

## **Student Academic Performance: The Role of Motivation, Strategies, and Perceived Factors Hindering Students of Vocational Training and Education at Tertiary Level in Sri Lanka**

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The nature of motivation and learning strategy is used vitally to improve student learning outcomes. This effort was made with the intention of exploring the motivational beliefs and learning strategy used by students following Vocational education in Sri Lanka belonging to different fields of study and the connection of the aforesaid beliefs with their academic performance.

Sri Lankan Vocational education sector was initiated many years ago with the intention of introducing a labour force, with skills for vocations rather than emphasizing the academic knowledge that is full of theoretical practice that does not advocate development of skills. Majority of the students who commence vocational education is identified as less self-motivated than the students who are in conventional universities of Sri Lanka. Mainly two types of motivational beliefs could be identified among them; instrumental motivation and integrative motivation. This study shows the importance of the Teacher's role on paying keen attention on motivating the students promoting their self-efficacies, always urging students to believe in their abilities to do well and the importance of having faith on them, if not it could affect their dispositions for lifelong learning and their capacities to succeed in various life situations. This was tested by careful observation of two selected samples of students while they are engaged in in class activities through means of monitoring to check how they handle the given tasks, with and without the teacher.

Student evaluation should be conducted meticulously and holistically without emphasizing the fanciness of grades or rewards as the surest way to academic success, but it must also consider other skills and talents of students. The repeated reminders of learning for individual development and the good of the society has to be constantly addressed to introduce a competent product.

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