



Comparative study of motivation level in english among male and female students at secondary school level

¹ Dr. Sunil Gouraha, ² Caroline Satur

¹ Sports Officer, Govt. P.G. College, Ambikapur, Chhattisgarh, India

² Principal, Govt. High School-Mahmand, Bilaspur, Chhattisgarh, India

Abstract

Today English is being treated as a world language because of its vast presence and importance all over the world. It is the language of power and it is the need of the hour. English language is the vital ingredient in practical life. One of the essential objectives for the education of English is to enhance the sense of sophistication, apt vocabulary, appropriate sentence structure, new expression and situational phraseography. The skillful use of English language seems to use today's transitional and trans-border transactions. The current study was aimed to measure the difference in motivation level of male and female students in English at secondary school level in Bilaspur district. Nature of the study was descriptive, and survey method was used for data collection. The sample was comprised of 200 students (100 females and 100 males) of 9th and 10th standards from randomly selected three schools of Bilaspur, Chhattisgarh. A self-developed motivation measuring questionnaire was used as a tool for the study. The data was analyzed by using t-test. Difference of motivation with regard to gender was found significant whereas standard-wise there was no significant difference. The recommendations did not only relate to the pedagogical cares to be adopted by trained teachers but it was also suggested to apply motivational techniques in teaching by using modern technology.

Keywords: motivation, english, secondary school education

Introduction

“Motivation is the act of stimulating someone or oneself to get a desired course of action or to push the right bottom to get a desired reaction.”

- Michael. J. Jucius

Motivation is a process of inducing, inspiring and energizing people to work willingly with zeal, initiative, confidence, satisfaction and an integrated manner to achieve desired goals. It is a moral boosting activity. A man cannot be pulled from the front or pushed from behind. He can only be moved from within.

Language and communication are the tools for learning. Good communication helps effective social interaction. Hence, there is need and importance of English in human life. The increasing demand for English as a language, driven by the instrumental motivation has compelled its motives as not only social-political but academic too.

The psychological aspect of students' efficacy believes in perceiving and solving a problem which is necessary to be dealt by teachers while selecting teaching techniques. The reason for selecting secondary students for motivation in English is the sensitivity of their career decision afterwards. Most of the students make the obtained marks as base for their future decision. Regardless of the contribution of the subject of English in polishing the skills of a student, this subject is considered as a base-making subject among other compulsory subjects taught at secondary level.

Hutchison, Follman, Sumpter, & George (2006) identified the beliefs of boys and girls in a course. Their self-efficacy beliefs were found significant towards the progression of motivation

level. This idea is deemed specifically potent when the routine practice of teaching in our context is observed, contrary to the teaching pedagogies applied in subject specific ways, traditional methods of teaching are applied. It is the main reason that motivating students along with teaching is essential in order to make them independent learners.

Reeve & Deci (1996) studied the contribution of inner motivation in comparison with self-determination. They explored the situation when no outside motivator triggers the interest and the task's accomplishment is only pushed by self-determination and inner self. English is as important to a country as protein is to young ones. For better understanding and to keep in function of science, technology and worldwide communication it works as a vital device, the discipline acts as the vital role of an initiate to the much desired technological development needed for the national development.

It has become an essential objective for the education of English to facilitate the students to build up abilities to distinguish the relation between English and the various fields of life, and to recognize and realize the utility of English in modern life. The performances of female and male students in English language are different by their physiological structures and varying intellectual ability. Even though majority of researchers have found a better performance in boys than girls particularly in higher education, a small number of other researchers found girls performance better than boys and during early education, a number of other researchers found no important difference.

Sunger & Tekkaya (2006) [4] studied the effect of problem solving method on conventional teaching techniques in increasing motivation of students. They found the

conventional methods less motivating than the use of problem based learning.

The importance of education is increasing day by day in the modern age. So education is much essential for human beings. Major purpose of education is to open up our children to the past, present and future wonders of our world in all its aspects and this objective can be accomplished with compassion, high motivation and curiosity. Even the skills such as listening, reading, writing and speaking language can be taught and learned in an enthusiastic and active way. Mostly teachers focus on learning of students rather than the motivation of students. Motivation is a force that energizes, sustains and directs behaviour towards a goal. When students pay attention to their work and study for test, they will say that they are motivated (Eggen & Kauchak 1997).

The findings of the present study will be beneficial for parents, teachers, students themselves and the administration of schools in order to increase the motivation level of students in English.

Objectives of the Study

The objectives of the study were as under to:

1. To compare the motivation level of boys and girls in English.
2. To compare the motivation level of students in English at 9th and 10th standard level.

Methodology

Research Design

It was a descriptive type of research and survey method was adopted to conduct this study. The perceptions of male and female students regarding their motivation level in learning English subject at secondary school level were sought in a survey.

Sample

By applying random sampling for technique two schools were selected where level of education was in practice for 9th and 10th class students as strata were selected from those Then the sample of 200 students (Boys=100, Girls=100) was drawn.

Tool

A questionnaire which consisted of 15 questions was prepared. The answers were to be given on five point Liker t type scale

Procedure

On the completion of literature review of the study researchers developed an instrument. Later on the valuable suggestions of expert researchers were given some amendments in the instrument and were made and then data were collected from school students at secondary level. Researchers used a close ended structured questionnaire to collect the required information as a tool of research.

The Questionnaire consisted of 15 questions. The respondents answered these questions on five point Liker t type scale. Motivation of students in English has been assessed through the indicators of interest in subject, confidence in solving difficult questions, identifying conflict areas in content,

learning strategies adopted by students with their efficacy beliefs.

Validity of the Tool

The developed instrument was validated by the expert opinion on the scale.

Reliability of the Tool

In order to make the instrument administrable, it was pilot tested on 24 students. The reliability of the instrument was computed by using Cranach alpha which showed strong reliability value i.e. 0.78.

Data Collection

The researchers collected data personally. All the questionnaires were returned properly after they were filled up.

Data Analysis

Test of inferential statistics was used in analyzing the data from this study by the use of SPSS16 version. The independent sample t-test was applied to find the mean differences of motivation level between male, female and 9th and 10th Standard students respectively. The basic purpose of data analysis and interpretation was to find out the motivation level of male and female students in English at secondary level. The results were shown in tables followed by the findings after the analysis of the data.

Results and Findings

Table 1: Independent sample t-test for mean difference on the basis of gender

Variable	N	M	Df	t-value	Sig.
Female	100	57.67	198	-3.643	.002
Male	100	54.44			
Total	200				

The table above indicates that there is significant difference (mean difference 3.23) between male and female students (Male mean score=54.4400, Female mean score=57.6700). Null hypothesis that there is no difference between male and female students in the mean score of motivation level in English is rejected. It is further explored that female students have more motivation in English (57.6700) as compared to male students (54.4400).

Table 2: Independent sample t-test for mean difference on the basis of classes

Variable	N	M	Df	t-value	Sig.
9th class	100	56.85	198	1.750	.761
10th class	100	55.26			
Total	200				

The table above indicates that there is no significant difference between 9th class and 10th class students (9th class mean score =56.8500, 10th class mean score=55, 2600) (mean difference 1.59). So null hypothesis is accepted it means that there is no

significant difference in the motivation level of 9th class and 10th class students.

Discussion and conclusion

The objective of the present study was to explore the difference of motivation level of boys and girls at secondary level in the subject of English. The importance of the subject of English is understood. With regard to the importance of English in the overall achievement scores of students, this subject occupies significant teaching value. Motivation of students in English has been assessed through the indicators of interest in subject, confidence level and learning strategies adopted by students with their efficacy beliefs.

One of the findings of the present study showed that female students have more motivation in English than the male students. It was somewhat not assumed at the start of the study. The reason behind this finding is the carelessness and time given to practice the questions in English by male students. It is generally observed that girls have serious attitude towards their studies at this level. It implies that the English teacher should use modern methods for teaching English. More Competent and trained teachers can teach English that motivates students equally by providing reinforcement and make them realize the importance of English. By increasing the time duration for English teaching and learning and by rewarding students, their motivation level can be raised.

The other finding of the study revealed the difference between motivation level of 9th class and 10th class students as not significant. It might occur due to the syllabus of English at both grade levels that is compulsory. The score in English at 9th grade level equally contributes to the total score as 10th Standard. The motivation of students does not differ due to their grade levels. The implication of this finding is the consistent hard work put in by teachers to provoke the interest of students. The teacher should keep in mind the individual differences of students and guide them according to their mental age. The teachers should present the lessons with the help of examples and use of varied teaching methods according to the content and complexity of concepts being taught.

It is recommended to study the motivation of students with other variables like readiness and interest in subject. The effects of ability and teaching techniques adopted by teachers can also be studied with motivation level of students.

References

1. Hannula MS. Goal regulation: Needs, beliefs, and emotions. In A. D. Cockburn & E. Nardi (Eds.), *Proceedings of the 26th Conference of the International group for the Psychology of English Education*. Norwich, UK: University of East Anglia, 2002; 4, 73-80.
2. Reeve J, Deci EL. Elements of the competitive situation that affect intrinsic motivation. *Personality and Social Psychology Bulletin*. 1996; 22(1):24-33.
3. Scharlach TD. These kids just aren't motivated to read: The influence of preservice teachers' beliefs on their expectations, instruction, and evaluation of struggling readers. *Literacy Research and Instruction*, 2008; 47:158-173.
4. Sungur S, Tekkaya C. Effects of problem based learning and traditional instruction on self-regulated learning. *Journal of Educational Research*. 2006; 99(5):307-317.
5. www.zoltandornyei.co.uk
6. <https://etd.ohiolink.edu/rws>
7. www.iesij.org/article