



# A Study on Learning Motivation of Students of Lakhimpur Girls' College

<sup>1</sup>Author Nibedita Sarma

Assistant Professor, Deptt. of Education, Lakhimpur Girls' College

---

## ARTICLE INFO

RECEIVED 12 APRIL 2021

ACCEPTED 28 MAY 2021

PUBLISHED 1 JUNE 2021

---

## ABSTRACT

The present study was carried out with the aim to examine the level of learning motivation of the girls' students studying in Lakhimpur Girls' College, Assam. The Normative survey method has been popularly used in the field of research. As per the nature of the present study, the normative survey method is suitable to use in the present study. The random sampling technique has been used. For the present study the 'ACADEMIC MOTIVATION SCALE (AMS-C 28) - College Version' has been adopted from Robert J. Vallerand, Luc G. Pelletier, Marc R. Blars, Narhalle, M Briere, Caroline B. Senecal, Evelyne F. Vallieres. From the study, it has been found that the students of Lakhimpur Girls' College have a High level of learning motivation. There is no significant difference in the Motivation of students studying in Lakhimpur Girls' College based on their streams of study (Arts/Science). The present study revealed levels of students learning motivation studying in Lakhimpur Girls' College. Hence, it can be used for the learning improvement of students studying in this college. The findings of the present study can be used by the teachers as well as the administrators.

Keywords:

Lakhimpur Girls' College, Learning, Motivation, Normative Survey, Random Sampling.

---

<sup>1</sup> Corresponding Author : Assistant Professor, Deptt. of Education, Lakhimpur Girls' College, Email - [nibeditasarma359@gmail.com](mailto:nibeditasarma359@gmail.com) , Contact No. 9101455471



## **INTRODUCTION**

The success of an educational institution deepens on different interconnected and independent factors. Only having a good infrastructure and syllabus or faculties may not be sufficient for achieving academic success. Students outcomes are a result of a complex dynamic process, where students motivation to learn is one of the significant factor influencing the entire teaching-learning and institutional success.

Motivation to learn is the force that enables students to achieve higher intellectual levels. Harackiewicz et al (1997), Motivation can be defined as the driving force behind all the actions of an individual. Motivation is the hidden force that encourages students to deal with challenges in achieving expected success. Highly motivated students are usually actively and spontaneously involved in activities and find the process of learning enjoyable without expecting any external rewards (Skinner & Belmont, 1993). Hence, Motivation is the central part of a student's educational achievements. In this context, Motivation can affect how students approach school in general, how they relate to teachers, how much time and effort they devote to their studies, how much support they seek when they're struggling, how they perform on tests, and many other aspects of education. If students aren't motivated, it is difficult, if not impossible, to improve their academic achievement, no matter how good the teacher, curriculum or school is. As Singh (2011) indicated, motivation creates self-determination and a feeling of enthusiasm that lead a student to realize greater meaning and objectives in the personal and academic process. Regarding the concept of Motivation David Myers (1996) stated 'Motivation as a need or desire that serves to energize behaviour and to direct it towards a goal'. Harmer (1988) also stated 'Motivation is some kind of internal drive that pushes someone to do something to



achieve something’.

Motivation in learning can be divided into two categories; intrinsic motivation and extrinsic motivation. Harmer (2007) stated intrinsic motivation comes from within individual and extrinsic motivation is the result of any number of outside factors. Extrinsic motivation is that which derives from the influence of some kind of external incentive as interest in tasks (Penny, 1996). Santrock (2004) stated that intrinsic motivation involves the internal motivation to do something because of encouragement of desire or feeling from inside. Almost all works done requires motivation as activator and encouragement in doing the best effort one of them is studying a foreign language.

### **THE THEORETICAL BACKGROUND OF THE STUDY**

The scientific study of motivation enables researchers with novel ways of improving the motivation among practitioners. The theoretical background, basis of motivation covers significant theories.

The oldest theory of motivation is McDougall’ s theory of instinct. This theory held the view that our instincts are the springboards of behaviours. According to McDougal what we do and how we do it can all be explained through our instinctive behaviour which is governed by our instinct accompanied by our emotional experience.

Hull’ s drive reduction theory of motivation signifies that biological drives such as hunger, thirst, sex and escape from pain are mainly responsible for initiating and maintaining the primary responses. This drive produces internal tension an undesirable state that an organism wants to change.



Another significant theory of motivation is the Psycho-analytical theory, developed by Freud. This theory kept drives in the position of the root cause of all human activities by defining two major instinct, life instinct and death instinct. The life instinct urges for self-preservation opposing the death instinct is the desire to destroy oneself.

One of the significant theories of motivation is the physiological theory of motivation popularly known as the central motive state (CMS) was developed by Morgan. This theory holds the idea that there is a central motive state which is the basis of all activities. The central motive state has great relevance in the recent wave of interest in direct electric stimulation of brain centres to find out the centre of the psychological drive.

The behaviourist theories of motivation include the works of B.F. Skinner, Albert Bandura and J.B. Watson. The behaviouristic theories of motivation suggested that human motivation is mainly guided by social rewards like price. This theory held the idea that how and why we behave in a particular way is fashioned by the experiences we receive through the acts of learning or training.

The Adler' s Social Urges theory of Motivation signifies that human beings are primarily motivated by social urges. The social urges include superiority, social safety, and social status.

The Goal-Orient theory of Cognitivism is one of the significant theories of motivation holding the idea that human behaviours are purposeful and has a certain end or goal view. Maslow' s theory of self-actualization was developed by Abraham Maslow. This theory categorized two types of needs including deficit need and growth need. This



theory strongly supported that growth need comes after the fulfilment of physiological deficit needs. The self-actualization theory holds the idea that self-actualization is the highest need, which means they need to fulfil one's nature in all its aspects being what they can be. This theory occupies popularity among other theories.

The different theories of motivation signify the diversified nature of Motivation and its inalienable role in human behaviour. The present study has been conducted to examine the current level of motivation of students.

### **SIGNIFICANCE OF THE STUDY**

The students' differences directly predict students' motivation. Students with a preference for deep thought and complex questions those who feel more capable are more motivated and put forth more effort in learning (Hardre, et. al 2006). Motivation also can function to activate and increase the activity. If the student has a high motivation, they will more enthusiastic in the studying process. (Sukmadinata, 2011). Moreover, students behave positively toward the institution if they are motivated, which comes from various incentives given by the institution (Ali, Tatlah, Saeed, 2011). Hence, studying the motivation among students is crucial at an institutional level. Students who have an interest and strong motive towards their goal will get the better achievement. Moreover, unmotivated students can disengage other students from academics, which can affect the environment of an entire classroom. (Usher, Kober, Jennings & Rentne, 2012). Motivation results from a continuous interaction between the person and environment (Ferreira, Cardoso, & Abrantes, 2011). Therefore, inculcating motivation in the young minds of students is essential for their growth.

Teachers can increase motivation by encouraging students to do their best, setting



high expectations, allowing students some choice where possible, and using lessons that involve higher-order thinking, collaboration, and student participation, among other strategies (National Research Council, 2004). Well planned effective everyday teaching practices can do more to counter student apathy than special efforts to attack motivation directly (Erickson, 1978). Teachers who are most effective at diagnosing and improving student motivation tend to focus on interpersonal dealings with students, link education with things students' value, and encourage autonomy more than control in their classrooms (Hardré & Sullivan, 2009). Teacher use teaching methodology according to interest, age and content because the teaching method motivates students for learning (Rehman & Haider, 2013). A teacher can do a lot to motivate students to learn and actively engage in the teaching-learning process. Hence, it was considered to be significant to study students' motivation. This study contributed a descriptive view of the current level of students' motivation along with comparative data based on their stream of education.

### **RESEARCH QUESTIONS**

1. What is the extent of learning motivation of the students of Lakhimpur Girls' College?
2. Is there any difference between the learning motivation of students of Lakhimpur Girls' College based on their streams of study (Arts/Science)?

### **OBJECTIVES OF THE STUDY**

1. To examine the levels of learning motivation among the girls' students of Lakhimpur Girls' College.
2. To study the difference in learning motivation of students based on their streams of study arts and science?

**THE HYPOTHESIS OF THE STUDY**

1. There is no significant difference in the learning motivation of students studying in Arts and Science streams.

**DELIMITATION OF THE STUDY**

1. The present study is only limited to students of Lakhimpur Girls' College.
2. The present study is limited to students studying in Arts and Science stream.
3. The present study is limited to Higher Secondary classes.

**RESEARCH METHODOLOGY**

The Normative survey method has been popularly used in the field of research. The present study demanded a detailed investigation of the learning motivation of students studying in Lakhimpur Girls' College. As per the nature of the present study, the normative survey method is suitable to use in the present study.

Sampling techniques:

The random sampling technique was found to be suitable to use in the present study. Additionally, the students were selected as sample for the study by using a random sampling technique.

Sample:

There are total (250) students are studying in the higher secondary first year studying in Lakhimpur Girls' College (academic session, 2020-21). For the present study total (66) students were selected as a sample of the study.

Research tools:

For the present study, the 'ACADEMIC MOTIVATION SCALE (AMS-C 28) - College



Version' has been adopted from Robert J. Vallerand, Luc G. Pellener, Marc R. Blars, Narhalle, M Briere, Caroline B. Senecal, Evelyne F. Vallieres, 1992-1993.

### **CONCEPTUAL AND OPERATIONAL DEFINITIONS**

Conceptual definition of Motivation:

Motivation to learn is the force that enables students to achieve higher intellectual levels. Harackiewicz et al (1997).

Operational definition of Motivation:

The scores obtained by students of Lakhimpur Girls' College in 'ACADEMIC MOTIVATION SCALE (AMS-C 28) has been considered as their score of motivation.

Statistical tools used in the study:

For the necessary data analysis and interpretation, the percentage, Mean, Median and mode were calculated for measuring the levels of learning motivation of students. The percentage (%) has been calculated to categorize the levels of motivation in students. Additionally, the 't' test has been conducted for finding the difference in the learning motivation of students based on their streams of study.

### **ANALYSIS AND INTERPRETATION OF DATA**

- Analysis of students' data currently studying in Lakhimpur Girls' College:

Table: 1

No. of students in Arts stream	No. of students in science stream	Total no. present	No. of students taken as sample
190	60	250	66



The Table: 1 revealed the descriptive analysis of students' data currently studying in H.S first year (Arts & Science) in Lakhimpur Girls' College. The Table: 1 displayed above showed that a total of 250 students were enrolled during the session 2020-2021. There are '190' students in the Arts stream and '60' students in the Science stream. And total '66' students were selected as a sample for the present study. Whereas '33' students belong to the science stream and '33' students belong to Arts stream currently studying in Lakhimpur Girls' College.

- The levels of learning motivation among the girls' students of Lakhimpur Girls' College:

The scores obtained by the students of Lakhimpur girls' college in the Motivation Scale were used to calculate the Mean, Median and Mode.

Table: 2

No. students	Mean	Median	Mode
Arts	98.48	91.5	76
Science			

Table: 2 revealed that the value of Mean, Median and Mode of the distribution of Motivation scores obtained by the students of Lakhimpur Girls' College were found to be 98.48, 91.5 and 76 respectively. The students of Lakhimpur Girls' College have a High level of learning motivation.

- The difference in learning motivation of students based on their streams of study arts and science:

The t-test was used to compare the Motivation of students of Arts stream with the same of students studying in the science stream under Lakhimpur Girls' College.

Table: 3

Total no students		T value	Significance level
arts	33	.52	Not significant at 1% level of significance
science	33		

Table: 3 revealed the analysis of the hypothesis- 'there is no significant difference in learning motivation of students studying in Arts and Science streams. And it was found that the calculated 't' value (.52) is not significant at the 1% level of significance. Hence, the above-mentioned hypothesis above-mentioned and it can be concluded that there is no significant difference in Motivation of students studying in Lakhimpur Girls' College based on their streams of study.

#### **ANALYSIS OF STUDENTS' MOTIVATION LEVEL**

- Intrinsic motivation:

The collected data revealed that the level of intrinsic motivation is comparatively high among the girls' students of Lakhimpur Girls' College. The 33.8% of students reported that they experience pleasure while learning new things. 45.5% of students reported that they experience personal accomplishment while learning. The study shows a significant area that 13.6% of students report negatively towards the statement- 'I experience in broadening my knowledge about subjects which appeal to me'. So regarding this area, the teacher or administrator should take some action to motivate them.

- Extrinsic motivation:

The collected data revealed that the level of extrinsic motivation is satisfactory among



the girls' students of Lakhimpur Girls' College. 34% of students reported that they consider that a college education will help them to prepare for the career they have chosen. 32.9% of students responded that they came to Lakhimpur Girls' College to prove themselves that they are capable of completing higher education. However, 17% of students responded negatively that the education they are receiving will help them to enter the job market. Here, the researcher found a need to consider their job and career orientation.

- Amotivation:

The data revealed that 29% of students reported they don't know why they have to continue their higher education. Hence, the teacher and the administrator should take progressive initiative regarding this area.

### **DISCUSSION, FINDINGS AND SUGGESTIONS**

1. There is no significant difference in the Motivation of students studying in Lakhimpur Girls' College based on their streams of study.
2. The Mean value of the distribution of Motivation scores obtained by the students of Lakhimpur Girls' College was found to be 98.48. The students of Lakhimpur Girls' College have a High level of learning motivation.
3. There is no significant difference in Motivation of students studying in Lakhimpur Girls' College based on their streams of study (Arts/Science).
4. The study shows a significant area that 13.6% of students report negatively towards the statement- 'I experience in broadening my knowledge about subjects which appeal to me'. So regarding this area, the teacher or administrator should take some action to motivate them.
5. The 34% of students reported that they consider that a college education will



help them to prepare for the career they have chosen. 32.9% of students responded that they came to Lakhimpur Girls' College to prove themselves that they are capable of completing higher education.

6. 17% of students responded negatively that the education they are receiving will help them to enter the job market. Here, the researcher found a need to consider their job and career orientation.
7. The data revealed that 29% of students reported they don't know why they have to continue their higher education. Hence, the teacher and the administrator should take progressive initiative regarding this area.

## **CONCLUSION**

The present study described a detailed picture of students' learning motivation studying in Lakhimpur Girls' College. However, the study was confined only to higher Secondary students and this can be extended to other sections on a larger scale. Considering the greater consequence of Motivation in students' learning progress the present study was initiated.

## **REFERENCES**

1. Ali, Z., Tatlah, A.I., & Saeed, M. (2011). Motivation and student's behaviour: A tertiary-level study. *International Journal of Psychology and Counselling*, 3, (2).
2. Ericksen, S. C. (1978). "The Lecture." *Memo to the Faculty: Vol. 60*. Ann Arbor: Centre for Research on Teaching and Learning, University of Michigan.
3. Davis, G. B. (2001). *Motivation students*, Berkeley: University of California.
4. Ferreira, M., Cardoso, P.A., & Abrantes, L.J. (2011). Motivation and relationship of the student with the school as factors involved in the perceived learning: proceeding international conference on education and educational psychology, Elsevier Ltd.



5. Harackiewicz M, Barron KE, Elliot AJ, Carter SM, Lehto A (1997). Predictors and consequences of achievement goals in the college classroom: Maintaining interest in making the grade. *J. Personality Soc. Psychol.*, 73: 1284 -1295.
6. Hardré, P. L., & Sullivan, D. W. (2009). Motivating Adolescents: High school teachers' perceptions and classroom practices. *Teacher Development*, 13(1), 1-16.
7. Hardre, P.L., Chen, H.C., Huang, H.S., Chiang, T. C., Jen, L.F., & Warden, L. (2006). Factors affecting high school students' academic motivation in Taiwan, *Asia pacific journal of education*. 26 (2), 189-207.
8. Harmer, J (2001). *The Practice of English Language Teaching*. (3rd Edt). Longman Pearson Education Limited.
9. Mangal, S.K. (2014). *Advanced Educational Psychology*. Delhi: PHI Learning Pvt. Ltd.
10. Rehman, A., & Haider, K. (2013) The impact of motivation on learning of secondary school students in Karachi: an analytical study, *Educational Research International*, 2 (2).
11. Tastan, B.S., Davoudi, M.M.S., Masalimova, R.A., Bersanov, S.A., Kurbanov, A.R., Boiarchuk, V.A., & Pavlushin, A. A. (2018) The impacts of Teacher's Efficacy and Motivation on Student's academic achievement in science education among secondary and high school students. *EURASIA Journal of Mathematics, science technology and Education*. 14(6), 2353-2366
12. Usher, A., Kober, N., Jennings, J., & Rentne, S.D. (2012) student motivation An overlooked piece of school reform, the centre education policy.
13. Vallerand, R.J., Blais, M.R., Brière, N.M., & Pelletier, L.G. (1989). Construction validation of Motivation in Education (EME). *Revue canadienne des sciences du comportement*, 21, 323-349.