

MOTIVATION AND LEARNING: A SURVEY STUDY IN PREPARATORY AND SECONDARY LEVELS IN QATARI SCHOOLS

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ABSTRACT

Many studies have investigated the key role that motivation plays in student performance and academic achievement across different grade levels. Using survey methodology, this study aimed at determining student motivation by exploring the intersection of certain social and psycho-educational factors. The study, which involved preparatory (middle) and secondary (high) school students in Qatar, comprised a sample of 1803 male and female participants. A questionnaire instrument was employed to measure student motivation based on three main indicators: the effort students put in their studies, feeling bored at school, and absence from school. In analyzing the data, correlations were drawn between the three indicators, and gender and parent's involvement in their child's education. The results indicated that a significant number of both preparatory and secondary students exhibit low degrees of motivation. The results also revealed that students' decreasing motivation is associated with their grade levels and that males reportedly displayed lower motivation compared to females. Male students' motivation was also associated with parental involvement in their education. As such, the findings of this study support the results of previous research in the field. Qatar's schools today are confronted with the same challenges that many schools in developed countries face. There is a real need for enhancing student motivation, and this is an essential element of quality education at all different grade levels. This will also aid in ensuring schools enable students to become effective role players in tomorrow's schools.

Keywords: Motivation, Learning, Parent's involvement, Preparatory and secondary level.

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