



## The Effective Factors on the Guidance School Students' Academic Motive

Hassan Mirzajani<sup>1</sup>, Zahra Rahimisadegh<sup>2</sup>, Reza Alami<sup>3</sup>, MiladFarnia<sup>4</sup> and MehranehDelaviz Bayekolaei<sup>5</sup>

<sup>1</sup>Department of Educational Studies, University Putra Malaysia, Kuala Lumpur, MALAYSIA

<sup>2</sup>Department of Psychology and Education, University of Allameh Tabataba'i, Tehran, IRAN

<sup>3</sup>Department of Management, University of Industries and Mines Branch of Mazandaran, IRAN

<sup>4</sup>Department of Management, University Payam Noor Garmsar (pnu) IRAN

<sup>5</sup>Department of Education, University Malaya, Kuala Lumpur, MALAYSIA

Available online at: [www.isca.in](http://www.isca.in), [www.isca.me](http://www.isca.me)

Received 29<sup>th</sup> April 2014, revised 15<sup>th</sup> May 2014, accepted 28<sup>th</sup> May 2014

### Abstract

*The purpose of this article is to examine the effective factors on the guidance school students' academic motive in Mazandaran province. Method research is descriptive survey. The population includes all the guidance school students in Mazandaran (119619 ones). The content of the sample is derived from (Kerjesi) and Morgan's list that is in common with the content and volume of the society (384 people) The way of picking up the sample first is in a racemiformmanner and then in a startiform manner according to this levels. The means in gathering the data for the Questionnaire designed with researcher, close ended questions and likerts choices with the levels .The base of the data is leveled with Alphas test/ (kerden Bach), 0/95 The results are:the personal, family, social, educational factors effective in Mazandarans guidance school students' educational motivation. Generally the students believed that the most effective factor on this motivation were as follow :( in order of importance and effectiveness): personal/family/social and educational factors. In other words the most effective factor was the personal, and the least was the educational one.*

**Keywords:** Effective factors, academic motive, guidance school students'.

### Introduction

Motive is necessary for doing all works by human, and none of human's voluntary activities isn't done without motive, the most important condition for learning. Having an interest in learning is a product of some factors which relates to student's personality and ability, tasks characteristics, and other environmental factors<sup>1</sup>. Motive is the major stimulus for reading. This factor which has a stimulating role is very important in being accustomed to studying and changing in our life's usual habits: to the extent that, according to Lien Berger, motive in one stage of habit changing. In fact motive is one thing that gives energy to the learner and guides his activities<sup>2</sup>. One of the common problems of educational systems in many continues, from developed to underdeveloped countries, is reeducation of academic motive which causes the government and families several scientific, cultural and economic damages . Moreover, the education and its activities in a country shows the degree of progress and development, and nowadays it is considered as one index of development<sup>3</sup>. Glever<sup>4</sup> believes that academic achievement isn't the product of one factor, rather numerous factors influence on this variable. Some of these factors include: motivation, ability and previous knowledge, psychological environment in educational group, home environment and teacher expectations. Today, statistics shows that the education has some problems in achieving these objects which explain its mission in the society. Looking at the reports of school dropout costs shows that the education has some problems in achieving these objects which explain its mission in

the society .looking at the reports of school dropout costs shows that excessive expenses have been spent for lack of students' motive towards education and school<sup>5</sup>. Identifying the effective factors on students' academic achievement, particularly in the in the guidance stage which is the time of important choices and answerers of the juveniles to this questions a about himself, can help their academic achievement and save in time and material and spiritual costs. In terms of academic achievement motive of guidance school students, identifying many factors, such as: personality and personal, familial, academics and social factors can guide juveniles to those channels which are their real way in life, this is the instant outcome of such research.

**Motive, motivation and academic motive:** Motive, motivation are frequently usual as synonym. However, we can consider motive more precise than motivation, in the way that we consider motivation as the total factors of producing behavior, but consider motive as the reason of assigning a particular behavior. Motive is used for setting the acceptable intention or return of a behavior<sup>6</sup>. Motive is a thing that forces us to move and help us meet our tasks. It is a process by which an objective –based activity is induced and maintained. Motive is thing that forces us to move and help us meet our tasks. It is a process by which an objective-based activity is induced and maintained. Motive is a process, not a product. We cannot observe it directly, but we can infer it from some behaviors, such as tasks selection, effort, endurance and speech. Motive is purposive and needs some physical or mental activity. And motive is purposive and needs some physical or mental activity. And also, it

maintains the behavior<sup>7</sup>. Motive is not observed directly, but it is inferred from one's behavior and necessary for explaining the behavior<sup>8</sup>. Students' academic achievement in different physical, mental and social stages needs some strong motives. It is believed that every student, in terms of his personality, tendencies, interests and characteristics, has some motives. However, according to social psychology and sociology, in addition to its individual aspect, the academic motive has a wide social dimension, such as: environment, surroundings, parents, teacher and other persons and groups with whom students communicate and they are effective in inducing, developing and strengthening of their academic motives<sup>9</sup>. **Academic Motive:** Academic motive is one effective factor in learning of learners. It is considered as one necessity for learning. It gives intensity and direction to the behavior and helps learning in its maintaining and keeping. Indeed, motive is a thing that is understood and one person uses it for controlling his behavior<sup>10</sup>.

**Motive Influence on Academic Achievement:** In his academic learning model, Bloom<sup>11</sup> showed that student; emotional characteristic in academic learning process have both roles of cause and effect. That is, learners who are interested in one subject become successful more than those learners who are less interested. And this success increase their interest and motives towards that subject. To Bloom<sup>11</sup>, that emotion related to student's academic learning influences on his academic achievement and in turn, it influence on that emotion related to his academic learning. According to Carel Rogers<sup>12</sup>, human has one natural motive for self-fulfillment. To him, as the nature of plants which is growing, the nature of humans is struggling for achieving to virtue. Children evaluate themselves and their acts in their early years. They learn that what they do are sometimes good or useful and sometimes are bad or harmful. They develop self-concept (the image of their actual self) and ego-ideal (the image of their ideal self)<sup>13</sup>.

**The Effective Factors on Students' Academic Achievement:**  
**Familial factors:** Researchers consider family organization as one of the most important effective structures in humans' behavior and education, because family is the first and most enduring factor in formation of children and juveniles' personality and the basis of their physical, emotional and mental growth. Parents influence on forming their children's attitude towards education. The positive attitude towards school, teacher and education is an effective variable in education level and family income. Parents' behavior can have an important effect on children's academic motive. Children learn to understand the attitudes of authoritative persons (parents and teachers) towards themselves, their academic achievement and potential ability and accept this evaluation as a fact. There is a story relation between parents' attitude towards academic achievement and their behavior with children. Parents' attitude towards school and future has an important role in child's attitude towards education and research. Those children whose parents consider education as a useless work may create such attitude and they do not use any effort for learning and academic achievement<sup>14</sup>.

**Social factors:** Regarding that elementary and guidance schools' students are in the ages that have more readiness for accepting norms and culture of the society, so they internalize those motives receiving from other persons or institutions. Internalization of these motives influences on their behavior and personality and they maintain their roles during the whole education courses, even motives that on the one hand help to fulfil the aptitude and personality of students and on the other hand improve the level of knowledge and culture and increase the national development. Culture and social systems as soon as unite with personality change to moral principles, rules, knowledge and intelligence and also to normal action, thought and emotion. The most cultures, academic performance has an effective relation with cultural characteristics. These observations have been supported by sociology theories and other research. So, we cannot underestimate the important role of culture in achievement motive<sup>15</sup>. **Personal factors:** When students' learning experiences in different lessons are in the form of continuous successes and failures, they make to create some images about the abilities of learning different subjects and even influence on their motives towards the same subjects. If a student believes that previously he has succeeded in learning some subjects similar to the new subjects, new he listens to the new subjects and learn them interestedly and carefully, but if he believes that learning the new subjects ends in failure as learning the similar subjects in the past, he does not show any interest for learning those subjects. If the students' experiences from school, particularly in early academic years, show his merit and worthiness, the experiences of success feeling and increasing self-confidence will be repeated in the future<sup>16</sup>. One of the ways of thinking in achievement motivation period is using from the total frame of control source. Some people feel that their behaviors' reason exists inside of themselves, that is, they are responsible for every behavior done by them. According to Weiner<sup>17</sup>, some kinds of cognitive activities occur in a successful behavior. In some conditions, when a person needs success and achievement and the social norms are good too, very likely he attributes the successes to his efforts, here he probably continues his successes process.

**Academic factors:** After family, school is the second foundation in which most of students' behaviors are formed. School foundation is a process in which the educational experiences of attitudes, success and failures are realized. Educational conditions in the school, behavior of the principal and teacher, the manner of learning and teaching are some factors which have a role in students' academic motives. In addition to scientific subjects, students receive educational effects from the school. students' attitude towards the academy and different levels and other educational factors have an important effect on determining the level of their interest and desire to the education, emphasis on different subject and struggling to do learning tasks<sup>11</sup>.

**Research Background:** Dumitrescu, Remus, and Adrian Oțoiu,<sup>18</sup> studied on effect of physical exercise on students'

Positive motivation. They study revealed that was significant relation between students' engaging in physical exercises and positive self-motivation. Furthermore, physical exercise positive effect on students' relieve stress, rest, achieve relaxation, and increase students' professional performance. Yukseloglu and Karaguvan<sup>19</sup> studied to identify the effective factors on a group of high school students' academic motive. In this study involves of 300 high school students. A Turkish form of the Academic Motivation Scale was used to collect data. Results showed that a group of demographic characteristics and communal mastery were effective in academic motivation levels of high school students. Haron, H. et al<sup>20</sup>, studied on students' motivation and effect on their understanding and performance .The findings showed that students attributed their performance related to their self-efficacy and personal effort. Chang, I-Ying, and Wan-Yu Chang<sup>21</sup>, studied on students' learning satisfaction and affected on students' academy motivation. They find that have significant positive correlation between teachers and teaching and students' learning motivation and of learning satisfaction. Similarly, Hardré, P.L., and Sullivan D.W<sup>22</sup>, find that educator characteristics more strongly show students' positive perceptions and academy motivation. Onete, U, Udey, and Ogbor<sup>23</sup>, examined the relationship between first year training students' achievement motive and their educational efficiency. In this study, two hypotheses were formulated on students' educational efficiency motive and academic efficiency as well as students' social efficiency motive and academic efficiency. The result showed that neither students' academic achievement motivation nor students' social achievement motivation had any significant influence on education students' academic performance. According to Di Serioet al<sup>24</sup>, studied on four motivational issues: confidence, satisfaction, attention, and relevance. They indicated that increased reality equipment schools has a positive influence on the motivation of school students. Tallepour<sup>3</sup> did a research with the topic of <<Examining the Effect of Cognitive Education on Control Source, Achievement Motive and Academic Performance of Students>>.The results show that the cognitive education has a significant effect on increasing the internal control source and the cognitive education does not have any significant effect on academic performance of the experiment group subjects in comparison to the control group. Legault, Green-Demers, & Pelletier<sup>25</sup>, studied on examination offered primary support for an educational motive catalogue comprising four dimensions: value placed on the duty, effort beliefs, characteristics of the duty, and ability beliefs. Results were indicated that an improved conceptual understanding of educational motive, and implications for program of study and interventions were discussed. Filsecker, Michael and Daniel Thomas Hickey<sup>26</sup>, investigated on elementary students' motivation .They finding indicated that negative significances of external rewards might be addressed in this new age of educational environments. According to Williams, Kaylene C.<sup>27</sup>, and Caroline C. Williams, the five key factors influencing on students' motivation are: content, environment, student, process /method and teachers. The result of this study revealed that educators and teachers are

important factor that can to improve student Motivation learning.

### Methodology

This research tries to examine and identify the effective factors on academic motive of guidance school students. In this way, the researcher gathers and analyses information by polling from guidance school students. So, the used methodology is descriptive method and in the form of survey. The statistical universe is all of urban rural guidance school students of Mazandaran province in the academic year of 2000-2001. The total number of research universe is 119619. According to Kerjesy and Morgan Table, the number of samples are estimated 384 persons by cluster, stage and stratified sampling methods. Our sampling method is selected randomly.

**Data Gathering Instrument:** Here, our data gathering instrument is inventory. Based on wide studies and theoretical principals and according to under-studied variables (personal, familial, academic and social factors), this inventory includes 28 closed tests with a 5-option spectrum (completely agree, agree, without idea, disagree, completely disagree) and with a 1-5 scoring from very low to very high. Examining the first question: Are personal factors effective on students' academic motive?

**Table-1**  
**Distribution of the mean of effective personal factors on academic motive**

Factor	Mean	t-value	Significant	Alpha	Mean scale
Personal	75/29	15/56	000/0	0/05	21

As table (1) shows, the mean of effective personal factors on academic motive is 29.75 times more than scale mean (21) and this difference is significant, because the calculated sig is less than value of the given alpha (0.05) and so with a 95-percent confidence, we can infer that personal factors are effective on students' academic motive. Also, the ratio of those persons who referred to this effect lower than the scale mean compared with these persons who referred to this question higher than the scale mean is 8 to 92-percent. Examining the second question: Are familial factors effective on students' academic motive?

**Table-2**  
**Distribution of the mean of effective familial factors on academic motive**

Factor	Mean	t-value	Significant	Alpha	Mean scale
Familial	29/10	47/82	000/0	0/05	21

As table (2) shows, the mean of effective familial factors on academic motive is 29.10 times more than the scale mean (21) and this difference is significant, because the calculated sig is less than the value of the value of the given alpha (0.05) and so

with a 95-percent confidence, we can infer that familial factors are effective on students' academic motive. Also, the ratio of those persons who referred to this effect lower than the scale mean compared with those persons who referred to this effect higher than the scale mean is 13 to 87- percent. Examining the third question: Are educational factors effective on students' academic motive?

**Table-3**

**Distribution of the mean of effective educational factors on academic motive**

Factor	Mean	t-value	Significant	Alpha	Mean scale
Educational	25/38	19/67	000/0	0/05	21

As table (3) shows, the mean of effective educational factors on academic motive is 25.38 times more than the scale mean (21) and this difference is significant, because the calculated sig is less than the value of the given alpha (0.05) and so with a 95-percent confidence, we can infer that educational factors are effective on student's academic motive. Also, the ratio of those persons who referred to this effect lower than the scale mean compared with those persons who referred to this effect higher than the scale mean is 18.9 to 81.1 percent. Examining the fourth question: Are social factors effective on students' academic motive?

**Table-4**

**Distribution of the mean of effective social factors on academic motive**

Factor	Mean	t-value	Significant	Alpha	Mean scale
Social	27/93	32/18	000/0	0/05	21

As table (4) shows, the mean of effective social factors on academic motive is 27.93 times more than the scale mean (21) and this difference is significant, because the calculated Sig is less than value of the given alpha (0.05) and so with 95 percent confident, we can infer that social factors are effective on students' academic motive. Also, the ratio of those persons who referred to this effect lower than the scale mean compared with those persons who referred to this factor higher than the scale mean is 14.7 to 85.3 percent. Examining the fifth question: How is the order of the four effective factors on students' academic motive?

**Table-5**

**The ranking of the four effective factors on academic motive by using of Friedman Test**

Factors	Social	Educational	Familial	Personal
Mean	2/41	1/56	2/93	3/10
Rank	3	4	2	1

Regarding that the value of Sig in Friedman Test is less than the observed alpha (5%), so the difference of ranks is significant

and totally students believed that the highest effect on academic motive is related to personal, familial, social and educational factors, respectively, that is the personal factors have the highest effect and the educational factors have lowest effect on student 'academic motive.

## Results and Discussion

In terms of the first question, the results of t-test and Sig showed that the personal factors are effective on academic motive of Mazandarans' guidance school students. The results of this research support the finding of Talebpour<sup>3</sup> and Yahyapour<sup>28</sup>. There is a relation between internal and personal control source and academic motive of students' guidance school. Generally, those students who feel that their behavior exists inside themselves, that is, they are responsible for every behavior done by them, and have more motive towards education. These persons have a higher self-confidence and have more concentration and internal strength and higher Morale and Joy and also their approach towards education is positive and progressive. Related to the second question, the results of t-test and Sig showed that the familial factors are effective on academic motive of guidance school students. Students spend a lot of time at home and parents' behavior and actions effect on them. Parents' education levels an important role in students' success. Related to the third question, the result of t-test and Sig showed that the academic factors are effective on academic motive of guidance school students. The result of this question support the finding of Krug<sup>29</sup> and Forsyth<sup>30</sup>. Educational conditions in school, the behavior of the principal and teachers, the manner of learning and teaching are some effective factors on students' academic motives. That is, the more positive the students' academic motives. That is, the more positive the students' attitude towards authorities is, the higher motive the students' have. Besides the more negative the students' attitude towards authorities is the lower academic motive they have. Regarding that student spend most of their time in school and with teachers and authorities of the school, the manner of their act behavior with students has an important role in their academic and educational progress. Related to the fourth question, the results of t-test and Sig showed that the social factors are effective on academic motive of guidance school students. The results of this question supports the finding of Vigfield and Guthrie<sup>31</sup>, when student understand that knowledge and education have a high value in every society, so their attitude and motive towards education become positive and increase. The higher the effect of education on social relations and institutions is, the higher motive the person will have. In addition to the lower the students understand the effect of education on social relations and institutions, the lower academic motive the person will have. Related to the fifth question, how is the order of the four effective factors on academic motive of guidance school students of Mazandaran province? Generally, students believed that the highest effect on academic motive is related to personal, Familial, social and educational factors, respectively, that is the personal factors

have the highest effect and the educational factors have the lowest effect on students' academic motive. The personal factors include control source and familiarity with studying and learning methods. So if teaching and planning are towards deepening internal control source and increasing and awareness about studying methods and the manner of correct and proper using of this, it can lead to increase and improve the students' academic achievement.

## Conclusion

The results of the personal research show that the academic achievement isn't the product of only one factor, rather numerous factors influence on this variable. Some of these variables include: motivation, ability and previous knowledge, home environment, teacher expectations, mass media, personality and professional characteristics of the teachers<sup>32</sup>. These factors relate with our subject. Statistical analysis showed that generally, students believed that the highest effect on academic motive is related to personal, familial, social and educational factors, respectively, that is, the educational factors have the lowest effect on students' academic motive. In addition, improvement of achievement motivation of education students should be realized through formalized guidance and counseling services in the faculty<sup>33</sup>. Such counseling should emphasize the importance of self-attribution in achieving success.

## References

1. Kadivar P., Educational psychology, *Tehran: Institute of Social Sciences Books codification, Second edition (2000)*
2. Estiger., Ways to encourage reading, translation, Parvaneh Sotodeh, Tehran, *The Board of Trustees of Public Libraries, (1998)*
3. Talebpour A., Examine the impact of cognitive training on locus of control, high school students' academic motivation and practice, *Thesis (MS) University Isfahan, (2001)*
4. Glever, Psychology bitmore. (Translator, Alinaghi, K., *Tehran University Publication Center, (1999)*
5. Karimi A., Overview of progress in international reading literacy study. *Tehran, Ministry of Education, Publications Institute education, (2004)*
6. Seif, A, Psychology, educational psychology, learning and training, Tehran, Publication Agah, *Journal of Studies & Psychology» Persian date Mordad 2000 -Issue 33 (2000)*
7. Pintrich P.R., and Schunk D.H., *Motivation In Education: Theory, Research And Applications (2nd ed.) Columbus, OH; Merrill- Pentrich Hall, (2002)*
8. Badri, Moghadam, Application of Psychology in the School, *Tehran, Soroush Publications, Congress Code: 2K7M/ 1051 LB. (2002)*
9. Mirkazemi N., Community's reaction field theory, Effective practices in student motivation, *Journal of Educational Ministry of Education (2003)*
10. Saatchi M., Counseling and psychotherapy, *Tehran, Institute Publication Virayesh, (1995)*
11. Bloom, Human characteristics and school learning, Translation by Seif, A. *Tehran, Publications Academic Publication centr, (1979)*
12. Rogers C., Client centered counseling and psychotherapy, (1980), Translated by Seyyed Abdullah Ahmad Castle, *Tehran, Publication Farraran (2003)*
13. Faraji Z., Motivation Whyjan psychosomatic reactions, Tehran, *Publication Mitra (1996)*
14. Parsa M., Psychology bitmore, *Tehran: Publication of the Sokan, Second edition, (1998)*
15. Gharaee M., Sociology of Education, *Tehran, Publications Sokan, (1994)*
16. Seif A., Educational Psychology, *Tehran: Publication Agah, fifth edition, (1997)*
17. Weiner B., The role of affect in rational (attributional) approaches to human motivation, *Educational Researcher, 4-11 (1980)*
18. Dumitrescu, Remus, and Adrian Oțoiu, Perceiving the Value of Practicing Physical Exercise as a Positive Motivation for Students, *Procedia-Social and Behavioral Sciences, 117, 729-734 (2014)*
19. Yukseloglu S.M. and Karagüven M.H., Academic Motivation Levels of Technical High School Students, *Procedia-Social and Behavioral Sciences, 106, 282-288 (2013)*
20. Haron H.N.H., Shaharoun A.M., Puteh M. and Harun H., Does Motivation Affect Students' Understanding and Performance in Engineering Statics? *Procedia-Social and Behavioral Sciences, 56, 191-203 (2012)*
21. Chang I-Ying, and Wan-Yu Chang, The Effect of Student learning Motivation on Learning Satisfaction, *International Journal of Organizational Innovation, 4(3) (2012)*
22. Hardré P.L. and Sullivan D.W., Student differences and environment perceptions: How they contribute to student motivation in rural high schools, *Learning and Individual Differences, 18(4), 471-485 (2008)*
23. Onete U., Edet P.B., Udey F.U. and Ogbor B.P, Academic Performance: A Function of Achievement Motivation among Education Students of Cross River University of Technology, Calabar, *Review of Higher Education in Africa, 4, (2012)*
24. Di Serio, Ángela, María Blanca Ibáñez, and Carlos Delgado Kloos, Impact of an augmented reality system on students'

- motivation for a visual art course, *Computers & Education*, **68**, 586-596 (2013)
25. Legault L, Green-Demers I. and Pelletier L., Why do high school students lack motivation in the classroom? Toward an understanding of academic amotivation and the role of social support, *Journal of educational psychology*, **98(3)**, 567 (2006)
  26. Filsecker Michael, and Daniel Thomas Hickey, A multilevel analysis of the effects of external rewards on elementary students' motivation, engagement and learning in an educational game, *Computers & Education*, **75**, 136-148 (2014)
  27. Williams Kaylene C. and Caroline C. Williams, Five key ingredients for improving student motivation, *Research in Higher Education Journal*, **12** (2011)
  28. Yahyapour A., effect on the performance of school students in solving internal causes, *Thesis (MS), Shiraz University*, (1998)
  29. Krug S.E., Leadership and learning: A measurement-based approach for analyzing school effectiveness and developing effective school leaders, In: *M. L. Maehr and C. (248–274) Greenwich: JAI Press Inc, (1989)*
  30. Forsyth, D. R., & McMillan, J. H. ,Practical proposals for motivating students. *New directions for teaching and learning*, **1991(45)**, 53-65,(1991)
  31. Wigfield A. and Guthrie J.T., Dimensions of Children's Motivations for Reading: An Initial Study, *Reading Research Report No. 34*, (1995)
  32. Hasanzadeh R., Motivation and Emotion. *Tehran, Arasbaran Publisher*, 87-88 (2009)
  33. Niknami M., Educational supervision and leading. Tehran, The organization of studying and compiling the humanities' books Publisher, 173-174 (1998)