

*Original Article*

The Qualitative Analysis of Effective Elements in Decrease of Academic Motivation in High School Students of Hormozgan Province

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ABSTRACT

The present qualitative study analyzed influential factors in reducing the academic motivation in high school students of Hormozgan province and presented some strategies to improve it. In this regard two issues are discussed. First, which factors cause *decrease in academic motivation* students and other which strategies improve their motivation for more educational achievements in four areas: mental and cognitive; needs and talents; social-Value; *academic* planning and classroom management. The research methodology is descriptive-analytic in a form of studying available documents and papers which has been analyzed and concluded in a qualitative manner. The research findings include important factors affecting decreasing educational motivation of students such as lack of understanding and proper knowledge of students due to education goals, pursuing study at high school courses and wrong believes and mentality exist in the society, economic poverty of many of rural students studying at high school courses, adverse impact of inappropriate classroom environment, behavior of teachers, family members, peers, multimedia and cultural invasion; students unfamiliarity with proper principles of planning and problem-solving methods; teachers inadequate skills on the principles of cooperative and active teaching methods and techniques at classroom and lack of skilled manpower. Main strategies to improve *academic* motivation of the students include efforts and plans of cultural organizations in order to change attitude and insight of society due to actual nature and objectives of Islamic educational and holding training workshop in this respect, building standard classroom spaces and providing educational facilities and instruments required for students to study in high school courses, deepening and developing educational-cultural activities, holding students competitions and festivals and providing positive emotional atmosphere and mutual receptiveness at school and home, continuing training of consultants, solving problem of skilled teachers and consultants shortage and holding the training course during fulfillment of their service commitment period, coordination between content of textbooks and classroom environment in order to conduct active and cooperative teaching methods.

Keywords: qualitative analysis, academic motivation, academic *achievement*, high school students, Hormozgan province

INTRODUCTION

Always, one of the usual questions in educational environment regarding the rate of effort and also progress of students is that why some of students pay more attention to their educational affairs in comparison to others and why some other students are not so interested to the issue. Answer to this question has a lot to do with students' motivation and the factors affecting it. Motivation refers to the creating, maintaining and guiding force of behavior. Motive is defined as the special need or desire which causes motivation. As a mental fitness, motivation is considered a prerequisite of learning and its impact on learning is quite clear [1].

The motivation of students in classroom indicates why they behave in a particular way. If students do not do their homework it may be that they lack enough motivation. On the other hand, if they act diligently in doing their homework and try to overcome problems, they are probably motivated [2].

The subject of motivation has been examined in numerous studies. For example, Jamshidi [3] has noted that there is a meaningful relationship between the issue of internal control and the parameters of educational progress motivation such as having a goal, attention to work and duty, tendency to progress, social cooperation, fame-seeking and self-esteem. Rafiiian [4] has also reported a positive and meaningful relationship between motivational parameters (auto-efficiency, inborn values, anxiety of examination, and talent) and educational performance. In another study, Hasanzade [5] has shown that there is a meaningful relationship between internal motivation and educational progress and also between the source of self-control and educational progress.

In a study performed on the high school students of Bandar Abbas, Sheykhi Fini [6] has concluded that there is a meaningful relationship between motivation and students' educational progress. The researchers' findings show that the internal motivation of children decreases during the period of preschool to high school, and they become increasingly uninterested of learning.

On the other hand, the educational and psychological researches about reinforcing and weakening factors of motivation have provided a large amount of psychological and social information about motivation in classrooms [7].

As an example, Harter's study [8], emphasizing the role of internal motivation, shows that the students who get internally motivated do their educational assignments in a better way than those motivated externally. One of the justifying reasons for the increase of students' tendency towards external motivation during high school is that, assessment rules and regulations and evaluation of school activities reinforce the orientation of external motivation. It means that when students enter into higher levels of high school, the emphasis on scores and grades increases and internal motivation decreases and an atmosphere of lack of confidence is made gradually among teachers and students, and students develop increasingly negative attitude towards school [9]. In Husent's encyclopedia of education [10] progress motivation is exclusive more to that dimension of motivation which is called internal motivation of students. On the basis that human beings understand themselves having needed efficacy and desirable self-control. Pintrich and Pe-Groof [11] assume the relationship between educational progress motivation and training environment this way: 1. person's belief in his own ability to do assignments relevant to his expectations. 2. Reasons and purposes students have for doing their homework. 3. Types of emotional reactions students show to assignments (such as anxiety, rage, pride, shame and sense of being sinful). Furthermore, they have examined the belief of self-effectiveness as one personality variable along with educational progress motivation and obtained a meaningful relationship between educational progress motivation and self-effectiveness. The role of needs in motivation is also mentioned to in numerous theories and researches. For example, regarding needs and motivations, Maslow [12] believes that motivation derives from one's desire to satisfy his expected hierarchy of needs. When all basic needs are satisfied, one thinks of self-flourishing, i.e. he tries to discover his abilities and faculties and to implement his ideals.

Another important source of motivation for students is being with others and having a friendly and mutual relationship with others. Social motivations are needs and desires which are learned through experience in the social world. Woolfolk, [13] has asserted that people participate in activities in order to preserve their identity and relations with others. Therefore, if students are members of a school classroom or an educational institution that show respect for learning, then their motivation for learning would be high. In this respect, he has presented the formula of motivation= expectation \times value. Santrock [14] also says that this is the need for being connected or related that increases students' motivation for spending time with friends, making intimate friendships, dependence to parents, and enthusiasm about making intimate relations with teachers. In the framework of the theory expectation \times value, Anderson [15] have asserted that to make students motivated for learning, teachers should both help students to value scientific and educational activities and make them certain that if they try adequately they will be successful in the activities. Based on the background mentioned and the investigations performed by the researcher and his colleagues, one of the main difficulties of Hormozgan Education in high school division, is the decrease of students' educational motivation and its negative effects on educational collapse especially in grade3. With regard that the average of written mean scores of high school grade 3 students of Hormozgan province in recent years has been in fluctuation between 8.5 to 9.5-lower than state average- and has had a negative and direct influence on the results of universities' entrance examination, and from the other hand, one of the researcher colleagues- for ten years as in charge of high school education in the province- has followed the subject of collapse and its relationship with educational motivation at high school time and through interviewing and negotiating with managers and inspecting the schools has presented various designs and plans and performed them in the province Education administration, therefore the subject of examining the reasons of decrease in educational progress motivation has been the focus of attention for the researcher and colleagues, and the main issue of the present study is the qualitative analysis of effective elements in decrease of educational progress motivation in high school students of Hormozgan province- in four fields: mental and cognitive, tastes and needs, morale-social, educational programming and class management has been discussed. In this study, efforts have been made to bring about and examine these two basic questions.

A) What are the influencing factors of the decrease of educational progress motivation in high school students of Hormozgan province?

B) What are the most important approaches to improve the educational progress motivation of high school students of Hormozgan province?

MATERIALS AND METHODS

With regard to the goals and questions posed, the research has been performed in a qualitative- descriptive method with predicative analysis. With regard to the research method, the statistical society of the research includes all available relevant documents, evidences and resources with the same subject under study in the province. Since in the present study, all existing resources and references has been written on note cards and used in the line of research aim, sampling has not been performed and all the available resources and references has been analyzed.

Also, because the gathered data is in qualitative form, qualitative analysis has been used for final analysis of the data and summing them up.

RESULTS

Examination of the First Research Question:

What are effective factors in educational progress motivation of high school students of the province?

a. Mental and Cognitive Background:

Cognition is the flows by which learning, remembering and thinking take place. In other words, cognition is said to internal mental processes and the ways by which we pay attention to information and understand and use them [1]. According to this viewpoint, the scientists believe that behaviors are developed and conducted by one's aims, plans, expectations and associations, and the students' thoughts guide their motivation. One of the main factors of learning process which emphasizes the formulation of aims and thoughts and the effort to reach them is the existence of favorable cognitive and mental backgrounds in students.

Based on the documents and evidences gathered by the researcher and colleagues, one of the most important reasons of the decrease of educational motivation in high school students of the province, is the lack of students' knowing and insight about education and its real aims. Therefore, to illustrate the issue, the researcher has investigated the aim of education from the point of view of students and then has dealt with the examination and explanation of real aims of education system from the viewpoint of experts and people of view.

Educational Aims from Students' Point of View:

Results of predicative examinations and interactions with students have shown that the main purposes of education from the viewpoint of high school students are:

- a. To obtain high scores in university entrance exam to continue education in a field required by market job.
- b. To gain a suitable job and high economic income in future.
- c. To acquire social status and a position proportional to their own (and their parents') aims and wishes in future.
- d. To marry and make a comfortable life in future.

What students think about is the sign of a need that is called the driving force or educational motivation in them. Now, if continuing education cannot meet these needs, the stimulus or motivation for effort will reduce and fade.

There are numerous factors which hinder meeting these needs in students. The most important of these factors are:

- a. The bad effects of students' failure to move over konkur (university entrance exam) to continue education in favorable fields.
- b. Existence of false jobs and the lack of success of university graduates in finding suitable and education-related job.
- c. Existence of obvious examples of those reached to a luxurious, painless life.
- d. Existence of obvious examples of rich uneducated people like sportsmen and etc.
- e. Lack of balance between the income and rights and advantages of educated people who work in state administrations with those uneducated or less educated in private section.
- f. Being faded the social position and status of educated people in comparison to wealthy people.
- g. Lack of efficacy and congruency of what students have learned in solving daily life problems and issues.

And this is in a situation that students have little familiarity and knowledge about the real aims of educational system. Therefore, the teacher needs to ask students to consider their own learning aims because to have aims increases the level of motivation provided that the aims could be reached. Certainly, all of these aims derive from inherent and natural needs of the people in the society including students; among these aims the economic ones are only a little portion. However, unfortunately, the wrong attitude and deficient acquaintance of students has caused that they think of education as a tool to reach a luxurious life so that if he cannot implement that aim the other purposes are also overshadowed, and so the educational motivation reduces in students.

b. Grounds of Tendency

One of the most important humanistic theorists, Maslow [12], described motivation as paying attention to the needs. "Need is said to a state caused by shortage or deprivation in living being, and the term dependent to

need is called drive. Drive is the energy or the tendency resulted from the need." He divides needs into two categories which are a. Living needs and b. Psychological needs.

Some of students' living needs are met by school and some others are satisfied by the parents. For example, providing table and chair and proper class is by school, and supplying the need of hunger and clothes is by parents and families.

Therefore, it is necessary that the managers and trainers pay attention to basic needs of students so that these needs will not be reinforced as the resisting factors of educational progress and motivation. The psychological needs are: one's needs to achieve what s/he has the maximum talent and power in. Efficacy of students' operations also depends on the quality of programs and the use of advanced educational methods at schools for the purpose of knowing students and providing them with living, psychological and personality needs and also flourishing these needs. With regard to negotiations and interactions the researcher and colleagues have carried out with the managers of boarding high schools, and with regard to participation in designing and performing operational programs for 30 high schools which had the most problems in ground of the shortage of above-mentioned needs, it was recognized that the most suitable way to develop motivation in that students is to provide basic needs and improve learning conditions and increase the level of healthy competition and educational quality through absorbing experienced teachers in these schools; by doing so, the learners achieved more success in learning- teaching process and this success increased their interest and motivation to learn more new materials in the classroom and school.

Also the examination of existing documents and evidences of province Education shows that the province high school education has 45% of convertible and nonstandard atmospheres, and lacks suitable physical condition and equipments; also, more than 30% of requirements of experienced human force is in the form of extra teaching, and there is more than 15% of unrelated forces in high school education and also 60% of staff are non-remaining teachers or inexperienced ones of low work-record; and there is a shortage of more than 1500 specialized forces- especially in basic sciences- along with the low level of family income in the deprived areas of province and their disability in providing living needs for children and existence of false jobs and cultural and social difficulties from being placed in the coastal borders, such as cultural invasion, all of these have caused to affect the issue of providing living and psychological needs in family, society and school and finally to reduce their educational motivation level.

c. Social- moral grounds

To be approved by teacher and classmates could be an important social motivation for most students. Students' relationship with their parents, peers, teachers, trainers, and others can affect intensely their social motivation and progress. Therefore, the teachers' sayings and doings, and their attitude and mannerism can be effective in motivating students. Some of characteristics of a teacher which can help him with his significant role are:

1. Teacher's behavior and personality
2. His mental and physical condition
3. His dominance to teach
4. His attitude towards his work

There are also some factors which have unfavorable effects on performing the role of being a teacher; the most important of which are:

1. teachers' problems in life
2. shortage of time and opportunity for teaching
3. being low the social status of teachers
4. dissatisfaction of job

The above factors reduce the motivation to teach. The studies performed on the reasons of educational collapse in the country also indicate the relationship of above-mentioned factors such as teachers' dissatisfaction of job with educational collapse. Also, family attitude towards education and the lack of right interaction between home and school, and too high expectations of parents from students are from factors which affect behaviors of students such as educational motivation.

The kind of attitude and the interest of peer group in education, how to fill spare time in friendly associations, the rate of one's acceptability among peers and mass media advertisements especially *seda va sima* (Iran National TV) have a significant role in conducting all social events such as education in society. One of the researcher colleagues has proposed and performed some programs, festival of privileged students, diligent teachers, celebration of stars and successful managers, for 5 years in all regions of the province with cooperation of relevant managers and experts, and caused that in addition to the development of qualitative indexes, the students' attitude towards acquisition of science and knowledge and also the sensitivity of teachers and managers to their own performances before parents and students, due to self-evaluation through above programs, have been increased.

Thus, school are required that in addition to the introduction of successful patterns provide the condition for developing interaction between students in spite of different capabilities they have, and allow them to make use of appropriate feedback and take advantage of evaluation of those peers who play an important part in their life and accompanied by the development of a peaceful environment with respect and freedom by the family result in

appearing different capabilities of students in different dimensions and changing their attitude toward themselves and finally increasing their motivation.

d. Grounds of planning and managing classrooms

Planning

Many of high school students assume that education and studying are very difficult tasks and in spite of showing a great deal of effort are always in a condition of stress and worry and do not have a good performance either; on the other hand, there are a lot of students who in spite of making use of recreations and entertainments such as sports, internet etc. have a good performance in education too. Appropriate planning is a map that helps and guides students through the winding road of education and paves way for their success which results in saving time and money and reduces the time of study and adds the time of keeping and recalling materials in the mind.

Counselors, with teaching life skills and presenting guide and counsel services and communicating information in educational, training and occupational grounds and simplifying the process of satisfying students' basic requirements such as flourishing faculties and abilities, the sense of self-value and self-reliance, self-knowing and improving mental health, play an important part in educational programming of students and also increasing their motivation in education; whereas teaching in the province high schools lacks 400 counselors, which affects the issue of appropriate educational programming for students; beside this, being low the skill level and experience of current counselors and basic weaknesses in the supervision and control of their performances and also reduction of their occupational motivations have doubled the problem.

Classroom Management

Classroom management is conducting classroom affairs such as: formulating class curriculum, organizing work stages and resources, organizing environment to improve the task of supervision on students' progress and predicting potential issues [16]. Using favorable methods for keeping classrooms orderly is very effective in developing the motivation of students' learning. Some of important and effective factors in managing classrooms are: teacher's features of personality, his teaching methods and his teaching techniques. Examination of documents and evidences from province specialist sessions of province high school heads with the teachers of all courses in the regions and the analyses of the reviews and examinations of books and their typical teaching methods in recent years and also conducting provincial training workshops with the subjects of active teaching methods and asking opinions of those relevant, it was determined that the criteria of active teaching methods have been implemented just in only less than 40% of the books of this educational time. The existence of more than 60% of young inexperienced working staff and the employment of more than 2000 people of free and paid-for-teaching and soldiers forces for teaching in the province high school classes in the recent years who have not passed education time in training teachers and are less acquainted with the general features and ways of teaching techniques and psychology and assessment and measurement (just they have participated in course of within-service training) has made it difficult the desirable performance of teaching techniques proper to the condition and content of educational material in the province; that this has had unfavorable effects on teaching quality, maintaining classroom, and conveying materials and teaching-learning process and at last on the educational motivation of the students.

Examination of the second research question

What are the approaches of improving progress motivation of high school students?

a) The approaches of mental and cognitive grounds:

1. Being helped from the press, national TV and cultural sets in terms of establishing attitude and positive subjectivity to the issue of education and training in society.
2. The continuous training of teachers and trainers with various methods such as internal publications, conducting in-between services classes.
3. Conducting local-training workshops with the presence of experienced counselors in and outside the province for high school students of grade one in order to justify, train and develop the motivation of continuing education in them.
4. Setting up the classes for family training and explicating educational aims for parents and making use of tribunes of mosques and cultural centers for highlighting and improving the position of science and knowledge and its holiness in society.
5. Inviting researchers to perform extensive research.
6. Introducing the distinct examples of success and providing the grounds for exchanging views among successful, committed and pious students at universities with other students through holding student festivals- such as the festival for privileged students- and celebration for konkur (universities' admittance test) and Olampiad (scientific contest) stars.

b) Approaches of Tendency Grounds

1. Institutionalizing the endowment culture and using the strength of the clergy, experts, and the charitable to meet the requirements of schools and students.

2. Implementing extensively the program of distributing clothes, stationary and free diet between the identified deprived students in high schools with the help of state institutions and charities.
3. Developing the boarding schools and village centralism to provide conditions for deprived students to continue their education.
4. Doing the project of coming and going services for peasant students.
5. Building new standard schools in deprived areas with participation of the charitable.
6. Well- balanced distributing of human force, fields and branches of high school education in the deprived areas of province.
7. Pursuing continually by province authorities to absorb and employ the specialist and relevant forces needed for high school education.
8. Holding in-service classes for high school teachers especially the new- employed teachers in order to teach psychological problems and teaching techniques and teaching the ways of developing motivation in students.

c) Approaches of Social- Moral Grounds

1. Reviewing and modifying indexes for selecting people for teaching with emphasis to scientific and religious abilities.
2. Providing the grounds of healthy scientific- cultural, sport, religious competitions and encouraging students to do activities and participate in these kinds of programs by presenting gifts and deepening religious and national identity of them.
3. Setting up the reward system for all students in order to develop positive beliefs toward their own abilities.
4. Developing effective relationship with students and using verbal rewards.
5. Reinforcing the sense of curiosity and investigation in students and valuing their experiences and attitudes.
6. Reinforcing the morale of citizenship, teaching the concept of democracy, peace and friendship and providing the desirable ground for exchanging experiences, sympathy and creating right mutual communication between students at schools.
7. Improving the students' level of insight and awareness toward their national- religious identity and developing positive attitude in them about abilities, honors and cultural values of their society.

d) Approaches of Grounds of Programming and Classrooms Management Approaches of Programming Ground

1. Providing the appropriate opportunity for students to self- know and learn the methods of problem-solving and decision- making at schools by counselors and educational trainers.
2. Helping students to reinforce and develop intellectual, spiritual powers to guide them in selecting fields of education and occupations and presenting required information to them in ground of job opportunity of the society, so that in congruency with it they can plan and decide.
3. Teaching the right methods of concentration, study, nourishment and sports to students at schools.
4. Teaching them to observe the main points and principles of designing and educational planning by experienced teachers.
5. Providing the required grounds for exchanging experiences between successful school and university students in grounds of planning, education and improving self- confidence and will-power of them.
6. Writing and distributing brochures and pamphlets and wall newspapers at school or educating institution with the subject of planning.

Approaches of Ground of Classroom Management

1. Formulating the in-service educational classes in order to acquaint all high school teachers with various methods of teaching.
2. Paying attention to active methods of teaching and presenting content on the basis of divergent thinking rather than convergent one to involve students with matters and improving cooperative teaching methods.
3. Writing and explicating indexes and characteristic of a successful high school teacher and introducing the successful figures based on the indexes mentioned in society.
4. Providing and duplicating films and CDs of successful teaching and sample teachers and respecting and encouraging them at associations with the purpose of formulate motivation and healthy competition between colleagues.
5. Announcing call to paper and research about the proper methods of class management in high school time and publishing and distributing the best articles, and research results among teachers.
6. Reinforcing the continuous reviews of educational head groups of the province and region of teachers' activities in classroom and interviewing teachers with the purpose of enhancing teaching condition.

DISCUSSION

The results of present study, in addition to being congruence with the results of previous researches, due to the mining and deriving influencing factors of the decrease of motivation of educational progress in high school students of the province in the four grounds: subjectivity and understanding, needs and tendencies, social values, educational programming and classroom management which have been performed by using the existing provincial and regional documents and evidences and experiences and interactions of the researcher and colleagues with managers, teachers, experts of high schools have presented an innovative approach in the discussion of students' educational progress motivation, that the background of the study approves the lack of performances of such studies in this style. Also, with regard to the notice ability of educational collapse in high schools of the province (based on available documents) and its effect on students' motivation of educational progress in above-mentioned four grounds it could be effective for managers and officials of province high school education to make use of approaches presented in programming of provincial and regional levels because some of these suggestions have been implemented experimentally in special periods of time at schools and province Education administrations, which has shown favorable effects.

Therefore, it is required that the provincial schools- in addition to identification and encouragement and introduction of privileged and active students- provide the ground of interaction and movement, scientific and cultural hilarity of the students in the society and by supplying living and psychological needs of them and improving the level of their awareness and general knowledge along with the cooperation of responsible institutions and families, provide a peaceful and favorable environment for flourishing students' different faculties and creating a desirable and positive attitude and subjectivity towards themselves and acquiring science and knowledge in them, and at last cause to motivation of educational progress of students.

It is also necessary for Education administrations that with the cooperation of provincial and regional responsible institutions perform different programs proposed in detail in discussion about approaches- in addition to supporting the mentioned executive programs to preserve the status and prestige of teachers in society and at schools, and increasing the effectiveness coefficient of the sayings and doings of teachers in the formation of personality and attitudes of children in harmony with schools and in a higher level to cause to improve the status of teachers and enhance acquiring science and knowledge and developing managing skills and classroom programming in them.

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