

Academic Motivation and Self-Confidence among College Students

Hemangi Nikhil Dholakiya¹, Evangeline Supriya²

¹Scholar, M.Sc. Psychology, Fourth Semester, Department of Psychology PG Studies, Centre for Distance Education and Virtual Learning, Jain (Deemed-to-be University), Bengaluru, India

²Assistant Professor, Department of Psychology PG Studies, Centre for Distance Education and Virtual Learning, Jain (Deemed-to-be University), Bengaluru, India

Abstract: *Academic motivation and self-confidence are relevant psychological factors in students' learning experiences and academic development. This study examines academic motivation and self-confidence among college students, explores the relationship between these variables, and considers differences across selected demographic characteristics. A quantitative, cross-sectional research design was used. Data were collected through a socio-demographic information sheet and measures of academic motivation and academic self-confidence. The final sample comprised [insert verified sample size] college students selected using [insert actual sampling technique]. Descriptive statistics were used to summarize participant characteristics and study scores. Pearson's product-moment correlation was used to examine the relationship between academic motivation and self-confidence. Group comparisons were conducted using appropriate tests based on the number of groups and the assumptions of the data. The verified results showed [insert the actual correlation coefficient, p-value and interpretation] and [summarize only the verified group-comparison findings]. These findings should be interpreted in relation to the study objectives, measurement limitations and characteristics of the sample. The study may inform academic guidance and student-support initiatives when conclusions are kept within the limits of the evidence.*

Keywords: Academic motivation; Academic self-confidence; College students; Academic engagement; Educational psychology

1. Introduction

1.1 Background of the Study

Higher education requires students to take increasing responsibility for learning, decision-making and future career development. Academic work often involves setting goals, organizing time, persisting through difficult tasks and evaluating progress. Academic motivation and self-confidence are psychological constructs that may be relevant to these processes.

Academic motivation refers to the reasons and processes that energize and direct students' engagement with academic activities. Self-confidence, as used in this project, refers to students' perceived confidence in approaching and completing academic tasks. These constructs are related conceptually, but they should be measured and interpreted according to the instruments actually administered. Motivation may encourage effort and persistence, while successful experiences may contribute to stronger beliefs about one's capabilities.

1.2 Theoretical Background

a) Self-Determination Theory

Self-Determination Theory distinguishes different forms of motivation and emphasizes the role of autonomy, competence and relatedness in motivated behaviour. In educational settings, the quality of students' motivation may be associated with engagement and persistence (Deci & Ryan, 1985; Ryan & Deci, 2017).

b) Self-Efficacy Theory

Self-efficacy concerns beliefs about one's capability to organize and carry out actions required to manage particular situations. In academic contexts, such beliefs may influence task choice, effort and persistence (Bandura, 1997; Pajares, 1996). Self-efficacy and self-confidence are related concepts but should not be treated as interchangeable unless the operational measure supports that interpretation.

c) Goal Orientation and Self-Regulated Learning

Self-regulated learning perspectives describe how students plan, monitor and evaluate their learning. Motivational beliefs may work alongside strategies such as planning, organization and self-monitoring (Pintrich & De Groot, 1990; Zimmerman, 2000).

1.3 Need and Significance of the Study

College students face academic, social and career-related demands. Studying academic motivation and self-confidence may help educators, counsellors and institutions consider appropriate mentoring, academic-skills support and learning environments. The implications of this particular study must be based on its verified results and should not be generalized beyond the sample without justification.

1.4 Objectives of the Study

- To assess academic motivation among college students.
- To assess self-confidence among college students.
- To examine the relationship between academic motivation and self-confidence.
- To examine differences in the study variables across the demographic groups actually included in the dataset.
- To suggest educational support strategies consistent with the verified findings.

1.5 Hypotheses

H1: There is a statistically significant positive relationship between academic motivation and self-confidence among college students.

H0: There is no statistically significant relationship between academic motivation and self-confidence among college students.

H2: Academic motivation and/or self-confidence differ significantly across the selected demographic groups included in the study.

Note: H2 must be specified in relation to the exact demographic comparisons performed. Do not retain a broad hypothesis if the analysis does not test all listed demographic variables.

2. Review of Literature

2.1 Literature Review

Motivation and Learning Strategies. Motivation is relevant to the effort students invest in learning and to their use of planning, organization and self-monitoring strategies. Pintrich and De Groot (1990) examined motivational and self-regulated learning components in relation to classroom academic performance. Their work provides a basis for considering motivational beliefs alongside learning strategies.

Self-Beliefs and Academic Functioning. Bandura (1997) described self-efficacy as beliefs about capability to organize and execute actions. Pajares (1996) reviewed self-efficacy beliefs in academic settings and discussed their relevance to academic choices and performance. These ideas support examining students' confidence-related beliefs, while the present study's conclusions must remain tied to the construct measured by its actual questionnaire.

Academic Motivation. Vallerand et al. (1992) described the Academic Motivation Scale as a measure of intrinsic motivation, extrinsic motivation and amotivation in education. If this scale was used in the present study, its exact version, language, scoring and permissions or usage conditions should be reported in the methodology. If another measure was used, this paragraph and the reference should be adjusted accordingly.

Self-Regulated Learning. Zimmerman (2000) discussed self-efficacy as an important motive in learning. Together, these perspectives suggest that motivation, confidence-related beliefs and self-regulated learning may be relevant to students' academic experiences. They do not, by themselves, establish the outcome of the present study.

2.2 Critical Review

The reviewed literature provides theoretical reasons to examine motivation and confidence-related beliefs in educational contexts. However, relationships may vary according to the population, educational environment, measures and research design. The present study should therefore report its own results transparently and avoid

causal claims because a cross-sectional design can identify associations but cannot establish causation.

2.3 Research Gap

Further research can examine how academic motivation and confidence-related beliefs are associated among students in specific educational settings. The final report should identify the actual institution, location or student group represented by the sample, where permitted, so that the research gap is more specific and the study's contribution can be judged accurately.

3. Methodology

3.1 Statement of the Problem

The study examines academic motivation and self-confidence among college students and investigates the relationship between these variables and selected demographic differences.

3.2 Aim/Purpose of the Study

The aim is to assess academic motivation and self-confidence among college students and examine their relationship and differences across the demographic groups included in the study.

3.3 Objectives

The objectives are to assess the two study variables, examine their relationship, evaluate specified demographic comparisons and offer recommendations supported by the results.

3.4 Hypotheses

H1: A statistically significant positive relationship exists between academic motivation and self-confidence.

H0: No statistically significant relationship exists between academic motivation and self-confidence.

H2: A statistically significant difference exists in academic motivation and/or self-confidence across the demographic groups specified in the analysis plan.

3.5 Variables

Primary study variables: academic motivation and self-confidence. Demographic variables: include only the characteristics actually collected and analysed (for example, age, gender and educational level). The designation of predictor and outcome variables should be used cautiously for a correlational study.

3.6 Operational Definitions

Academic motivation: the score obtained on the academic-motivation measure actually administered.

Self-confidence: the score obtained on the self-confidence measure actually administered.

College students: participants who met the eligibility criteria defined for this study.

3.7 Research Design

A quantitative, cross-sectional design was used [confirm this matches the actual procedure].

3.8 Sample Details

Item	Details to verify and enter
Target population	College students
Final valid sample size (N)	[Enter verified N]
Sampling technique	[Enter actual technique, e.g., convenience sampling only if that is what was used]
Age range and groups	[Enter actual age range and group definitions]
Gender distribution	[Enter verified counts and percentages]
Educational categories	[Enter actual categories and counts]
Study setting / recruitment	[Enter accurate setting and recruitment process]

3.9 Inclusion Criteria

[Specify the actual age, enrolment and consent criteria used before data collection. Do not add criteria retrospectively unless they were part of the approved protocol.]

3.10 Exclusion Criteria

[Specify the actual exclusion criteria and how incomplete or unusable responses were handled.]

3.11 Tools Used

Measure	Information required
Socio-demographic data sheet	List the demographic variables actually collected.
Academic motivation measure	[Exact name, author(s), year, version/language, number of items, response options, scoring and reliability evidence.]
Self-confidence measure	[Exact name, author(s), year, version/language, number of items, response options, scoring and reliability evidence.]

The instrument names and psychometric details must be taken from the forms and manuals actually used. Do not state that a validated scale was used unless this can be verified.

3.12 Procedure

Describe the actual recruitment process, consent procedure, mode of questionnaire administration, data collection period, scoring and data-entry checks. The existing draft describes a general procedure; revise it to match what was actually done.

3.13 Ethical Considerations

Report the safeguards actually followed, including voluntary participation, informed consent, confidentiality, the right to withdraw and the academic use of data. If institutional ethics approval was obtained, provide the accurate committee's name and approval details; do not claim approval if it was not obtained.

3.14 Statistical Analysis

Report the software and version actually used. Use frequencies and percentages for categorical variables and means and standard deviations for continuous scores where appropriate. Assess distributional assumptions using the method actually applied. Use Pearson's correlation only when its assumptions are reasonably met; otherwise consider an appropriate alternative. For comparisons between two independent groups, an independent-samples t-test may be appropriate. For three or more independent groups, one-way ANOVA may be appropriate when assumptions are met. Because the draft identifies two age groups (18–21 and 22–25 years), a two-group comparison would ordinarily be considered rather than a one-way ANOVA for three or more groups. Report test statistics, degrees of freedom, exact p-values where available, effect sizes if calculated, and the decision rule used.

4. Analysis of Results

Important: Complete this chapter only after checking the final dataset and statistical output. All values below are fields to complete, not findings. Delete any table or test that was not part of the actual analysis.

4.1 Demographic Characteristics

Characteristic	Category	Frequency (n)	Percentage (%)
Gender	Male	[verify]	[verify]
Gender	Female	[verify]	[verify]
Age	[group 1; verify definition]	[verify]	[verify]
Age	[group 2; verify definition]	[verify]	[verify]
Education	[category, if collected]	[verify]	[verify]

Write a short interpretation after completing the table. Ensure that category counts sum to the final valid sample size and that percentages are calculated from the same denominator.

4.2 Descriptive Statistics

Variable	N	Mean	SD	Minimum	Maximum
Academic motivation	[verify]	[verify]	[verify]	[verify]	[verify]
Self-confidence	[verify]	[verify]	[verify]	[verify]	[verify]

Report means and standard deviations calculated from the final dataset. Remove the unverified values in the earlier draft (including 72.45, 8.21, 68.32 and 7.65) unless they are confirmed by the original output.

4.3 Normality / Assumption Checks

[Name the test or graphical method actually used and report the statistic and p-value if applicable. Explain briefly whether the assumptions for the planned parametric analyses were considered acceptable.]

4.4 Relationship Between Academic Motivation and Self-Confidence

Analysis	Statistic	p-value	Interpretation
Pearson correlation	$r = [\text{verified}]$	[verified]	[Direction, strength and significance based on output]

Use this reporting structure only after verifying the output: “There was a [positive/negative] [weak/moderate/strong, if justified] association between academic motivation and self-confidence, $r(df) = [\text{value}]$, $p = [\text{value}]$.” Report the degrees of freedom if required by the chosen style and software. Do not use the illustrative $r = .52$ or $p < .001$ from the previous draft unless the dataset confirms them.

4.5 Gender or Other Two-Group Comparisons

Variable	Group 1: n, M (SD)	Group 2: n, M (SD)	Test statistic (df)	p-value	Decision
Academic motivation	[verified]	[verified]	[verified]	[verified]	[supported / not supported]
Self-confidence	[verified]	[verified]	[verified]	[verified]	[supported / not supported]

Include only comparisons that were actually conducted. Verify group means, standard deviations, test statistics and p-values directly against the statistical output. Do not use the example t values in the previous draft unless verified.

If the dataset contains only two independent age groups (18–21 and 22–25 years), report the appropriate two-group comparison and its assumptions. If the actual dataset has three or more groups, a one-way ANOVA may be appropriate. Report F, degrees of freedom, p-value and any post-hoc tests only when those analyses were actually run.

4.6 Age-Group Comparisons

4.7 Hypothesis-Testing Summary

Hypothesis	Evidence to report	Decision rule
H1: Positive relationship	[Verified r and p-value]	Support only if direction and significance meet the prespecified criterion.
H0: No relationship	[Same verified correlation test]	Reject or fail to reject based on the prespecified significance level; do not write “accept” as proof of no relationship.
H2: Demographic differences	[Verified group test(s) and p-values]	State the decision separately for each comparison tested.

Correct the earlier draft’s contradictory decisions. A hypothesis decision must follow the corresponding statistical test; it cannot be assigned independently of the result.

5. Discussion

5.1 Interpretation of Findings

[After completing Chapter 4, summarize the principal verified findings in the same order as the objectives. Include the relevant statistics and explain what each result means without making causal claims.]

5.2 Comparison with Previous Literature

[Compare each principal finding with the cited studies and theoretical perspectives in Chapter 2. State whether the result is consistent with or differs from previous work, and avoid claiming support from sources that were not checked.]

5.3 Implications of the Study

For students, the findings may inform reflection on learning goals, study strategies and confidence-related beliefs. Teachers may consider clear explanations, constructive feedback and opportunities for active participation. Counsellors and institutions may consider academic-skills workshops, mentoring and accessible student support. These are possible applications, not proven effects of this study unless directly tested.

5.4 Limitations

Discuss limitations that genuinely apply to the study, such as sample size, sampling method, setting, self-report measurement, cross-sectional design or limits to generalizability. Remove any limitation that does not accurately describe the project.

5.5 Scope for Further Research

Future studies may use larger and more diverse samples, validated measures, multiple institutions and longitudinal designs. Additional variables may be examined when supported by a clear theoretical rationale.

5.6 Conclusion

This study examines academic motivation and self-confidence among college students and considers their relationship and selected demographic differences. The final conclusion must state the observed direction and statistical significance of the relationship and any group differences using the verified results. Until the statistical output is checked, no definitive claim about the relationship or demographic differences can be made. The study’s implications should be interpreted in light of its sample, measures and design.

References

- [1] Bandura, A. (1997). Self-efficacy: The exercise of control. W. H. Freeman.

- [2] Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. Plenum Press.
- [3] Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268.
- [4] Pajares, F. (1996). Self-efficacy beliefs in academic settings. *Review of Educational Research*, 66(4), 543–578.
- [5] Pintrich, P. R., & De Groot, E. V. (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational Psychology*, 82(1), 33–40.
- [6] Ryan, R. M., & Deci, E. L. (2017). Self-determination theory: Basic psychological needs in motivation, development, and wellness. Guilford Press.
- [7] Vallerand, R. J., Pelletier, L. G., Blais, M. R., Brière, N. M., Senécal, C., & Vallières, É. F. (1992). The Academic Motivation Scale: A measure of intrinsic, extrinsic, and amotivation in education. *Educational and Psychological Measurement*, 52(4), 1003–1017.
- [8] Zimmerman, B. J. (2000). Self-efficacy: An essential motive to learn. *Contemporary Educational Psychology*, 25(1), 82–91.
- [9] Reference check: Confirm every reference against the original publication and ensure every retained reference is cited in the text. Keep only sources that were consulted and that support the manuscript. Apply the university or journal’s required APA edition consistently.

Appendix A – Informed Consent Form

Title of the Study: Academic Motivation and Self-Confidence Among College Students

I have been informed about the purpose of the study. I understand that participation is voluntary, that my information will be treated confidentially, and that I may withdraw from participation in accordance with the information provided to me.

Participant name: _____

Signature: _____

Date: _____

Appendix B – Socio-Demographic Data Sheet

1. Age: _____ years

2. Gender: ☐ Male ☐ Female ☐ Other / prefer not to say

3. Course/Degree: _____

4. Year of study: _____

5. Area of study: _____

Appendix C – Study Measures

Attach the exact questionnaire(s) that were administered, including instructions, response options, scoring information and any required permissions. The short sample statements in the earlier draft should not be represented as a standardized validated scale unless they were in fact the instruments used.