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Environmental Factors Affecting Academic Motivation Among Female College Students

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Abstract

Academic motivation serves as a crucial psychological driver that directs, maintains, and improves students' learning behaviors. Although many studies have examined student motivation in schools, there is a lack of empirical evidence regarding the motivation of college-going female students, particularly in the context of Indian higher education. This study explores the impact of eight motivational contexts family, friends and peers, societal factors, teacher actions, self-drive, classroom dynamics, college atmosphere, and personal resources on the academic motivation of undergraduate female students. A cross-sectional survey approach was utilized, and information was gathered from 100 female undergraduate students chosen via proportionate random sampling. Results indicate that the family environment, classroom dynamics, teaching methods, and self-drive play a crucial role in influencing the motivation levels of college students. The research emphasizes that social norms, the impact of peers, and individual resources also significantly affect academic motivation. The discussion includes implications for educators, parents, and policymakers are discussed.

Keywords: Academic Motivation, Girl Students, Family Environment, Teacher Behaviour, College Climate, Self-Motivation, Peer Influence

I.INTRODUCTION

Motivation underpins academic achievement and overall growth. It encourages students to establish objectives, maintain persistence, and tackle academic obstacles. In the realm of higher education, female students encounter unique social, familial, and psychological factors that can either boost or impede their motivation. Educational psychologists recognize that motivation is influenced by internal aspects (self-assurance, individual interests) and external aspects (family, friends, school setting). Bandura's Social Cognitive Theory, Vygotsky's Social

Development Theory, and Vroom's Expectancy Theory together highlight that behaviour is shaped by social interactions, expectations, and environmental factors. While motivation has been extensively examined in school children, there is a lack of research specifically targeting undergraduate girls in semi-urban Indian settings like Tiruchirappalli. This study seeks to address this gap by examining the impact of environmental factors on the academic motivation of female college students

Scope of the Study

The study will focus on exploring the undergraduate college students' perceived levels of motivational influence of various environments to which the students are exposed to, viz. family, peers, classroom, teachers, school, society, self, and personal facilities on student motivation. Also explores the influence of personal factors, viz. age, course of study, type of living area, hobbies, usage of mobile phones for accessing games and social networks, and time sent for studies.

Objectives of the Study

1. To examine the level of academic motivation among undergraduate Female students.
2. To analyse the influence of family, peers, society, teachers, classroom, college, self-motivation, and personal facilities on academic motivation.
3. To identify which environmental factors have the highest motivational impact

Population and Sample

The population of the study consisted of all female undergraduate students studying in Arts and Science Colleges. A sample of **100 Female students** was selected using convenient sampling.

Statistical Tools Used

- Mean
- Standard Deviation
- Ranking
- ONE-WAY -ANOVA

Review of Literature

Paculanet al. (2019) studied the influence of family on the academic motivation of the children. Participants were selected using stratified random sampling. Stratification was based on the students' family type, viz. nuclear, extended, single parent, separated, step family and grandparent family. Ten students were selected randomly from each family type group. The participants were in the age group of 12 to 18 years. Results showed that family members have the capacity and assist the children in their learning process. Children received emotional support. However, majority of the children did not experience academic pressure from their family but reported positive effects of academic motivation

Ojewola&Faremi (2018) investigated the effect of motivation and parenting style in promoting learning achievement among students in On do State. Data was collected from 245students using the "Assessment of Secondary School Students' Academic Achievement Motivation and Parenting Styles for Promoting Learning" questionnaire.

Duchesne and Larose (2017) examined the association between parents' attachment and the adolescent's academic motivation and achievements with teacher's support as the mediator. Data was collected from 121 adolescents using the 25-item Inventory of Parent and Peer Attachment (IPPA) instrument developed by (Armsden and Greenberg, (1987) to measure the attachment of both parents.

Gottfried et al. (2012) explored the short- and long-term impact of home environment on students' academic intrinsic motivation using a longitudinal survey from child hood through adolescence. Home Observation for the Measurement of the Environment (HOME) scale and Learning Opportunities Scale of the Home Environment Survey, IntellectualCultural Orientation subscale of the Family Environment Scale were used. Data were collected at ages 9, 10, and 13 years

Research Gap

Most of the students' academic motivation studies have been done among the junior as well as senior school students. Hardly any studies are found in the literature to examine the student motivation among college students. Also, not much research studies are available that include all the relevant environments of the college students affecting their academic motivation with usage of mobile media. This study moves beyond the school structural characteristics, individual- and family level factors and explores the impact of multiple environments, socio-demographics, and mobile media usage on the academic motivation.

Research Methodology

Research methodology is "the general approach the researcher takes in Research methodology carrying out the research project" (Leedy& Ormrod, 2001: 14). In this chapter, theresearch methodology employed to empirically analyse and test the hypotheses, whichincludes, the process of research, research design, data collection method, data collection measures and instruments, reliability and validity of data collecting instrument, variables involved, sampling process and method, characteristics of selected sample respondents, and statistical tests used.

Sources & Methods of Data Collection

Primary data for this study were collected through a carefully crafted questionnaire aimed at uncovering specific ways social media algorithms impact consumer buying behaviour. The questionnaire explored key areas relevant to the study's goals, including users' interactions with algorithmically curated content, the credibility of such content, and its influence on purchasing decisions. It included a

mix of Likert scale and multiple-choice questions to capture the depth and breadth of consumer experiences and perceptions. Respondents were selected using a stratified random sampling method to ensure a representative cross-section of social media users across various demographics and platforms. This methodological approach enabled the collection of rich insights directly from individuals, facilitating a detailed analysis of the complex relationship between social media algorithms and consumer behavior. The integration of primary data with secondary sources from academic journals and industry reports enriched the research, providing a comprehensive perspective essential for addressing the research objectives and hypotheses.

Statistical Tools Used for Analysis

Mean

To identify the average level of academic motivation across the eight spheres.

Standard Deviation

To measure the variability and consistency of responses within each sphere.

Ranking Method

To determine the order of influence of the eight motivational factors.

One-Way ANOVA

To test whether there were significant differences in the mean motivation scores among the eight spheres of motivation.

Hypotheses:

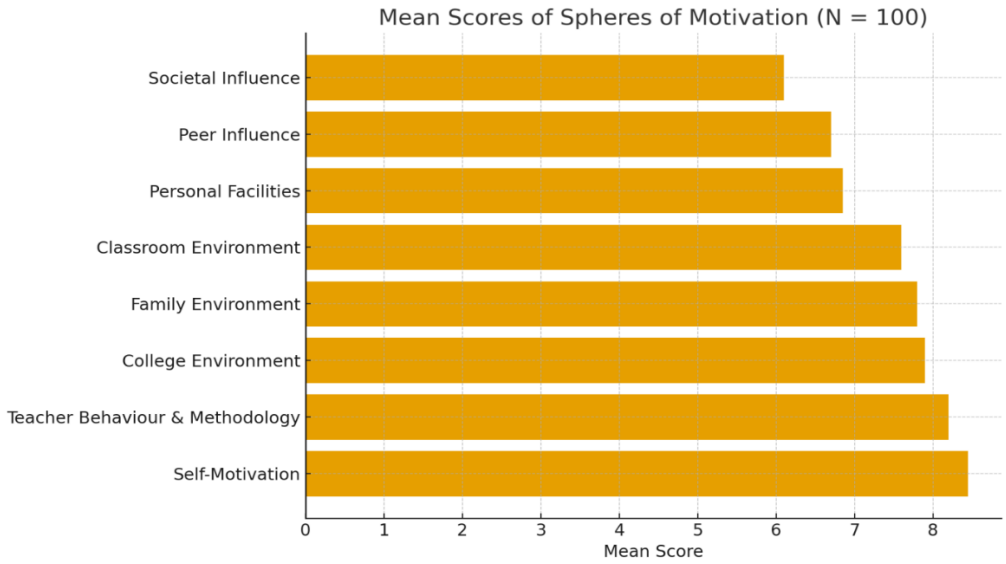
Null Hypothesis (H_0):

There is no significant difference in the mean scores of academic motivation across the eight spheres of motivation.

Alternative Hypothesis (H_1):

There is a significant difference in the mean scores of academic motivation across the eight spheres of motivation.

Sl. No.	Sphere of Motivation	Mean Score	Standard Deviation (SD)	Rank
1	Self-Motivation	8.45	0.82	1
2	Teacher Behaviour & Methodology	8.2	0.9	2
3	College Environment	7.9	0.88	3
4	Family Environment	7.8	1.05	4
5	Classroom Environment	7.6	0.92	5
6	Personal Facilities	6.85	1.1	6
7	Peer Influence	6.7	1.02	7
8	Societal Influence	6.1	1.15	8



The results show that Among 100 respondents, Self-Motivation ranks the highest (Mean = 8.45), indicating it is the strongest sphere influencing academic motivation. Societal Influence ranks lowest (Mean = 6.10), reflecting comparatively less influence.

Null Hypothesis $H_0$15: College students' motivation does not have any significant bearing on the time duration they spend on mobile social media networks.
Alternative Hypothesis H_a15: College students' motivation has a significant bearing on the time duration they spend on mobile social media networks.
Test: One-way Analysis of Variance.

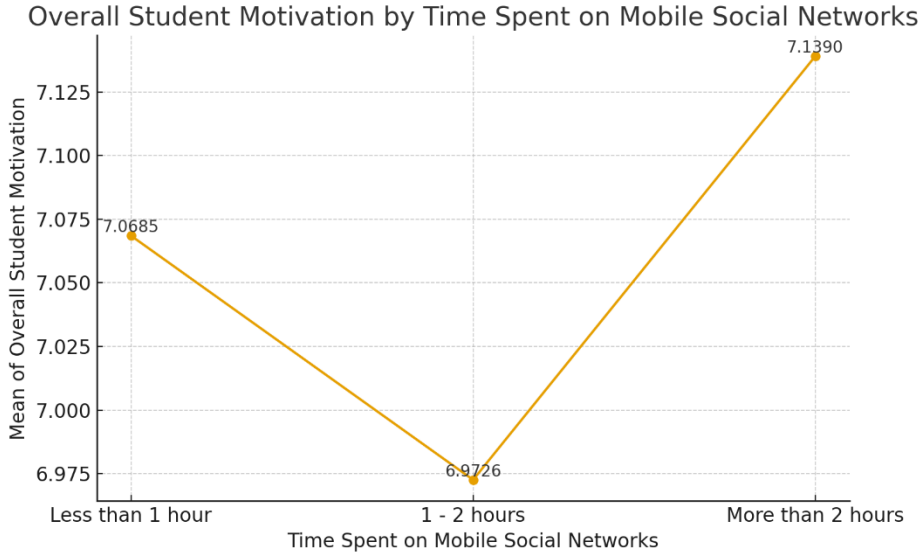
Table 4.1

Association between time spent on mobile social media networks and student motivation

Motivation	Time Spent on Social Media	N	Mean	SD	df	F	Sig.	Interpretation
Family Environment	< 1 hour	40	7.972	1.7847	2, 97	3.754	0.024	Significant
	1–2 hours	45	7.393	2.1083				
	> 2 hours	15	7.693	1.8783				

Peers & Friends	< 1 hour	40	7.366	1.5755	2, 97	0.84	0.432	Not Significant
	1–2 hours	45	7.135	1.731				
	> 2 hours	15	7.256	1.5789				
Society	< 1 hour	40	7.258	1.6829	2, 97	0.13	0.878	Not Significant
	1–2 hours	45	7.246	1.6696				
	> 2 hours	15	7.369	1.5054				
Teacher Behaviour & Methodology	< 1 hour	40	7.291	1.545	2, 97	0.368	0.693	Not Significant
	1–2 hours	45	7.156	1.5641				
	> 2 hours	15	7.281	1.4187				
Self Motivation	< 1 hour	40	7.478	1.7633	2, 97	0.227	0.797	Not Significant
	1–2 hours	45	7.477	1.5685				
	> 2 hours	15	7.632	1.3978				
Classroom Environment	< 1 hour	40	6.98	1.9026	2, 97	0.101	0.904	Not Significant
	1–2 hours	45	7.041	1.8008				
	> 2 hours	15	7.098	1.8619				
College Environment	< 1 hour	40	7.226	1.9542	2, 97	1.434	0.24	Not Significant
	1–2 hours	45	6.934	1.9939				
	> 2 hours	15	6.797	1.9062				

Personal Facilities & Belongings	< 1 hour	40	5.014	2.9761	2, 97	2.829	0.06	Not Significant (borderline)
	1–2 hours	45	5.465	2.8716				
	> 2 hours	15	6.008	2.4514				
Overall Motivation	< 1 hour	40	7.069	1.2168	2, 97	0.511	0.6	Not Significant
	1–2 hours	45	6.973	1.1972				
	> 2 hours	15	7.139	1.282				



Results

Association between time spent on social media networks and student motivation was explored by one-way analysis of variance test and presented in the above table 4.29Among all spheres of motivation, Family Motivation shows a significant difference based on time spent on social media (p = .024). Students spending less than 1 hour on social media have higher family-related motivation than those spending 1–2 hours.For all other spheres—including peers, society, teachers, self-motivation, classroom, college environment, personal facilities, and overall

motivation—no significant differences were found across social media usage groups.This indicates that social media usage time does not substantially influence most motivational spheres, except for family motivation, where lower usage is associated with higher motivation.

Findings

Eight environmental spheres were studied, viz. family, peers and friends, society, teacher behaviour and methodology, self-motivation, classroom, college, and personal belongings. Though students reported 'higher' levels of motivation in all the eight spheres, marginal difference in the perceived level were indicated. "Family" environment plays an important role in student motivation. Family environment includes father's encouragement, mother's care, support by siblings and grandparents. Followed by self-motivation (active involvement, positive reinforcement by teachers,less workload); society (credibility, respect, honour from the society; ability to communicate; desire to contribute to society, strong value for education); "Peers and friends" (group study, peer help, peer pressure); "Teacher behaviour and methods" non-verbal encouragements, positive behaviour, group work, support with additional study materials, usage of modern teaching methods); "College environment" (availability of counselling; leadership development programs; scholarship and financial aid, library facility, good faculty, cultural and religious bodies); "Classroom environment" (size of the classroom, peer pressure, positive classroom climate, healthy competitive attitude); "Personal facilities or belongings" (availability of separate study room in the house, access to use smartphone, bike, computer)

II.CONCLUTION

The study shows that self-motivation, teacher behaviour, and the college environment are the strongest factors influencing academic motivation among the 100 girl students. Family and classroom environment play a moderate role, while peer, personal facilities, and societal influences have lesser impact. Overall, motivation is shaped more by internal drive and educational support than by external social factors. The study explored the level of motivation of eight domains, viz. family, peers, society, teacher attitude, self, college, classroom, and personal facilities; investigated the influence of these eight motivation domains, influence of sociodemographic factors, usage of mobile phones for games and social media and time spent for studies.

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