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**ACADEMIC MOTIVATION IN HIGH-SCHOOL STUDENTS WITH  
LEARNING DISABILITIES**

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POSTGRADUATE  
THESIS

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## Abstract

Motivation is such a wide field in the life and activity of most living organisms and their importance in people's everyday life is indisputable. For education, motive is the force that encourages the student to engage in the learning process and to participate in educational and school activities. The present study examines the motivation to learn, in terms of its orientation (internal - external), between secondary school pupils with learning difficulties and their classmates without learning difficulties that are co-educated within a school classroom. The sample of the survey consisted of 90 students (31 with learning difficulties and 59 without) who attended the junior high school in Athens and they came from the three grades of junior high school (1<sup>st</sup> grade  $N= 30$ , 2<sup>nd</sup> grade  $N=30$  and 3<sup>rd</sup> grade  $N=30$ ). The survey participants had been given the Scale of Intrinsic vs. Extrinsic Orientation (Harter, 1981) translated into Greek language using the double-duplex translation method and adapted to the needs of this research. The results of the survey showed that pupils with learning difficulties and without learning difficulties have a statistically significant difference in the Criteria for success/ failure factor, with pupils with learning difficulties tending towards the external pillar of motivation. In addition, differences in the orientation of learning motivations per class of attendance within each group were studied. Students of the first grade of junior high school without learning difficulties tend to evaluate their work based on external criteria while the students of the third grade of junior high school prefer the internal ones. Within the group with learning difficulties, the students of the 1<sup>st</sup> grade seemed to prefer the easy work and school subjects while the students of the 3<sup>rd</sup> grade showed greater preference for the challenges. Finally, the students who attended the 1<sup>st</sup> grade are more motivated by the acceptance they receive from their teacher and the grades they get, but the greater the class gets, the more the curiosity and interests of students with learning difficulties pushes them to try.

**Keywords:** educational motives, learning difficulties, secondary education, dyslexia, internal motives, external motives, motivation factors

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