

A Study of Academic Motivation Among Secondary School Students

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Abstract

Academic motivation refers to the internal drive and desire that influences students' engagement, effort, and persistence in pursuing educational goals and achieving academic success. The purpose of this study was to study academic motivation among secondary school students across different types of schools from the suburbs of Mumbai. This research paper examines the relevance and significance of academic motivation among school students. In total 209 students from three different schools were selected by stratified random sampling for data collection. The present research follows the descriptive method of the causal-comparative type. The result shows that, there is a significant difference in the academic motivation of secondary school students with respect to Gender, Types of schools, Grade Academic Score level and Parent's Job. By understanding the relevance and mechanisms of academic motivation, this research aims to provide valuable insights and practical implications for educators, policymakers, and stakeholders to enhance students' motivation and promote their overall academic success.

Keywords: Academic Motivation, Student Teachers.

Introduction

Liew and Treagust (1998) say that researchers have only recently started to focus on the value of students' feelings and emotions when studying how students learn new ideas. Motivation, among the various affective components, serves a crucial role in students' conceptual change processes. (Pintrich et al.1993). According to Garcia and Pintrich (1995), who conducted a review of research on the topic of learning motivation, many motivational components, such as self-efficacy, test anxiety, self-regulated learning, task orientation, and learning techniques, are significant in terms of their relevance. These studies showed that there are many different ways to be motivated to learn, and they also showed how the interests of the researchers affected how they looked at different parts of motivation. Academic motivation is a student's desire or embrace



of the subject matter, when the student's competence is measured against a performance or excellence standard. An individual's level of academic motivation is seen as a significant predictor of academic performance since it stimulates and guides behaviour towards accomplishment (Robbins et al., 2004).

Influence of Academic Motivation

There hasn't been a lot of study on how family influences affect a student's drive and success in school. Most of the studies that have been done have focused on one or two factors, like parental standards or goals or parental participation in schoolwork. The researchers Urdan, T., Solek, M., and Schoenfelder (2007) found that the sorts of family influence varied depending on generational standing and degree of success. Molloy, L. E., Gest, S. D., and Rulison, K. L. (2011) discovered that peer relationships play a unique role in influencing changes in students' academic adjustment, with greater influence effects during the transition from middle school to high school.

The results of an analysis of the research study's data (Aziz, F., Quraishi, U., & Kazi, A. S. (2018) show that the gender of school students affects their level of academic motivation. Fear, a negative factor, influenced both the genders equally. External factors such as teachers, parents, peers, and curriculum encouraged students to participate in class. Thus, it was seen that internal factors are positively correlated to external factors. Academic life which could degrade academic achievement (Fleming et. al.,2006). Lee DJ (2008) research showed that students with better quality of life due to better education, administrative services and facilities had better academic performance.

In this research study, the researcher analyses the academic motivation among secondary-school students.

Significance and relevance of the study

In recent years, it has been observed that there is a lack of academic motivation among students, particularly in high school. Their academic performance suffers for a number of reasons, including peer pressure, current fashion trends, diverse relationships, the entertainment aspect, and more. The results of a study conducted by P.K. Gupta and R.Mili (2017) indicate a significant positive correlation between academic motivation and academic achievement among high school pupils. The study also revealed a significant difference in academic motivation between high and low achievers. On the other hand, a large gender gap was found among the group of poor performers with regard to their academic motivation. In light of this, the academic success of students is dependent upon the proper coordination and interaction between the many parts of



their motivation. (Amrai, K et.al.-2011) Therefore, the researcher believes that both intrinsic and extrinsic academic motivation would increase the academic achievement of high school students.

Objectives of the Study

1. To study the Overall Academic Motivation among Secondary School Students
2. To study the Overall Academic Motivation of Secondary School Students with respect to Gender
3. To study the Overall Academic Motivation of Secondary School Students with respect to Grade level
4. To study the Overall Academic Motivation of Secondary School Students with respect to types of school
5. To study the Overall Academic Motivation of Secondary School Students with respect to Parent's Occupation
6. To determine the academic motivation factors that influence the secondary school students.

Hypothesis of the Study

1. There is no difference in the Overall Academic Motivation of Secondary School Students with respect to Gender.
2. There is no difference in the Overall Academic Motivation of Secondary School Students with respect to Grade level.
3. There is no difference in the Overall Academic Motivation of Secondary School Students with respect to Types of school.
4. There is no difference in the Overall Academic Motivation of Secondary School Students with respect to Parent's Occupation

Research Questions

Methodology of Research

This study employed a mixed-methods research methodology that included quantitative and qualitative data. This research used a concurrent triangulation mixed-method strategy. Quantitative and qualitative methods of data collection were also used by the researcher. Based on the general academic motive, the quantitative data was assembled. In order to acquire the qualitative data, researchers employed questions with open-ended responses. Quantitative and qualitative analyses were both performed on the collected data by the researcher.



Sample of the study

The researcher collected data from 209 secondary school students for the study. For this research, a random sampling technique was employed.

Tools used for the study

The research employed quantitative and qualitative data. The gathering of quantitative data was accomplished via the use of a survey questionnaire.

Data analysis

Quantitative method of data analysis were used. Descriptive statistics (mean, standard deviation, skewness, and kurtosis) and inferential statistics (t test and analysis of variance) were used for the quantitative study.

Analysis and Discussion

To study the Overall Academic Motivation among Secondary School Students

Statistics		
Overall Academic Motivation		
N	Valid	209
Mean		151.88
Median		153.00
Mode		146 ^a
Std. Deviation		12.582
Skewness		-0.378
Std. Error of Skewness		0.168
Kurtosis		0.369
Std. Error of Kurtosis		0.335
a. Multiple modes exist. The smallest value is shown		

Table 1. Overall Academic Motivation among Secondary School Students

Statistics	Score	p
Kolmogorov-Smirnov	0.06	0.489
Shapiro-Wilk	0.99	0.109

Table 2. Tests for normal distribution of Overall Academic Motivation

The mean score of overall academic motivation was analysed using a quantitative approach. The mean, median, and standard deviation of the academic motivation values are summarised in Table 1. According to the findings of the research, students in secondary schools had a mean score of 151.88 on an overall measure of academic motivation for, with a standard deviation of 12.58. The skewness of students' total academic motivation is -0.378, and the standard error that corresponds to it is 0.168. The scores on the distribution are skewed in a negative direction. Kurtosis is 0.369 and standard error is 0.335 for this distribution. Skewness, kurtosis, mean, median, and mode



differences are within acceptable variability. Thus, a normal distribution was found for academic motivation scores. The result of the Kolmogorov-Smirnov test revealed that the value of the test statistic (0.06) does not meet the criteria for significance at the 0.05 level. It demonstrates that the data follows a normal distribution (Fig.1.a).

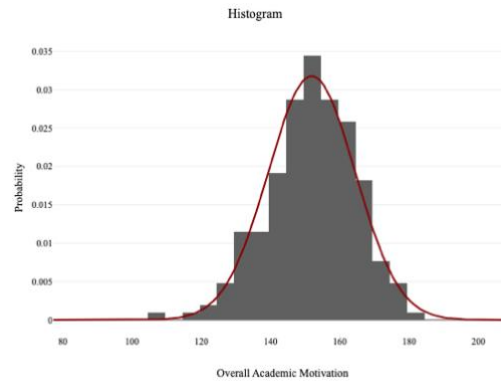


Figure 1. Overall Academic Motivation among Secondary School Student

Hypothesis 1

There is no difference in the Overall Academic Motivation of Secondary School Students with respect to Gender.

Group Statistics						
Dimensions	Gender	N	Mean	Std. Deviation	T Test	Sig
Interest and Enjoyment	Boys	114	28.37	3.780	2.70	P<0.01
	Girls	95	29.71	3.287		
Value and Usefulness	Boys	114	27.09	4.424	3.28	P<0.01
	Girls	95	28.94	3.554		
Perceived Choice	Boys	114	26.39	4.164	0.56	P>0.05
	Girls	95	26.11	2.959		
Perceived Competence	Boys	114	25.55	3.607	1.98	P<0.01
	Girls	95	26.46	2.891		
Pressure and Tension	Boys	114	17.04	4.506	1.14	P>0.05
	Girls	95	17.76	4.509		
Relatedness	Boys	114	24.55	4.079	3.60	P<0.01
	Girls	95	26.37	2.986		
Overall Academic Motivation	Boys	114	149.00	13.969	3.86	P<0.01
	Girls	95	155.34	9.675		

Table 3. Overall Academic Motivation of Secondary School Students with respect to Gender.



A t-test was conducted to determine whether there was a statistically significant difference in the mean score of academic motivation between boys and girls. According to the results of the descriptive statistics, the Girls group had higher values for the dependent variable Overall Academic Motivation than the Boys group ($M = 155.34, SD = 9.68$; $M = 149, SD = 13.97$). The results of a two-tailed t-test on independent samples indicated that the difference between girls and boys with regard to the dependent variable Overall Academic Motivation was statistically significant, with $t(200.62) = 3.86, p = .001$, and a 95% confidence range of [3.08, 9.59]. This was determined by not assuming that the variances of the two groups were identical. The null hypothesis is therefore rejected.

Discussion

For secondary school students, interest and enjoyment were the highest academic motivations. According to the differences in mean (M) and standard deviation (SD), there were differences in response among secondary school students according to their academic motivations. In addition to pressure and tension, there were significant differences between boys' and girls' motivations for academics, indicating that boys' motivations for academics were higher than girls'. Based on Marzieh Arefi and Mahsa Naghebzadeh's (2014) study, high school students are more likely to possess a high level of motivation when it comes to academic subjects. There was a significant difference between high school pupils based on their academic motivation, with the gender gap being significantly greater. Bakari Yusuf Dramanu and Aisha Indo Mohammed (2017) and Taheri-Kharameh et al. (2018) reviewed the results in a comparable manner.



Hypothesis 2

There is no difference in the Overall Academic Motivation of Secondary School Students with respect to Grade levels of Academic Score.

Dimensions	Grade Levels of Academic Score	N	Mean	Std. Deviation	F Value	Sig
Interest and Enjoyment	First Class	115	29.58	3.873	4.616	P<0.01
	Second Class	81	28.04	3.100		
	Third Class	13	29.46	3.256		
	Total	209	28.98	3.618		
Value and Usefulness	First Class	115	28.69	4.081	4.601	P<0.01
	Second Class	81	26.90	4.079		
	Third Class	13	27.62	4.011		
	Total	209	27.93	4.146		
Perceived Choice	First Class	115	26.87	3.538	3.608	P<0.01
	Second Class	81	25.54	3.718		
	Third Class	13	25.38	3.641		
	Total	209	26.26	3.660		
Perceived Competence	First Class	115	26.22	3.644	.778	P>0.05
	Second Class	81	25.70	2.939		
	Third Class	13	25.38	2.534		
	Total	209	25.97	3.324		
Pressure and Tension	First Class	115	16.63	4.905	4.044	P<0.01
	Second Class	81	18.46	3.801		
	Third Class	13	17.15	3.805		
	Total	209	17.37	4.511		
Relatedness	First Class	115	25.90	4.004	2.732	P<0.01
	Second Class	81	24.81	3.245		
	Third Class	13	24.23	3.468		
	Total	209	25.38	3.727		
Overall Academic Motivation	First Class	115	153.89	13.847	3.326	P<0.05
	Second Class	81	149.46	10.744		
	Third Class	13	149.23	8.197		
	Total	209	151.88	12.582		

Table 4. Overall Academic Motivation of Secondary School Students with respect to Grade levels of Academic Score

The data was assessed to see whether there was a statistically significant difference between the academic motivation scores of students in different grade levels of the academic score. Table 4 shows that there was a statistically significant variation in students' academic motivation across grades. A one-factor analysis of variance showed that grade levels of academic score and Overall Academic Motivation varied significantly $F = 3.33, p = .038$. As a result, the null hypothesis has been rejected by the given evidence. The ANOVA revealed a statistically significant difference. The groups were compared to each other in pairs using the Bonferroni Post hoc test to find out



which ones were significantly different. The Bonferroni Post hoc test revealed that the paired group comparison of Second Class against First Class has a p-value that is less than 0.05; hence, it is reasonable to believe that there is a significant difference between the two classes on the basis of the data that is currently available. Academic motivation was the same for pupils in the second and third classes.

Discussion

The responses of the secondary school students were seen to differ from those of the primary school students when looking at the differences seen in their mean (M) and standard deviation (SD). This is based on their grade levels. There were significant differences found in perceptions of competence, pressure and tension, and relatedness between the two groups. According to the findings of the research that was conducted in 2014 by Hakan, K. and Munire, E., it was found that there were substantial disparities amongst undergraduate students in terms of their desire to learn according to their gender, the domain they were studying, and their grade level. Hardré, P. L. et al.(2006) observed that individuals' differences influenced not just their own views and motives in the classroom, but also the goal structures and variations across groups.

Hypothesis 3

There is no difference in the Overall Academic Motivation of Secondary School Students with respect to types of school.

Dimensions	Grade	N	Mean	Std. Deviation	F Value	Sig
Interest and Enjoyment	Government	115	29.46	3.853	2.632	P>0.05
	Private Aided	60	28.17	3.435		
	Private Unaided	34	28.76	2.840		
	Total	209	28.98	3.618		
Value and Usefulness	Government	115	28.64	4.083	5.995	P<0.01
	Private Aided	60	27.68	3.766		
	Private Unaided	34	25.94	4.410		
	Total	209	27.93	4.146		
Perceived Choice	Government	115	26.98	3.825	5.153	P<0.01
	Private Aided	60	25.33	3.128		
	Private Unaided	34	25.47	3.518		
	Total	209	26.26	3.660		
Perceived Competence	Government	115	26.23	3.576	.829	P>0.05
	Private Aided	60	25.57	2.807		
	Private Unaided	34	25.79	3.292		
	Total	209	25.97	3.324		
Pressure and Tension	Government	115	16.27	4.558	9.655	P<0.01
	Private Aided	60	19.28	4.126		



Dimensions	Grade	N	Mean	Std. Deviation	F Value	Sig
	Private Unaided	34	17.71	3.881		
	Total	209	17.37	4.511		
Relatedness	Government	115	26.16	4.075	6.338	P<0.01
	Private Aided	60	24.70	2.965		
	Private Unaided	34	23.94	3.064		
	Total	209	25.38	3.727		
Overall Academic Motivation	Government	115	153.74	13.748	3.540	P<0.05
	Private Aided	60	150.73	10.211		
	Private Unaided	34	147.62	11.198		
	Total	209	151.88	12.582		

Table 5. Overall Academic Motivation of Secondary School Students with respect to types of school.

A one-factor analysis of variance reveals a significant difference between the categorical variable School Type and the continuous variable Overall Academic Motivation, $F = 3.54$, $p = .031$. With the available data, the null hypothesis is therefore refuted. The ANOVA revealed a statistically significant difference. Comparing each pair of categories with the Bonferroni Post hoc test to determine which was significantly different. The Bonferroni Post hoc test revealed that the pairwise group comparison of Private Unaided versus Government has a p-value less than 0.05; therefore, it can be inferred, based on the available data, that the two groups are significantly different. There was no difference between Private unaided and Private Aided school students.

Discussion

A statistical analysis revealed that there was no statistically significant difference in academic motivation between the private unaided schools and the private aided schools when it came to the academic motivation of the children. In the case of government schools, some differences were observed as well. According to the study by Eccles, J. S. (2003), academic motivation has a great influence on the type of school and the facilities provided within it. The term encompasses a wide range of instructional processes, some of which are based on the immediate, proximal relationships between students and the tasks they are required to complete. Based on the study of Alivernini, F. A. B. I. O., & Lucidi, F. A. B. I. O. (2008), it has been found that the type of school has a huge impact on both intrinsic and extrinsic academic motivation as well as academic achievement.



Hypothesis 4

There is no difference in the Overall Academic Motivation of Secondary School Students with respect to Parent’s Occupation

Dimensions	Grade	N	Mean	Std. Deviation	F Value	Sig
Interest and Enjoyment	Profession	97	28.82	3.611	1.425	P>0.05
	Business	95	29.34	3.654		
	Skill	17	27.82	3.340		
	Total	209	28.98	3.618		
Value and Usefulness	Profession	97	27.91	3.819	6.444	P<0.01
	Business	95	28.53	4.138		
	Skill	17	24.71	4.714		
	Total	209	27.93	4.146		
Perceived Choice	Profession	97	26.26	3.751	1.702	P>0.05
	Business	95	26.54	3.675		
	Skill	17	24.76	2.751		
	Total	209	26.26	3.660		
Perceived Competence	Profession	97	25.81	3.199	2.121	P>0.05
	Business	95	26.36	3.461		
	Skill	17	24.65	2.999		
	Total	209	25.97	3.324		
Pressure and Tension	Profession	97	17.85	4.588	4.102	P<0.01
	Business	95	16.52	4.436		
	Skill	17	19.41	3.537		
	Total	209	17.37	4.511		
Relatedness	Profession	97	25.26	3.689	3.638	P<0.05
	Business	95	25.87	3.788		
	Skill	17	23.29	2.910		
	Total	209	25.38	3.727		
Overall Academic Motivation	Profession	97	151.91	12.087	3.366	P<0.05
	Business	95	153.15	13.020		
	Skill	17	144.65	10.971		
	Total	209	151.88	12.582		

Table 6. Overall Academic Motivation of Secondary School Students with respect to Parent’s Occupation

A one-factor analysis of variance revealed a significant difference between the categorical variables Parent's Occupation and Overall Academic Motivation $F = 3.37, p = .036$. As a result, the null hypothesis has been rejected by the given evidence. The ANOVA revealed a statistically significant difference. The groups were compared to each other in pairs using the Bonferroni Post hoc test to find out which ones were significantly different. The Bonferroni Post hoc test revealed that the pairwise group comparison of Business and Skill has a p-value less than 0.05; therefore, it can be inferred, based on the available data, that the two groups are substantially different.

Discussion

It was evident from the statistical evidence that the parent's occupation was significantly associated with overall academic motivation. The sig value of $P > 0.05$ was observed in interest



and enjoyment, perceived choice, and perceived competence dimensions. In the study of Omolade, A. O. K. A. O., & Salomi, O. M. (2012), a significant effect of parents' education on students' academic achievement in Mathematics can be found in the results, while academic motivation had the least impact among the variables influencing students' academic performance in mathematics. Other studies have found that parents with low or high occupation status do not affect their children's self-esteem. A student's self-esteem is not dependent on their parents' work. (Moneva, J. C., Rozada, G. G., & Sollano, A. M. (2020).

Factor Analysis

The Kaiser-Meyer-Olkin (KMO) is a measure for the adequacy of sampling that investigates the suitability of factor analysis.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.723
Bartlett's Test of Sphericity	Approx. Chi-Square	168.352
	df	15
	Sig.	<.001

Table 7 KMO and Bartlett's Test

In this study, KMO value is 0.723. It was found that the KMO value for this study was 0.723, which is within the range that is suitable for carrying out the factor analysis, justifies the appropriateness of the factor analysis.

Principal Component Analysis

	Interest and Enjoyment	Value and Usefulness	Perceived Choice	Perceived Competence	Pressure and Tension	Relatedness
Interest and Enjoyment	1	0.42	0.24	0.27	-0.02	0.41
Value and Usefulness	0.42	1	0.22	0.27	0.03	0.46
Perceived Choice	0.24	0.22	1	0.25	-0.24	0.22
Perceived Competence	0.27	0.27	0.25	1	-0.05	0.25
Pressure and Tension	-0.02	0.03	-0.24	-0.05	1	-0.13
Relatedness	0.41	0.46	0.22	0.25	-0.13	1

Determinant =0.440

Table 8 Correlation Matrix

In Table 8, it was found that, the determinant value is 0.440, so this assumption is true.



Communalities		
	Initial	Extraction
Interest and Enjoyment	1.000	0.562
Value and Usefulness	1.000	0.628
Perceived Choice	1.000	0.544
Perceived Competence	1.000	0.328
Pressure and Tension	1.000	0.770
Relatedness	1.000	0.545
Extraction Method: Principal Component Analysis.		

Table 9 Communalities

Table 9 reveals that about 77% of the variance in Pressure and Tension is accounted for by the factors, while only 33% of the variance of Perceived Competence is accounted for.

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.246	37.439	37.439	2.123	35.383	35.383
2	1.129	18.820	56.259	1.253	20.876	56.259
3	.829	13.823	70.083			
4	.693	11.543	81.626			
5	.593	9.886	91.512			
6	.509	8.488	100.000			

Table 10 Total Variance Explained

In the Rotation Sum of Squared Loadings reveals that, only two component that met cut-off criterion (extraction method).

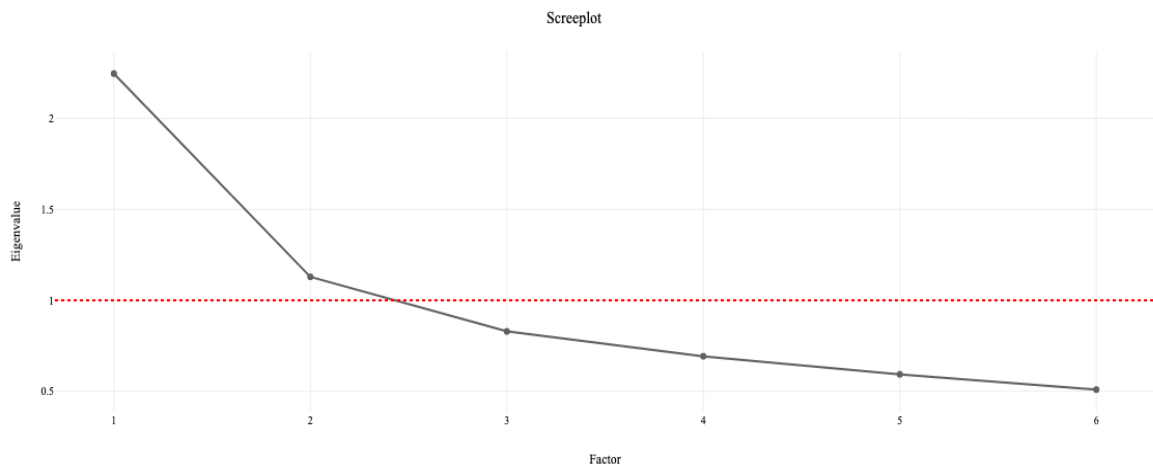


Figure 2. Scree plot for Factor Analysis

The scree plot shown in Figure 2 demonstrates that two variables are responsible for the majority of the overall variability seen in the data.



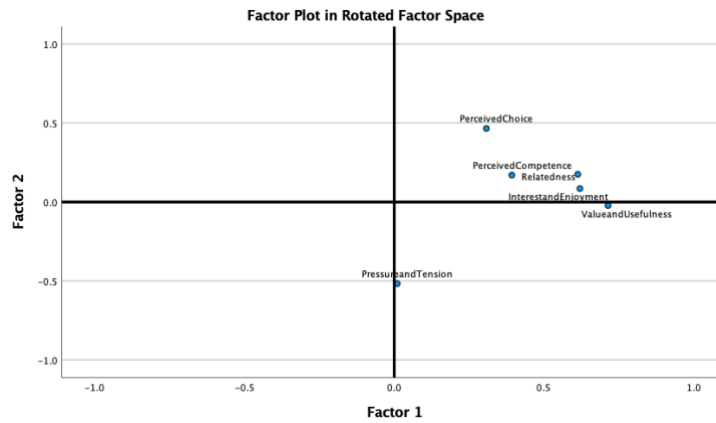


Figure 3. A geometrical representation of factor analysis in two-dimensional space load onto factor 1 and factor 2.

Component Matrix ^a		
	Component	
	1	2
Interest and Enjoyment	.717	.218
Value and Usefulness	.725	.319
Perceived Choice	.547	-.495
Perceived Competence	.572	-.002
Pressure and Tension	-.201	.854
Relatedness	.734	.076
Extraction Method: Principal Component Analysis.		
a. 2 components extracted.		

Table 11. Component Matrix

From the factor matrix shown above, it was found that Factor 1 is related most closely to Relatedness followed by Value and Usefulness and Interest and Enjoyment. Factor 2 is related to Pressure and Tension.

Rotated Component Matrix (Varimax)

Rotated Component Matrix ^a		
	Component	
	1	2
Interest and Enjoyment	.749	.033
Value and Usefulness	.790	-.060
Perceived Choice	.351	.649
Perceived Competence	.539	.192
Pressure and Tension	.094	-.872
Relatedness	.718	.172
Extraction Method: Principal Component Analysis.		
Rotation Method: Varimax with Kaiser Normalization.		
a. Rotation converged in 3 iterations.		

Table 12. Rotated Component Matrix



After performing the Varimax rotation, it is easy to see that Factor 1 is related to variables Value and Usefulness, Interest and Enjoyment, Perceived Competence and Relatedness whereas Factor 2 is related to variables Pressure and Tension, and Perceived Choice.

The Factor Loadings for each dimension and each factor are listed in the Rotated Component (Factor) Matrix table. The factor I (Interest and Enjoyment, Value and Usefulness, Perceived Competence, and Relatedness) seems to show how students feel about "The Joy of Learning." Stressful Learning' associated with learning seems to be connected to Factor 2 (Pressure and Tension and Perceived Choice).

Conclusion

Academic motivation plays a crucial role in the educational development and success of school students. It refers to the internal drive and desire to engage in learning activities, pursue educational goals, and achieve academic success. In conclusion, academic motivation is highly relevant among school students as it positively influences their achievement, engagement, learning, goal orientation, self-efficacy, well-being, resilience, and future prospects. Educators, parents, and policymakers play a vital role in fostering and sustaining students' academic motivation by creating a supportive learning environment, providing meaningful learning experiences, and promoting intrinsic motivation through autonomy, competence, and relatedness.

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