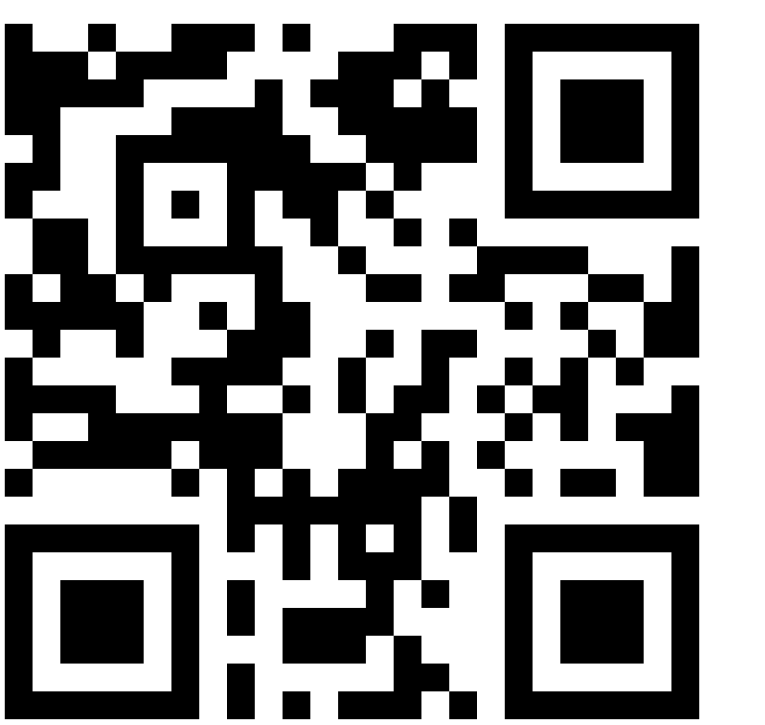


Academic Motivation across groups: Generational Status, gender, and income

Tia S. Pu



Introduction

- ❖ Assessing intrinsic and extrinsic motivation helps predict how satisfied and successful a student will be in college (Kotera et.al., 2021)
- ❖ College students who are underrepresented in their college, face unique career development challenges (Tate, 2014)
- ❖ Compared to multi-generational college students, there is a greater likelihood that first-generation college students will have lower levels of educational preparedness and work more hours off campus (Petty, 2014).

Purpose: To examine how academic motivation varies by a student's generational status, sex, and income.

Method

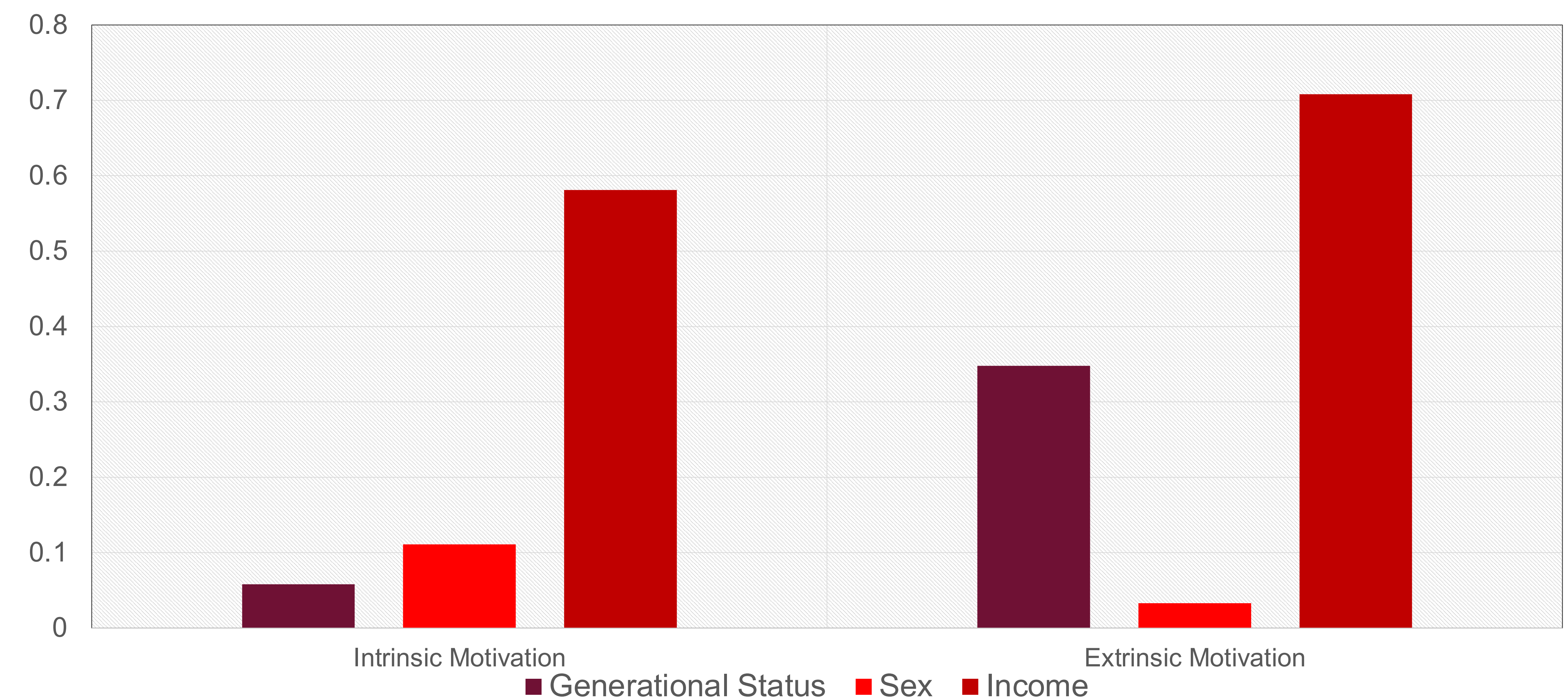
Participants

- ❖ N = 176 college students
- ❖ 49% FGCS, 51% MGCS
- ❖ 75% Female, 25% Male
- ❖ 35% above \$100k, 65% below \$100k

Procedure

1. Convenience random sampling.
2. Informed consent & took survey.
3. Debriefed on purpose of research & entered into the raffle

Results



Discussion

Interpretation of Findings

- ❖ Female students reported a significantly higher extrinsic motivation than male students, $p = .033$.
- ❖ Female students may be more future oriented in academics.
- ❖ The findings don't align with past research.
- ❖ This may be a result of scholarship opportunities & programs SPU implemented to support first-generation and SES diverse students.

Limitations & Future Directions

- ❖ Limited time and a demographically similar sample, makes it difficult to generalize results.
- ❖ Explore motivation with a more representative and diverse sample.

Conclusion

- ❖ Emphasize the need for increased awareness of cultural, socioeconomic, and gender differences in colleges.