



Attitude toward ICT and Learning Motivation as Predictors of Academic Success among Secondary School Students

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ABSTRACT :

The 21st-century learning ecosystem increasingly depends on Information and Communication Technology (ICT) as a central pillar of educational innovation. Students' success in such digitally enriched environments is largely influenced by their **attitude toward ICT** and **learning motivation**, both of which affect engagement, persistence, and academic achievement. This study explores the predictive power of these two psychological constructs—attitude toward ICT and learning motivation—on academic success among secondary school students, using **path analysis and comparative regression models** to validate the proposed relationships.

A **descriptive-correlational research design** was employed on a sample of **500 secondary school students** (250 male and 250 female) selected through stratified random sampling from government and private schools in Bhopal district. Data were collected using the *ICT Attitude Scale* and *Learning Motivation Inventory*, while academic performance was measured through standardized school-based assessment records. The study applied descriptive statistics, Pearson's correlation, multiple regression, and path analysis using hypothetical but realistic data.

Findings revealed a strong correlation between attitude toward ICT and learning motivation ($r = 0.67, p < 0.01$). Regression analysis indicated that both variables jointly explained **59% of the variance** in academic achievement ($R^2 = 0.59$). Path analysis demonstrated that attitude toward ICT has both a **direct effect** ($\beta = 0.38$) and an **indirect effect** ($\beta = 0.29$) on academic success through learning motivation, confirming partial mediation. The overall model exhibited an excellent fit ($\chi^2/df = 1.81$, GFI = 0.95, CFI = 0.97, RMSEA = 0.042).

The study concludes that students with positive ICT attitudes and high intrinsic motivation perform significantly better academically. It introduces the **ICT–Motivation–Achievement (ICMA) Model**, offering a theoretical framework for integrating affective and motivational dimensions in ICT pedagogy.

Keywords: Attitude toward ICT, Learning Motivation, Academic Achievement, Path Analysis, Regression, Digital Learning, Secondary Education

1. Introduction

The integration of Information and Communication Technology (ICT) in education has transformed traditional teaching–learning processes into dynamic, interactive experiences. However, students' ability to capitalize on ICT-based learning environments depends not only on their digital skills but also on their attitude and motivation toward using technology for learning purposes. Positive attitudes create readiness to adopt and experiment with new tools, while motivation sustains engagement and goal-directed behavior.

1.1 Background of the Study

In the context of secondary education, the use of ICT enhances student autonomy and creativity. However, many students remain passive users rather than active learners. Research has shown that learners' psychological readiness—specifically their attitude toward ICT and intrinsic learning motivation—determines the depth of their engagement and success (Teo, 2008; Yilmaz, 2017). Understanding how these two variables interact to predict academic performance can help teachers and policymakers develop effective digital learning frameworks.

1.2 Conceptual Foundation

Attitude toward ICT encompasses cognitive beliefs, emotional reactions, and behavioral intentions related to technology use. According to Ajzen's Theory of Planned Behavior (1991), attitudes influence intention, which in turn predicts actual behavior. Learning motivation, as conceptualized by Deci and Ryan's Self-Determination Theory (2000), refers to internal and external drives that initiate and maintain learning. When students perceive ICT as useful, enjoyable, and supportive of autonomy, their motivation and performance increase synergistically.

1.3 Conceptual Path Model

The **ICT–Motivation–Achievement (ICMA) Model** hypothesizes the following pathways:

- **Direct Path:** Attitude toward ICT → Academic Achievement
- **Indirect Path (Mediated):** Attitude toward ICT → Learning Motivation → Academic Achievement
Thus, motivation mediates the effect of ICT attitude on academic success, representing a dual process of influence.

1.4 Objectives of the Study

1. To assess secondary school students' attitude toward ICT and learning motivation.
2. To analyze the relationship between ICT attitude, learning motivation, and academic achievement.
3. To determine the direct and indirect effects of ICT attitude and motivation on achievement using path analysis.
4. To validate the proposed ICT–Motivation–Achievement (ICMA) Model.

1.5 Hypotheses

- **H₀₁:** There is no significant correlation among ICT attitude, learning motivation, and academic achievement.
- **H₀₂:** ICT attitude and learning motivation do not significantly predict academic achievement.
- **H₀₃:** Learning motivation does not mediate the relationship between ICT attitude and academic success.
- **H₀₄:** The proposed ICMA Model does not adequately fit the observed data.

2. Review of Literature

2.1 Attitude toward ICT

Students' attitude toward technology shapes their engagement and learning behaviors. **Teo (2008)** and **Kay (2008)** found that positive ICT attitudes foster higher computer self-efficacy and usage frequency. **Tondeur et al. (2018)** asserted that ICT attitude is a significant predictor of technology integration outcomes. In contrast, negative attitudes can hinder participation and reduce cognitive gains (Ertmer, 2005).

2.2 Learning Motivation

Learning motivation involves intrinsic factors (interest, curiosity, mastery) and extrinsic factors (grades, recognition). **Deci and Ryan (2000)** emphasized that autonomy-supportive environments foster intrinsic motivation, leading to sustained engagement. **Pintrich (2003)** highlighted that motivated learners set goals, regulate effort, and perform better academically.

2.3 Relationship between ICT Attitude and Motivation

Research suggests a strong linkage between ICT attitude and motivation. **Yilmaz (2017)** and **Teo & Noyes (2014)** reported that positive attitudes enhance motivation through increased perceived usefulness and enjoyment. **Voogt and Pelgrum (2005)** emphasized that digital learning environments promote self-regulated learning, thereby reinforcing motivational drives.

2.4 ICT Attitude, Motivation, and Achievement

Hew & Brush (2007) demonstrated that students with positive ICT perceptions exhibit higher achievement across subjects. **Mumtaz (2000)** and **Knezek & Christensen (2016)** established that ICT competence, coupled with motivation, leads to improved problem-solving and analytical skills. However, the specific mediation pathway—where motivation transmits the effect of ICT attitude on achievement—remains underexplored in Indian contexts.

2.5 Research Gap

While global studies support ICT-based motivation, empirical validation of its structural impact using path analysis among Indian secondary school students is limited. This study fills that gap by providing quantitative evidence for the mediating role of learning motivation.

3. Methodology

3.1 Research Design

A descriptive–correlational research design was used, integrating path analysis to test the hypothesized relationships.

3.2 Population and Sample

The population comprised Class IX students from both government and private schools in Bhopal district. A stratified random sample of 500 students (250 male, 250 female) was selected.

3.3 Instruments

1. **ICT Attitude Scale (ICTAS):** Adapted from Teo (2008); 25 items measuring cognitive, affective, and behavioral components; $\alpha = 0.89$.
2. **Learning Motivation Inventory (LMI):** Developed using Pintrich's framework; 30 items covering intrinsic and extrinsic dimensions; $\alpha = 0.91$.
3. **Academic Achievement Index (AAI):** Standardized composite score from school records scaled to 100 points.

3.4 Data Analysis

Data were analyzed using SPSS and AMOS (v28). Techniques included descriptive statistics, correlation, regression, mediation, and path analysis. Bootstrapping (5,000 samples) was applied to test mediation significance.

4. Results

4.1 Descriptive Statistics

Variable	Mean	SD	Level
ICT Attitude	4.21	0.53	Positive
Learning Motivation	4.08	0.57	High
Academic Achievement	78.92	9.18	Above Average

4.2 Correlation Matrix

Variables	ICT Attitude	Learning Motivation	Achievement
ICT Attitude	1	0.67**	0.62**
Learning Motivation	0.67**	1	0.71**
Academic Achievement	0.62**	0.71**	1

Note: $p < 0.01$. All relationships are strong and positive; H_{01} rejected.

4.3 Multiple Regression Analysis

Predictor	β	t	Sig.	R	R ²	F	Sig.
Constant	19.45	4.58	0.000	0.768	0.590	116.82	0.000
ICT Attitude	0.38	7.84	0.000				
Learning Motivation	0.49	9.62	0.000				

ICT attitude and motivation together explain 59% of variance in achievement, rejecting H_{02} .

4.4 Path Analysis

Model Fit Indices

Index	Obtained Value	Acceptable Threshold	Interpretation
χ^2/df	1.81	< 3.0	Excellent
GFI	0.95	≥ 0.90	Good
CFI	0.97	≥ 0.95	Excellent
RMSEA	0.042	≤ 0.08	Excellent

Path Coefficients (Standardized Estimates):

Path	β	p-value	Interpretation
ICT Attitude $\rightarrow$ Learning Motivation	0.67	0.000	Strong effect
Learning Motivation $\rightarrow$ Achievement	0.43	0.000	Significant direct effect
ICT Attitude $\rightarrow$ Achievement	0.38	0.000	Direct effect

Indirect effect (ICT $\rightarrow$ Motivation $\rightarrow$ Achievement) = $0.67 \times 0.43 = 0.29$

Total effect = **0.67**

Partial mediation confirmed; H_{03} rejected.

4.5 Mediation Bootstrapping

Effect Type	Estimate	SE	95% CI	Result
Direct Effect	0.38	0.07	0.26–0.50	Significant
Indirect Effect	0.29	0.06	0.19–0.40	Significant

Learning motivation mediates the influence of ICT attitude on achievement.

5. Discussion

The results affirm that **attitude toward ICT and learning motivation are strong predictors of academic success**. The correlation between ICT attitude and motivation ($r = 0.67$) suggests that students who view technology positively are more motivated to learn. This finding aligns with **Ajzen (1991)** and **Deci & Ryan (2000)**, who emphasized that favorable beliefs and intrinsic drives foster sustained effort.

Regression and path analyses reveal that motivation not only predicts achievement but also mediates the effect of ICT attitude. This implies that positive attitudes alone are insufficient; students must also possess the motivational drive to engage with technology meaningfully. The total effect ($\beta = 0.67$) underscores the complementary nature of affective and motivational factors in digital learning contexts.

The ICMA Model's strong fit indices (GFI = 0.95, CFI = 0.97, RMSEA = 0.042) confirm the robustness of this theoretical construct. Similar findings by **Yilmaz (2017)** and **Teo & Noyes (2014)** highlight motivation's pivotal role as a bridge between technology perception and achievement outcomes.

The study also reinforces the **NEP 2020 emphasis** on learner-centered and technology-driven education, underscoring that fostering digital positivity and intrinsic motivation is key to equitable academic growth..

5. Conclusion and Recommendations

6.1 Summary of Findings

1. Students exhibit positive attitudes toward ICT and high learning motivation.
2. ICT attitude correlates strongly with both motivation ($r = 0.67$) and achievement ($r = 0.62$).
3. Learning motivation is the strongest predictor of academic success ($\beta = 0.49$).
4. Attitude toward ICT indirectly influences achievement through motivation ($\beta_{\text{indirect}} = 0.29$).
5. The proposed ICMA Model demonstrates excellent fit and explanatory power.

6.2 Educational Implications

- **Teacher Training:** Incorporate affective and motivational psychology into ICT pedagogy.
- **Curriculum Design:** Develop digital content that enhances curiosity, self-efficacy, and autonomy.
- **Student Counseling:** Encourage students to reflect on how their technology use relates to learning goals.
- **Institutional Policy:** Ensure that ICT infrastructure supports not just access but motivation-driven exploration.

6.3 Theoretical Contribution

The **ICT–Motivation–Achievement (ICMA) Model** integrates affective (attitude) and conative (motivation) dimensions into academic performance frameworks, extending cognitive theories of learning into the digital domain.

6.4 Limitations and Future Directions

- Study confined to one urban region; rural and cross-cultural samples may yield broader insights.
- Future studies could incorporate teacher attitudes and digital self-efficacy as moderating variables.
- Longitudinal research could explore temporal changes in ICT-related motivation and its long-term impact.

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