

## A STUDY OF FAMILY, SECTOR AND MEDIUM ON ACADEMIC MOTIVATION

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### Abstract

The purpose of the present study was to determine the effect of family (Joint/Nuclear), sector (Govt./Pvt.) and medium (Hindi/English) on academic motivation. A total number of samples were 300 (high school and intermediate) students were administered motivated strategies for learning questionnaire by Paul. R. Pintrich & Elisabeth V. De Groot (1990). The results indicate that the type of sector was significant effect on self regulation. However, types of medium were significant effect on variables of academic motivation like, Self efficacy, intrinsic value, test anxiety and Self regulation. Similarly, interaction effects were significant on variables of academic motivation.

**Keywords:** Academic Motivation, Family, Sector and Medium

### INTRODUCTION

The term "motivation" refers to "the reasons for one's actions" (Guay et al., 2010, p. 712). According to Gredler, Broussard, and Garrison (2004), motivation is "the quality that drives us to do or not do something" (p. 106). Intrinsic motivation is defined as motivation fueled by a person's personal enjoyment, interest, or pleasure. "Intrinsic motivation energises and sustains activities through the spontaneous satisfactions inherent in effective volitional action," Deci et al. (1999) observed that, Play, exploration, and challenge seeking are examples of behaviours that people engage in for external rewards" (p. 658). Extrinsic motivation, or motivation governed by reinforcement contingencies, is frequently contrasted by researchers. Educators have traditionally thought that intrinsic motivation is more desirable and leads to better learning outcomes than extrinsic motivation (Deci et al., 1999).

Self-regulation is also important in the learning process (Jarvela & Jarvenoja, 2011; Zimmerman, 2008). It can assist students in developing better learning habits and study skills (Wolters, 2011), implementing learning strategies to improve academic outcomes (Harris, Friedlander, Sadler, Frizzelle, & Graham, 2005), tracking their progress (Harris et al., 2005), and evaluating their academic progress (De Bruin, Thiede & Camp, 2011). Teachers should be aware of the factors that influence a student's ability to self-regulate as well as strategies for identifying and promoting self-regulated learning (SRL) in their classrooms. Motivation, in addition to self-regulation, can have a significant impact on students' academic outcomes (Zimmerman, 2008).

Motivation is the result of a complex interplay of beliefs, perceptions, values, interests, and behaviours. As a result, different motivational approaches can focus on cognitive behaviours (like monitoring and strategy use), non-cognitive aspects (like perceptions, beliefs, and attitudes), or both. For example, Gottfried (1990) defines academic motivation as "enjoyment of

school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks" (p. 525). Turner (1995), on the other hand, equates motivation with cognitive engagement, which he defines as "voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring" (p. 413).

### **THEORETICAL APPROACHES**

Early approaches to the study of motivation were rooted in the literature on extrinsic reinforcement, according to Stipek (1996). All behaviour, including achievement, was thought to be governed by reinforcement contingencies in this literature. B.F. Skinner, who identified different types of reinforcers, was a proponent of this approach. Positive reinforcers, also known as rewards, are consequences that increase the likelihood of a given behaviour by removing or reducing some negative external stimulus, whereas negative reinforcers are consequences that reduce the likelihood of a given behaviour by removing or reducing some negative external stimulus. Punishment, on the other hand, refers to negative consequences that reduce the likelihood of a particular behaviour occurring. The teacher's role is clear in this framework: to use good grades and praise to reward desired behaviour, and to use bad grades or loss of privileges to punish undesirable behaviour. This strategy is limited, as Stipek points out, because rewards and punishments are not equally effective for all students, and desired behaviours (such as paying attention) are difficult to reinforce. Furthermore, the advantages of extrinsic rewards tend to diminish over time (Stipek, 1996).

The limitations of extrinsic reinforcement, as explained by Stipek (1996), led to the development of new approaches to motivating people, such as cognitive behaviour modification (CBM). This approach recognizes that cognitive variables like verbal ability mediate the effects of reward contingencies. Thus, CBM's goal is to manipulate cognitive processes in order to change overt behaviour. Students take greater ownership of their learning by monitoring their behaviour, setting goals, employing metacognitive strategies, and administering their own rewards in this approach. Giving students this level of control over their own learning is thought to lead to the retention of learning behaviours over time, the transfer of learning behaviours to new contexts, and increased independence in the execution of such behaviours.

### **OBJECTIVE**

Against this backdrop, the present study proposes to examine the following research objectives:

- The first objective of the present research work was to explore the effect of Family on Academic Motivation.
- The second objective of the present research work was to see the impact of Sector on Academic Motivation
- The third objective of the present research work was to investigate the effect of Medium on Academic Motivation.

### **HYPOTHESES**

On the basis of the existing and review of the literature, the following hypotheses were formulated to examine the above-said objectives:

- (i) Family will not differ significantly on the Academic Motivation.
- (ii) Sector will differ significantly on the Academic Motivation.

- (iii) Medium will differ significantly on the Academic Motivation.

## METHOD

### Participants

In the present study, a total of 300 youth participated (high school and intermediate students) were randomly selected from various schools. The age range of the participants was 15-22 years.

### Research Design

On the account of the variables, for comparison among different groups 2x2x2 factorial design with family (joint and nuclear), school (governments - private), and two types of medium (hindi-english) was used.

## MEASURES

### Motivated Strategies of Learning Questionnaire (MSLQ)

This scale was developed by Paul. R. Pintrich and Elisabeth V. De Groot (1990...). A modified tool tagged motivated strategies of learning questionnaire (MSLQ) that included 43 items on student motivation cognitive strategies use, and management of effort. Factor loading which self efficacy alpha value .83, consist of eights items (10,27,17,3,7,2,9,28) regarding perceived competence and confidence in performance of class work. Intrinsic alpha value .78 consist of nine items (35,16,8,39,1,11,33,40) concerning intrinsic interest and perceived importance of course work as well as performance for challenge and mastery goals. Four items(19,22,24,38,18) concerning worry about and cognitive interference on test are used in the test anxiety alpha value .64, cognitive strategies alpha value .72 consist of 6 items (30,29,15,14,23,31) pertaining to the use of rehearsal strategies, elaboration strategies such as summarizing and paraphrasing and organizational strategies. Self-regulation alpha value is .79. consist of nine items (37,32,12,41,13,20,5,21,6) concerning metacognitive and effort management. After the pilot study question number 4, 25, 26, 28, 34, 36, 42 and 43 was dropped. Therefore only 35 items were selected to measure student motivation. Question number 18,19,20,21,24,36,40 and 41 is reverse coding or negative items. Student were instructed to respond to the items on a 7-point Likert scale (1= not at all true of me) to (7=very true of me) in terms of their behavior in specific classroom.

## RESULTS

The descriptive statistics for the scores obtained separately on the five dimension of Academic motivation by types of family (joint and nuclear), types of sector (government and private) types of medium (English and Hindi) are shown in table 1.

**Table 1: Mean scores on the Academic Motivation reported by adolescent in relation to types of family, types of sector and types of medium.**

	Joint family				Nuclear family			
	Government Sector		Private Sector		Government Sector		Private Sector	
	Hindi	English	Hindi	English	Hindi	English	Hindi	English
<b>Self-Efficacy</b>	25.66 (4.50)	29.51 (2.70)	28.68 (5.90)	30.79 (2.41)	27.12 (3.49)	29.29 (3.03)	26.03 (5.88)	29.80 (4.99)
<b>Intrinsic Value</b>	34.31 (7.05)	39.49 (4.07)	38.12 (6.17)	40.00 (3.81)	36.93 (5.49)	37.83 (4.19)	34.95 (6.42)	39.16 (5.72)

<b>Cognitive Strategies Use</b>	10.91 (3.85)	9.38 (4.08)	10.24 (3.35)	10.58 (3.60)	9.67 (3.78)	11.46 (4.22)	10.85 (3.66)	8.53 (3.80)
<b>Text Anxiety</b>	36.26 (5.04)	39.62 (4.06)	38.59 (6.4)	42.21 (2.96)	38.14 (4.58)	40.63 (3.17)	36.65 (6.66)	40.76 (5.85)
<b>Self Regulation</b>	20.03 (2.49)	20.51 (2.70)	21.21 (4.07)	22.41 (2.80)	20.71 (2.19)	21.86 (3.05)	20.15 (3.56)	22.33 (4.08)
<b>Total</b>	127.17 (13.46)	138.51 (7.79)	136.82 (17.93)	144.38 (5.83)	132.57 (9.06)	141.06 (8.95)	128.63 (17.26)	140.58 (16.39)

Note: SDs are in parentheses.

The raw scores are subject to separate 2x2x2 factorial between group design. Table-2 shows the main effects of family, sector and medium. The main effect of types of sector is significant on self-regulation factors ( $F=1,290 = 3.89, p < .05$ ). Table-2 shows that the main effect of types of sector does not reach the significance level for self-efficacy, intrinsic value Cognitive strategies use, and test anxiety. Over all, participants' results shown in table-3 which indicated the self-regulation in the nuclear family ( $M=20.97$ ) is higher than in the joint family ( $M=21.27$ ). The main effect of medium types on self-efficacy, intrinsic value, test anxiety, and self-regulation is significant ( $F=1,290 = 6.76, p.01$ ). Types of sector results shown in table-3, which indicated that the self-efficacy in the private sector ( $M=28.72$ ) was higher than in the government sector ( $M=27.88$ ). Similarly, intrinsic value in the private sector ( $M=37.95$ ) is greater than in the government sector ( $M=37.16$ ). Test anxiety in the private sector ( $M=39.43$ ) was higher than in the government sector ( $M=38.65$ ). Self-regulation in the private sector ( $M=21.50$ ) is higher than in the government sector ( $M=20.77$ ). Cognitive strategies used do not reach a significant level of medium. Table-2 shows the main effect of family, which clearly shows that family, does not reach a significant level of motivation.

**Table 2: Summaries of 2x2x2 factorial ANOVA performed on the Academic Motivation scores.**

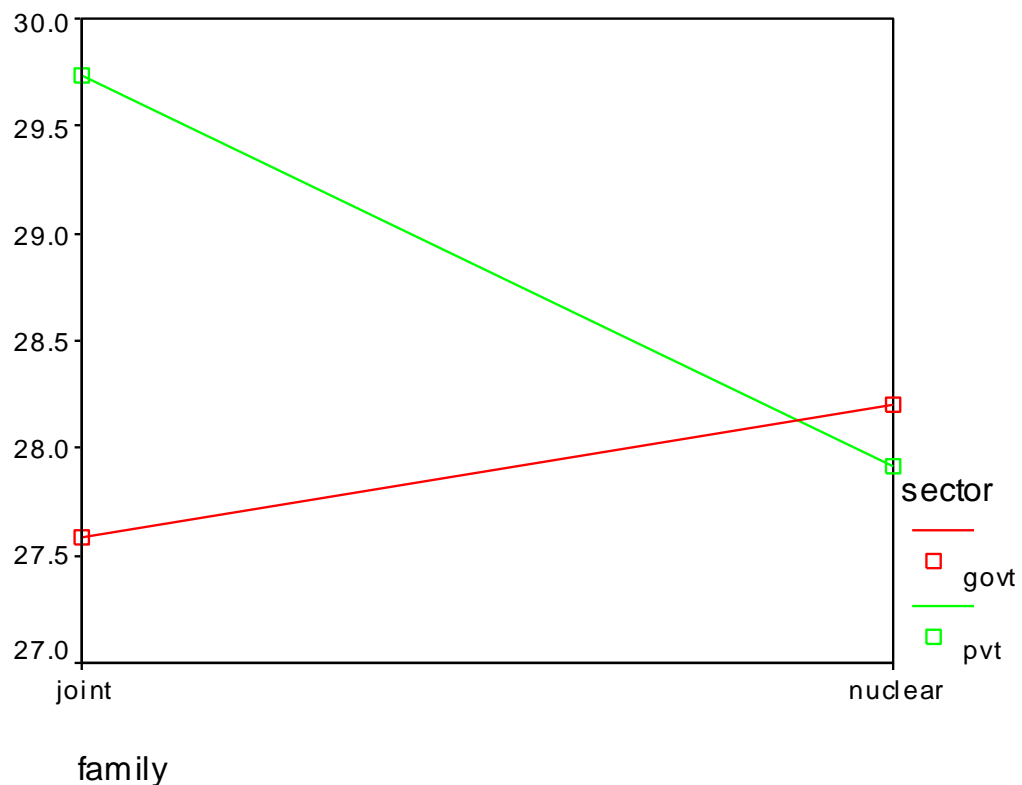
Source of variance	df	Academic Motivation									
		Self-Efficacy		Intrinsic Value		Cognitive Strategies Use		Test Anxiety		Self Regulation	
		Ms	F	Ms	F	Ms	F	Ms	F	Ms	F
<b>Types of Family (A)</b>	1	26.52	1.38	42.61	1.39	4.69	.31	1.12	.04	3.64	.35
<b>Types of Sector (B)</b>	1	63.13	3.30	61.31	2.00	36.61	2.42	57.53	2.21	40.79	3.96*
<b>Types of medium (C)</b>	1	647.93	33.94**	674.91	22.09**	50.66	3.35	841.02	32.34**	114.97	11.16**
<b>(A)x(B)</b>	1	108.63	5.69*	112.67	3.68	1.92	.12	180.13	6.92*	45.74	4.44*
<b>(A)x(C)</b>	1	4.48	.01	17.33	.56	23.71	1.57	.70	.02	12.17	1.18
<b>(B)x(C)</b>	1	7.88	.01	1.12	.01	67.33	4.45*	16.02	.61	14.19	1.37
<b>(A)x(B)x(C)</b>	1	51.16	2.68	198.55	6.51*	87.29	5.78*	8.51	.32	.46	.04

Error	289	19.09		30.55		15.10		26.01		10.31	
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**Table 3: Mean scores on the types of Academic Motivation Factors by types of family, types of sector and Types of medium.**

	ACADEMIC MOTIVATION											
	Family				Sector				Medium			
	Joint		Nuclear		Government		Private		Hindi		English	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Self Efficacy	28.58	4.52	28.06	4.76	27.88	3.79	28.72	5.36	26.84	5.08	29.80	3.60
Intrinsic Value	37.91	5.87	37.25	5.72	37.16	5.59	37.95	5.98	36.07	6.39	39.09	4.64
Cognitive Strategies Use	9.90	3.95	10.03	3.98	10.31	4.03	9.64	3.88	10.40	3.67	9.53	4.21
Text Anxiety	39.04	5.22	39.04	5.53	38.65	4.53	39.43	6.11	37.41	5.75	40.73	4.39
Self Regulation	20.97	3.16	21.27	3.40	20.77	2.66	21.50	3.80	20.52	3.14	21.77	3.34
<b>Total</b>	136.41	13.63	135.65	14.54	134.77	11.20	137.23	16.49	131.23	15.03	140.92	11.22

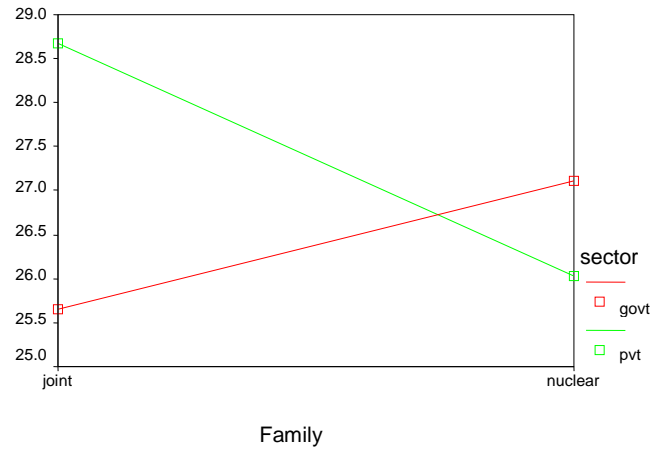
**Estimated Marginal Means of Moit 1**



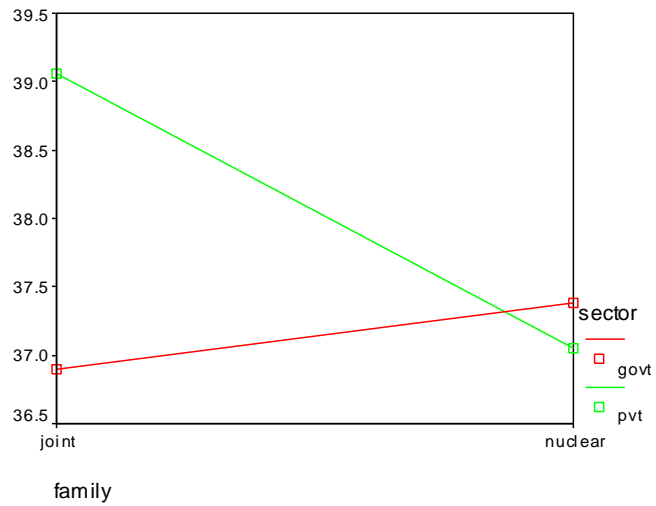
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### Estimated Marginal Means of Moit

At medium = Hindi

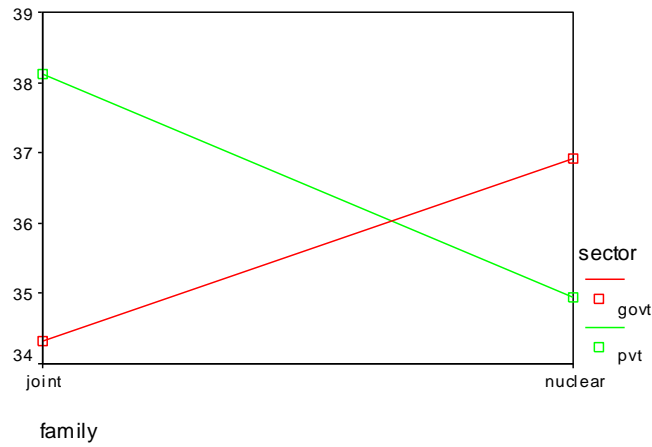


### Estimated Marginal Means of Moti 2



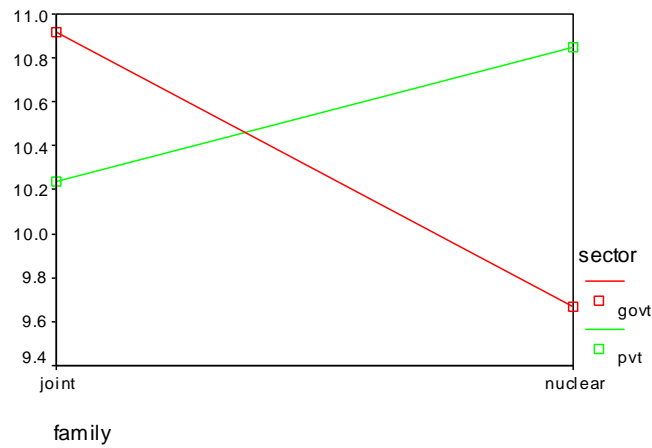
### Estimated Marginal Means of Moti 2

At medim = Hindi

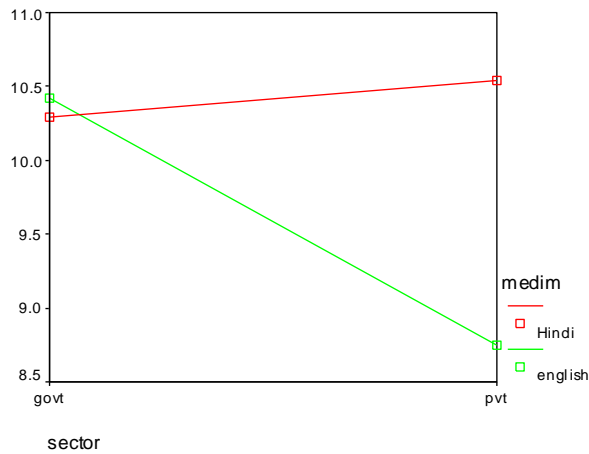


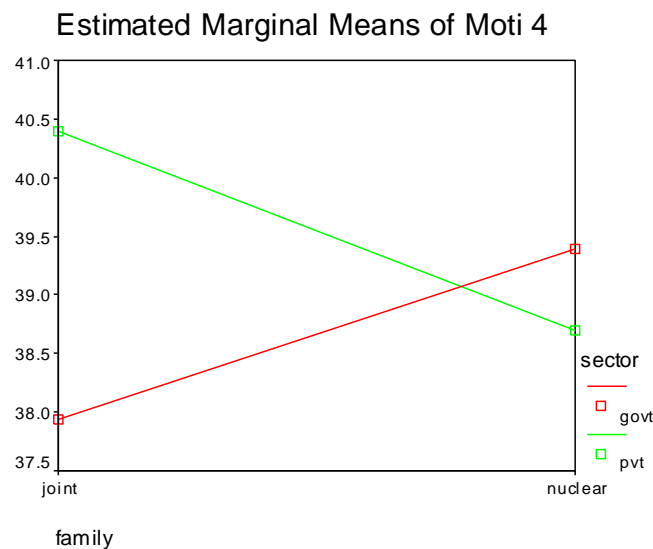
### Estimated Marginal Means of Moti 3

At medim = Hindi



### Estimated Marginal Means of Moti 3





## DISCUSSION

The results of the present investigation indicate the self-regulation on nuclear family higher is compare to the joint family. The types of sector result indicate that the self-efficacy, intrinsic value and self-regulation private sector higher than government sector. On the types of sector, the finding for result test anxiety and cognitive strategies use was not significant. The private sector supports students in managing their thoughts, behaviours, and emotions in order to successfully navigate their learning experiences through self-efficacy, intrinsic value, and self-regulation. In comparison to government sector students, this process occurs when a student's purposeful actions and processes are directed toward the acquisition of information or skills. The effect of test anxiety and the use of cognitive strategies on the types of sector were not significant in the student sample. Test anxiety has more to do with retrieval issues during testing than with a lack of effective cognitive strategies for encoding or organising course material. However, the types of medium results show that English medium students have higher self-efficacy, intrinsic value, cognitive strategies use, test anxiety, and self-regulation than Hindi medium students. English medium students who used rehearsal, elaboration, and organizational cognitive strategies to try to learn by memorizing, organizing, and transforming classroom material performed better than Hindi medium students who did not use these strategies.

Furthermore, while types of family, types of sector, and types of medium all influence academic motivation, only the interaction effect of types of family has a significant impact on self-control. When self-regulation research is combined with family types (joint/nuclear), it has additional benefits and drawbacks in terms of influencing academic motivation. Motivation is a critical factor in the development and sustainability of self-regulated learning (Bandura, 1993; Boekaerts, 1999; Pintrich, 2000; Zimmerman, 2008), and it is controlled by an interconnected framework of factors that determine its development and sustainability (Bandura, 1993; Boekaerts, 1999; Pintrich, 2000; Zimmerman, 2008, Kurman, 2001; Ommundsen, Haugen & Lund, 2005; Wang & Holcombe, 2010). For example, when students consider why an activity should be completed and how much effort to put into it during the forethought and planning phase, their interests and values are taken into account (Simons, Dewitte, & Lens, 2000; Wolters & Pintrich, 1998; Wolters, Yu, & Pintrich, 1996). Similarly, significant levels of self-efficacy, intrinsic value, and self-regulation were reached in various sectors. It has been noted that a



large scale study of the factors that influence academic achievement conducted by James Coleman found a stronger correlation between achievement and family background and environment than between achievement and school quality.

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