

## Foreword

One of the greatest concerns to teachers, parents and educators is the motivation of students in a school setting. This book provides new insights into this enduring and persistent aspect of learning. The main purpose of Dr Nagabhushan's book is to investigate the nature of and changes in motivation among students and how these changes are associated with engagement in learning in the college years (Years 11 and 12).

We know from previous research that academically motivated learners perform better in school, value their education, focus on their academic goals, and possess the confidence and positive feelings of self-worth. But high levels of motivation are not found in all students. This longitudinal study tracked 299 students aged from 11 to 17 years, asked them to report on multiple facets of motivation and engagement in each year for three years. This research gives unique insight into the complex motivational experiences of both engaged and disengaged students. Motivated students reported higher levels of study planning, management and persistent behaviours on the basis of their perceived higher levels of self-efficacy, valuing of school and mastery orientation cognitions.

This study also examined the longitudinal relationships among all 11 facets of motivation and engagement. Results showed moderate to strong stability of some adaptive and maladaptive motivational facets over three years. Adaptive cognitions such as goal setting and resilience appeared more stable than other facets in boys. The exploration of the differences between male and female students revealed that in the final years of college, adaptive cognitions (self-efficacy, valuing of school and mastery orientation) appeared to be more stable than other motivational facets in boys, while maladaptive constructs, anxiety and self-handicapping appeared to be more stable in girls.

These results extend our knowledge of motivation and engagement of adolescents in the learning process and contribute to our understanding of the interplay between different facets of motivation and engagement over time. The book sheds light on the complex motivational experiences of both more engaged and less engaged students. It is a valuable resource for teachers, teacher educators and educational planners as it identifies behaviours that either impede or improve students' motivation and engagement in learning.

This book provides a valuable window on information about the dynamics of the young minds of adolescents, when it comes to learning at a school setting. The challenges of teachers are both difficult and fascinating. Teachers work tirelessly with enthusiasm, tenacity, dedication and utmost commitment in making students learn and meeting the demands of students, parents, school and educational authorities and the ever-changing society. In this new age of technological interferences in addition to the storm and stress that the adolescents go through, it is of utmost importance to provide fellow teachers, parents and policy makers with the cutting-edge knowledge and understanding of the mechanics of student motivation and engagement in learning, especially in the college years, based on concrete research findings. This book is a firm and productive step in that direction.

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