

SCHOOL MOTIVATION AND APPROACHES TO  
STUDYING OF A/L STUDENTS

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Two schools, one with High SES and the other with Low SES, were compared with respect to School Motivation and Approaches to Studying in six dimensions of each. A 60-item combined School Motivation & Approaches to Studying Inventory (Entwistle & Kozeki, 1985) was used. The school Motivation dimensions were expected to describe the "school ethos" or "school personality" of the two schools differently. Approaches to Studying were expected to vary with their institutional objectives. 12th year science/maths girls constituted the samples of the two schools.

School Motive Identification significantly distinguished the two schools. Identification refers to that aspect of School Motivation influenced by teachers. A defining item of this motive was, "Most teachers try hard to help all the pupils". Low SES school were significantly more critical of their teachers. Of the Approaches to Studying, the Deep Approach of the High SES school, approached significance.

F-36 : 11th Dec. 1987 (Friday) 02.30 p.m. - 02.45 p.m.

F-37 : 11th Dec. 1987 (Friday) 02.45 p.m. - 03.00 p.m.