

Socio-Cultural Context and Students Motivation: Study of Government High schools in Chhattisgarh, India

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ABSTRACT

This paper aims to investigate the impact of socio-academic status, as one of the factors, on motivation levels of students attending the government high school in rural part of Chhattisgarh, India. In this paper attempt has been made to understand that is there any relationship between Socio-cultural context of parents and the academic aspirations of students. Data has been collected in ten government high schools situated in the rural part of Chhattisgarh, India. Student's surveys and teachers' semi structured interviews are used as tools to collect the data. The effect of socio-cultural and contextual factors has been analyzed under the assumption that parental socio cultural status and motivation from family is an essential determinant of academic learning. We attempt to comprehend in what different ways students aspirations and ambitions are shaped in the process of socialization of student in a particular socio cultural context. How demographic status of the parents and the socio economic context impact on the academic involvement of student in school and affect the aspirations of students. We conclude that despite of social remoteness and marginalization and in contrast to teachers' assumptions students are aspired to get higher education and towards sophisticated carrier options

Keywords- Student Motivation, Culture and Context of Learning, social marginalization.

INTRODUCTION

The question of quality in school education mostly referred as the improvement in infrastructure and improvement in teaching learning materials and practices. Merit of the school is generally assessed in terms of average passing percentage of students and high percentage of marks of students in annual examination and number of topper students in the school. Emphasis on the social, cultural and economic diversity in the classroom and the issue of inclusion of socially, culturally and economically marginalized students remains the least prioritized subject. The analysis of the socio cultural dynamics of classroom discourse and its implications on equitable or inequitable dissemination of education, has hardly been able to become the part of the main agenda in front of the educationists and stakeholders. This research tries to emphasize the need of research on the fundamental aspects of social context of the school and child.

Purpose of the Study

This study tries to find out whether the socio-cultural context of student affects the academic aspiration levels of students

Objectives

The study tries to:

1. Find out the influence of the socio-cultural factors like marginalized social context, parents educational status and the academic aspiration levels of students.
2. To analyze relationship between teachers observations of social and academic involvement and academic of students and their academic and carriers choices.

LITERATURE REVIEW

Education in higher socio-economic families is commonly worried as significantly more transported in both inside the family and the nearby network, in poorer regions, where sustenance and security are need, education assumes a lower priority (Kala, Shirlin, 2017). Not having a financial backbone has been the main reason for parents therefore they are unable to put their children in educational programs (Butler, 2015). Many children that grown in poverty come to realize that they have no future in education and they do not have the motivation to do well. There are many social, economic and cultural factors that affect the educational involvement and achievement of the child. Peters and Mullis (1997) found that parental education had a significant effect on academic achievement. The mother's education level had a 20% higher effect than the father's education level on the academic outcomes of adolescents. Student achievement, particularly for at-risk students, is affected by the values and beliefs of the family and community (Shields, 1991). Some families and communities, particularly in poverty stricken areas, do not value or understand formal education. This leads to students who are unprepared for the school environment. In addition, this leads to misunderstandings regarding student actions and speech by teachers due to variations in norms and values. To think positively about the future educational and carrier options is the important factor in the academic involvement of the student. Although competence and expertise are necessary for mastering any subject, success is more likely when individuals demonstrate high motivation during their pursuit of that field (Wigfeld and Eccles 2002). This motivation is enhanced when individuals have high expectations of success, interest, and value associated with a particular field (Wang and Degol 2016a). Student motivation has been demonstrated to be malleable and responsive to changes in socio-cultural factors (Rosenzweig and Wigfeld 2017; Yeager and Walton 2011). In every society, there are beliefs and expectations about what is worth doing, how hard to work and how to go about accomplishing one's goals (Maehr & Braskamp, 1986).

According to EVM theory, individuals do not just select courses, majors, or careers in areas that they are highly skilled; they pick educational pathways that they feel motivated to pursue. (Wigfeld and Eccles 2002). It has emphasized by Wang, Ming-Te; Guo, Jiesi; Degol, Jessica L. (2019). that individuals must not only have the skills or competencies to pursue a subject domain, but they also must have the motivational drive to pursue the domain. These domain-specific motivational beliefs are comprised of two major constructs: expectancy beliefs (e.g., ability self-concept) and subjective task values. Expectancy beliefs refer to an individual's expectations of future success in a given field (Eccles 1983). If individuals believe they have a high likelihood of successfully completing a task in a particular subject, then they are said to have high expectancy beliefs in that domain. Subjective task values, on the other hand, refer to the value that individuals place on a subject domain (Eccles 2009) Studies have shown that both expectancy beliefs and task values are strong predictors of academic achievement and educational and career choices (Wang and Degol 2014; Wigfeld et al. 2016).

Theoretical Framework

Leont'ev Activity theory-

To understand social stratification, inequalities in society and how education is shaping the social position of the individual, it is more important to think of Leont'ev Activity theory. It is a theory which treats the individual's personality as an outgrowth of social forces rather than the autonomous being. (George, 2000) According to activity theory, if we removed human activity from the system of social relationships and social life, it would not exist and would have no structure. With all its varied forms, the human individual's activity is a system in the system of social relations. It does not exist without social relations. Therefore, human activity is socially bound; an individual never acts directly on or reacts directly to his/her environment but rather, the activity that is undertaken by the individual to achieve the object of the environment is mediated by cultural means and tools, and the dynamic nature of the act. Indian school education system is one of the most stratified and the most diverse platforms of education systems in the world. Being a part of broader outer social structure of caste, class, and gender based hierarchies; school education in India is fabricated by some common threads responsible for the exclusion of particular group of students. The answer to the question, what counts inclusive education in Indian context, is complex and has multiple facets with respect to social, cultural, economic and geographic context of individual student.

Educational context of Chhatisgarh –

Although Chhatisgarh is known for a rich mineral source in India and high population of tribals. It is also known as the ground of the naxal movement. As per the key indicators of human development index, among the 19 states of India, Chhatisgarh has ranked on 17th position with one of the lowest per capita income 2497 dollars and the mean of years of schoolings 3.39 is years as per the NSS unit record data on Education in India (GoI, 2010).

Significance of study: Through the perspectives of educators and stakeholders this study will help to understand the different dimensions of the social and academic context of school environment of government schools of rural part of Chhatisgarh, It will help to grasp the factors that affect the students' academic motivation.

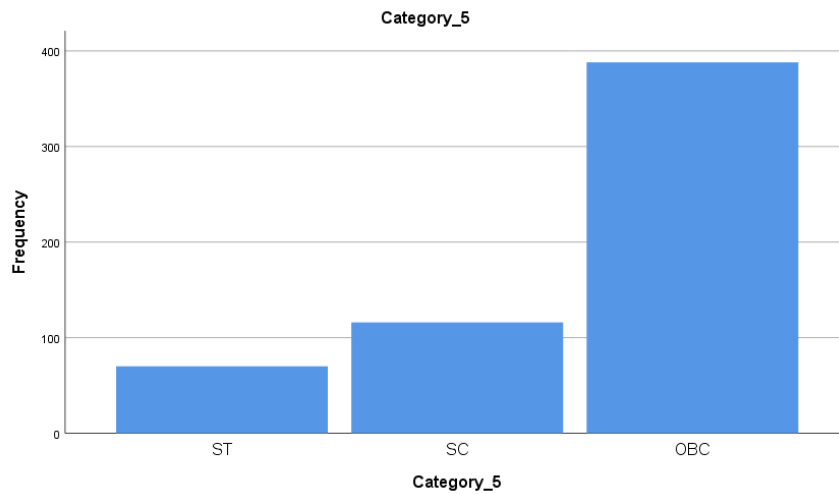
METHODOLOGY

This is a mixed method research in which quantitative as well as qualitative data has analyzed by using convergent parallel design. In this study 574 students are surveyed and 22 teachers are interviewed from the selected ten schools of rural part of the Chhattisgarh by selective sampling method. A convergent parallel design entails that the researcher concurrently conducts the quantitative and qualitative elements in the same phase of the research process, weighs the methods equally, analyzes the two components independently, and interprets the results together (Creswell & Pablo-Clark, 2011).

Demographic study of students –

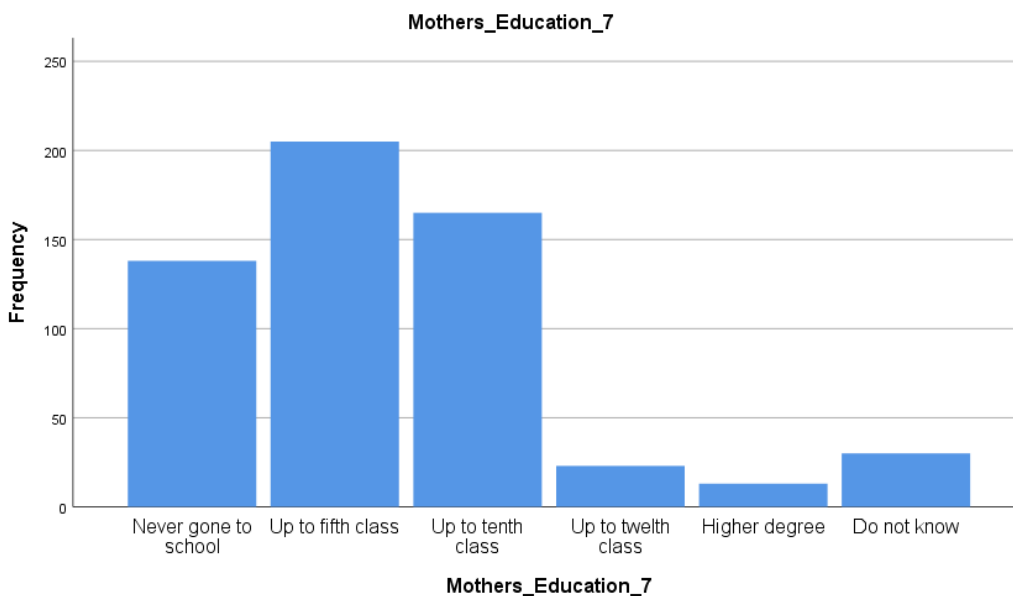
The survey questionnaire has administered in this study to look at the social dimensions of the family and the socio economic status of parents. Teachers’ interviews were used to study the impact of the socioeconomic context on the academic exclusion and inclusion of students.

Social categories –



Out of 574 students 67 % students belong to the OBC category. 20 % belong to the SC category, 12% students belong to the ST category. Only one percent occupies the open and other categories.

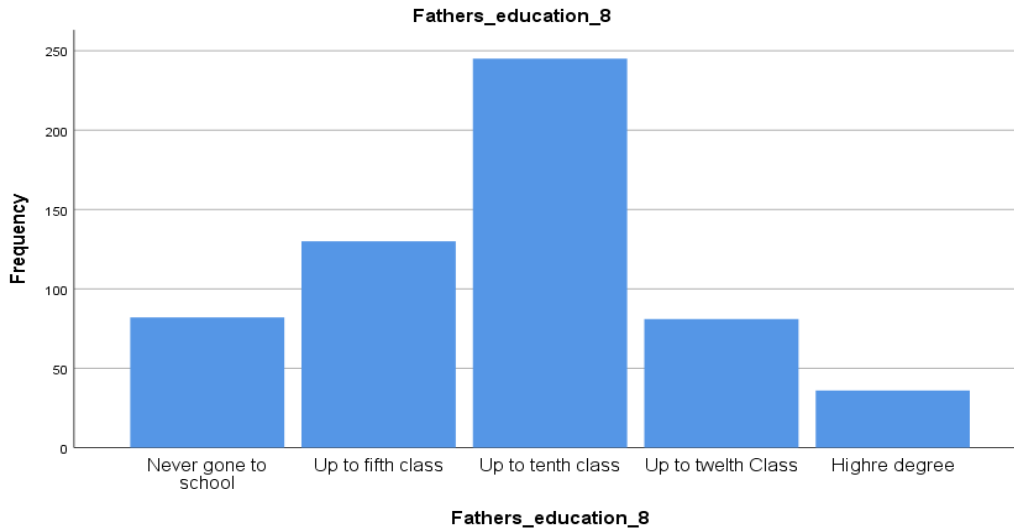
A) Number of years of schooling of parents



Mothers’ education: A majority of students’ mothers (60%) had never gone to school or had completed school only till 5th grade. The survey results indicated that 24% of the students’ mothers had never gone to school, 36% of the students’

mothers had completed education till 5th class, 29 % up to the 10th class, and 4 % up to 12th standard, and 2% students' mothers have completed college or degrees beyond 12th class and 5% students did not know about their mothers education. . This shows that 98 % of mothers' parents did not have the exposure to higher education.94 % mothers were not able to get the education up to higher secondary level of schooling.

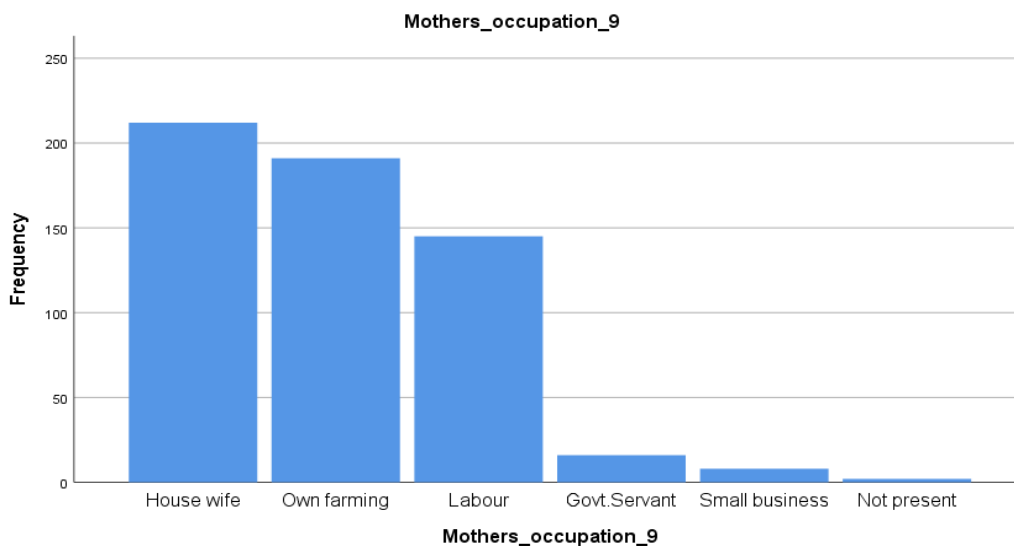
Fathers' education:



About 37% of students fathers had either never gone to schools or have completed school only till fight grade. In which 14% of students' fathers had never gone to school, 22.6% student's father had studied up to 5th class 42.7% father have studied up to tenth class, 14 %student's father have studied up to 12th class and 7 % student's father have been able to get higher education. Comparing mothers parents and to father parents education levels there is difference of almost 10% amongst them, 24% mother parents have never gone to school while 14.3 % father parents have never gone to school. 60% of mothers and 52% of father parents have education below 5th standard. 92.5% mother Parents and 93.6% father parents have education level below 12th standard. Father's parents seemed to have a better education level than mother parents. Overall, in Chhattisgarh, according to both the parents educational level are lower than average education levels in

2.1.2. Occupation of parents- Mothers occupation –

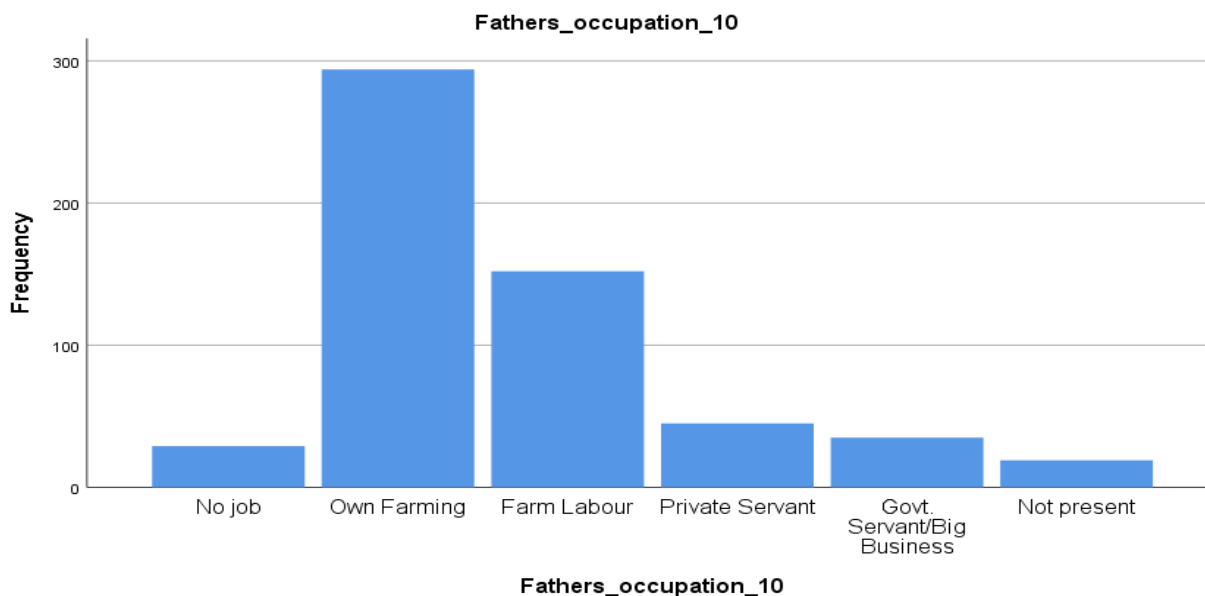
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Mothers' occupation: Out of all mother parents 37% students' mothers were not working outside, 33.3% the mother parents were working in their own farms and 25.3% mothers were working as laborers in the land -owners' farms or in rice

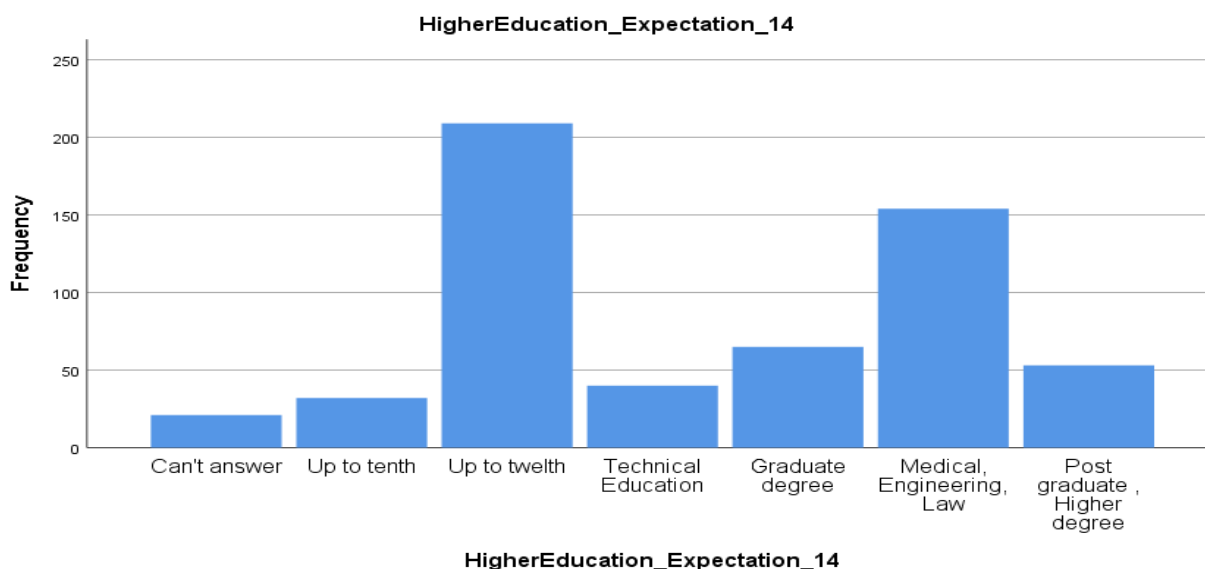
mills. Only 3% of mothers were in government jobs, while 2% of students' mothers were running their own small businesses. Majority of mothers were involved in farming, also depicted agriculture as a dominant occupation in the area. While 0.3 students reported that they don't have a mother parent.

• **Father's occupation-**
Fathers' Occupation:



% students' fathers were unemployed, 51.2% students' father were working in their own farm and 26.5% students' father were working as Farm laborers , 8% students' father were working as workers in private business (e.g. shops), 6% students' father were working as government serviceman and 3% students said that they lost their fathers (death) Both fathers and mothers occupation indicates that the majority of the parents both fathers and mothers, are either farmers or working on small labor jobs in their villages. Only 6% of the parent population collectively works in small business and in government services. Most of the parents were farmers.

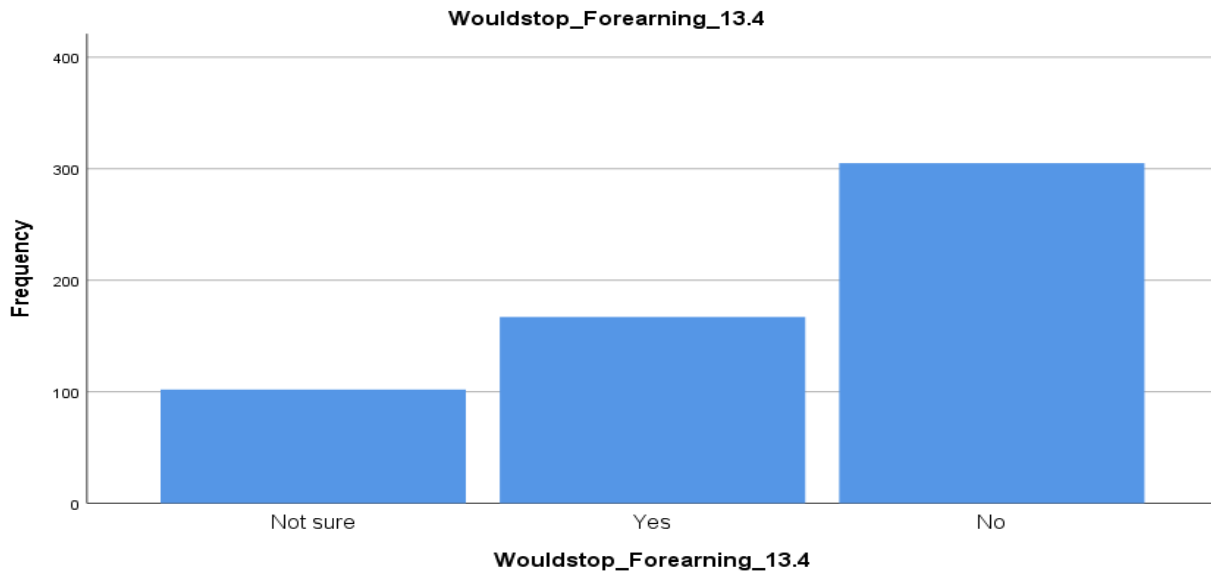
Students' Educational Aspirations



Students' educational aspirations: the survey results indicated that 45.6 % of students were hoping to get the education only up to 12th standard. 9.2 % students hoped to pass only 10th standard. 11.3% students were hoping to complete graduation, 9.2% hoping to study up to postgraduate level.7% were thinking of pursuing technical education and 26.8%

students were thinking of getting a medical or engineering professional education. Thus, more than 50% of students did not aspire to pursue education beyond 12th standard.

Continuation of education:



Almost 17.8 % of students were not sure whether they would continue the education further or not, However 29.1% of students indicated that they would stop their education for earning. About 53.1 % students were hoping that they could continue their higher education without barriers

Students working as laborers:

Labour_work_17.6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	374	65.2	65.5	65.5
	Some times in year	103	17.9	18.0	83.5
	Some times in a month	55	9.6	9.6	93.2
	Some times in week	38	6.6	6.7	99.8
	Almost everyday	1	.2	.2	100.0
	Total	571	99.5	100.0	
Missing	System	3	.5		
Total		574	100.0		

Data indicated that up to 35% of the students worked as laborers (petty jobs outside home) sometimes in year. In which about 9.6% students have to work sometimes in a month and 6.7 % students have reported that they have work some times in week as a laborer. 27% students worked on farms frequently (monthly, weekly or daily). Students working on their family farms during the year

Farm_work_hours_17.8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	213	37.1	37.1	37.1
	Some times in year	206	35.9	35.9	73.0
	Some times in a month	98	17.1	17.1	90.1
	Some times in week	56	9.8	9.8	99.8
	Almost everyday	1	.2	.2	100.0
	Total	574	100.0	100.0	

Data informs that 63% of students work on family farms. About 27% frequently work on their farms (monthly, weekly, or daily)/ and about 35% worked on farms at some points in the year. This show a majority population of students has family background of farmers which engage them in the farming during the academic year.

Teachers' perception of students' future careers and continuation of education: To study the socio-cultural factors affecting the educational involvement of the students, teacher's interviews were conducted. This data was retrieved from teachers' interviews when asked reasons for absenteeism or dropout in schools. Following were the quotes retrieved from the data on this aspect.

1. *"Phir koi painter ban jayega, Kisi company mein chala jayega aisa bahut kuch maine dekha hai, ki kuchh video shooting karne chale jaengee, matalab un logon ko chhote-chhote aise kaam milte hai to udhar hi dhyan dete hain. Ki jyada kuch banane ka aisa unako kuch nahin hai, jaldi se jaldi, jyada se jyada, paise Kama kar ek ghar Ko sambhalne ke liye istemal kiye jayenge"*

K.. K . Teacher

English Translat

English Translation of Kalpana K -

Then someone will become a painter, someone will do something in a company, I have seen much of that, some girls will go on video shooting (cover weddings). That means those people have such small aims, on the other hand, you only notice that there is nothing for them to become more ambitious. They will be used to support the household by earning as much money as possible at the earliest.

2. *"Ek baat aur hoti hai ki parents agar padhe likhe hain, hai na, to vah bachchon kee future ke baare mein sochte hain, aur agar padhe likhe nahin hain rojee majadooree karate hain, to unakee soch bas paise kaise kamana hai aur bacche bhi use mein lag jaate haini abhee garmee kee chhuttee hogi to ye kuchh kaam dhaam karenge, to lambee soch nahin hotee haii kyonki, kyonki unakee jaroorat unako vah karane ke liye majboor karate hai"*

D. S teacher

Translation of Dnyaneshwari S

"One more thing is that if the parents are educated, they do think about the future of children, and if they are not educated, then they think about how to earn money, and the children also remain engaged in that. Now summer vacations will start and then they search for some work for earning, there is not a long term vision, because their need compels them to do it".

P17: D.S. Teacher

3. *"ki "Bachchonke paalak bhee nahin chaahate hain, aur ajoo-baajoo Competition bhi nahi hai, aur vatavaran bhi is tarah se hai, to kya unake oopar asar hota hai? Samne bhi kuchh inspiration dikhlata nahin hai, ek to yah, ki skool ke baad padhaee ka kam raasta dikhata hai. jaise baarahavi tak padh liye. Door door tak yahan unake paas paas College nahin hai, jo public transportation hai, vah bhi nahi hai sarkari, vah bhi nahin hai, jaise ki Maharashtra mein sarakaaree transportation hai, unaki zimmedari hoti hai ki 7:00 baje bachchon ko school mein bhejana hai. To yahaan mujhe aisa kuchh nahin dikhata hai ki bachchon kee skool ke lie koee traansaporteshan ka intajaam hai"*

V. C. teacher

English translation-

"Parents of children do not even expect much and they do not have the competition around them and neither environment, so what will be the effect on them (students), there is no inspiration in front of them, that is, that after schooling, there seems to be less way. As far as possible they study up to 12 th class. They do not have a college nearby, neither public transportation, there is no government bus, there is a government transportation in Maharashtra, they hold the responsibility to send the children to school at 7:00 pm, so here I don't see that there is any transportation arrangement for the children of the school".

P14: V. C. Teacher

Contextual backwardness has emerged as a main factor from the discussion of teachers, which points out that, just because of the remoteness of the context, their aspirations are controlled by the environment. Same point has been raised by one of the teachers.

One quote which informs that lack of information regarding the different career options affect the educational involvement of the student. In this context it is difficult to gather knowledge regarding the different carrier options.

“Bachche kyon ki nineth class mein hai, to inka mind itna to develop nahi ho pata hai. unko khud ko nahin pata rahata hai ki kya banana hai. jaise hum 11th 12th pass karte hain, uske baad thoda sa hum ko dikhta hai, aur mind mein concept clear hone lagate hain ki actual mein aapko banana kya hai?, hamako karana kya hai?, hamako khud ko bhi maloom nahi tha, jab ham padhate the. ke humko 11th mein kya subject lena hai, hamaare papa ne kaha ki science lena hai, beta! main bhi science vaala hoon.. tum bhi le lo, to science le liya hai.”

English Translation –

Because children are in ninth grade, their mind is not able to to develop that much. They themselves do not know what to become? Like we passed 11th 12th, after that we got a little vision and the concepts started clearing in the mind of what we should become. what we have to do, we did not even know ourselves, when i asked father, which subject should i opt for 11th, my father replied, you have to opt science, just like me. I joined science.

These quotes indicated teachers perceived socio-economic status and geographic remoteness as some of the factors that push students in their schools to work as a child labor or take up menial jobs after 10th or 12th class to support their family income. This in turn affects the academic involvement of the students in the schools. The teachers also indicated exposure to college education was difficult for these students given the limits of accessibility especially due to lack of public transportation and affordability. Interestingly, in contrast, the students survey indicated that only less than 5% of students aspired to do menial jobs (e.g. carpenter, painter,, waiter, etc.). Similarly, while teachers expressed that these students may have difficulty to pursue education beyond 12th, most of the students aspired to continue their education beyond 10th standard (45 % students expect to continue their education up to 12th standard and 41.4% students were expecting higher education after the 12th standard.)

Teachers' perceptions about the motivation of students in school studies:

In the interview a few responses of teachers around reasons for students' absenteeism, lack of motivation in studies and dropout revealed socio-psychological issues of students. As a representative of all those quotations M. D. has explained this issue in the following words.

4. *Sir, Unako ghar ka preshar rahata hai to ghar par kabhi kisi se khul kar baat nahi ki hote hain skool mein aate hain to unako har jagah par hichkichahat hoti hai. kaise karen kya karen unake kaaran unaka kaaran unakee sabse jyada important hai phaimilee matter hai, jab bachcha bachchi school mein aata hai to jo ghar mein chal raha hai usaki dimaagi pareshaanee lekar school mein aata hai. jo bhi hai gaon mein, ghar mein ladai, jhagada pareshaani hoti hai saamaajik aarthik problam jo vah baahar nahin bol paata hai lekin vah skool mein lekar aata hai aur jyaada khul kee kisee se vah baat bhi nahi kar paata hai klik se unke liye kuchh ho sakata hai dheere-dheere unako samajha ki kiya ja sakata hai sar is tarah se to dheere-dheere samajha ja sakata hai jae to bachche aa jaate hain pyaar se samajh aaya jae to adhik parivesh bhi badal na jyaada jarooree hai*

Maneka D

English Translation-

Sir, they have home pressure, they have never talked to anyone openly at home, when they come to school, they are hesitant everywhere how to do what they do because of them, their reason is their most important family matter, when the child is the child. When he comes to school, the person who is walking in the house comes to the school with his mental troubles, whoever is in the village, there is a fight in the house, there is a problem in the socio-economic problem which he cannot speak out but he brings in the school and more Openly, he is not able to talk to anyone, there may be something for him by the click, slowly he can be understood that Sir can be understood slowly in this way, then the children come and explain with love. If you change more than changing the environment is more important

“yah bahut hi ae bada drawback hai ki adhikansh palak yahaan majadooree karate hain aur jinako din mein bilkul samay nahi rahata hai. Total bachchon par dependency hai ki palkon kee bhaee skool mein samay se chale jae”

M. D. Teacher

English Translation-

This has been serious drawback of this context that that most of the parents work as laborers here and do not have any time during the day. Parents leave this responsibility totally on children to get to school on time

Englis 6. *"usako bithaya poochha kyon nahi aaya skoolato bola kee mammee khatm ho gae mammee nahin rahee ab ghar mein usake pitaji bole ki main usko bolta hoon jaya kar, lekeen nahin ja raha hai skool mein lekin yeh nahin ja raha hai kaam-kaam karne ke liye chala jata hai"*

English translation-

I made him sit ,and asked him, why didn't he come to school?, then said that his mother is over, mother is no more, in the house, now his father said that I insisted him to go to school , but he is not going to school but he goes out in search of work of daily wedge "

These quotes inform the how does low educational status of parents and lack of educational awareness of parents affect the academic achievement of students. If parents are not educated that reflects on basic level preparation of student. If basic skills like reading writing and basic arithmetic skills are not developed student remain hesitant to participate in the classroom interactions which results in the exclusion of those student in the ninth or tenth grade. Social and cultural barriers and their relationship in the involvement of the school has emphasized by the more than 1/3rd of the population of teachers in their interviews.

1. The study of Influences of parental socio-economic status on academic achievement: A case study of rural communities in Kailali, Nepal (Raj Pant, 2020) has found that the majority of students of low socio-economic status have poor academic achievement. Parents of low economic background have been found less interested in the education of their children. Students from low socio-economic status are more emphasized on employment rather than further study after secondary education.

Choice of discipline-

574 students were surveyed to understand their choices of disciplines- Up to 42.2% students want to pursue their higher education in science discipline 31.3% students were expecting in art branch 20.8% students thinking about commerce 1.4% students were thinking technical or professional courses 2.8% students were thinking about sports or another for their higher education.

Social barriers in perceiving higher education-

About their obstacles in higher education 4.9% students reported that higher education is not a easy task for them.34.9 percent students think that they would have to stop the further higher education for earning and to support family.13.5% students have reported that they would be forced to marry would not be able to complete their higher education. 83.6 % students have never failed in their school education. While 4.6% students have failed because of long absentee 6.5% students were failed due to the failure in annual exam. 2.3 % students were failed because of their family problem.

Students' career aspirations

While answering the question about ambition students have reported the diverse career options in which the impact of socio economic context has seen on the career choices of almost 8 % students.

Career Aspiration	Frequency	Percentage
Teacher	186	32.3%
Police	125	21.8%
Doctor	80	13.9%
Indian Army	48	8.4%

Engineer	33	5.7%
Nurse	12	1.9%
Scientist	4	0.7%
Collector	6	1.1%
IPS	5	0.9%
CBI officer	3	0.5%
Computer operator	6	1.1%
Lawyer	2	0.3%
Army	48	8.4%
Dentist	1	0.2%
Pilot	2	0.3%
Businessman	1	0.2%
Bank man	1	0.3%
Secretary	1	0.1%
Art	1	0.3%
Bouncer	1	0.1%
Cricketer	1	0.1%
Athlet	2	0.3%
Dancer	2	0.3%
D.J Master	1	0.2%
Farmer	2	0.3%
Singer	3	0.5%
Mistry	1	0.2%
Painter	10	1.7%
Labour	2	0.3%
Vadak	1	0.2%
Tailor	4	0.7%
Waiter	1	0.2%
Carpenter	1	0.2%
No answer	8	1.3%

It has observed in the survey that less than 5% of the students aspired for professions traditionally believed to be in the working class category, not requiring much formal education. More than 60% of the students aspired to be traditionally most aspired professions like doctor and teacher. Many students also aspired to be in the police and army. Aspiration for being a scientist was negligible and about 5% of the students wanted to be engineers. Although 50% of the students had fathers who were farmers, less than 1 percent of students aspired to be the same.

CONCLUSION

It is found that socio academic status of the parents have no significant relationship with their academic motivation at government high schools in Chhattisgarh. The study shows that although the academic status of parents is very low and most of parents are a part of working class population and involved in farming or work as farm labor there exist a high academic motivation level in students and irrespective of role models in their cultural context students are inspired to choose the carrier options which are sign of high social status and requirement of high educational qualifications. Therefore it can be concluded that although the social and academic status of parents drive their daily actions and decide their priorities of engagement they are still aspired to get the higher education and to perceive their future in highly sophisticated jobs with high educational qualification.

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