Social-Cognitive and Maladaptive Academic Motivation in Secondary Education
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“Plant your own garden and decorate your own soul, instead of waiting on someone to bring you flowers.” –Veronica Shoffstall

**Research Questions**
What affects motivation? How are self-efficacy and motivation linked? Do students lose motivation throughout secondary education? Are there specific characteristics that affect students’ motivation?

**Methodology**
Our research was conducted through ten individual interviews and a series of printed surveys in order to gather data in regards to maladaptive patterns in motivation. Survey questions included: Do you feel like your motivation decreased in secondary education?, Did/does your parents’ education level affect your motivation negatively or positively?, Who do you think is responsible for students’ motivation?, and Did your teachers emphasize autonomy or reaching performance goals?

**Implications**
The overall motivation decreased for students in secondary education. A prevention for this outcome would be for teachers to emphasize autonomy, so that students can be confident being their own individual.

**Conclusions**
- Motivation decreased in secondary education for 77% of the surveyed students.
- Of the 93 students who said their motivation decreased, 63% said social and peer pressure was the leading cause.
- The largest decrease in motivation among students occurred in urban school settings.