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Predictive relationship between academic motivation and academic performance of adolescents

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Abstract

The main purpose of this research was to study the predictive relationship between academic motivation and academic performance of adolescents. The sample for this research consisted of 300 female and male adolescents. Purposive sampling technique was used. Data analysis was done by using linear regression method. Research results revealed that academic motivation was a strong predictor of academic performance of adolescents which explained 35% variance in academic performance.

Keywords: Academic motivation, academic performance, adolescents

Introduction

Academic Motivation

An individual's assessment of his or her capacity to carry out specific actions is what is known as academic motivation. A child that is academically motivated wants to study, enjoys activities that promote learning, and thinks that school is important. A psychological force that is called motivation which can push or reinforce behavior in the direction of an intended result. Academic motivation can boost one's value of education and desire to learn, as well as confidence in one's abilities. Academic motivation can be defined as the drive to choose and stick with academic pursuits. According to Gottfried (1990), Academic motivation is "Enjoyment of school learning characterized by a sense of competence, curiosity, persistence, assignment, and the learning of hard, difficult, and unique tasks". Academic motivation refers to a student's desire for academic subjects as evidenced by their approach, perseverance, and level of interest when their proficiency is assessed against an academic achievement or excellence requirements (Kevin, 2008).

Academic Performance

Academic performance refers to the learning and progress a student has made in school, college, or university, and the criteria for evaluating students' performance is the marks obtained in the examination.

Academic performance is crucial in today's competitive world because it aids students in understanding success and failure. In the job market, it has also taken the place of the primary screening criterion. Promoting students from one class to another based on their academic success is a widespread practice in educational institutions. Additionally, when they succeed, the kids think they are more competent, happy, and satisfied than when they believe they have failed. To some extent, the desire to succeed influences all pupils. Students who are highly motivated to succeed put forth a lot of effort to succeed (Atherton, 2010).

Review of literatures

Gupta & Mili (2017) ^[8] conducted a study on class IX students from Assam, which was based on their academic performance and academic motivation. According to the study's conclusions, there is a strong positive correlation between academic motivation and success. High achievers and low achievers exhibit a markedly different level of academic motivation. However, when it comes to academic motivation, there is a significant sex difference among low performers.

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Areepattamanni (2014) [1] investigated a study on 363 Indian adolescents in India and 355 Indian immigrant adolescents in Canada. Results of hierarchical multiple regression analyses revealed that amotivation, extrinsic motivation, and intrinsic motivation among Indian teenagers in India were not statistically significantly connected to mathematical achievement. However, mathematics achievement among Indian immigrant adolescents in Canada was strongly correlated with their motivation. Extrinsic motivation was a negative and statistically significant predictor of achievement scores among Indian immigrant teenagers in Canada, whereas intrinsic motivation was a positive and statistically significant predictor. Adolescent Indian immigrants in Canada showed no statistically significant correlation between amotivation and math proficiency.

Elliot & Dweck (2005) [6], conducted a study and as a result, they found that from childhood through adolescence, academic motivation is a critically crucial element for academic learning and achievement.

Methodology

Objective: To verify the contribution of academic motivation in the prediction of academic performance of adolescents.

Hypothesis: Academic motivation would be a significant predictor of academic performance.

Significance of the Study: In this study, school going adolescents are examined to see whether academic motivation and academic performance are related or not. Therefore, the findings will be helpful and advantageous to all parties involved in the education sector, including students, parents, teachers, principals, and policy makers.

Sampling: Current study was employed on 300 adolescents. In the Pratapgarh district of Uttar Pradesh, 75 male and 75 female adolescents were selected from rural regions and 75 male and 75 female adolescents were chosen from urban regions. High school and intermediate students between the ages of 15 and 19 were chosen as participants.

Table: Sample of the Study

Adolescents (300)			
Female (150)		Male (150)	
Urban (75)	Rural (75)	Urban (75)	Rural (75)

Behavioral Measures

- **Academic Motivation Inventory (AMI - MKS)**
Misra, K. S. (2020) [9]: The academic motivation inventory (AMI - MKS), developed by Misra, K.S. (2020) [9]. There are 46 items. Participants can respond to their answer on a five-point rating scale which is strongly agree, Agree, undecided, disagree, strongly disagree. There are two types of items, positive and negative.
- **Academic Performance:** Academic performance was assessed and categorized on the basis of grades of previous year. In this study we are following the CBSE grading scheme. The CBSE grading system has a five-point scale, in which students will be awarded grades from A to E.

Data Analysis: The obtained raw scores on different scales were entered in SPSS computer software (Version: 20). The Regression analysis was done to test the relationship of predictor (Academic motivation) with criterion (Academic performance). Linear regression analyses were performed to explore the predictive nature of variables.

Result

Regression analysis was employed to find out the unique contribution of predictor (academic motivation) with academic performance of adolescents. Linear regression analysis was performed. In this analysis, the predictor variable was used to see its unique effect on the criterion variable.

Table 1: Predictability of Academic Performance as criterion (DV) by Academic Motivation as predictor (IV)

Predictor Variable	R	R square	R square change	Beta	df	F value
Academic Motivation	0.598	0.358	0.358	0.59	1/298	166.31***

*** Significant at .001 level

Linear regression analysis was calculated to predict academic performance based on adolescents' academic motivation (table 1). A significant regression equation was found (R-square = 0.35, F (1,299) = 166.31, p<.001) which revealed that the academic motivation explained 35% variance in academic performance. The finding also revealed that academic motivation positively predicted the academic performance as beta value is (0.59, p<.001) that means adolescents would academically perform very well if they are highly motivated towards their education.

Discussion and Conclusion

A simple regression was applied to know whether academic motivation predicts academic performance or not. Result table (1) revealed that academic motivation positively predicted the academic performance in a significant direction. The inspiration behind students' desire to learn is their academic motivation. It's the need and want to perform well in school. Extrinsically motivated, intrinsically driven, or amotivated behaviors can all be applied to academic contexts which affect academic performance of adolescents. Present studies are in line with the study of Dogan (2017) [4] who reported that academic motivation positively predicted academic performance. Variance showed that academic motivation was meaningful for academic performance variables. Academic motivation was seen to explain 0.13% variance in academic performance. In other studies academic motivation significantly predicted academic performance in a positive direction (Akomolafe, Ogunmakin & Fassota; 2013) [3]. Academic motivation which has two dimensions (motivational belief and self regulated learning) emerged as the best predictor of school performance (Tiwari *et al.*, 2014) [10]. The five motivation variables best predicted examination score and together they explained 25% variance in academic performance (Elias *et al.*, 2011) [5]. Muhammad conducted a case study and found students' motivation had a positive effect on students' academic performance and found motivation served as a good predictor of students' academic performance that explained 52.5% variance in academic performance. Thus it can be concluded that academic motivation leads to better

academic performance therefore they can achieve more success in their educational settings.

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