

Original Research Article

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Correlation between Aspects of Academic Motivation among Adolescents in Rural Areas

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ABSTRACT

Keywords

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The present study was carried out on 300 adolescents from Panipat district of Haryana state. Academic motivation Scale by Areepattamannil (2006) was used to assess the relationship between aspects of academic motivation of adolescents. The scale included four dimensions namely; extrinsic motivation –identified, extrinsic motivation- introjected, extrinsic motivation –external regulation and amotivation. Results revealed that extrinsic motivation –identified were correlated with extrinsic motivation –introjected ($r = 0.68^{**}$), and extrinsic motivation –external regulation ($r = 0.57^{**}$). Extrinsic motivation –external regulation were correlated extrinsic motivation –identified extrinsic motivation –introjected ($r = 0.68^{**}$). Amotivation were correlated with extrinsic motivation –introjected ($r = 0.76^{**}$).

Introduction

Adolescents need academic motivation that occurs during the transitions to middle school and high school age (Skinner *et al.*, 2008). Motivation has been defined as the attribute that “moves” us to do or not do something. Academic motivation is multidimensional in nature, and is comprised of three global types of motivation: intrinsic motivation, extrinsic motivation, and amotivation (Deci and Ryan, 2000). Lepper *et al.*, (2005) postulate that intrinsic and extrinsic motivation may be largely orthogonal dimensions of motivation in school, and developing both intrinsic and extrinsic motives can be adaptive for students.

Within-domain interrelations among these motivation constructs were generally consistent with previous research. More important, consistent patterns of relations were observed in four different academic domains within each age group (Bong, M., 2001). Teacher support has been associated with greater school/academic engagement and motivation, as well as better academic performance Demaray and Malecki (2006).

Academic motivation is considered a prerequisite for success in academic settings. It can be considered as extended person-intrinsic motivation which arises from an interaction within the person. Achievement

motivation is “a pattern of planning of actions and of feelings connected with striving to achieve some internalized standard of excellence, as contrasted for example, will power or friendship. Academic motivation and social intelligence level of adolescents, dependency of academic motivation on social intelligence and most interesting by the indicators of the academic motivation and social intelligence.

Materials and Methods

Participant

A sample of 300 hundred students studying in the age group of 13-14 years and studying in the 8th grade. These adolescents were selected from six government schools from three Block of district Panipat. The boys and girls were included in the sample.

Instrument

Academic motivation Scale by Areepattamannil (2006) was used to assess the relationship between aspects of academic motivation of adolescents.

Statistical analysis

Descriptive analysis and Correlation coefficient was used to analysis the results.

Procedure

Present study was conducted purposively at rural government schools of the district Panipat of state Haryana. Random sampling procedure was used to select the sample. A sample of 300 hundred students studying in the age group of 13-14 years and studying in the 8th grade. These adolescents were selected from six government schools from three Block of district Panipat. The boys and girls were included in the sample. Academic motivation

Scale by Areepattamannil (2006) was used to assess the relationship between aspects of academic motivation of adolescents

Results and Discussion

Correlation between aspects of academic motivation

It was found that extrinsic motivation – identified were correlated with extrinsic motivation –introjected ($r = 0.68^{**}$) and extrinsic motivation –external regulation ($r=0.57^{**}$) (Table 1).

Results supported by Sikhwari (2004) who observed that intrinsic motivation seems to be the most desirable form of motivation, and extrinsic motivation also proved to be important in some educational settings.

Extrinsic motivation –external regulation were correlated extrinsic motivation –identified extrinsic motivation – introjected ($r = 0.68^{**}$). Extrinsic motivation –external regulation were correlated with extrinsic motivation – identified. Chowdhury *et al.*, (2007) viewed that motivation is inner drive that directs students' behavior towards the fulfillment of their goal. Result revealed that extrinsic and intrinsic motivation has positive relationship with academic motivation.

Another aspects amotivation were correlated with extrinsic motivation –introjected ($r = 0.76^{**}$). Amotivation is undesirable and not conducive to academic motivation at all. Rodriguez (2009) agreed the intrinsic motivational properties linked to the academic self-concept as students with positive academic self-concepts are more likely to be intrinsically motivated and more likely to achieve academically. Results revealed that aspects of academic motivation were significantly positively correlated.

Table.1 Correlation between aspects of academic motivation of adolescents

Sr. No.	Aspects of Academic motivation	Aspects of Academic motivation			
		Extrinsic motivation – identified	Extrinsic motivation – introjected	Extrinsic motivation –external regulation	Amotivation
1.	Extrinsic motivation – identified	1.00	-	-	-
2.	Extrinsic motivation – introjected	0.68**	1.00		-
3.	Extrinsic motivation – external regulation	0.57**	0.68**	1.00	-
4.	Amotivation	0.09	0.76*	0.05	1.00

** Significant at 1% level of significance

Ahmed and Bruinsma (2006) found that academic motivation was positively related to academic achievement. Also found that the positive relationship between academic self-concept and intrinsic motivation significant. Therefore, those the students felt positive about themselves and their academic abilities were more intrinsically motivated for academic tasks.

Finding

All aspects of academic motivation and were significantly correlated with each other except a motivation respectively.

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