Comparative Study on Secondary Students’ Motivation for Studies in Purba Medinipur District of West Bengal

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Abstract

Motivational techniques can increase the performance of the person. The factors that affect motivation for study and contributes to affective motivation is home. Here the role of parents in the development of motivation for study cannot be minimized. Society is another important factor that affects motivation for study and contributes to effective motivation of the students. Without motivation to learn, there is no worthwhile learning. Therefore, in this study an attempt was made to compare Secondary Students’ motivation for studies in Purba Medinipur District of West Bengal with respect to some selected variables as relevant influencing factors.

Keywords: Motivation for study, factor, compare, Purba Medinipur District of West Bengal, some

Selected variables.

1.1 Introduction

“Motivation refers to the mainsprings or instigative forces of behavior; pupils do what they do because of motivation.” - Bigge.
Motivational techniques can increase the performance of the person. Performance can be very good when students performed their responsibilities. When the head of the school motivates the teachers, teachers fulfill the responsibilities adequately. In this way educational institutions achieve good standards. It means that responsibilities of the teachers are essential factors in the instructional programmes for the teachers’ performance.

1.1.1: Home as a motivating factor:
The factors that affect motivation for study and contributes to affective motivation is home. Here the role of parents in the development of motivation for study cannot be minimized. An infant begins his life under the fostering affection and care of his parents and other near and dear ones associated with his family. As he grows, he receives the first lessons at life in his family and tries

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to imbibe the habits, ideals and patterns of behavior of his family members. In this way, the family continues to influence him throughout his life. In addition to other facilities the child gets affection, protection and socialization from the family. For the upbringing of the child, there is no better institution than his family. All the member of family act and react. This process of give and take teaches many things to the child. Each member of family plays an important role to influence the motivation of the child.

1.1.2: Teachers & School as motivating factors:
First of all the teacher should attend to the physical conditions at the classroom. There should be no destructing factors in and around the classroom. Noise, strong light and some undesirable scenes often distract the attention and do away with the interest. Abnormal temperature is also a disturbing element. Monotony creates boredom. It has been generally observed that children are not able to attend to one thing for a very long period. The effectiveness of the teaching-learning process in such a situation depends to a great extent on the stimulus variations used by the teacher behavior.

1.1.3: Role of society:
Society is another important factor that affects motivation for study and contributes to effective motivation of the students. Society as a whole plays a big role to create motivation of student’s. It shows them utility at their being at studies, their completing the schooling should have its own reward for them. It should give them a passion in the society; the climate at society should be inspiring for them.

1.2: Statement of the problem
Motivation stands for the degree of readiness, the extent of willingness and the quantum of zeal and zest with which a person each found to conduct him. It could be and imposed upon or his self chosen line of action. It is the strength of his motivation that inspires him at work. It fosters a kind of determination in him to do on his part for the purpose he is there. It is all because of the motivation with which we live our life. Motivation is there to satisfy our one or the other kind of felt need. It is also said to be the result of an overall impact of the circumstances we live in. it is one kind force that shapes our day to day life. It may be defined as the source of pace setter in our life. It is the cause of our behavior.
‘Motivation is the super high way to learning’. ‘Motivation is the basic problem of psychology of learning’. The things like that have been said. Let say without motivation to learn, there is no worthwhile learning. Hence, the authors were interested to select this topic for their study.

1.3: Objectives of the study
The main objectives for the study were the followings:
- To study the factors that influence student’s motivation.
• To study whether the urban students are more motivated to study than the students of rural areas and vice versa.
• Whether girls are more motivated to study than boys and vice versa.

1.4: Hypotheses

The following hypotheses were formulated for conducting the study:

Ho1: No statistically significant difference exists between the urban students and rural students in motivation for studies.
Ho2: There is no statistically significant difference between the rural boys and the rural girls in motivation for their studies.
Ho3: No statistically significant difference exists between the urban boys and the urban girls in motivation for studies.
Ho4: No statistically significant difference exists between the urban girls and the rural girls.
Ho5: No statistically significant difference exists between the rural boys and urban boys in respect of motivation for studies.
Ho6: No statistically significant difference exists between the girls and boys students in motivation for studies.

2. Methodology

2.1: Variables:
The following variables were selected for the study -
I. Dependent variable: Motivation for studies.
II. Independent variables – Locale and Gender of the students.

2.2: Population:
The researcher included only four secondary schools of the block Bhagwanpur, district Purba Medinipur, as the population for the present study.

2.3: Samples:
A sample of 207 was selected randomly from the secondary schools of the Bhagwanpur block within the Purba Medinipur district. Among the sampled 207 students - there was 107 from urban and 100 from rural areas. Again, the sampled students on the basis of locality, there were 57 students of urban girls and 50 students of urban boys, 50 students of rural boys and 50 students of rural girls.

2.4: Tools used:
On the basis of try-out of the test a questionnaire was prepared to study the motivation of students towards studies.
2.4.1: Selection of items for the tool:

*Analysis of the content areas of motivation for study:*

The authors designed a number of items for 3 dimensions in such a way they would give the reflection of the objectives of each dimension. The dimensions of the content area were shown to a number of resource persons and they were requested to give their opinions about the selection of the different dimensions and items of the study. Following their advice, the authors finally selected the items within each dimensions.

*The development of the items of the questionnaire:*

Finally 35 items were selected on a five point scale, containing both positive items and negative items [vide Table – 1 below]. The responses of each item were expressed in terms of 5 alternative categories, such as – Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree by following the Likerts type 5-point scale.

**Table 1:** A synoptic view of the questionnaire

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Items type</th>
<th>Items number</th>
<th>Total items</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family</strong></td>
<td>Positive</td>
<td>3,9,15,21,27</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Negative</td>
<td>6,12,18,24,35</td>
<td>5</td>
</tr>
<tr>
<td><strong>School</strong></td>
<td>Positive</td>
<td>1,7,22,28,34</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Negative</td>
<td>4,10,16,19,25,30,32</td>
<td>7</td>
</tr>
<tr>
<td><strong>Society</strong></td>
<td>Positive</td>
<td>5,8,13,14,20,26,31,33</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Negative</td>
<td>2,11,17,23,29</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grand Total = 35 items</td>
<td></td>
</tr>
</tbody>
</table>

3. Results and Discussion

The authors visited four secondary schools for the test of students’ motivation for studies with the questionnaire and collected data from the field. The obtained data have been shown below in the tables along with their corresponding interpretations.

(i) **Ho1:** No statistically significant difference exists between the urban students and rural students in motivation for study.

**Table - 2:** Mean, Standard Deviation and t-value of urban and rural students

<table>
<thead>
<tr>
<th>Students’ locale</th>
<th>Mean</th>
<th>S.D.</th>
<th>df</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban Students</td>
<td>81.72</td>
<td>14.9</td>
<td>205</td>
<td>12.65*</td>
</tr>
<tr>
<td>Rural Students</td>
<td>88.30</td>
<td>13.4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Significant at .01 level.

Ho1 is rejected. Therefore, it appears that statistically significant difference exists between the urban students and rural students in motivation for study.
Figure 1: Graphical presentation of the mean values of score for rural boys and urban boys in motivation for studies

(ii) \( \text{Ho2: No statistically significant difference exists between the urban girls and the rural girls in motivation for studies.} \)

Table – 3: Mean, Standard Deviation and t-value of urban and rural girls

<table>
<thead>
<tr>
<th>Girl Students’ locale</th>
<th>Mean</th>
<th>S.D.</th>
<th>df</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>91.05</td>
<td>13.30</td>
<td>105</td>
<td>0.17*</td>
</tr>
<tr>
<td>Rural</td>
<td>91.10</td>
<td>17.10</td>
<td>105</td>
<td></td>
</tr>
</tbody>
</table>

*Not significant at .01 level.

Ho2 is accepted. Therefore, it appears that statistically significant difference exists between the urban girls and the rural girls in motivation for studies.

Figure 2: Graphical presentation of the mean values of score for rural girls and urban girls in motivation for studies

(iii) \( \text{Ho3: No statistically significant difference exists between the rural boys and the urban boys in motivation for studies.} \)

Table – 4: Mean, Standard Deviation and t-value of rural and urban boys

<table>
<thead>
<tr>
<th>Boy Students’ locale</th>
<th>Mean</th>
<th>S.D.</th>
<th>df</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>85.50</td>
<td>11.75</td>
<td>98</td>
<td>6.81*</td>
</tr>
<tr>
<td>Urban</td>
<td>71.40</td>
<td>8.75</td>
<td>98</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at .01 level.
Ho3 is rejected. Therefore, it appears that statistically significant difference exists between the rural boys and the urban boys in motivation for studies.

![Graphical representation of the mean values of score for rural boys and urban boys in motivation for studies](image)

**Figure 3:** Graphical presentation of the mean values of score for rural boys and urban boys in motivation for studies

(iv) **Ho4:** *No statistically significant difference exists between the girl students and the boy students in motivation for studies.*

**Table – 5:** Mean, Standard Deviation and t-value of girl students and boy students

<table>
<thead>
<tr>
<th>Students’ Gender</th>
<th>Mean</th>
<th>S.D.</th>
<th>df</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Girls</em></td>
<td>90.95</td>
<td>13.45</td>
<td>205</td>
<td>6.99*</td>
</tr>
<tr>
<td><em>Boys</em></td>
<td>78.30</td>
<td>12.55</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at .01 level.

Ho4 is rejected. Therefore, it appears that statistically significant difference exists between the girl students and the boy students in motivation for studies.

![Graphical presentation of the mean values of score for boys and girls in motivation for studies](image)

**Figure 4:** Graphical presentation of the mean values of score for boys and girls in motivation for studies
4. Major findings of the study

The major findings of the study are listed below:

- No difference is observed in motivation for study between urban and rural girl students.
- Boys of rural and urban areas differed significantly in their motivation for study.
- No difference in motivation was found in case of urban and rural students.
- Urban boys differed significantly in their motivation from the rural boys.
- During the field survey, it has been found that at the surveyed area, factors like - home, school, and society have positive influence on motivation for study of the secondary level students.

5. Significance of the study

Motivation is the cause of our behavior do the school, home and society stand to motive to the students for their studies on not is the area of investigation of the present study. The significance of the study lies in understanding whether these factors facilitate student motivation of urban and rural areas.

Motives direct and regulate our behavior. Motivated state is often described as guided, directed and goal oriented. The motivated behavior moves in a specific direction. The direction of motivational behavior is, no doubt very complex because of the structure of the situation and the action sequences which determine the behavior. So academic motivation is very important for a student.

Human behavior reflected many motives. A person wants to have a unique accomplishment, an accomplishment of excellence. Studies on motives reveal that if a community has a predominance of achievement then the y grow faster than other communities having predominance of other motives. It has been also observed that a person high level of motivation for study makes him sensitive to the concern for excellence and as a result he performs better to attain a sense of uniqueness. Motives are the prime movers of human behavior which in turn becomes a propelling force in society.

Motivation is a very complex phenomenon which is influenced by multiple variables operating within the organism and in the environment. Academic motives are learned in the academic environment. Every person has special categories of motives which are dependent on a number of factors.

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