

Understanding the Relationship between Quality of Academic Life and Academic Motivation among College Students

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Abstract

Formal education is the most effective means by which an individual or an adult can acquire information, comprehension, competence, and a good viewpoint with regard to matters. As a consequence of this, one goes through the process of maturation, acquiring skills, and receiving training. The purpose of this research is to determine whether or not there is a correlation between the quality of college life and the amount of academic motivation that students exhibit while attending college in the Multan division. A correlational technique was used in conjunction with a descriptive strategy for the research. All of the women's studies that were being conducted in colleges under the authority of the Multan division were included in the study population. On the other hand, the four hundred women who participated in the sample study were full-time college students. For the purpose of gathering information from the study's sample, the researchers utilized two different questionnaires. Based on the findings of the study, it was determined that the level of motivation among students is significantly correlated with the quality of college life. When it comes to the academic development of pupils, the findings suggest that educational institutions create a more positive atmosphere.

Keywords: Relationship, Academic life, Academic motivation.

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Introduction

A person or adult can reliably gain insight, knowledge, competence, and a positive outlook through education. It enriches a person's development, maturation, and wisdom. The path to a more progressive and diverse society lies in education. Elevating the standard of the single form is one of its objectives. Since education is the answer to all problems, its worth is universally acknowledged (Parankimalil, 2012; Sharma and Jain, 2022). The fundamental role of schools is to mould diverse-minded individuals who will leave an indelible mark on both their own and subsequent generations. So, conventions, habits, rituals, timetables, services, and in-person behaviour are all aspects of an institution's culture that are distinct from another. Institutions of higher education have the fundamental duty of educating and training individuals for leadership roles in society, the economy, and other domains (Munir et al., 2022).

The real challenge for any student comes in college. With each stride, he moves closer to the routine of his life. At college, a guy can grow into many things: a leader who is receptive to new ideas and experiences, a social and cooperative team member, someone who can overcome obstacles and put in long hours. The discipline and self-control needed for success as a student are second to none. A learner in this realm understands the relevance of these noises. The fate of his career is up in the air. In this view, the essence of university life is characterized by the breadth and depth of pedagogical approaches used, the satisfaction of students' needs and desires, and the quality of the learning

experiences offered. Whether or not a student's intellectual, emotional, and social needs are satisfied; the amount and quality of learning that will benefit the student's future; and the quantity and quality of interactions with partners, including instructors, college groups, and classmates, the quality of college life, according to Bozgun and Kosterelioglu (2015), is defined by how well students do academically and socially while also making meaningful contributions to their campus community.

When people are happy and fulfilled, it shows in their level of contentment. College life has the potential to shape how students think about and approach lesson preparation and assessment. Students' mental health must have a favourable attitude toward their educational institutions, classroom activities, and teachers. Having a negative view of businesses, however, might lead to negative relationships with classmates on a daily basis, which can impede learning (Johnson & Johnson, 1993). For students to be interested in and successful in their coursework, there must be sources of inspiration (Clark and Schroth, 2010; Farahani and Saeedi, 2022).

Students report a feeling of achievement upon finishing an inspired learning project, in contrast to the analyst's assessment of college-level studying without inspiration (Bizzantino, 2011). People in Pakistan are not inherently stupid or morally hopeless, but the country's training system needs to be revised compared to other academic circles. Hence, the issue-related conclusion has to be correct. The motivations and experiences of college students as they approach graduation are the main focus of the study. Institutional leaders

in the field of higher learning may find this study's conclusions helpful. There may be significant benefits to learning what motivates public university students to study and, by implication, how well they do academically. University administrators will be able to use the study's findings to foster an inclusive environment that values student motivation. When trying to put a number on the relationship between students' happiness with college and their commitment to learning, the results will be priceless for college administration and lawmakers. The paper also includes recommendations for college administration on how to increase student motivation. The findings of this study could guide future initiatives and reforms that would benefit students by enhancing their access to and performance in the classroom. So, the objective of the study was to find out the relationship between quality of academic life and academic motivation among college students.

Review of Related Literature

Universities want to provide first-year students with a strong class bonding experience to reduce anxiety and the occasional wrong-classroom setback. The college shared-learning process is possible because students are active participants in their professors' exchanges rather than passive students who sit in on lectures, prepare papers, and take tests on material they should have memorized. No notes are offered; pupils must learn on their own. Teachers can clarify what has to be studied in their free time. Academic and extracurricular balance can be tricky (De Sisto et al., 2022).

Lee (2008) defines collegiate quality of life as meeting emotional and psychological needs. He found that students' perceptions of administrative, instructional, and recreational

services significantly affect college life. Discussing college life quality means college contentment. Moving from secondary school to college is a major developmental milestone for young adults (Boutte, 2006). College experiences are one of many elements that affect students' happiness, contentment, and well-being. When reality hits, the idyllic college lifestyle collapses. Many teens and young adults have clear ideas of their college experience. After becoming independent adults and enrolling in their preferred college, these young adults quickly discover the college lifestyle. They must swiftly adjust to their new environment to acquire good scores. Students learn that life is more complicated than they thought. Young adults today probably picture university as partying and laid-back. Numerous students anticipate daytime classes with numerous friends, like in college. Beyond labs and term papers, they dream of a carefree life.

College is crucial for a great profession, top-notch education, and thrilling travel. College boosts one's chances of getting a good job. People with solid educations succeed more readily in life. Many of the world's highest-paying jobs require a degree. Similarly, a college degree can boost financial security. College is the best investment a student can make to sustain and advance their profession. Without sufficient preparation for college stress, one may find their time there to be the most difficult of their lives. To maximize their college experience, first-year students should focus on academics while maintaining their other vital relationships (at home, employment, religion, etc.). College students have additional possibilities because of night classes and online programs (Dos Santos, 2020).

A student texting during class, an online student posting tiny notes on the exchange board, or a teacher slogging through mountains of material all shape the learning experience. Teachers and students share this duty. However, most students will need help making that commitment, and it is just a two on a scale of one to 10 in terms of how well it administers strategies that increase student learning. Mindfulness exercises with group commitment are best. A learner may accept an idea after reading. Instructors can request a healthy learning environment from students and staffing partners in an explicit, explanatory request (Kandakatla et al., 2020).

Finns created a learning environment in the mid-1990s. Deep-rooted adaptation improved, too. Advancement work emphasized workplace learning and prior learning. Devices to expand learning beyond schools are still being developed. Globalization and mixed learning provide comprehensive learning arrangements that support recent learning. Mixed learning should be viewed as a framework of numerous settings where college students experience genuine obstacles (Dziuban et al., 2018).

Friend-inn pupils. He lives with pals. Friends matter to him. He competes hard in college. Students learn about professional associations after college (Bozgun & Kosterelioglu, 2022). Student life demands patience and repentance. An understudy understands that his actions can affect his future. Students should act appropriately and use the best time that will endure forever. Parental support helps college students' balance. College parents are usually between students and temptations. Physical, mental, and social learning domains exist (Greene and DeBacker, 2004).

Workplaces have buildings, furniture, and equipment. Educational technology-based learning is part of the physical environment. Mental learning environments are intellectual and passionate. Collaboration and participation shape the informal social learning environment's structure, organization, and framework. Visual enhancements, learning outcomes, and mindsets depend on the visual environment. Bright lighting energizes students, whereas low lighting soothes them. Various teaching approaches demand tailored illumination. Hues boost learning efficacy by 5–10%, minimize nonattendance, and improve ethics. Excellent, intriguing hues alter the mood. A good classroom shading design impacts school culture.

Thus, all South Asian educators must know what they are doing to raise the future generation and why. How higher education family members handle economic, social, political, and moral changes will determine their destiny (Rao, 2006). Higher education difficulties are linked. Instruction can significantly boost eager combinations. Education should develop the whole individual, not just teach. "Students, the future subjects of the nation, to have a feeling of equity that is favorable for the development of the national mix," must learn about vote-based systems' traits and purposes. This is especially true for developing nations trying to establish a popularity-based lifestyle.

The labor force is modest, according to most estimates and benchmarks. Compared to many developing countries, the teacher-student ratio is low. Losing faculty has lowered college quality (Munir et al., 2022). Pakistani workers receive poor earnings, budgetary compensation, and perks due to increased living costs. The Higher Education

Commission recruits remote workers to aid with class design and delivery and gives educators administrative roles to promote education in Pakistan. Staff should shape the organization's educational priorities. As noted, the staff should also successfully participate in other decisions that may directly affect its accountability for instructional practices. To do their jobs well, employees, analysts, and students must understand academic adaptability. Rao (2006) found that these capacities represent higher education and regulatory activities. While more instructors are needed to directly reduce unemployment, a transformation in the educational system may alleviate its harmful consequences on young people.

Due to the world's growing population, there is a desire to increase education at all levels. Pakistan's and other South Asian countries' high population growth is another problem. The "Nature of College Life Scale" by Sari (2007) quantifies students' college observations. Gil (1996) stated that Williams and Batten created the Quality of College Life Scale. Quality of Collegiate Life Scale (QCLS) measures collegiate experiences. This tool may help instructors assess students' College Life Scale (CSL) observations of fulfilment, classwork, and teacher response. Thirty-nine things make up the scale. Specific and general areas comprise the scale. College satisfaction and its downsides are covered in general. The space features educator-student relationships, social ties, possibility, accomplishment, and entrepreneurship.

The College Life Scale's (QCLS) core educator-student connection component measures teachers' professional development and student relationships. Second, social connections mirrored student relationships. The third component, Achievement, shows

his college students' success. The fourth enterprise component showed college students' new experiences. College life affects education, so teachers are aware of this (Sinclair & Fraser, 2002). College events are part of the experience. The college offers most of these options to help students flourish. The most notable activities and exchanges occur in offices, schools, libraries, research centres, living arrangement units, understudy unions, houses of prayer, sporting facilities, studios, exhibits, theatres, assembly halls, and others. Every office exercises trademarks. Other non-physical experiences are also crucial in college.

They include employee partnerships, student groups, student friendships, informal talks, and a fantastic range of links. We designed exertion measures for large workplaces and real college opportunities. Important events and experiences should be covered. Since the metrics focus on student learning and development, every measure would be about winning and progressing. With classroom learning in mind, we confirmed cognitively higher quality measurement. Different topics prioritize identity improvement. Identity evolves as new situations require new reactions. One can grow with a base. Some college regions have different student offices. Essentials.

In general, inspiration drives action. It inspires us to work hard and succeed. Motivation influences our actions and productivity. People are motivated, encouraged, and driven by "inspiration" to do daily chores (Pintrich, 2003). Inspiration is what drives us to drink water or read a book. Behaviour is caused by biological, emotional, social, and individual factors. Men often use "inspiration" to express their motivation. Students are motivated to study by aspirations

for the future, a desire to persevere through challenges, and a desire to graduate from college. Academic success involves actual and expected performance. Grade point average, test scores, and exam pass rates measure academic performance (Sirgy et al., 2007).

Child rearing strongly affects student motivation. Parental support can give children security and confidence in an uncertain world as they grow and develop. Parents' involvement is vital to elementary and secondary students' academic Achievement. Parental participation affects academic success, subjective well-being, assignment completion, performance, and motivation. Studies examined parental engagement in helping students with homework, visiting school events, seeing them play sports or other extracurricular, advising them on course selection, and monitoring academic success.

Inspiration motivates, organizes, and executes a human will, and quest ensures quality and control and inspires execution (Bargh and Ferguson, 2000). This means that human action as a factor in determining the sufficiency of an operational procedure is basically in line with inspiration's variables and measures, which is very important for the use of this thesis. The three dimensions of inspiration—*intrinsic*, *extrinsic*, and *observable*—show how inspiration affects cognitive behaviour and human arousal (Alexandris, Tsorbatzoudis, & Grouios, 2002).

Three types of natural motivation exist learning, success, and inspiration. Self-regulated utilization of these standards leads to activities that match motivation's drive or stimulus. Extraneous incentives include exterior, additional, included, and distinct controls that weigh or inspire internal

thoughts and conduct. Excellent external motivation is external direction. It implies cooperative work to gain recognition or avoid punishment. Introjections, the second sort of extraneous inspiration, show the actor is "more" involved in the scene. Activities are appreciated and necessary. Therefore, the individual chooses involvement, so the distinguishing proof is more self-decided than outward control. Internalized authority suggests the most discretion when hiding one's identity. Inspiration, whether *intrinsic* or *extrinsic*, is a bearing that has yet to be categorized by characteristic or external production plant (Alexandris, Tsorbatzoudis, & Grouios, 2002). Operational methods are often portrayed as cutting-edge, autonomous research. It combined the three requirements and stated that inspiration can naturally, accidentally, or both encourage activity.

When measured against an execution or fabulousness criterion, scholastic inspiration is a student's craving (as shown in methodology, industriousness, and ardour) for academic subjects. Academic inspiration is a subset of reflectance inspiration, which is the "need" to succeed in environmental management (Gresham, 1988). According to Pintrich (2003), websites that motivate and keep people doing academically focused activities are called "scholarly inspiration." Freedom of choice scholars believe there are three types of academic motivation: *intrinsic*, *extrinsic*, and *extrinsic*. Academic motivation is directly tied to the self-determination hypothesis (SDT), a key component of college transformation. This idea states that internal and extrinsic motivation are stair-stepped.

Methods and Procedures

This study investigated whether and how college satisfaction affects a student's

motivation to do well in the final semester and graduate. Which study is done based on the problem? This descriptive study used a correlational methodology to assess and clarify the relationship between any two or more variables (Donald et al., 2014). Based on college satisfaction, researchers found out how much effort students put into their coursework. Populations are groups of the same species that reside in an area big enough to support typical dispersal and migration patterns, with births and deaths driving population change. Dispersal and migration have an impact on local population dynamics (Berryman, 2001). Any university government major was considered in this study.

By selecting a subset, sampling provides representative data (Kothari, 2004). Statisticians can generalize about the population from a statistical sample. For a study, a sample is a subset of a larger population (Gratton & Jones, 2010). Four hundred Multan public college graduates were involved in this project, and a sample was randomly picked.

Instrumentation studies and applies quantitative evaluation and control methods. Instrumentation plan selections must be selected before starting the inquiry. Two polls were chosen after reviewing the research. Quality of College Life Scale (QCLS) is a 39-question, 5-point Likert scale assessment based on these domains: General discontent with life, adverse impact, Teacher-student relationships, social integration, opportunities, triumphs, and obstacles. A 23-item assessment with a 5-point Likert scale, the AMS (Academic Motivation Scale), covers external regulation, motivation,

inserted regulation, identified regulation, and intrinsic regulation. Questionnaire-based research uses Likert scales.

Pilot studies tested the instrument's reliability. Data for this study came from four Multan Division colleges. Cronbach's alpha for the Quality of College Life Scale (QCLS) was 0.90, and the Academic Motivation Scale (AMS) was 0.78.

Public university research provides the data. Graduate students at public universities received questionnaires to complete at their leisure. Data came from four public universities. Data undergoes Pearson correlation testing.

Analysis and Interpretation of Data

Data analysis and interpretation make up this part of the study. Utilizing a five-point Likert rating scale, the study's objectives and inquiries were met and elucidated. The data was analyzed, assessed, and shown graphically as necessary. This study set out to answer the question, "Is there a correlation between college satisfaction and academic achievement?" by surveying college students. The raw data was collected via the questionnaire.

Every piece of data was given a code. Statistical Package for the Social Sciences, or SPSS, was utilized to carry out the statistical analysis. Visual representations of the data, such as frequency tables, make it easy to examine the findings. In the chapter that follows, the researchers give examples of demographic data, descriptive analysis, gender comparisons of subjects, associations based on casual type, and correlations between variables.

Table 1*Relationship between Quality of Academic Life and Academic Motivation of College Students*

Variables	1	2	Sig.(2-tailed)
Quality of College Life	1	.557	.000
Academic Motivation of College Students	.557	1	

The table illustrates that there is a strong and noteworthy correlation between students' academic motivation and the quality of their college experience. Given the significance level of $p < 0.001$, we infer that the academic motivation of college students is positively correlated with their perceptions of the quality of life on campus. We get this conclusion after rejecting the null hypothesis. With a correlation value of 0.557, we can see that the two variables are somewhat related.

Findings and Conclusion

The quality of a student's college experience moderately correlates with their academic motivation. The correlation coefficient of 0.557 indicates a strong, moderate, and positive relationship between the variables. This study aimed to identify the factors that influenced college students' motivation to learn. Research shows that students' intrinsic motivation to succeed in school is strongly related to the quality of their college. The quality of a student's college experience has a direct correlation to the student's motivation to succeed academically.

Our poll results show that most college students enjoy their time here, feel at home, and are driven to do their best because they believe in themselves. When it comes to student motivation, the campus environment is paramount. The calibre of students' interpersonal interactions, their teachers, and the administration of their school all have a significant impact on their motivation to learn. An effective educator sets a positive

example for her students and is there for them when they need her. Students are more invested in their studies when they have a positive relationship with their teachers. According to Moqbel et al. (2011), students with a stable attachment type are better able to deal with stress, accept criticism well, and focus better in class.

Research shows that college is less of a challenge for students who lack intrinsic motivation. When comparing students' reports of college life quality and experience, those who had a good time and those who had a bad time are more likely to be motivated. Evidence suggests that a high-quality campus environment has a positive effect on student motivation. The hope of a better future drives college students; they want better job prospects, more money, and more personal satisfaction. College is something most students are excited about; they say they will learn a lot and cannot wait to show what they are capable of. Consequently, there is a strong correlation between the quality of college life and students' motivation to study.

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