

Indicators of Students' Lack of Motivation in Qatar: Students' Perspectives

Results from the SESRI Qatar Education Study 2015

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Introduction

Striving for excellence in education, Qatar committed significant financial investments to revamp and modernize its system of education in order to prepare citizens for the challenges of modern society and to transform the country into a modern knowledge-based society, in line with the Qatar National Vision 2030. Qatar now boasts excellent capital facilities and an enviable student-teacher ratio. Despite these efforts however, a perception remains that the education system is still not meeting the needs of many and is deemed unresponsive by some.

Background

The Qatar Education Study (QES) 2015, conducted in October–November 2015, is the second cycle of a similar survey carried out in December 2012 which took place when the National Development Strategy and the Education and Training Sector Strategy 2011-2016, both launched in 2011, were in their early phases of implementation. The study is an opportunity to revisit and evaluate these aspects of schooling. Here, we focus on preparatory and secondary levels of education in Qatar as we seek to accomplish two main goals: (a) to inform and improve policy and practice and (b) to contribute to achieving the overall goals expressed in the Qatar National Vision 2030 (QNV 2030).

Research Questions

In this study, we focus more specifically on the factors known to influence students' lack of motivation in the context of Qatar. The main aim of this study, therefore, is to explore the following research questions:

- 1) What are the factors that lead to students' lack of motivation in Qatar?
- 2) What are the key characteristics associated with students' lack of motivation?

We expected significant relationships between personal characteristics and lack of motivation and the results reveal a combination of personal and contextual factors informs our expectations for what predicts students' lack of motivation.

Methodology

Participants

1803 students



51% Male



49% Female



38 schools



24 independent schools (1108 students)



14 other schools (695 students)

8th Grade

%29

9th Grade

%28

11th Grade

%21

12th Grade

%22

Survey Questionnaire

This study used data based on a two-stage probability school sample of students in primary (i.e., 8th or 9th) or secondary schools (i.e., 11th or 12th grade). The mode of data collection was self-administered paper-and-pencil questionnaire. This design resulted in 1,803 students and 1,462 parents taking part in the study. The sampling error was calculated to be ± 2.4 percentage points for the student survey and ± 2.7 percentage points for the parent survey.

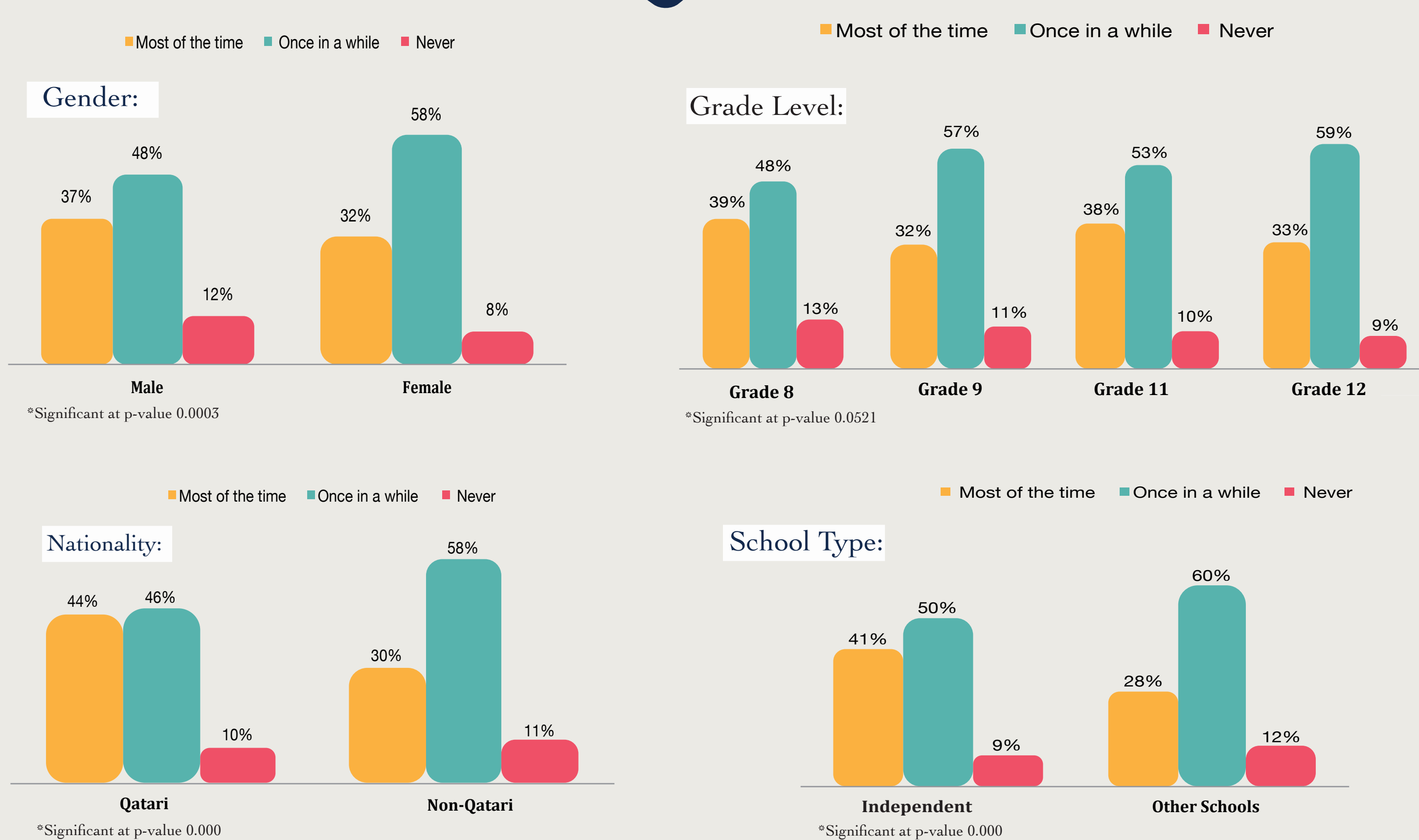
Procedure

The study was based on a nationally representative two-stage probability school sample of students. The first stage sample was a proportionate sample of schools based on school size, school type, gender (boy, girl, or coed) and grade (8th, 9th, 11th, or 12th). In stage two, one class from each grade in a school was randomly selected and all students in the class were included in the survey. The study four variables: gender, grade level, nationality, and school type.

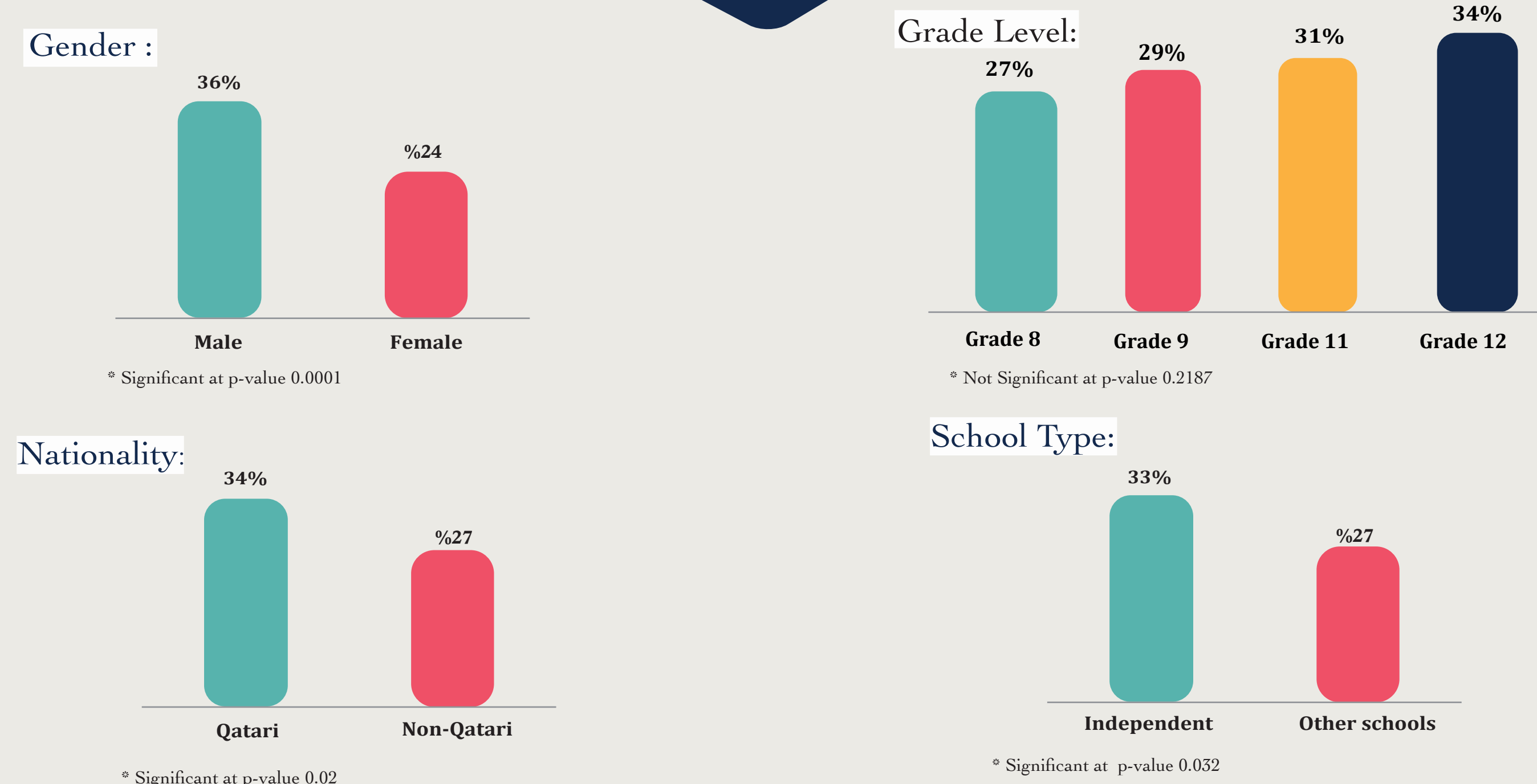
Results

Student motivation has improved significantly over the three year span between QES 2012 & QES 2015. School students in Qatar appear to be chronically disengaged from schooling for they report feeling bored making less effort and being absent.

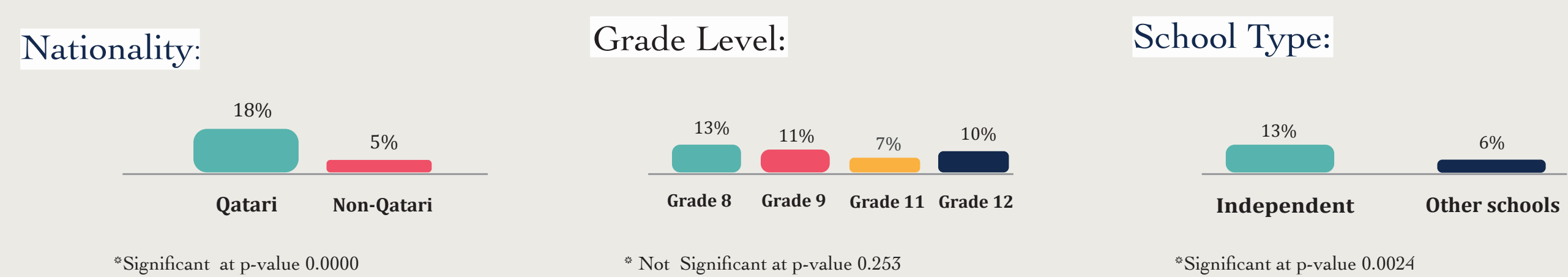
Students Reporting "Being Bored"



Students Reporting "Not Giving Maximum Effort"



Students Reporting "Being Absent"



Conclusion

- Student motivation is the biggest determinant of academic success & highly engaged students are more likely to perform well at school.
- Documented research shows that motivation is not stable and is influenced by contextual factors

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