relationship with conscientiousness.
Dogan (2015)	Conducted a research on middle and high school students to find the relationship between academic achievement, self-efficacy, and academic motivation.	578	Academic achievement is predicted by cognitive involvement but not by emotional or behavioral engagement. Academic motivation is influenced by motivation and self-efficacy.
Meharchandani (2014)	To examine whether tribal and non-tribal boys and girls show significant variation in different dimensions of academic motivation.	600	Boys are higher in intrinsic and amotivation than girls, but girls were found higher in intrinsic motivation than boys.
Harder, et al. (2006)	To look at the predicted relationships between the traits of students that affect their drive to study and their achievements.	6,539	Students' environmental perception and goal orientation significantly influence their motivation. Individual qualities of students (perceived ability, need for cognition) significantly predict their motivation.
Tewatia, S.S. (2004)	To examine at the relationship between students' academic achievement and motivation for academic achievement.	140	Academic achievement and motivation for academic achievement have a positive relationship. Investigation found significant difference in the motivation for academic achievement between students in rural and urban areas.

The table presents a summary of key findings from several studies exploring the relationship between academic motivation and the various factors effecting it. Gupta and Mili (2016) found a significant negative Relationship between ninth-grade Assamese students' academic achievement and motivation with significant differences was found in academic motivation

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of high and low achievers Adao et al. (2015) found that students with mathematics anxiety are extrinsically motivated, with females being more motivated than males. Bozanoglu and Sapanci (2015) found that conscientiousness had a strong and negative relationship with academic motivation, while all personality characteristics exhibited a significant relationship with academic motivation. Dogan (2015) found that while emotional and behavioral engagement do not predict academic achievement, cognitive engagement does, and that motivation and self-efficacy are important factors influencing academic success. Meharchandani (2014) found significant variation in different dimensions of academic motivation between tribal and non-tribal boys and girls. Harder et al. (2006) revealed that students' perceptions of their surroundings and goal orientation greatly affect their motivation, and that students' personal traits such as their perceived ability and need for thought significantly predict their motivation. Tewatia (2004) revealed a substantial difference in the motivation for academic achievement between pupils in rural and urban areas, and a positive relationship between academic achievement and motivation among students.

CONCLUSION

Based on the key findings presented in above both summary table, it can be concluded that academic motivation is a complicated concept that is impacted by several elements, including gender, location, socioeconomic status, personality traits, family environment, and student teacher relationships.

Personal factors/findings:

- A significant negative relationship between academic achievement and motivation. (Gupta and Mili, 2016).
- Four dimensions of academic motivation were potent predictors of academic achievement. Gender was not significantly related to academic motivation. Teenage academic motivation is not significantly impacted by the interplay of gender and household type (Kumar, 2016),
- Students with mathematics anxiety are extrinsically motivated. Females were found more motivated than males. (Adao et al., 2015).
- Academic motivation was significantly correlated with all personality characteristics, although there was a substantial negative relationship with conscientiousness. (Bozanoglu and Sapanci, 2015)
- Academic achievement is predicted by cognitive involvement, but not by emotional or behavioral engagement. Academic achievement is influenced by self-efficacy and motivation. (Dogan, 2015)
- Boys are higher in intrinsic and amotivation than girls, but girls were found higher in intrinsic motivation than boys. (Meharchandani, 2014)
- The motivation of students is significantly predicted by their individual traits, such as perceived ability and desire for cognition. (Harder et al., 2006)
- A positive relationship has been shown between academic success motivation and achievement. There was an important difference in the motivation for academic achievement between students in rural and urban areas. (Tewatia, 2004)

Social factors/findings:

No significant difference was found in academic motivation of non-hostellers and hostellers. (Singh, 2021). No correlation between socio-economic status and academic motivation. (Camus et al., 2018). Some studies have revealed no significant difference in academic

motivation between hostellers and non-hostellers, while others have found that female students generally have a more positive attitude towards learning and higher academic motivation than male students. Intrinsic motivation is found to be higher among female students, while amotivation and extrinsic motivation are higher among male students. Additionally, academic motivation is found to be positively correlated with academic achievement. However, some studies have reported a negative correlation of academic motivation with academic achievement among low achievers. Overall, the findings suggest that academic motivation is an important factor that influences academic achievement, and it is influenced by multiple factors that should be taken into consideration while designing interventions to improve academic motivation.

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Conflict of Interest

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