Psychosocial Correlates of Motivation for Academic Accomplishment among University Students

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ABSTRACT

Motivation has been a concept of interest for behavioral and cognitive scientists for its significant contribution to human behaviors and conducts. The purpose of this study was to examine the relationship between intrinsic motivation to academic accomplishment (IMTA) and psychosocial wellbeing among university students in Jordan. Methods: cross sectional correctional design utilized to collect data from 218 university students in regards to motivation to academic accomplishment, social support, life satisfaction, optimism, and depressive symptoms. The results showed that university students in Jordan had low moderate level of IMAT, and that IMAT had positive association with perceived social support from family (r = 0.17, p < 0.05), life satisfaction (r = 0.14, p < 0.05), and optimism (r = 0.19, p < 0.001). None of the psychosocial factors were found to be significant predictor of IMATA, while age group and working status were significant ones (p < 0.05). Moreover, there was significant difference in IMTA in regards to age groups showing that 1st and 2nd year's students had higher IMTA than their counterparts in higher academic levels. Implication for mental health counselors at the students’ health services and centers were discussed.