

A Study on Motivation and Study Interest Among Adolescence Students

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Abstract- The present study focuses on motivation and study interest among adolescent students which is important in this competitive era. In this way the study had following objectives like 1. The study assesses the levels of motivation and study interest among adolescent's students, 2. To find a significant correlation between gender in motivation and study interest. And 3. To study significant difference between gender in motivation and study Interest. This study used descriptive quantitative survey method to investigate and collection of the data. A study habit survey and a motivation scale was used to get data from students. A total of 100 adolescent students of which 50 male and 50 female were participated in this study. The study found that, there was higher levels of motivation but medium levels of study interest. In addition, study found a positive significant correlation between motivation and study interest among the adolescents. Implication and conclusion will be discussed in the report.

Key words – Motivation, Study interest, Adolescent.

INTRODUCTION

Nowadays, people are starting to realize the importance of education because with education, everyone will gain knowledge and power. According to Zuhdial (2021), in the 21st century, education and humans are an indivisible unity. In addition, Al-shuaibi and his associates (2014) explain that having a quality education will help the students develop a human personality, thoughts, and the ability to work with others and organize people for life experiences. The present research is motivated by earlier studies, from the research output of the researchers based on the variables, place, time of implementation, and research subjects, the researchers found that there has been no related research that has openly examined the three variables in the same place so that researchers consider this research is original and different with

previous research activity. The success or failure in the educational process cannot be separated from the preaching and learning process.

Meanwhile, Sastropuro (1993) describes participation as a person's mental and emotional involvement in group situations that prompt him to contribute to the group to realize goals and responsibilities for the business. Sumargi (2001) states that there are several characteristics of student participation in classes, including thinking critically on the subject, asking questions to the teacher, answering questions voluntarily, providing input and being active in the class discussion, consulting teachers or other students, and working in a sitting position. In contrast, Sumargi's (2001) results found that students' passive behaviour was found in school and among students in higher education. Researchers make observations that show the low participation of students. (Observation 5-7 January 2022). Research conducted by Warner (1990) on several high schools shows that stimulating student interest and curiosity to provide opportunities for students to become aware of things they previously did not know is important in increasing motivation.

Meanwhile, Sneyder (1998), in his research on several high school students, stated that researchers could encourage student learning motivation by starting lessons that can arouse student interest and curiosity. Then the experiences of these students' curiosity can be matched with their cognitive abilities. Based on the introduction and previous background, the importance of student participation in learning, with participation automatically and naturally arising interest and motivation in the students themselves. From the side, the research objective can be proposed to prove empirically whether there is a connection between

interest and learning motivation with pupil participation.

OBJECTIVE

1. To assess level of motivation and study interest among adolescent students
2. To find out a significant correlation between motivation and study interest.
3. To study significant difference between gender in motivation and study Interest.

Hypotheses:

H1: There will be a higher level of motivation and study interest among adolescent students.

H2: There will be a positive relation between motivation and study interest.

H3: There will be a significant difference gender in motivation and study interest.

Sample:

A total of 100 adolescent students were participating of which 50 males, 50 females were considered.

Data Analysis and Interpretation

In the present study an attempt has been made to find the following thing in details.

Table 1: Shows Descriptive data of the sample like Mean, SD, Skewness and Kurtosis.

Variables	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Study Interest	28.8100	4.64648	-.071	.241	-.449	.478
Motivation	35.8700	3.75958	.224	.241	.583	.478

The table 1 shows that, level of Study Interest and Motivation of the sample. The mean of the group in Study Interest is 28.81 (SD= 4.46) which means that group has medium level of study interest. Moreover, the group's average of motivation is 35.87 (SD=3.75), which means higher level of Motivation among sample population. In addition, Skewness and Kurtosis statistics shows that data is comes under the normality.

Table 2: Shows a significant correlation between Study interest and Motivation of the sample.

Variables	Correlations		
		SI	Motivation
Study Interest	Pearson Correlation	1	.319**
	Sig. (2-tailed)		.001
	N	100	100
Motivation	Pearson Correlation	.319**	1
	Sig. (2-tailed)	.001	
	N	100	100

Students from PU college of Bangalore South were considered for the study.

Tools:

1. Study Interest survey–This scale will have 1 statement in the form of Yes or No. The purpose of the questionnaire is to help get information about how well the student studies.
2. Motivation Scale: Student Opinion scale (Revised Motivation Scale) – It is comprised of 10 items using a five- point likert scale ranging from 1”Strongly Disagree” to 5 ”Strongly Agree”.

STATISTICAL TECHNIQUES OF THE STUDY:

1. Descriptive Statistics- Mean, standard deviation and frequency
2. Pearson product- moment correlation— correlation to find the magnitude and direction of relationship among the research variables.
3. T test- was used to find the significance of mean difference of research variables.

** . Correlation is significant at the 0.01 level (2-tailed).

The table 2 depicts the correlation coefficient between Study Interest and Motivation. The study found correlation coefficient is positively correlated with Study Interest and Motivation (.319**), with 0.01 level. The results indicate that there is a significant positive correlation between Study interest and Motivation in academic settings.

Table 3: Shows a significant gender difference in Study Interest and Motivation.

Variables	Gender	N	Mean	Std. Deviation	t test Value	P Value
Study Interest	Male	50	28.5600	4.83254	-.536	.593
	Female	50	29.0600	4.48767		
Motivation	Male	50	35.9800	3.94084	.291	.771
	Female	50	35.7600	3.60589		

No Significant result Found

The table 3 shows descriptive statistics and t-value of the Study Interest and Motivation among adolescent students along with the gender. The present study found that there is no significant differences between gender in study interest (t value=-.536) and Motivation (t value= 0.291).

DISCUSSION AND CONCLUSION

In this study, the mean of the group in Study Interest is 28.81 which mean that group has medium level of study interest. And, the group's average of motivation is 35.87, which means higher level of Motivation among sample population. This result was partially supported by existed study (Zurina Khairuddin 2013), so that the study result partially supports the hypothesis H1. Which states that 'There will be a higher level of motivation and study interest among adolescent students.

The result of the current study showed that, there was a positive relationship between Motivation and Study interest among adolescents' students. This result was supported by existed study Ravneen Kaur Jolly (2024). Hence, the present study result supports the hypothesis 2, which states that 'There will be a positive relation between motivation and study interest'.

The present study found that, there is no significant difference between male and female students in Study interest and Motivation. The mean score of both male and female adolescents' students score was almost similar. Hence, the third hypothesis was rejected. Which state that 'There will be a significant difference gender in motivation and study interest'.

Major Finding of the Study:

- Group has medium level of study interest and higher level of Motivation among adolescents' students.
- A positive Correlation was exists between Study Interest and Motivation.
- There was no significant difference between gender in Study Interest and Motivation.

Limitations of the study:

- 1) Generalization risk – Be cautious about generalizing finding to broader contexts.
- 2) Bias consideration – Address potential bias from self-reporting methods.
- 3) Cultural sensitivity – Account for cultural variations in motivational factors.

CONCLUSION

In conclusion, the current study provided important novel findings regarding students' socio-motivational dependency and its impact on students' interest in studies. While opportunities for adolescents to drive their own learning are increasing, differences in motivations for and engagement in these opportunities are rarely investigated.

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