

Well-performing students and their motivation to study chemistry

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Abstract

Understanding motivation can critically enhance the efficacy of teaching, especially in complex subjects like Chemistry. This research aims to understand what motivates well-performing students to continue studying Chemistry, successfully taking part in various competitions, and to identify strategies to foster this enthusiasm. The focus is primarily on secondary school students displaying an advanced grasp of the subject.

A qualitative research design was adopted, employing semi-structured interviews to capture nuanced insights. The interviews were transcribed and systematically analysed using codone analysis.

Our results indicate that while personal interest and a sense of academic achievement are key motivators, the prospect of engaging with like-minded peers through social events significantly amplifies their enthusiasm. The interaction at these events encourages knowledge sharing and stimulates intellectual curiosity, further enhancing their motivation.

The implications of our findings have a substantial impact on pedagogical practices. For educators and policymakers, the integration of more interactive and social activities into Chemistry curricula could foster greater interest and commitment among students. Our research suggests a reevaluation of motivational strategies in the teaching of Chemistry, emphasizing a more holistic approach that incorporates social interaction and cooperative learning to maximize student engagement.

This study lays the groundwork for further exploration into the role of social factors in motivating students to study advanced subjects, opening avenues for future research in educational practices in the sciences.

References

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Keywords

motivation, giftedness, competitions