

Academic motivation of higher secondary students effect of extrinsic motivation to Identified regulation

Dr Putul Kumari, Former

Assistant Professor, Psychology, MATS University, Raipur, C. G.

ABSTRACT

The purpose of present research is to explore the implication of school culture on academic motivation. A total number of 300 students of both gender studying in class XI of different private and government Schools in a Raipur city participated in the present study. First of all, 5-5 co-ed higher secondary schools were selected from government and private sector schools. Then, equal numbers of boy and girl students (n=15-15) were randomly selected from each school. Academic motivation was dependent variable and government and private sector schools, boys & girls were independent variable and, so the proposed research design was 2x2 factorial designs. The main effect of gender was not significant, F ratio was found to be 2.89 which is insignificant. Girls scores apparently higher (M =16.20) than boys (M = 15.49) counterpart. Similarly interaction effect of gender and type of school was found to be insignificant. It demonstrate that gender did not interfere with the effect of type of schools on extrinsic motivation to Identified regulation dimension.

KEYWORDS- Academic motivation, government and private sector schools, boys & girls gender, extrinsic motivation to Identified regulation.

Date of Submission: 25-08-2020

Date of Acceptance: 09-09-2020

I. INTRODUCTION

Motivation is literally the desire to act and move toward a goal. Motivation might be extrinsic, whereby a person is inspired by outside forces—other people or things that transpire. Motivation might be intrinsic, whereby the inspiration comes from within a person. High achievers, who have outsized stores of motivation, readily feed their needs of a meaningful life. The needs encompass physiological requirements, social connection, ego, and fulfillment. Physiological needs—sustenance, shelter, safety, physical health -are most important. Also crucial is the need for social connection and acceptance. Ego is another area that requires attention an individual must have confidence, status, recognition, and respect. And the last is fulfillment, whereby the individual realizes his potential and deepest desires. Motivation plays a big part in every one of these areas.

The intrinsic and extrinsic motivations are the fundamental variables in educational outcomes (Lepper, 1988; Ryan & Deci, 2000). Intrinsically motivated behavior was undertaken for the enjoyment it provides, for the feelings of accomplishment it evokes or for the learning it permits, (Kim, Kim, & Kim, 2006). On the other hand, extrinsically motivated behavior, are the actions undertaken in order to obtain some reward or avoid some punishment external to the activity itself (Deci, 1991; Ryan & Deci, 2000). Both types of motivations have been defined as trait-like dispositions to be driven either by the engagement of work or by a means to some end that is external to the work itself (Amabile, Hill, Hennessey & Tighe, 1994).

Lepper and Greene (1978) like researchers noted that individual's intrinsic motivation will decrease to the extent that their extrinsic motivation increases, (Harter, 1981). Under a precise condition, intrinsic motivation and extrinsic motivation appeared as two separate aspects (e.g., Lepper & Henderlong, 2000). Intrinsic and extrinsic motivations refer to different desires or reasons to sit in a class for students. Those students who are high on intrinsic motivation prefer more exciting and challenging tasks from the class (Kim et al., 2006; Moneta & Siu, 2002), while those students who are high on extrinsic motivation consider the study as a "tool" for achieving other external goals such as getting a job etc.

Vallerand et al. (1992) considered three dimensions of extrinsic motivation. These are:-

1) Identified regulation 2) Introjected regulation and 3) External regulation

Problem

1. To examine the effect of gender of students on identified regulation.
 2. To study the effect of type of schools on identified regulation.
 3. To study the effect of interaction between gender and type of schools on identified regulation.
-

Hypothesis

1. Girls would show higher level of identified regulation than boys.
2. Students of government schools would show lower level of identified regulation than students of private schools.
3. The difference between boys and girls of government schools on identified regulation would be different from the differences between boys and girls of private schools.

II. METHODOLOGY

Distribution of the Sample

Table 1

| Class | Gender | Private School | Government School |
|-------|--------|----------------|-------------------|
| XI | Boys | 75 | 75 |
| | Girls | 75 | 75 |
| | Total | 150 | 150 |

Tools- A Hindi version of the Academic Motivation Scale (Vallerand et. al., 1989, 1992, 1993) was used to assess academic motivation on seven dimensions. Participants had to indicate, on a 7-point rating scale, the extent to which they pursue their studies .A brief description of the one dimension is as under :

Identified Regulation - Item numbers 3, 10, 17, & 24 are related to first extrinsic motivation: Identified Regulation (e.g., Because I think that school education will help me better prepare for the career I will choose). Identification is a more self-determined type of extrinsic motivation than external regulation because behaviours are valued, and considered important and, thus, engagement is perceived as chosen by the individual itself.

Procedure

First of all, principals of different selected schools were contacted and requested for permission to collect data from their schools. After seeking their permission, students who were selected as subjects, were contacted in their classroom setting and asked for help. They were instructed as per instruction of the scale, and were administered the test. In the last , they were given thanks for their valuable co-operation.

This made possible to use a 2 (types of schools) x 2 (levels of gender) factorial design with equal cell size. Age of the subjects ranged from 15-18 years. Obtained raw scores of boys and girls of the two groups were subjected to 2-way ANOVA in which school types and gender of the subjects were independent variables while seven dimensions of academic motivation were the dependent variables .Analysis was done separately for the seven dimensions.

As it has been mentioned that the present study aimed at to investigate the differences between Government and Private sector school students on different dimension on academic motivation. Obtained raw scores of boys and girls of the two groups were subjected to 2-Way ANOVA in which school types and gender of the subjects were independent variables while academic motivation was the dependent variables. Analysis was done separately for the seven dimensions of academic motivation. Obtained results are being presented as under :

Extrinsic Motivation to Identified Regulation :

Average extrinsic motivation to identified regulation scores of boys and girls of Govt. and Private schools are presented in Table 2.

Table 2 : Mean intrinsic motivation to identified regulation along with SD of different groups :

| School | Boys | | Girls | | Average | |
|---------|-------|-------|-------|-------|---------|------|
| | M. | SD. | M. | SD. | M. | SD. |
| Private | 15.99 | 2.463 | 16.31 | 2.354 | 16.15 | 2.41 |
| Govt. | 15.00 | 3.321 | 16.09 | 2.303 | 15.55 | 2.90 |
| Average | 15.49 | 2.96 | 16.20 | 2.33 | - | - |

To examine homogeneity of variances Levene's test was used. It's result is given in Table 3

Table 3 Levene's test of equality result

| F | df 1 | df 2 | Sig. |
|-------|------|------|------|
| 2.890 | 3 | 296 | .035 |

Levene's test of homogeneity of variances clearly reveals that variance of different groups were not homogeneous as F was found to be 2.90 which is significance at .035 level. It shows that groups taken for the study were not homogeneous on to identified regulation. In the conditions 2-way ANOVA was performed with precaution to consider at least 99% confidence level as significance level. In this condition F ratio of ANOVA result were taken to be significant at .01 and beyond level.

ANOVA analysis result regarding extrinsic motivation to Identified Regulation are presented in Table 4

Table 4 ANOVA Summary : Identified Regulation

| Source | Sum of Square | df | M.Sq. | F | Sig. |
|-----------------|---------------|-----|-------|------|------|
| School | 27 | 1 | 27.00 | 3.87 | .050 |
| Gender | 37.46 | 1 | 37.46 | 5.36 | .021 |
| School * Gender | 11.22 | 1 | 11.22 | 1.61 | .206 |
| Error | 2067.28 | 296 | 6.98 | - | - |

A study of table 2 and 4 indicates that the main factors of school and gender were found to be significant at .05 and .02 levels respectively.. F ratio for school was 3.87.It was 5.36 in the case of effect of sex which were not significant at .01 and thus , both have been treated as insignificant as criteria for significance has been raised up to .01 level.

Average intrinsic motivation identified regulation scores for private schools is $M = 16.15$, $SD = 2.41$ while it is 15.15($SD = 2.90$) for government school students. Average scores regarding significant effects are also highlighted in figure 1and 2.

Figure-1

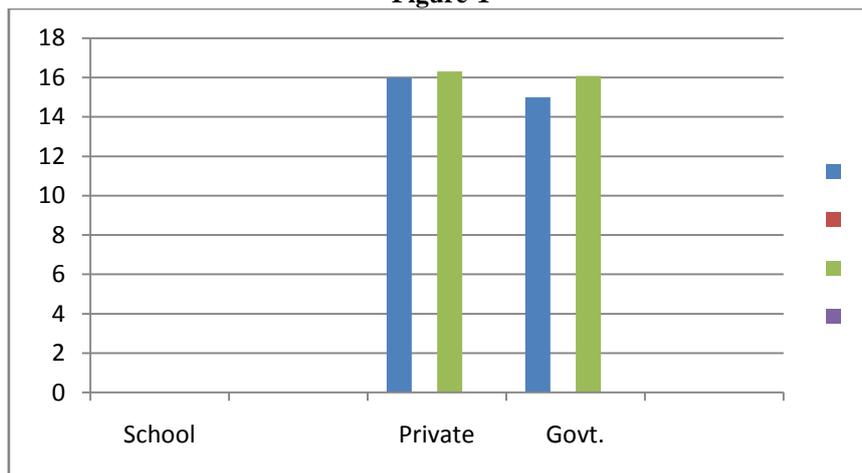
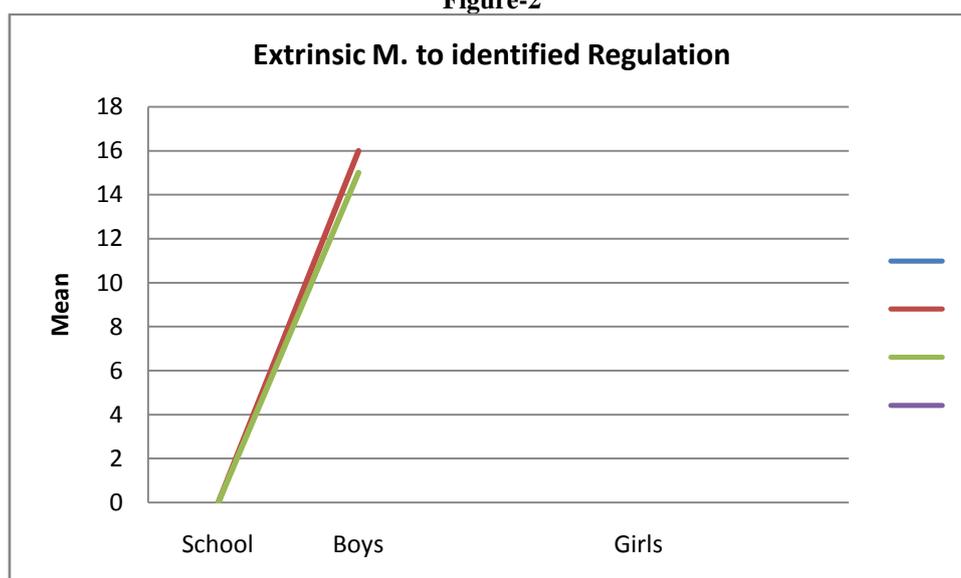


Figure-2



In the same manner, girls average score is $M = 16.20$, ($SD = 2.33$) and boys score is $M = 15.49$, ($SD = 2.96$) Interaction effect of gender and type of score was found to be insignificant. It demonstrates that both the independent variable did interfere with the insignificant effect of the two variables.

III. CONCLUSION

Contrary to the hypotheses regarding intrinsic motivation and identified regulation, results were found in just reverse direction : girls were found to be higher on the two dimensions of academic motivation .Results clearly demonstrate that girls were motivated more to learn new things (to know) and to prepare better career (identified regulation) than the boys. On the other hand. Boys showed higher motivation to involve in learning to obtain better job than the girls counterpart .

Results regarding effects of school demonstrate that students of Govt. schools were found to be lower on two dimension of intrinsic motivation and all the three dimension of extrinsic motivation then students of private schools. Results in this regard fully supported the hypotheses of the present research. Students of private schools involve in learning because they experience pleasure and satisfaction on the learning, they want to accomplish their study to reach a new standard. They also involve in their studies as it can prepare them for a better career and prestigious job. Girls showed greater motivation level than the boys on intrinsic motivation to know, extrinsic motivation to identified regulation.

REFERENCES

- [1]. Amabile, T. M., Hill, K. G., Hennessey, B. A., & Tighe, E. M. (1994). The work preference inventory: Assessing intrinsic and extrinsic motivational orientations. *Journal of Personality and Social Psychology*, **66**(5), 950-967.
- [2]. Deci, E. L., & Ryan, R.M. (1991). A motivational approach to self: Integration in personality. In R. Dienstbier (Ed.), *Nebraska Symposium on motivation: Vol. 38. Perspectives on Motivation* (pp. 237-288). Lincoln, NE: University of Nebraska Press.
- [3]. Deci, E. L., & Ryan, R.M. (1991). A motivational approach to self: Integration in personality. In R. Dienstbier (Ed.), *Nebraska Symposium on motivation: Vol. 38. Perspectives on Motivation* (pp. 237-288). Lincoln, NE: University of Nebraska Press.
- [4]. Deci, E. L., & Ryan, R. M. (2000). The paradox of achievement: The harder you push, the worse it gets. In J. Aronson (Ed.), *Improving academic achievement: Contributions of social psychology* (pp. 59–85). New York: Academic Press.
- [5]. Kim, E. , Kim, J. & Kim, M. , (2006). *Effects of Self-Construal and Academic Motivation on Students' Perception of Professors' Self-Presentation Styles*. Paper presented at the annual meeting of the International Communication Association, Dresden International Congress Centre, Dresden, Germany Online

- [6]. Lepper, M. R. (1988). Motivational considerations in the study of instruction. *Cognition and Instruction*, **5**(4), 289-309.
- [7]. Lepper, M. R., & Henderlong, J. (2000). Turning "play" into "work" and "work" into "play": 25 years of research on intrinsic versus extrinsic motivation. In C. Sansone & J. Harackiewicz (Eds.), *Intrinsic motivation: Controversies and new directions*. San Diego: Academic Press.
- [8]. Moneta, G. B., & Siu, C. M. (2002). Trait intrinsic and extrinsic motivations, academic performance, and creativity in Hong Kong college students. *Journal of College Students Development*, **43**(5), 664-683.
- [9]. Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, **55**, 68–78.
- [10]. Vallerand, R.J., & Bissonnette, R. (1992). Intrinsic, extrinsic, and amotivational styles as predictors of behaviour: A prospective study. *Journal of Personality*, **60**, 599-620.
- [11]. Vallerand, R.J., Pelletier, L.G., Blais, M.R., Briere, N.M., Senecal, C., & Vallieres, E.F. (1992). The academic motivation scale: A measure of intrinsic, extrinsic, and amotivation in education. *Educational and Psychological Measurement*, **52**, 1003-1017.

Dr Putul Kumari, Former. "Academic motivation of higher secondary students effect of extrinsic motivation to Identified regulation." *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 25(9), 2020, pp. 07-11.