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Learner Motivation: Challenges, Obstacles, and Pedagogical Solutions

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Abstract

The absence of interest among pupils is one of the most difficult concerns in the educational system. Using a survey given to students, this essay looks at the factors that affect their academic motivation. Data suggest that students with clear future goals and personal and professional ambitions show remarkable drive. In contrast, vital indicators linked to the learning environment are classroom environment and teaching methods. The findings reveal that the development of student motivation is much affected by the school environment, the quality of classroom interactions, and teaching strategies. Finally, the study stresses the necessity of applying active, interesting, and learner-centered teaching approaches to promote academic achievement and participation.

Keywords: academic motivation, learners, learning environment, teaching methods, academic engagement.

1. Introduction

Learning depends crucially on motivation. It directly affects participation, attention, determination in the face of adversity, and the caliber of academic results. According to research [1], [2], [3], a motivated learner actively engages in learning activities when they perceive them as useful and meaningful. Similarly, self-determination theory emphasizes that the needs for autonomy, competence, and social relatedness are fundamental factors in intrinsic motivation [4], [5], [6].

Several factors can influence learners' academic motivation. These factors may be pedagogical, psychological, social, or environmental. Among the elements likely to reduce student engagement are traditional teaching methods, a lack of contextualization of content, insufficient classroom interaction, interpersonal difficulties, and a failure to adequately recognize students' efforts [7]. Conversely, active teaching practices, collaborative learning, and the use of real-world scenarios promote learner engagement and boost their self-confidence [8].

With this in mind, this study draws on a scientific questionnaire focused on learner motivation to identify the key factors influencing academic motivation. The questionnaire aims to gather learners' perceptions regarding their engagement, challenges, expectations, and the impact of teaching practices on their interest in learning. Analysis of the collected data will provide a better understanding of the barriers to motivation and enable the proposal of pedagogical solutions tailored to students' needs.

The objective of this article is therefore to analyse the challenges of academic motivation, identify the factors that influence learners' engagement, and propose pedagogical approaches likely to strengthen their involvement in the educational process.

2. Research question

Academic motivation is now a key factor in student success and in improving the quality of learning. Numerous studies in the field of education show that motivation directly influences students' engagement, participation, perseverance, and academic performance [1] [4]. However, many schools are facing a decline in student interest, which poses a major challenge for teachers.

In this context, this study aims to analyse the factors likely to influence students' academic motivation, whether pedagogical, psychological, or environmental. Thus, the main research question is as follows: What factors influence students' academic motivation?

3. Theoretical framework of motivation

Motivation is a central concept in educational science and the psychology of learning. It can be defined as the set of internal and external factors that trigger, direct, and sustain an individual's commitment to a given goal. In an educational context, it refers to the learner's willingness to actively engage in learning activities, persevere in the face of difficulties, and make the necessary efforts to succeed [1].

According to Rolland Viau, academic motivation is a dynamic state that depends on the student's perceptions of themselves and their learning environment. It directly influences the choice of activities, cognitive engagement, perseverance, and academic performance [1]. In the same vein, self-determination theory emphasizes that motivation is fostered when three fundamental psychological needs are met: autonomy, competence, and social relatedness [4], [9].

3.1. Types of Motivation

Most research in educational psychology distinguishes between two forms of drive: intrinsic motivation and extrinsic motivation [9]. The pleasure a student finds in learning or activity participation is related to intrinsic motivation. The learner operates out of personal enjoyment, curiosity, or interest without seeking an external reward. This type of incentive usually results in greater independence, more thorough engagement in learning, and more long-lasting dedication [4]. For the love of learning something new or working on difficulties, a natural student could actively take part in class.

Extrinsic motivation comes from things outside of you like grades, rewards, praise, social recognition, or the fear of failing. The learner here engages in an activity to either get a prize or prevent a negative result. Although this type of encouragement may push students to try, it is usually inconsistent and fleeting compared to intrinsic drive [4].

3.2. The Role of Motivation in the Educational Process

Learners' performance is greatly dependent on academic drive. It especially aids in better learning and academic results, lower failure and dropout rates, the growth of learner autonomy, and the building of self-confidence and a sense of mastery. As a result, a driven learner has a greater chance of learning over the long run and using successful techniques [10].

3.3. Factors and barriers influencing academic motivation

Learner motivation can be influenced by several pedagogical, psychological, and social factors. Among the main factors are the teaching methods used by the teacher, the classroom climate and social relationships, self-confidence and a sense of competence, the recognition of effort, the contextualization of learning, and learners' academic and professional goals [7], [11].

However, certain obstacles can limit academic motivation, including the use of traditional, non-interactive teaching methods, a lack of contextualization of learning, fear of failure, a school environment that is not conducive to learning, and assessment focused primarily on grades [12].

These various factors directly influence students' engagement and their active participation in the learning process.

3.4. Pedagogical Solutions to Boost Motivation

To foster learner motivation, several pedagogical approaches can be implemented, such as contextualizing learning—which links instructional content to real-world situations—to give meaning to the learning process and promote student engagement [4]. Similarly, active teaching methods that place the learner at the center of the learning process and encourage active participation [13]. There is also the integration of digital technologies, which serves to make learning more interactive, engaging, and motivating, while facilitating visualization and experimentation [14]. Furthermore, recognizing students' efforts helps build their confidence and perseverance [1], [2], [3]. Finally, formative assessment supports learning through constructive feedback that promotes student progress [12].

3.5. The Teacher's Role in Academic Motivation

Nurturing students' academic motivation relies significantly on educators. Employing effective instructional strategies, creating a positive and secure classroom environment, guiding and supporting learners in their educational journey, and promoting independence and engagement all contribute to enhancing student participation [1], [2], [3]. Consequently, an educator who inspires their pupils plays a key role in boosting their enthusiasm, determination, and engagement in the educational experience.

3.6. Dimensions of Motivation Considered in This Study

For the purposes of this research, several dimensions of academic motivation were selected to analyse learners' perceptions through the administered questionnaire. These dimensions are based on the main theoretical models of motivation in educational psychology [1], [2], [3].

The dimensions studied are as follows:

- Intrinsic motivation, related to the enjoyment of learning, curiosity, and personal interest in academic activities;
- Engagement, corresponding to learners' active participation, their involvement in academic activities, and the efforts they make to succeed;
- Self-efficacy, which refers to learners' sense of competence and confidence in their ability to succeed;
- The learning environment, including classroom atmosphere, teaching methods, and interactions between teachers and learners;
- Future goals, associated with the importance placed on education in the pursuit of personal and professional aspirations [10].

These various dimensions served as the basis for constructing the questionnaire and for the statistical analysis of the results obtained in this study.

4. Methodology and classroom implementation

4.1. Type of Research

This study employs a descriptive quantitative approach aimed at analysing the factors influencing learners' academic motivation. Quantitative research allows for the collection of measurable data and the study of relationships between various variables related to the educational process [15]. In this context, the present study relies on the use of a scientific questionnaire designed to assess several dimensions of learners' academic motivation.

The main objective of this methodology is to identify the pedagogical, psychological, and environmental factors likely to influence students' engagement in learning. This approach is also consistent with the work of Rolland Viau [1], according to whom academic motivation depends on the perceptions that learners develop regarding themselves, the tasks assigned, and their learning environment [1].

4.2. Study Population and Sample

The study was conducted with a sample of 52 learners from various grade levels. Participants voluntarily completed the questionnaire in an educational and scientific setting. The responses collected are anonymous and used solely for research purposes to ensure the confidentiality and objectivity of the results.

The selected sample provides a comprehensive overview of learners' perceptions regarding their academic motivation, engagement, and the challenges encountered in the learning process.

4.3. Data Collection Tool

The primary data collection tool is a scientific questionnaire titled "Scientific Questionnaire on Learner Motivation." This questionnaire was developed to study the factors influencing learners' academic motivation.

The questionnaire consists of three parts:

- Part 1, which collects general information about the participants (gender, age, grade level, and academic track);
- A second part consisting of 20 items covering various aspects of academic motivation;

- A third part consisting of open-ended questions allowing learners to express their opinions and suggestions for improvement.

The items are rated using a five-point Likert scale:

1 = Strongly disagree;

2 = Disagree;

3 = Somewhat agree;

4 = Agree;

5 = Strongly agree.

The use of the Likert scale is widely recommended in educational science and psychology research, as it allows for the simple and effective measurement of participants' attitudes, perceptions, and levels of agreement [16].

The 20 items in the questionnaire focus primarily on:

- Interest in learning;
- Active participation in class;
- Perseverance;
- Self-confidence;
- The influence of teachers;
- Teaching methods;
- The school climate;
- Learners' academic and career goals.

Data were collected using this scientific questionnaire consisting of 20 items covering various aspects of academic motivation, including interest in learning, classroom engagement, self-confidence, and the influence of teaching methods. The complete questionnaire used in this study is presented in appendix A.

4.4. Validation and Administration of the Questionnaire

Prior to its final administration, the questionnaire underwent content validation to verify the clarity, relevance, and consistency of the items with the research objectives. This validation was conducted through a critical review of the questionnaire and an assessment of how well the questions aligned with the various dimensions of academic motivation under study.

In addition, a pre-test of the questionnaire was conducted with a small group of learners to identify any comprehension difficulties, ambiguities in wording, and the time required to complete the questionnaire. Following this pre-test, certain formulations were simplified to improve participants' understanding of the items.

The statistical reliability of the questionnaire was also examined using Cronbach's alpha, a measure widely used in educational research to assess the internal consistency of a questionnaire's items. A good Cronbach's alpha value shows that the measurement instrument has good internal consistency and acceptable reliability [17].

It was estimated that the average time to complete the questionnaire was 10–15 min. The time was chosen so that the learners could answer the questionnaire in good conditions and not be too tired and in a hurry.

The questionnaire was applied in a normal classroom environment. In a quiet atmosphere where the students had the chance to concentrate. Participants were briefed about the study's aims and the instructions for answering before the survey. The learners were also informed that their responses would remain anonymous and would be used solely for scientific purposes in order to ensure data confidentiality and encourage honest and objective answers.

4.5. Classroom Implementation

For this study the learners filled in the questionnaire individually. They were asked to indicate the degree of agreement that was most similar to their own views. A climate of trust and respect was created in the entire activity in order to guarantee the reliability of the answers. According to Albert Bandura [1], [2], [3], a positive school environment fosters a sense of self-efficacy and strengthens learners' engagement in educational activities [1], [2], [3].

In addition, several motivating teaching practices were observed in the classroom, including encouraging learner participation, using concrete and contextualized examples, fostering interactive exchanges between students and the teacher, recognizing effort and achievements, and fostering a climate of cooperation and mutual respect. These teaching practices are based on the principles of active learning developed by Jean Piaget, according to which the learner is considered the primary agent of their own learning [13].

4.6. Data Analysis Methods

The data collected from the questionnaire were analysed using descriptive statistical analysis. This method of analysis allows us to examine the general trends in the responses obtained for each of the 20 items on the questionnaire and to better understand learners' perceptions regarding their academic motivation.

The statistical analyses performed include calculating frequencies and percentages, calculating means and standard deviations, and conducting a comparative analysis of responses across the different questionnaire items.

To facilitate the interpretation of the results, several graphical representations were used, including bar charts to represent response frequencies, pie charts to illustrate the distribution of learners' opinions, and box-and-whisker plots to analyse the dispersion of responses for the various items studied.

The use of descriptive statistics in educational research makes it possible to effectively summarize, organize, and interpret the data collected from participants [18]. The dimensions analysed in the questionnaire were constructed based on the main concepts developed within the theoretical framework of academic motivation, specifically intrinsic motivation, extrinsic motivation, academic engagement, self-efficacy, and the learning environment [1], [2], [3].

5. Results and discussion

5.1. Descriptive Analysis of the Results

From the questionnaire concerning learner motivation (see Appendix A), we obtain the results cited in Table 1, which presents the distributions of responses per item.

Table 2 shows descriptive data for the twenty items used to assess learner motivation. Every item is shown with the mean (μ), standard deviation (σ), and coefficient of variation (CV), therefore enabling evaluation of the average level of motivation, the range of responses, and their degree of homogeneity, respectively. The findings indicate that the means range from 2.18 to 4.33, indicating varying degrees of drive throughout the investigated dimensions. The highest scores are for things about the value of education, academic success, and reaching personal goals. The lowest scores are for things about the atmosphere in the classroom, teaching methods, and how much support people think they get from the school environment. Additionally, the coefficients of variation range from 20.79% to 52.29%, showing rather high homogeneity for things connected to personal goals and increased heterogeneity in answers linked to views of the learning environment. Although stressing the possible impact of teaching circumstances on students' academic performance, these findings underline the need for personal elements in learner motivation.

Table 1. Distribution of responses by item

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I like learning new things.	1	2	10	18	21
2. I am interested in my lessons.	7	7	16	17	5
3. I am curious to learn more.	3	4	10	20	15
4. I enjoy studying.	9	13	21	7	2
5. I actively participate in class.	5	12	16	14	5
6. I do my homework regularly.	6	8	22	11	5
7. I make efforts to succeed.	3	1	10	19	19
8. I stay focused during lessons.	4	8	15	17	8
9. I feel capable of succeeding in my studies.	3	2	10	12	25
10. Even when facing difficulties, I keep going.	6	6	8	20	12
11. I am confident in my academic abilities.	2	8	10	12	20
12. Mistakes help me improve.	3	5	9	20	15
13. Teachers encourage me to learn.	11	8	15	13	5
14. The teaching methods used in class motivate me.	14	10	17	7	4
15. The classroom atmosphere supports my learning.	19	12	14	4	2
16. I feel respected in class.	15	6	8	17	6
17. Education is important for my future.	5	2	2	9	34
18. I work to achieve my future goals.	1	2	3	19	27
19. Education will help me get a good job.	5	3	11	9	24
20. Succeeding at school is important to me.	4	0	5	10	33

Table 2. Statistical analysis based on response frequencies of learner

Item	μ	σ	VC (%)	Interpretation
1. I enjoy learning new things	4.08	0.97	23.77	High motivation
2. I find the courses interesting	3.12	1.18	37.82	Moderate motivation
3. I am curious to learn more	3.77	1.13	29.97	High motivation
4. I find pleasure in studying	2.62	1.05	40.08	Low motivation
5. I actively participate in class	3.04	1.14	37.50	Moderate level
6. I do my homework regularly	3.02	1.11	36.75	Moderate level
7. I put in effort to succeed	3.96	1.08	27.27	High motivation
8. I stay focused during lessons	3.33	1.15	34.53	Moderate level
9. I feel capable of succeeding in my studies	4.04	1.17	28.96	High level
10. Even when faced with difficulties, I keep going	3.50	1.29	36.86	Moderate perseverance
11. I am confident in my academic abilities	3.77	1.23	32.63	High level
12. Mistakes help me progress	3.75	1.15	30.67	High level

13. Teachers encourage me	2.87	1.28	44.60	Low level
14. Teaching methods motivate me	2.56	1.24	48.44	Low level
15. The classroom atmosphere supports learning	2.18	1.14	52.29	Very low
16. I feel respected in class	2.87	1.44	50.17	Low
17. Education is important for my future	4.25	1.30	30.59	Very high
18. I work towards achieving my goals	4.33	0.90	20.79	Very high
19. My studies will help me get a good job	3.85	1.33	34.55	High
20. Succeeding at school is important to me	4.31	1.16	26.91	Very high

An overall average of 3.46 (>3) indicates a moderately high overall level of motivation among the learners. Statistical analysis of the responses obtained from the questionnaire made it possible to calculate the means and standard deviations for the various items related to the learners' academic motivation. Overall motivation scores are an overall mean of $\mu = 3.46$ and an overall standard deviation of $\sigma = 1.33$. These results indicate a moderately high overall level of motivation among the learners.

The overall mean $\mu = 3.46$ is higher than the midpoint of the Likert scale, 3, it indicates that learners generally have a positive attitude toward academic learning. The results reveal differences among certain dimensions of motivation. The results, however, show variations across the different dimensions of motivation. Some items received high scores, particularly those related to future goals and academic success, while others received lower scores, especially those concerning the learning environment and the teaching methods used in the classroom.

These observations align with the work of Viau [1], according to which academic motivation depends heavily on the perceptions learners develop regarding their own skills, the usefulness of the proposed activities, and the learning climate.

5.2. Analysis of Motivation Dimensions

The results show that learners exhibit particularly high levels of motivation regarding their personal goals and the importance of their studies for their future.

The highest scores were observed for the following statements:

- "I work to achieve my future goals" ($\mu = 4.33$; $\sigma = 0.90$);
- "Doing well in school is important to me" ($\mu = 4.31$; $\sigma = 1.16$);
- "My studies are important for my future" ($\mu = 4.25$; $\sigma = 1.30$).

These results highlight a strong presence of extrinsic motivation focused on academic success and future career prospects. This trend confirms the work of Deci and Ryan (2000) [1], [2], [3], which emphasizes the importance of personal goals and external rewards in maintaining academic engagement.

In contrast, certain dimensions related to the educational context show lower scores:

- "The classroom atmosphere supports my learning" ($\mu = 2.18$; $\sigma = 1.14$);
- "The methods used in class motivate me" ($\mu = 2.56$; $\sigma = 1.24$);
- "I enjoy studying" ($\mu = 2.62$; $\sigma = 1.05$).

These results suggest that the school environment and certain teaching practices may limit learners' intrinsic motivation. According to Viau [1], teaching methods that lack interactivity or an unfavorable school climate can reduce students' engagement and their active participation in learning activities.

Furthermore, the observed standard deviations (σ) range from 0.90 to 1.44, indicating a moderate dispersion of responses and a certain diversity in learners' perceptions.

5.3. Discussion of the Results

The results indicate that students give both their future ambitions and academic performance high priority. This pattern supports the findings of Deci and Ryan [1], [2], [3], whereby pupils' engagement is greatly influenced by their extrinsic drive should they link their education to their personal and professional goals.

The comparatively high scores connected to self-efficacy and perseverance suggest that many pupils have a good view of their intellectual prowess. Papers [1], [2], [3], who views the feeling of self-efficacy as a crucial determinant in involvement and academic performance, finds that these results are consistent with his work.

Nonetheless, the poor results noted on the learning environment, classroom setting, and instructional techniques suggest that particular school-related elements could lower students' intrinsic drive. These results support Viau's [1] work, which emphasizes the need for a classroom environment and teaching methods in preserving academic interest.

Therefore, enhancing teaching techniques, contextualizing learning, and using more interactive teaching methods could increase students' desire to learn.

5.4. Statistical analysis based on the coefficient of variation

Statistical variability is gauged by the coefficient of variation (CV). It shows how much a collection of data diverges from its mean. It is given in percent. It is defined by the following relation (1).

$$CV = \left(\frac{\sigma}{\mu}\right) \times 100 \qquad (1)$$

Item 18 (I work to achieve my goals) has the lowest coefficient of variation at 20.79%. Item 1 (I enjoy learning new things) has a CV of 23.77%. Item 20 (Doing well at school is important to me) has a CV of 26.91%. These findings indicate that the reactions are quite alike. Most learners find their studies to be of great importance. Additionally agreeing on wanting to reach personal objectives.

The greatest coefficients of variation belong to item 15 (The classroom atmosphere promotes learning) with CV = 52.29%, item 16 (I feel respected in class) with CV = 50.17%, and item 14 (Teaching methods motivate me) with CV = 48.44%. These results show a large spread of replies, therefore exposing vastly divergent views among students on the classroom environment and teaching methods.

The fluctuation implies that the most often occurring items are those on intrinsic motivation, academic performance, and personal aspirations. By contrast, the things on respect in the classroom, teaching techniques, and the school environment reveal bigger disparities. This implies that every student experience school differently.

The variations span from 20.79% to 52.29%. Regarding inspiration and the need for research, the answers are rather the same. On issues linked to the school environment, nevertheless, there are bigger differences.

5.5. Graphical representations of the results

To facilitate the interpretation of the data, several graphical representations were created based on the questionnaire results.

5.5.1. Histograms of average scores by item

Figure 1 shows the mean scores for each of the 20 items in the questionnaire. They provide a quick overview of the statements that received the highest and lowest scores. Analysis of the histograms shows that items related to future goals have the highest levels of motivation, while items related to the learning environment and teaching methods receive lower scores.

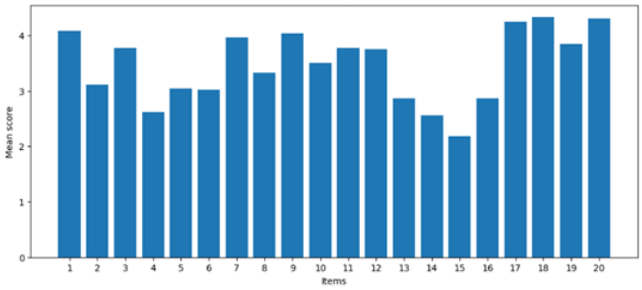

Figure 1. Mean motivation score by questionnaire item

5.5.2. Averages by dimension of motivation

The results were also grouped according to the main dimensions of academic motivation: intrinsic motivation, commitment, self-efficacy, learning environment, and future goals. (see Figure 2 above). The analysis shows that the "Future Goals" dimension has the highest scores, indicating

that learners are strongly motivated by their career prospects and future success.

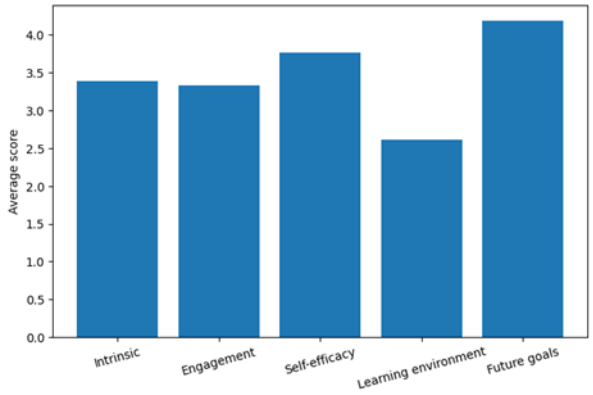

Figure 2. Average motivation dimensions

Conversely, the "Learning Environment" dimension received the lowest scores, suggesting that the classroom atmosphere and teaching methods negatively influence the motivation of some learners. The dimensions of intrinsic motivation, engagement, and self-efficacy showed moderate to high levels.

These findings are consistent with the work of Deci and Ryan (2000) [1], [2], [3], which shows that academic motivation depends on both personal factors and the learning conditions provided to students.

5.5.3. Pie Charts and Overall Perception

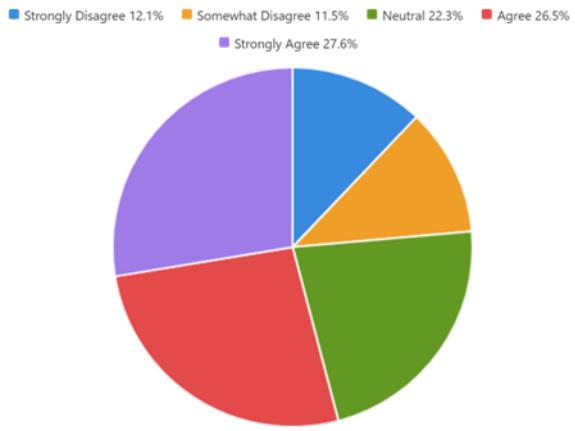

Figure 3. Overall Distribution of Likert Scale Responses (1–5)

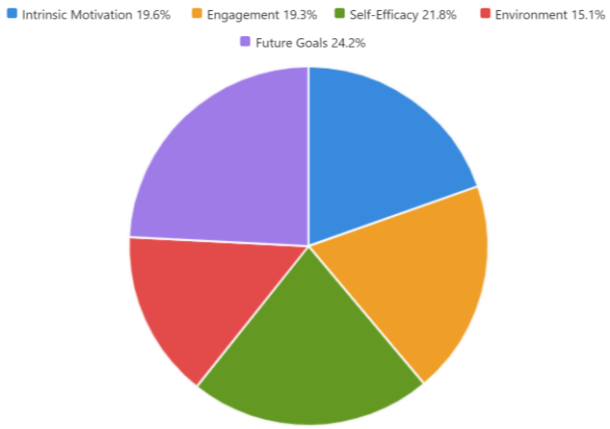

Figure 4. Distribution of Motivation Dimensions

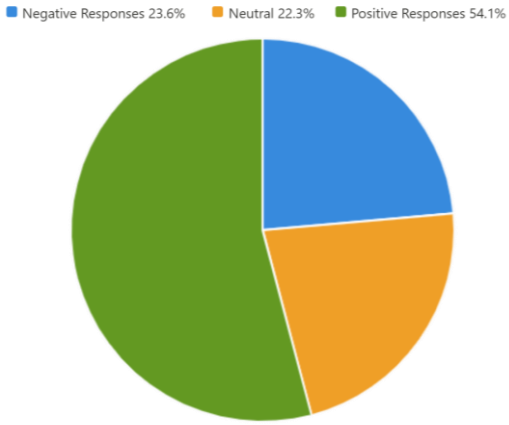

Figure 5. Global Distribution of Learner Perception

The pie charts illustrate the overall distribution of responses on the Likert scale (1–5) (figure 3), the distribution across the various dimensions of motivation (figure 4), and the proportion of learners' positive, neutral, and negative perceptions (figure 5). Analysis of the charts reveals a predominance of positive responses ("Agree" and "Strongly agree"), reflecting a general trend toward favorable academic motivation.

The diagram of dimensions, figure 4, shows that future goals represent the dominant motivational component, while the learning environment contributes less significantly to academic motivation. Furthermore, the overall perception diagram, figure 5, summarizes the general level of learners' motivation and facilitates comparison between positive, neutral, and negative attitudes.

5.5.4. Checkboxes for questionnaire items

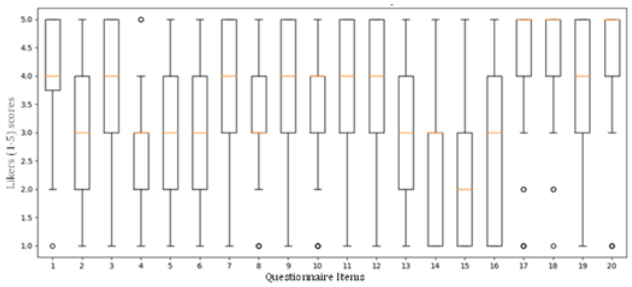

Figure 6. Box Plots of the 20 Questionnaire Items

Figure 6, box-and-whisker plots, enables us to analyse the distribution of responses for each item of the questionnaire. Items on future goals have high medians, suggesting learners strongly agree that education and doing well in school are important. Responses on the teaching methods and the learning environment, however, are more scattered, revealing different perceptions of these aspects by the students.

6. Pedagogical and educational perspectives

Modern educational trends are increasingly moving towards learning-centered approaches. Creative teaching methods, the use of digital technology, and the development of social-emotional skills open up new ways to increase academic motivation sustainably. Schools also need to promote ongoing professional development for teachers, pedagogical innovation, psychological support for students, and active family participation. Good cooperation between the many educational stakeholders contributes to a supportive environment for learner achievement.

7. Conclusion

One of the main elements determining the success of the teaching-learning process is learner motivation. This study demonstrates unequivocally that motivation issues come from a range of teaching, institutional, and environmental elements in addition to the pupils themselves. Among the major challenges noted are a lack of context for material, occasionally not interactive teaching approaches, and a lack of apparent purpose in learning among students.

However, the data and techniques given demonstrate that actual teaching approaches could greatly increase student involvement. The combination of real learning environments, the application of digital technologies, and the embracement of active and participative methods helps to increase student interest and involvement. Moreover, varying evaluation techniques and considering personal needs help to create a more inspiring learning environment.

Therefore, increasing student motivation calls for a thorough review of instructional techniques as well as of the relationship between the student and knowledge. This is a major obstacle to increasing academic performance and ecologically enhancing educational quality.

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Appendix A: Scientific Questionnaire on Learner Motivation

Objective: To study the factors influencing academic motivation. Responses are anonymous and used solely for scientific purposes.

Instructions: For each statement, please check the box that best reflects your opinion.

Response scale: 1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree

Part A: General Information

- Gender: ☐ Male ☐ Female
- Age: _____ years old
- Educational Level: ☐ Middle School ☐ High School ☐ College
- Program / Class: _____

Part B: Items:

N°	Statement	1	2	3	4	5
1	I enjoy learning new things.	☐	☐	☐	☐	☐
2	I find my lessons interesting.	☐	☐	☐	☐	☐
3	I am curious to learn more.	☐	☐	☐	☐	☐
4	I enjoy studying.	☐	☐	☐	☐	☐
5	I actively participate in class.	☐	☐	☐	☐	☐
6	I do my homework regularly.	☐	☐	☐	☐	☐
7	I make efforts to succeed.	☐	☐	☐	☐	☐
8	I stay focused during lessons.	☐	☐	☐	☐	☐
9	I feel capable of succeeding in my studies.	☐	☐	☐	☐	☐
10	Even when facing difficulties, I keep going.	☐	☐	☐	☐	☐
11	I am confident in my academic abilities.	☐	☐	☐	☐	☐
12	Mistakes help me improve.	☐	☐	☐	☐	☐

13	Teachers encourage me to learn.	☐	☐	☐	☐	☐
14	The teaching methods used in class motivate me.	☐	☐	☐	☐	☐
15	The classroom atmosphere supports my learning.	☐	☐	☐	☐	☐
16	I feel respected in class.	☐	☐	☐	☐	☐
17	Education is important for my future.	☐	☐	☐	☐	☐
18	I work to achieve my future goals.	☐	☐	☐	☐	☐
19	Education will help me get a good job.	☐	☐	☐	☐	☐
20	Succeeding at school is important to me.	☐	☐	☐	☐	☐

Part C: Open-ended Questions

- What motivates you the most to learn?
- What difficulties reduce your motivation?
- What suggestions do you have for making classes more engaging?