



A Descriptive Survey on the Academic Motivation of the School-Going Adolescents of Purulia District

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Abstract: Motivation refers to conative behaviour that is characterized by willingness and volition. The main objective of the study was to explore the present status of the different dimensions of Academic Motivation of the school-going adolescents of Purulia District. The present study was carried out through descriptive survey method. A random sample of 1083 school-going adolescents were selected to collect the data on the tool **Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich & De Groot, 1990)**. The results showed that in *Self-Efficacy, Intrinsic Value, Test Anxiety, Cognitive Strategy use, Self Regulation and in overall Academic Motivation* the school-going adolescents exhibited high level of motivation. From the present study it might be concluded that the school-going adolescents of Purulia district expressed their high academic motivation in perceived competence, mastery goals, preference for challenge to their academic success and confidence in performance of class work.

Index Terms - Motivation, Academic Motivation, Self-Efficacy, Intrinsic Value, Test Anxiety

1. THEORETICAL PERSPECTIVES OF THE STUDY

Motivation refers to reasons that underlie behaviour that is characterized by willingness and volition. Intrinsic motivation is animated by personal enjoyment, interest, or pleasure, whereas extrinsic motivation is governed by reinforcement contingencies. Motivation involves a constellation of closely related beliefs, perceptions, values, interests, and actions. Motivation within individuals tends to vary across subject areas, and this domain specificity increases with age. Motivation in children predicts motivation later in life, and the stability of this relationship strengthens with age. Traditionally, educators consider intrinsic motivation to be more desirable and better learning outcomes than extrinsic motivation.

Extrinsically motivated behaviours are the results of the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations from others. Extrinsic motivation is defined as the performance of an activity because it is perceived to be instrumental in achieving valued outcomes that are distinct from the activity itself (*Deci, 1975; Deci & Ryan, 1985, Ji-Won Moon & Young-Gul Kim, 2001*). Perceived usefulness is described as a form of extrinsic motivation (*Deci, 1975; Deci & Ryan, 1985*).

In contrast to extrinsic motivation, intrinsic motivation is said to exist when behaviour is performed for its own sake rather than to obtain material or social reinforcements. Intrinsic motivation refers to the performance of an activity for no apparent reinforcement other than the activity per se (*Deci, 1975; Deci & Ryan, 1985; Ji-Won Moon & Young-Gul Kim, 2001*). Perceived ease of use is a form of intrinsic motivation (*Deci, 1975; Deci & Ryan, 1985*). Perceived ease of use has also been found to influence usage indirectly through perceived usefulness (*Davis, 1986, 1989*) and perceived enjoyment (*Igbaria et al., 1995*).

1.1 OBJECTIVE OF THE STUDY

The main objective of the study was to explore the present status of Academic Motivation of the school-going adolescents of Purulia District.

2. METHOD

The present study was carried out through descriptive survey method. The details regarding sample, tool, procedure of data collection and statistical technique are reported hereunder.

2.1 SAMPLE

The total 1083 respondents of the study were randomly selected from 50 Government, Government Sponsored, Government Aided schools of 23 educational blocks of Purulia district in West Bengal, India.

2.2 TOOL OF RESEARCH

Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich & De Groot, 1990) was used in the present study for data collection. This tool was selected by applying yardsticks of relevance, appropriateness, reliability, validity and suitability. Brief description of the tool is given hereunder. In this questionnaire there are 44 statements and with each statement a 7-point Likert type scale is attached. There are five sub-scales.

i) The **Self-Efficacy scale** consisted of nine items regarding perceived competence and confidence in performance of class work (cf. *Eccles, 1983; Schunk, 1981*).

ii) The **Intrinsic Value scale** was constructed by taking the mean score of the student's response to nine items concerning intrinsic interest in and perceived importance of course work (*Eccles, 1983*) as well as preference for challenge and mastery goals (*Harter, 1981*).

iii) Four items (*Liebert & Morris, 1967*) concerning worry about and cognitive interference on tests was used in the **Test Anxiety scale**.

iv) The **Cognitive Strategy Use scale** consisted of **13 items** pertaining to the use of rehearsal strategies, elaboration strategies such as summarizing and paraphrasing, and organizational strategies (*Weinstein et al., 1987*).

v) The scale, labelled **Self-Regulation** consisted of **9 items**, was constructed from meta-cognitive and effort management items. The items on meta-cognitive strategies, such as planning, skimming, and comprehension monitoring were adapted from *Weinstein et al. (1987)* and *Zimmerman and Pons (1986)*. Effort management strategies were adapted from *Zimmerman and Pons (1986)* and included students' persistence at difficult or boring tasks and working diligently.

Clearly, the domains contain unequal number of items. *The domain and total scores of each domain were made comparable by summing the item responses in a domain and dividing it by the number of total items of the domain.*

The mean of the scores of each dimension was interpreted as –

- Very Low Motivation** when the mean falls in the range of 1.00 to 2.49,
- Low Motivation** when the mean falls in the range of 2.50 to 3.99,
- High Motivation** when mean falls in the range of 4.00 to 5.49
- Very High Motivation** when mean falls in the range of 5.50 to 7.00

Again, in case of **MSLQ** in totality the mean may be interpreted as –

- Very Low Motivation** when the mean falls in the range of 5.00 to 12.49,
- Low Motivation** when the mean falls in the range of 12.50 to 19.99,
- High Motivation** when mean falls in the range of 20.00 to 27.49
- Very High Motivation** when mean falls in the range of 27.50 to 35.00.

2.3 PROCEDURE FOR DATA COLLECTION

The relevant data was collected by administering the above-mentioned tool on the subjects under study in accordance with the directions provided us with the manual of the tool.

3. RESULT

The results of the study is presented herewith.

Table-3.1: Descriptive Statistics of Scores of Different Facets of Motivated Strategies for Learning Questionnaire (MSLQ) of the School-Going Adolescents of Purulia District

Academic Motivation	N	Range	Minimum	Maximum	Mean	Std. Deviation
Self-Efficacy	1083	6	1	7	5.21	0.91
Intrinsic Value	1083	6	1	7	5.67	0.82
Test Anxiety	1083	6	1	7	4.64	1.30
Cognitive Strategy Use	1083	6	1	7	5.23	0.91
Self-Regulation	1083	6	1	7	4.82	0.84
MSLQ	1083	24	8	32	25.57	2.97

Table-3.1 depicts the descriptive statistics of the different facets and sum total of all of the facets of *Motivated Strategies for Learning Questionnaire (MSLQ)* scores of the school-going adolescents. In case of the **Self-Efficacy** “minimum” of the scores was 1 and the “maximum” of those was 7 and the range was 6; the “mean” and “standard deviation” of the said distribution were 5.21 and 0.91 respectively. Then in case of **Intrinsic Value** the “minimum” of the scores was 1 and the “maximum” of those was 7 and the range 6; the “mean” and “standard deviation” of the said distribution were 5.67 and 0.82 respectively. Next, in case of **Test Anxiety** the “minimum” of the scores was 1 and the “maximum” of those was 7.00 and the range was 6; the “mean” and “standard deviation” of the said distribution were 4.64 and 1.30 respectively. In case of **Cognitive Strategy Use** the “minimum” of the scores was 1 and the “maximum” of those was 7 and the range was 6; the “mean” and “standard deviation” of the said distribution were 5.23 and 0.91 respectively. In **Self-Regulation** the “minimum” of the scores was 1 and the “maximum” of those was 7 and the range was 6; the “mean” and “standard deviation” of the said distribution were 4.82 and 0.84 respectively. In MSLQ the “minimum” of the scores was 8 and the “maximum” of those was 32 and the range was 24; the “mean” and “standard deviation” of the said distribution were 25.57 and 2.97 respectively.

The figure-3.1 shows that the distribution of the **Motivated Strategies for Learning Questionnaire (MSLQ)** scores of the School-Going Adolescents of Purulia District was near to normal. So, the sample may be called representative sample.

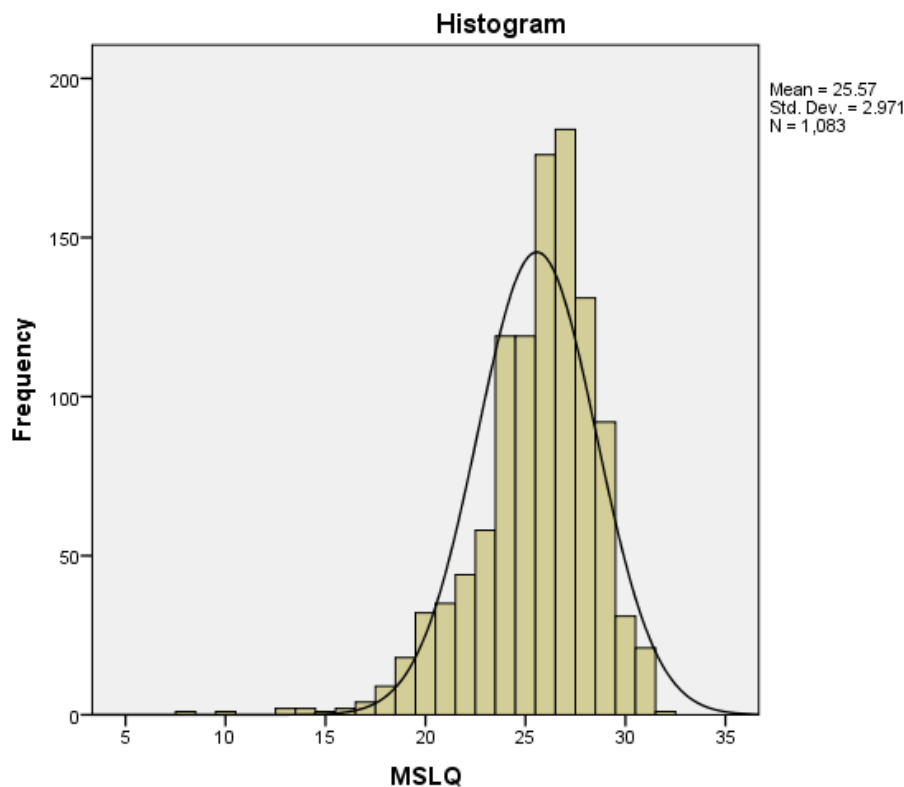


Figure-3.1: Histogram with Normal Probability Curve of Motivated Strategies for Learning Questionnaire (MSLQ) Scores of the School-going adolescents

4. DISCUSSIONS

Table-3.1 depicts the descriptive statistics of the different facets and sum total of all of the facets of **Motivated Strategies for Learning Questionnaire (MSLQ)** scores of the school-going adolescents of Purulia district.

(a) In case of the **Self-Efficacy** the mean was **5.21** which lies in the range of high level of motivation. So, the school-going adolescents actually exhibited high level of motivation in perceived competence and confidence in performance of class work.

(b) In case of **Intrinsic Value** the mean was **5.67** which lies in the range of very high level of motivation. So, the school-going adolescents exhibited very high motivation in concerning intrinsic interest in and perceived importance of course work as well as preference for challenge and mastery goals.

(c) In case of **Test Anxiety** the mean was **4.64**; which lies in the range of high level of motivation. So, the school-going adolescents exhibited high motivation in concerning worry about and cognitive interference on tests; this test anxiety may produce stress which in turn may add fuel to their academic success.

(d) In case of **Cognitive Strategy Use** the mean was **5.23**; which lies in the range of high level of motivation. So, the school-going adolescents exhibited high motivation in use of rehearsal strategies, elaboration strategies such as summarizing and paraphrasing, and organizational strategies.

(e) In **Self-Regulation** the mean was **4.82**; which lies in the range of high level of motivation. So, the school-going adolescents exhibited high motivation in planning, skimming, and comprehension monitoring by effort management strategies and persistence at difficult or boring tasks and working diligently.

In **MSLQ in totality** the mean was **25.57**. which lies in the range of high level of motivation. So, the school-going adolescents exhibited high motivation in overall academic motivation.

5. CONCLUSION

Geographically Purulia district is situated at a part of Chotanagpur pleateau; so its landscape is wavy and land is stonny. Here the inhabitants have to depend mainly on agricultural activities for their livelihood. But here in cultivation only one crop, paddy, is yield. Here, due to scarcity of natural resources, people have to lead very hard life. Now different Government and Non-Government initiatives are put for the smooth sailing of their lives. This district is also educationally backward but recent stimulations might put the school-going adolescents to enthusiasm to engage themselves in academic activities to escape from their predicament of living here. From the present study it was observed that the school-going adolescents of Purulia district expressed their high academic motivation. The results of the present study may be justified in this light.

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