International Journal of Multidisciplinary Research and Publications
ISSN (Online): 2581-6187

An Analytical Study of the Issues, Challenges, and Perspectives of Learner Motivation at Technical and Vocational High School of Ampefiloha, Antananarivo

RADANIELINA Tsaranto Evatiana R.[1], ANDRIANARIMANANA Jean Claude Omer[2], RASAMIMANANA Hantanirina Rosiane[2], RAKOTOSON Sahondra Olivia[2], RASOLOARIVONY Voahanginirina Theis[2], ANDRIANJARY Myriam [3]

[1]Doctoral School of Natural Resource Management and Development, University of Antananarivo, Madagascar
[2]Higher Normal School, University of Antananarivo, Madagascar
[3]University of Vakinankaratra , Madagascar

Abstract*—This article examines the academic achievement of students at Technical and Vocational High School of Ampefiloha in Antananarivo who did not choose their field of study and consequently experience a lack of motivation. Three main variables structure the research: educational orientation choice, motivation, and academic success. The study explores the influence of orientation choices on students' academic outcomes in technical and vocational tracks, as well as the crucial role of motivation in this process. Indeed, when a student is not genuinely interested in the field of study in which they are enrolled, can they realistically envision a professional future aligned with such training? To address this issue, a mixed-methods approach was adopted. The qualitative component relied on the consultation of school archives and student databases, while the quantitative component was based on questionnaires administered to students from the first to the third year, as well as to their parents and teachers. The data were analyzed descriptively using Excel and SPSS software. The findings indicate that the initial hypotheses were largely confirmed. Students who freely choose their field of study display intrinsic motivation and achieve better academic outcomes, particularly in terms of grade promotion and success in the baccalaureate examination. Conversely, those who were guided by external pressure or constraint exhibit primarily extrinsic motivation—sometimes sufficient to ensure temporary success but fragile in the face of potential failure or school dropout*.

***Keywords*—** *Motivation, choice, educational orientation, academic achievement, technical and vocational track*.

I. INTRODUCTION

Within the domain of teaching and learning, motivation emerges as a pivotal determinant of educational achievement. It embodies the mobilizing psychological energy that compels learners to actively engage in their academic trajectory and to persist despite the demands inherent in formal education. In the absence of motivation, the implementation of a coherent and sustainable educational project becomes highly uncertain, if not fundamentally compromised (Deci & Ryan, 2000).

Educational orientation is intrinsically connected to this motivational dynamic. The social representations held by students, parents, and teachers regarding the various fields of study exert a decisive influence not only on individual trajectories but also on broader institutional and societal dynamics of training and professionalization. When orientation is grounded in informed motivation and aligned with personal aspirations, it functions as a critical vector of human and social development, thereby contributing to the broader objectives of sustainable development. Indeed, making educational choices that take into account one's competencies, interests, and employment prospects enhances the learner's capacity for productive integration into the labor market, optimizes the deployment of individual potential, and ensures responsiveness to societal and local economic needs (UNESCO, 2017).

In the Malagasy context, Razafindrakoto (2021) underscores that the harmonious articulation among educational choices, individual motivations, and the socio-economic imperatives of the territory constitutes an essential condition for the emergence of skills conducive to national development. Promoting student motivation and supporting reflective orientation processes, therefore, transcend purely pedagogical goals; they represent strategic imperatives for strengthening human capital, mitigating youth unemployment, and advancing the United Nations Sustainable Development Goals (SDGs), particularly SDG 4 on quality education and SDG 8 on decent work and economic growth.

Field investigations conducted at *Technical and Vocational High School of Ampefiloha*reveal that a significant proportion of students did not independently select their technical or vocational track. This phenomenon can be attributed to several interrelated factors: peer and parental influence, redirection imposed by academic performance, and the pursuit of pathways perceived as offering greater occupational stability. In Madagascar, scientific streams remain socially and institutionally privileged relative to literary, technical, and vocational tracks, which are often subject to devaluation. Consequently, many learners enter technical and vocational programs under direct or indirect constraint rather than through a reflective and autonomous choice process.

As Kiefer (2004) observed, although all educational tracks lead to the same credential—the baccalaureate—they are subject to a pronounced hierarchy. General education tracks are afforded higher social and institutional prestige than their

RADANIELINA Tsaranto Evatiana R., ANDRIANARIMANANA Jean Claude Omer, RASAMIMANANA Hantanirina Rosiane, RAKOTOSON Sahondra Olivia, RASOLOARIVONY Voahanginirina Theis, ANDRIANJARY Myriam, "An Analytical Study of the Issues, Challenges, and Perspectives of Learner Motivation at Technical and Vocational High School of Ampefiloha, Antananarivo," *International Journal of Multidisciplinary Research and Publications (IJMRAP)*, Volume 8, Issue 6, pp. 14-22, 2025.

technological and vocational counterparts. Within the general education system itself, an internal hierarchy persists, largely structured by the prominence accorded to mathematics. This configuration positions the scientific track as the "*royal pathway*" followed successively by the economic and social, and finally the literary track (Kieffer, 2004; Duru-Bellat et al., 2010). Orientation toward these unequally valued pathways is predominantly determined by academic performance: high-achieving students gain access to the most prestigious tracks, while those demonstrating academic difficulties are redirected toward technological or vocational education (Chauchat & Labonne, 2006; Kieffer, 2004).

Within the general education system, proficiency in mathematics appears to be a key structuring indicator of this hierarchy (Landrier & Nakhili, 2010; Kieffer, 2004; Louvet & Duret, 2017). While students enrolled in scientific tracks exhibit higher mathematical performance, those in literary tracks do not necessarily demonstrate superior competence in the French language. This pattern reflects an implicit form of academic selection, more closely aligned with performance-based indicators than with learners' interests, aptitudes, or aspirations. As Brown andLent (2020) posits, optimal educational orientation should be informed by students' intrinsic interests; however, in practice, many learners are directed toward fields that diverge from their aspirations, often as a function of academic results rather than genuine vocational preference.

Previous academic trajectories—particularly performance at the lower secondary level—exert a substantial influence on orientation outcomes. Access to upper secondary education is typically determined through competitive examinations. Students who fail to qualify for the general track are subsequently redirected toward technical and vocational education. Within this process, two variables—field selection and motivation—emerge as decisive. Corbière (1997) emphasizes that the capacity to make choices is a key indicator of motivation, which itself constitutes a central determinant of academic success. At the transitional stage of the ninth grade, orientation decisions are generally shaped by the interactions among three principal actors: teachers, parents, and students.

For teachers, orientation decisions are primarily informed by academic performance in general subjects, without necessarily accounting for the specific competencies required within technical and vocational contexts. Parents, meanwhile, often ground their expectations in aspirational considerations, seeking to ensure better socio-economic outcomes for their children than those they themselves experienced. This orientation toward perceived employability, however, is frequently mediated by structural economic constraints, revealing a persistent tension between familial aspirations and lived realities.

For students, the distinction is particularly salient: when the choice of educational track results from personal agency, learners are more capable of projecting themselves into the future and developing a coherent professional identity. Conversely, when orientation is externally imposed, it tends to engender disengagement and demotivation.

Finally, certain teachers appear to underestimate the critical role of motivation in the learning process, focusing primarily on content transmission rather than on cultivating student engagement. Academic failure is frequently interpreted through the reductionist lens of a learner's "*low level*," with insufficient attention to motivational and affective dimensions. Yet, stimulating curiosity, addressing learners' expectations, and recognizing their efforts constitute foundational strategies for ensuring meaningful and sustainable learning. The adoption of pedagogical practices grounded in motivational principles fosters perseverance, self-regulation, and autonomy—three attributes that underpin enduring academic and professional success.

This study raises a central question: *can academic success be achieved when the field of study has not been chosen by the learner? How can students perform effectively in the absence of an initial, deliberate choice? What is the nature of the relationship between track selection, motivation, and academic achievement? To what extent does having chosen one's field of study genuinely influence success? What other variables intervene in the articulation between choice, motivation, and academic performance?*

These questions converge toward the following research problem: *to what extent do students' choice of study field and their motivation contribute to their academic achievement?*
To address this research problem, two hypotheses are formulated:

- *Motivation develops when an appropriate and meaningful choice of study is made, which in turn promotes academic achievement (i.e., the effect of appropriate educational orientation).*
- *The academic success of students with low intrinsic motivation depends primarily on extrinsic motivational factors.*

The significance of this study lies in its interdisciplinary perspective and its analytical focus on the role of key educational actors, particularly teachers and parents. The improvement and optimization of learning processes remain enduring priorities within educational research. Moreover, quality education is enshrined among the United Nations Sustainable Development Goals (SDGs), which represent fundamental pillars of global development in the twenty-first century. At the individual level, completing one's studies and obtaining a diploma constitute crucial assets for employability and social mobility. Academic achievement thus emerges as a strategic concern not only for learners but also for society as a whole.

The main objective of this study is to examine the interrelations among motivation, educational orientation, and academic achievement. This objective is operationalized through two specific aims:

- *To identify the types of motivation exhibited by learners in relation to their choice of study;*
- *To determine the factors and consequences associated with a lack of motivation.*

Broadly speaking, as Ryan and Deci (2000)conceptualize it, motivation represents an energy source that provides direction and persistence to human actions and intentions.

RADANIELINA Tsaranto Evatiana R., ANDRIANARIMANANA Jean Claude Omer, RASAMIMANANA Hantanirina Rosiane, RAKOTOSON Sahondra Olivia, RASOLOARIVONY Voahanginirina Theis, ANDRIANJARY Myriam, "An Analytical Study of the Issues, Challenges, and Perspectives of Learner Motivation at Technical and Vocational High School of Ampefiloha, Antananarivo," *International Journal of Multidisciplinary Research and Publications (IJMRAP)*, Volume 8, Issue 6, pp. 14-22, 2025.

Within the educational context, numerous scholars have confirmed the existence of a reciprocal relationship between motivation and success in the learning process. Aubin (2021) emphasizes that the absence or weakness of motivation constitutes a major impediment to the effectiveness of teaching and learning.

II. Methods

A. Study Area and population

The research was conducted at *Private Commercial High School* and *Technical and Vocational High School of Ampefiloha*, institutions selected for the lack of existing studies on the tertiary education sector and for their recognized expertise in specialized technical training. With several years of institutional experience, these schools provide a relevant and representative context for examining the interrelations among study-field selection, motivation, and academic achievement.

The target population comprises students enrolled in the tertiary track, from lower secondary through the *baccalaureate* level, as well as their parents and teachers. The study considers the trajectories of students who selected their field of study on the basis of intrinsic motivation alongside those who were oriented through external constraints or academic-performance criteria. This comparative design enables assessment of the influence of initial motivational factors on subsequent academic outcomes.

B. Methodological Approach

This study adopted a mixed-methods design, integrating qualitative and quantitative methods to provide a comprehensive understanding of students' motivation and academic performance.

- *Qualitative approach:* Archival documents from the institution were consulted, including student records, report cards, and individual files. This phase aimed to trace each student's academic trajectory—from the third-year class to the completion of the *baccalaureate*—and to examine how the choice of academic track influences motivation and achievement. Participant observation was also conducted during classroom sessions to assess students' engagement and behavioral patterns in authentic learning contexts.
- *Quantitative approach:* Structured questionnaires were administered to students, incorporating binary, multiple-choice, and open-ended items to capture both objective and subjective data on their motivation and perceptions regarding their chosen academic track.

Upon admission, students complete a form indicating their motivation to pursue studies in the tertiary sector, which serves as an initial measure of intrinsic motivation. Institutional records also provided supplementary data on grade progression and success rates in official examinations.

C. Data and instruments

Data extracted from institutional archives included:

- Administrative forms containing personal information (student identification, address, parents' occupations, number of siblings);
- Tracking sheets specifying the selected academic track and the classes attended;
- Report cards from third-year through *terminale* (Grade 12);
- Examination results and records of grade promotion.

In addition, questionnaires and classroom observations were employed to analyze students' motivation, professional aspirations, and the factors influencing academic achievement. These instruments enabled the collection of both quantitative and qualitative data, providing a comprehensive understanding of the interplay between educational choices, motivational dynamics, and academic outcomes.

D. Data Analysis

Data were analyzed using both qualitative and quantitative approaches, employing Excel and SPSS software to generate tables, figures, and cross-tabulations. The comparative analysis focused on two groups of students:

- Students with intrinsic motivation, who voluntarily chose their academic track and articulated a clear vision for their professional future;
- Students who were demotivated from the outset, having not selected their academic track.

The first hypothesis—that motivation develops through a well-informed choice of study, thereby fostering academic success—was tested by evaluating students' motivational levels and analyzing their academic progression and diploma attainment.

The second hypothesis—that the academic success of students with low intrinsic motivation relies primarily on extrinsic motivational factors—was examined by assessing the influence of family, social environment, and perceived professional opportunities.

This integrated approach enables a comprehensive analysis of the relationships among academic-track choice, motivation, and academic achievement, while also accounting for the contextual and social factors specific to the study setting.

III. Findings

The following tables illustrate the influence of academic-track selection on the motivation of second-year students. They highlight the reasons underlying students' choice of track, their progression to the next grade level, as well as instances of grade repetition or school dropout. This information provides a basis for analyzing the relationship between educational orientation and the development of student motivation.

A. Relationship Between Educational Orientation and the Development of Motivation

In grade 9, 84% of students reported having had the opportunity to choose between technical and general education, while 16% indicated that they were not afforded this choice. These results suggest that, for the majority of

RADANIELINA Tsaranto Evatiana R., ANDRIANARIMANANA Jean Claude Omer, RASAMIMANANA Hantanirina Rosiane, RAKOTOSON Sahondra Olivia, RASOLOARIVONY Voahanginirina Theis, ANDRIANJARY Myriam, "An Analytical Study of the Issues, Challenges, and Perspectives of Learner Motivation at Technical and Vocational High School of Ampefiloha, Antananarivo," *International Journal of Multidisciplinary Research and Publications (IJMRAP)*, Volume 8, Issue 6, pp. 14-22, 2025.

students, orientation toward a specific academic track involved a certain degree of personal decision-making.

TABLE 1: Influence of Academic-Track Selection on the Motivation of Second-Year Students

"In grade 9, were you given the opportunity to choose between technical education and general education?"	Frequency	Percentage
Yes	90	84%
No	24	16%
Total	114	100%

TABLE 2: Factors Influencing Academic Track Choice

"What were your reasons for choosing the tertiary track?"	Frequency	Percentage
Personal Choice	54	47%
Prospects for Professional Opportunities	24	21%
Underperformance in General Education	24	21%
External Influence	12	11%
Total	114	100%

Out of 114 students, 78 are able to envision their professional future: 54 voluntarily chose the tertiary track, while 24 perceive it as offering accessible career opportunities. The remaining 36 students appear unmotivated, including 12 who were guided by parents or peers and 24 who face academic difficulties, perceiving the tertiary track as the only available pathway to obtain a diploma.

TABLE 3*:* Grouping of Motivated and Less Motivated Students

Group	Frequency	Percentage
Motivated	78	68%
Unmotivated or Less Motivated	36	32%

Based on the analysis of student records, the participants were classified into two groups: 68% were identified as motivated, whereas 32% were considered unmotivated or less motivated.

TABLE 4*:* Advancement of Students to Higher Grades

Group	Number of First-Year Students	Number of Second-Year Students	Number of Third Students	Baccalaureate Examination Outcomes
Motivated	78	63	60	57
Unmotivated	36	27	21	15

A declining trend in student progression to higher grades was observed. At entry, 114 students were enrolled in the first year, 90 in the second year, and 81 in the third year. Of the initial 114 students, 82 successfully obtained the *baccalaureate* diploma without repeating a grade, corresponding to a success rate of 63%.

TABLE 5*:* Grade Repetition and School Dropout

Grade Repetition/ Group	First-Year Repeaters	Second-Year Repeaters	Unsuccessful in the Baccalaureate
Grade Repetition / Motivated	15	3	3
Grade Repetition / Unmotivated	9	6	6
School Dropout/Group	First-Year Repeaters	Second-Year Repeaters	Unsuccessful in the Baccalaureate
School Dropout/Motivated	3	3	3
School Dropout /Unmotivated	3	3	6

The overall grade repetition rate was 37%. Of the 42 students who repeated a year, 21 subsequently withdrew from the school, highlighting a substantial proportion of learners for whom repetition failed to support continued academic progression.

B. Impact of Extrinsic Motivation on the Academic Achievement of Students with Low Intrinsic Motivation

This section presents the findings of the survey aimed at identifying the primary determinants of academic achievement and student progression to higher grades. The analysis emphasizes four interrelated dimensions: the extent of parental engagement in monitoring academic performance, the impact of such engagement on grade advancement, teacher attitudes and instructional practices, and the perceived availability of professional opportunities for students. This framework enables an in-depth examination of how familial support and educational guidance synergistically influence student motivation and academic outcomes, while also highlighting both overarching trends and context-specific variations within the study sample.

TABLE 6*:* Extent of Parental Engagement in Students' Academic Oversight

Student Responses	Motivated	Unmotivated	Total	Percentage
My parents are well-informed about the available tracks and specializations.	21	9	30	20%
My parents attend parent–teacher meetings.	21	6	27	24%
My parents are informed about the subjects taught in my curriculum.	12	6	18	16%
My parents would have preferred that I pursue general education.	6		6	7%
My parents discuss my coursework with me.	15	9	24	21%
Parents' preferred option for my further studies.	3	6	9	8%
Total	78	36	114	100%

TABLE 7: Impact of Parental Engagement on Students' Progression to Higher Grades

Parental engagement	Grade advancement		Sub-total
	Promoted	Repeating	
My parents are well-informed about the academic tracks and specializations.	13	5	18
My parents attend meetings with teachers.	18	9	27
My parents are aware of the subjects I study.	15	9	14
My parents would have preferred that I pursue general education.	9	3	12
My parents discuss my schoolwork with me.	15	3	18
My parents are familiar with the employment prospects related to this field.	9	0	9
This was my parents' last option for allowing me to continue my studies.	3	3	6
Total	82	32	114

RADANIELINA Tsaranto Evatiana R., ANDRIANARIMANANA Jean Claude Omer, RASAMIMANANA Hantanirina Rosiane, RAKOTOSON Sahondra Olivia, RASOLOARIVONY Voahanginirina Theis, ANDRIANJARY Myriam, "An Analytical Study of the Issues, Challenges, and Perspectives of Learner Motivation at Technical and Vocational High School of Ampefiloha, Antananarivo," *International Journal of Multidisciplinary Research and Publications (IJMRAP)*, Volume 8, Issue 6, pp. 14-22, 2025.

TABLE 8: Teachers' Engagement

"What are your sources of information regarding the different academic tracks available after the BEPC?		
Sources	Number of Students	Percentage
Parents	51	45
Friends	21	23
Teachers	42	32
Total	114	100

TABLE 9: Post-Secondary Employment Opportunities

"What motivated you to choose the technical track, aside from the influence or advice of others?"			
	Motivated	Unmotivated	Percentage
Short academic track	9	18	23
Awareness of employment opportunities	24	27	45
Seeking rapid income generation	12	24	32
Total	45	69	100

The level of parental involvement in students' educational paths remains generally low, with only 20 to 24 % reporting that their parents are actively engaged in their schooling, whether through attendance at meetings, discussions about classes, or awareness of academic streams. However, the data show a positive correlation between such involvement and academic success: students whose parents attend meetings or regularly discuss their studies display higher promotion rates. Moreover, the freedom to choose one's academic stream appears as a key determinant of motivation and achievement, as nearly 84 % of students who made this choice themselves are more committed and perform better. Besides, motivations behind selecting a technical stream are mainly linked to professional prospects (45 percent), the desire for quick financial gain (32 %), and the shorter duration of studies (23 %), highlighting the influence of economic considerations in educational decisions.

IV. Discussion

4.1 Impact of Appropriate Academic Track Selection on Student Motivation and Achievement

This section examines the factors associated with students' academic orientation and progression. It first considers the extent to which students in the second year are able to choose their academic track and the impact of this autonomy on their motivation. It then analyzes the underlying reasons for their choices, whether personal, familial, or related to career prospects. Finally, it addresses grade advancement, as well as instances of grade repetition and school dropout, in order to identify the factors influencing continuity in the academic trajectory and the obstacles to student success.

1) Student Motivation and Autonomy in Academic Track Selection in the Second Year

The influence of academic track selection on student motivation is reflected in its impact on both behavior and academic performance. In the studied sample, 84% of students had the option to choose between a technical or general track, whereas 16% were not afforded this opportunity. This freedom of choice represents a crucial lever for sustainable academic success, promoting motivation, personal development, and preparation for future professional endeavors. An educational system that enables students to make informed decisions aligned with their talents and aspirations fosters conditions conducive to engagement and well-being. Hattie emphasizes that student motivation and engagement are strongly influenced by the ability to make personal choices and by the alignment of studies with individual interests and competencies. Students who orient their academic paths according to their talents and passions are more likely to invest effort, thereby enhancing long-term academic performance(Costille, 2017).

Academic track selection serves as a key indicator of school motivation. According to Viau(2009), a motivated student is one who chooses to engage in an activity and exerts sustained intellectual effort (*cognitive engagement*), whereas a demotivated student tends to avoid such activities. Persistence, measured by time devoted to out-of-class work, and academic performance, both an outcome and a source of motivation (Cantara, 2008), complete this process. These three dimensions—choice, persistence, and performance—are therefore closely interdependent.

In the Malagasy context, Rakotondramboa (2019) highlights that a sense of autonomy in academic orientation strengthens school engagement, particularly in technical institutions. Similarly, Rabemananjara (2021) observes that students who make informed track choices demonstrate greater perseverance and enhanced confidence in their future projects. These findings also corroborate the work of Deci and Ryan (2000), which underscores the critical role of personal choice in the development of intrinsic motivation, an essential factor for sustainable academic success.

2) Factors Influencing Students' Choice of Academic Orientation

Among the 114 students, 78 made a voluntary choice of academic track: 54 opted for the LPC based on personal preference, while 24 were motivated by the career prospects offered by the tertiary sector. These students exhibit intrinsic motivation, projecting themselves into their future professional paths without external influence. In contrast, 36 students appear less motivated: 12 were guided by parents or peers, and 24, demonstrating limited competencies in languages or sciences, perceive the tertiary track as the only means to obtain a diploma, reflecting extrinsic motivation.

These observations corroborate the findings of Perrenoud (2004), who defines motivation as the capacity to make informed choices based on available information. Hattie emphasizes that empowering students in their academic orientation directly influences intrinsic motivation and the quality of learning(Costille, 2017). Similarly, Deci and Ryan's (1985)self-determination theory indicates that the possibility of choice enhances engagement and perseverance. In Madagascar, limited access to information and personalized guidance can constrain this freedom, particularly in rural areas (Ravelomanana, 2018), while perceptions of professional opportunities—often communicated by teachers or parents—strongly shape student motivation and persistence (Rabearisoa, 2020).

3) Determinants of Students' Advancement to the Next Grade Level

RADANIELINA Tsaranto Evatiana R., ANDRIANARIMANANA Jean Claude Omer, RASAMIMANANA Hantanirina Rosiane, RAKOTOSON Sahondra Olivia, RASOLOARIVONY Voahanginirina Theis, ANDRIANJARY Myriam, "An Analytical Study of the Issues, Challenges, and Perspectives of Learner Motivation at Technical and Vocational High School of Ampefiloha, Antananarivo," *International Journal of Multidisciplinary Research and Publications (IJMRAP)*, Volume 8, Issue 6, pp. 14-22, 2025.

The analysis of student progression to higher grades reveals a declining trend in enrollment over the years. Initially, 114 students were registered in the first year, 90 in the second year, and 81 in the third year. Among them, 72 students obtained the Baccalaureate diploma without repeating a grade, representing 63% of the initial cohort. These figures confirm the phenomenon of progressive attrition observed within the Malagasy educational system, as noted by Rakotomalala et al. (2020), who report significant student losses between grade levels, particularly in secondary education.

However, some students with low or no initial motivation continued their studies despite limited interest in the technical track, aligning with the observations of Ramoraravoahanginirina (2021) regarding constrained orientation choices and the persistence of students despite initial disinterest. For students who eventually dropped out, although they were motivated at entry and had a clear projection of their professional future, the cumulative workload progressively diminished their motivation, corroborating Rakotomalala*et al*.'s (2020) analysis of the impact of unrealistic expectations relative to academic demands on school dropout.

Conversely, some students who were initially unmotivated, influenced by external factors or insufficient academic results, developed motivation over the three years of study and successfully obtained the Baccalaureate. This evolving dynamic of student motivation is also reported by Ramoraravoahanginirina (2021) in the context of technical education in Madagascar.

These findings align with the theoretical framework proposed by Archambault and Chouinard(2022), which posits that motivation in the teaching–learning environment results from internal and external determinants that prompt students to actively engage in the learning process, adopt behaviors conducive to achieving their goals, and persevere in the face of challenges.

4) Factors and Dynamics of Grade Repetition and School Dropout

The overall grade repetition rate is 37%, encompassing both motivated and less motivated students. Among these 42 students, 21 eventually dropped out of school. This situation illustrates the interdependence of choice, motivation, academic success, and failure. Indeed, students who are initially motivated may experience failure, while those initially demotivated can achieve success. Motivation, therefore, should not be viewed as a fixed state but rather as a continuum influenced by multiple factors, including the environment, social context, and school conditions. There is no deterministic relationship whereby motivation guarantees success or lack of motivation inevitably leads to failure.

As highlighted by Rakotomalala et al. (2020), student motivation can be shaped by classroom climate, the quality of teacher-student relationships, and the sense of competence. Ramoraravoahanginirina (2021) observes that students placed in a non-preferred academic track can gradually develop interest that leads to success, even in the absence of initial motivation. This dynamic, referred to as "motivated adaptation," is also reported by Ravelonantoandro (2018) in the Malagasy educational context.

Bandura's self-efficacy theory(Masson, 2024) demonstrates that belief in one's abilities plays a critical role in motivation. A student confident in their competencies is more likely to persevere through difficulties and fully engage in their studies. Motivation is therefore closely linked to self-esteem, confidence in one's abilities, and investment in academic tasks. Conversely, a lack of intrinsic motivation may generate feelings of helplessness, resulting in disengagement and potentially leading to school dropout.

Aubin (2021)confirms that the absence or weakness of motivation constitutes a major obstacle to success in the teaching–learning process. They emphasize that "*success rates increase with the strength of motivation, and its influence is even more pronounced among lower-performing students: the more motivated they are, the better they perform on the baccalaureate despite their initial disadvantages*."

B. Impact of External Factors on the Performance of Students with Low Intrinsic Motivation

The performance of students with low intrinsic motivation is influenced by several external factors, including peers, family, and teachers. Peer pressure often discourages academic engagement when success is undervalued (Khairudin & Wardan, 2024). Family support, through attention and encouragement, enhances motivation, whereas unstable home environments reduce it (Khairudin & Wardan, 2024). Teaching methods also matter: traditional approaches may disengage learners, while interactive pedagogy fosters participation (Orellana et al., 2024). Moreover, extrinsic incentives such as grades or rewards can motivate students, particularly in cultures valuing external achievement (Liu et al., 2020). Balancing these external influences with intrinsic motivation remains essential for sustained academic performance.

1. Role and Involvement of Parents in Academic Success

Parental involvement in children's education is a crucial determinant of academic success, personal development, and motivation. By monitoring school progress, assisting with homework, attending meetings, and participating in school events, parents enhance learning, foster a supportive environment, and strengthen students' sense of belonging (Utami, 2022; Laoyan & Niñalga, 2023). Rakotobe (2019) notes that actively involved parents contribute to more stable academic results and a positive attitude toward career choices, while Randrianarisoa (2020) emphasizes that partnerships among parents, teachers, and students create a climate conducive to engagement and personal growth. Establishing home routines and providing resources further support achievement (Arevalo & Apostol, 2025), and, as Chesnais (1998) argues, motivating learners involves guiding them to develop autonomy and active participation in their education. Despite these benefits, challenges remain in engaging all parents, particularly across diverse family contexts, highlighting the need for targeted strategies to optimize parental contributions to student success.

2. Parental Involvement and Grade Promotion

RADANIELINA Tsaranto Evatiana R., ANDRIANARIMANANA Jean Claude Omer, RASAMIMANANA Hantanirina Rosiane, RAKOTOSON Sahondra Olivia, RASOLOARIVONY Voahanginirina Theis, ANDRIANJARY Myriam, "An Analytical Study of the Issues, Challenges, and Perspectives of Learner Motivation at Technical and Vocational High School of Ampefiloha, Antananarivo," *International Journal of Multidisciplinary Research and Publications (IJMRAP)*, Volume 8, Issue 6, pp. 14-22, 2025.

Parental involvement in students' education plays a decisive role in their academic success, grade promotion, and overall personal development. It influences not only motivation, engagement, and self-esteem but also students' ability to manage academic challenges and cope with stress. A supportive family environment, combined with consistent monitoring, enables learners to organize their work, overcome difficulties, and maximize their chances of success (Razanakolona, 2018; Andriamiarintsoa, 2020). Ongoing dialogue between parents and children, particularly regarding educational choices, strengthens self-confidence and enhances the likelihood of academic achievement and future societal integration (Rakotondrazaka, 2021). Hoover-Dempsey and Sandler (1997) emphasize that effective parental involvement depends on parents' perception of their role, invitations from schools to participate, and their capacity to provide support, which in turn increases student motivation, promotes better management of challenges, and improves well-being. Active parental engagement—including assisting with homework, maintaining communication with teachers, and providing emotional support—fosters a learning environment that encourages school attendance, sustained interest, and social integration (Rantari et al., 2024; Taseer et al., 2023; Serna & Martínez, 2019).Family involvement at higher secondary levels also contributes to the establishment of high academic expectations and improved attendance (Taseer et al., 2023). Schools can further enhance parental engagement through targeted strategies such as academic skills training, regular parent-teacher conferences, and workshops, alongside providing resources and support systems to strengthen parents' capacity to assist their children's learning(Raines et al., 2010; Taseer et al., 2023). Despite its clear benefits, parental involvement may be limited by time constraints or lack of confidence, which schools and communities can address through structured initiatives to optimize student outcomes (Rantari et al., 2024).

3. Role of Teachers' Attitudes in Student Motivation and Academic Achievement

In addition to parental involvement, teachers play a central role in guiding students and supporting their academic success. They enhance both intrinsic and extrinsic motivation by giving meaning to learning and actively engaging students in the educational process. Ramanandraibe (2019) emphasizes that contextualized, interactive teaching that values personal skills fosters sustained student engagement in technical high schools in Madagascar, a finding supported by Deci and Ryan (2000). Extrinsic motivation, conveyed through teachers' expectations, encouragement, and guidance, also plays a crucial role in educational choices and the adoption of positive academic behaviors. For this motivation to be effective and enduring, it must be accompanied by continuous support, promotion of autonomy, and alignment with students' personal aspirations (Eccles & Wigfield, 2002). Razanajatovo (2020) shows that students feel more motivated when they perceive their teachers as caring and consistent guides, while Ratsimbazafy (2021) confirms that well-directed motivation enables students to set clear goals and fully commit to their academic journey. Therefore, teachers' attitudes constitute a key lever for student motivation and academic achievement, simultaneously influencing both intrinsic and extrinsic motivation and supporting overall student development.

4. Career Prospects and Opportunities of Academic Programs

When extrinsic motivation predominates, students often select academic programs based on external rewards, such as financial prospects, social prestige, or validation by others. For instance, a student may choose a scientific or technological track not out of personal interest, but because it is perceived to offer better employment opportunities or a higher social status (Deci & Ryan, 2000; Rakotozafy, 2019). Deci and Ryan (2000) distinguish two types of extrinsic motivation: introjected extrinsic motivation, where actions are driven by the desire to avoid guilt or shame, and external extrinsic motivation, focused on obtaining rewards or social recognition. The latter can lead students to make choices oriented toward external advantages rather than genuine interest in the subject. In Madagascar, studies conducted in technical high schools confirm that program selection is often shaped more by family and societal expectations than by students' intrinsic motivation (Razanadrakoto, 2021; Ravelonarivo, 2022). This dynamic may limit long-term engagement and affect academic success, particularly when external expectations do not align with students' actual skills or interests.

V. Conclusion

This study provided an in-depth examination of the interactions between academic program choice, motivation, and school achievement among students in technical high schools in Madagascar. The results indicate that motivation functions as a dynamic continuum, evolving over time and shaped by both intrinsic and extrinsic factors. Among the 114 students in the sample, 84% had the opportunity to choose their academic track, and 63% obtained their baccalaureate without repeating a year, highlighting the importance of aligning study choices with students' interests and competencies to support academic success. Nevertheless, some initially unmotivated students also succeeded, underscoring the critical role of external factors such as parental support, pedagogical guidance, and perceptions of career prospects.

These findings confirm that academic success does not depend solely on initial intrinsic motivation. A supportive educational environment, active parental involvement, and teacher-guided orientation are essential to fostering engagement, perseverance, and skill development. Motivation—whether intrinsic or extrinsic—can emerge, strengthen, or fluctuate throughout the educational journey, demonstrating the evolving nature of this process.

The study opens avenues for future research aimed at deepening the understanding of motivational mechanisms: *To what extent do combined parental support, pedagogical guidance, and career information enhance intrinsic motivation and academic performance in initially unmotivated students?*Such investigation would enable the development of context-specific educational strategies designed to promote

RADANIELINA Tsaranto Evatiana R., ANDRIANARIMANANA Jean Claude Omer, RASAMIMANANA Hantanirina Rosiane, RAKOTOSON Sahondra Olivia, RASOLOARIVONY Voahanginirina Theis, ANDRIANJARY Myriam, "An Analytical Study of the Issues, Challenges, and Perspectives of Learner Motivation at Technical and Vocational High School of Ampefiloha, Antananarivo," *International Journal of Multidisciplinary Research and Publications (IJMRAP)*, Volume 8, Issue 6, pp. 14-22, 2025.

sustainable and equitable school success within the Malagasy education system.

REFERENCES

1. Andriamiarintsoa, M. L. (2020). Rôle de l'accompagnement parental dans la réussite scolaire des collégiens : cas du CEG Ambohimanarina, Mémoire de Master, Université d'Antananarivo.
2. Archambault, J., & Chouinard, R. (2022). *Vers une gestion éducative de la classe—Jean Archambault, Roch... - Librairie Eyrolles*. https://www.eyrolles.com/Entreprise/Livre/vers-une-gestion-educative-de-la-classe-9782765063445/
3. Arevalo, A. L., & Apostol, M. A. M. (2025). Parents' Involvement in Their Children's Academic Performance. *GEO Academic Journal*. https://geoacademicjournals.com/publications/parents-involvement-in-their-childrens-academic-performance/
4. Aubin, M. (2021). La motivation scolaire (article du RIRE). *Réseau réussite Montréal*. http://www.reseaureussitemontreal.ca/la-motivation-scolaire-article/
5. Brown, S., & Lent, R. (2020). *Career Development and Counseling : Putting Theory and Research to Work* (1re éd.). Wiley. https://doi.org/10.1002/9781394258994
6. Cantara, M. (2008). *Exploration des facteurs influençant la motivation scolaire de l'étudiante et de l'étudiant lors de l'apprentissage dans un cours offert en ligne.* http://hdl.handle.net/11143/8968
7. Corbière, M. (1997). *Une approche multidimensionnelle de la prédiction de la réussite scolaire*. https://doi.org/10.3406/binop.1997.1178
8. Costille, J.-P. (2017). L'apprentissage visible pour les enseignants : Connaître son impact pour maximiser le rendement des élèves. *La Cliothèque*. https://clio-cr.clionautes.org/lapprentissage-visible-pour-les-enseignants-connaitre-son-impact-pour-maximiser-le-rendement-des-eleves.html
9. Deci, E. L., & Ryan, R. M. (1985). Education. In E. L. Deci & R. M. Ryan (Éds.), *Intrinsic Motivation and Self-Determination in Human Behavior* (p. 245-271). Springer US. https://doi.org/10.1007/978-1-4899-2271-7_9
10. Deci, E. L., & Ryan, R. M. (2000). The « what » and « why » of goal pursuits : Human needs and the self-determination of behavior. *Psychological Inquiry*, *11*(4), 227-268. https://doi.org/10.1207/S15327965PLI1104_01
11. Duru-Bellat, M., Kieffer, A., & Reimer, D. (2010). Les inégalités d'accès à l'enseignement supérieur : Le rôle des filières et des spécialités. Une comparaison entre l'Allemagne de l'Ouest et la France. *Economie et statistique*, *433*(1), 3-22. https://doi.org/10.3406/estat.2010.8082
12. Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology, 53*(1), 109–132. https://doi.org/10.1146/annurev.psych.53.100901.135153
13. Hoover-Dempsey, K. V., & Sandler, H. M. (1997). Why Do Parents Become Involved in Their Children's Education? *Review of Educational Research*, *67*(1), 3-42. https://doi.org/10.3102/00346543067001003
14. Khairudin, & Wardan, K. (2024). Mengkritisi Faktor-Faktor Kegagalan Akademik Siswa dalam Belajar. *Rayah Al-Islam*, *8*(4), 2022-2034. https://doi.org/10.37274/rais.v8i4.1144
15. Kieffer, A. (2004). Marie Duru-Bellat, Les inégalités sociales à l'école. Genèse et mythes. *Sociologie du travail*, *46*(3), 411-413. https://doi.org/10.4000/sdt.29484
16. Landrier, S., & Nakhili, N. (2010). Comment l'orientation contribue aux inégalités de parcours scolaires en France. *Formation emploi*, *109*(1), 23-36.
17. Laoyan, A. B., & Niñalga, L. P. E. (2023). Initiating Parental Involvement : Strategies Towards Children's Academic Success. *Initiating Parental Involvement: Strategies Towards Children's Academic Success.*, *139*(1), 8-8.
18. Liu, Y., Hau, K.-T., Liu, H., Wu, J., Wang, X., & Zheng, X. (2020). Multiplicative effect of intrinsic and extrinsic motivation on academic performance : A longitudinal study of Chinese students. *Journal of Personality*, *88*(3), 584-595. https://doi.org/10.1111/jopy.12512
19. Louvet, E., & Duret, Y. (2017). Choix d'orientation au lycée, motivation et parcours scolaires : Une étude longitudinale. *L'orientation scolaire et professionnelle*, *46/2*. https://doi.org/10.4000/osp.5411
20. Masson, J. (2024). II. Albert Bandura. La théorie du sentiment d'efficacité personnelle. In *Les grands auteurs en psychologie et le management* (p. 24-39). EMS Éditions. https://doi.org/10.3917/ems.gilbe.2024.01.0024
21. Orellana, M. B. P., Cortez, K. E. T., Gualán, M. del C. G., Aguilera, A. G. F., Centeno, M. V. C., & Albán, S. M. L. (2024). El impacto de la motivación en el rendimiento académico. *South Florida Journal of Development*, *5*(10), e4458-e4458. https://doi.org/10.46932/sfjdv5n10-004
22. Perrenoud, P. (2004). Evaluer des Compétences. *Educateur*. n° spécial, mars, 8-11.
23. Rabearisoa, M. A. (2020). Les facteurs de la motivation scolaire chez les adolescents malgaches: cas des lycées techniques d'Antananarivo. Thèse de doctorat, Université de Toamasina, École Doctorale SHS.
24. Rabemananjara, T. A. (2021). Orientation scolaire et engagement des élèves dans les établissements secondaires publics à Antananarivo : facteurs et enjeux. Thèse de doctorat, Université de Fianarantsoa, École Doctorale SHS.
25. Raines, J. C., Stone, S., & Frey, A. (2010). 5 Parent Involvement. In M. S. Kelly, J. C. Raines, S. Stone, & A. Frey (Éds.), *School Social Work : An Evidence-Informed Framework for Practice* (p. 0). Oxford University Press. https://doi.org/10.1093/acprof:oso/9780195373905.003.0005
26. Rakotobe, H. (2019). Implication parentale et rendement scolaire des élèves dans les lycées publics de la région Analamanga, Mémoire de Master, Université d'Antananarivo
27. Rakotomalala, O., Ravelonantoandro, M., Ramiandrisoa, O., &Andriamaro, F. (2020). Les déterminants de la réussite de la transition école-collège à Madagascar. AUF / Ministère de l'Éducation Nationale de Madagascar.
28. Rakotondramboa, M. (2019). Étude de l'influence du choix de filière sur la motivation scolaire des lycéens techniques à Madagascar. Mémoire de Master, Université d'Antananarivo, Faculté des Lettres et Sciences Humaines.
29. Rakotondrazaka, F. N. (2021). Implication des parents dans le choix de l'orientation scolaire des élèves : étude menée dans trois lycées de la région Analamanga [Mémoire de Master, ENS, Université d'Antananarivo
30. Rakotozafy, M. T. (2019). L'influence des représentations sociales dans le choix des filières chez les lycéens malgaches. Mémoire de Master, Université d'Antananarivo.
31. Ramanandraibe, A. T. (2019). Le rôle de l'approche pédagogique dans la motivation des élèves en lycée technique : Cas du Lycée technique de Mahamasina, Mémoire de Master, ENS, Université d'Antananarivo
32. Ramoraravoahanginirina, M. F. (2021). Motivation des apprenants : enjeux, problèmes et perspectives dans les lycées techniques à Madagascar Mémoire de master, ENS Antananarivo
33. Randrianarisoa, T. M. (2020). Le rôle des parents dans l'orientation scolaire des élèves au secondaire : étude de cas dans quelques établissements à Antananarivo, Mémoire de Master, École Normale Supérieure, Université d'Antananarivo.
34. Rantari, V., Hasanah, B. N., Ervia, D. V., & Ismawan, T. A. (2024). *The Influence of Parental Involvement on Elementary School Students' Academic Achievement | Katalis Pendidikan : Journal of Educational Sciences and Mathematics*. https://journal.lpkd.or.id/index.php/Katalis/article/view/357
35. Ratsimbazafy, R. L. (2021). L'influence des pratiques d'enseignement sur l'engagement scolaire des adolescents en zone urbaine à Madagascar, Thèse de Doctorat, Université de Fianarantsoa
36. Ravelomanana, H. J. (2018). L'accompagnement à l'orientation scolaire dans les lycées publics de la région Analamanga : entre motivation et contrainte. Mémoire de Master, Université d'Antananarivo.
37. Ravelonantoandro, M. (2018). Étude de la motivation scolaire des élèves en difficulté d'orientation dans l'enseignement secondaire malgache. Revue malgache de l'Éducation, 12(2), 55-68.
38. Ravelonarivo, L. (2022). Facteurs psychosociaux et réussite scolaire dans les établissements d'enseignement technique. Revue Malgache de l'Éducation et de la Pédagogie, 5(2), 55–72.
39. Razafindrakoto, T. (2021). Choix d'orientation et insertion professionnelle à Madagascar : une approche par les motivations scolaires. Mémoire de Master, Université d'Antananarivo.

40. Razanadrakoto, H. R. (2021). Motivation scolaire et choix d'orientation chez les élèves des lycées techniques à Antananarivo. Mémoire de DEA, Université de Fianarantsoa.
41. Razanajatovo, H. N. (2020). Perception de l'autorité enseignante et ses effets sur la motivation des élèves au secondaire, Mémoire de Master, Université d'Antsiranana
42. Razanakolona, T. J. (2018). Influence du milieu familial sur la réussite scolaire des élèves du secondaire à Madagascar [Mémoire de Master, Université de Fianarantsoa.
43. Serna, C., & Martínez, I. (2019). Parental Involvement as a Protective Factor in School Adjustment among Retained and Promoted Secondary Students. *Sustainability*, *11*(24), 7080. https://doi.org/10.3390/su11247080
44. Taseer, N. A., Khan, S. A., Yasir, W., Kishwer, R., & Iqbal, K. (2023). Impact of Family Involvement on Academic Achievement at Higher Secondary Level. *Journal of Social Sciences Review*, *3*(2), 1-10. https://doi.org/10.54183/jssr.v3i2.231
45. UNESCO (2017). Education for Sustainable Development Goals: Learning Objectives. Paris: United Nations Educational, Scientific and Cultural Organization.
46. Utami, A. Y. (2022). The Role of Parental Involvement in Student Academic Outcomes. *Journal of Education Review Provision*, *2*(1), 37-43. https://doi.org/10.55885/jerp.v2i1.156
47. Viau, R. (2009). *La motivation en contexte scolaire*. DE BOECK SUP.

RADANIELINA Tsaranto Evatiana R., ANDRIANARIMANANA Jean Claude Omer, RASAMIMANANA Hantanirina Rosiane, RAKOTOSON Sahondra Olivia, RASOLOARIVONY Voahanginirina Theis, ANDRIANJARY Myriam, "An Analytical Study of the Issues, Challenges, and Perspectives of Learner Motivation at Technical and Vocational High School of Ampefiloha, Antananarivo," *International Journal of Multidisciplinary Research and Publications (IJMRAP)*, Volume 8, Issue 6, pp. 14-22, 2025.