



ACADEMIC MOTIVATION OF PUPIL TEACHER IN CHILDHOOD AND GROWING UP ACCORDING TO GENDER

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ABSTRACT The paper aims to explore the academic motivation in Childhood and Growing Up between genders of pupil teachers at various Teacher training institution in odisha. A random sample of 200 pupil teachers was chosen for the current study. The present study is an attempt to explore the academic motivation in Childhood and Growing Up of pupil teachers between different gender in the B.Ed. course. The study relied on analysis of independent sample t -test to analyse the data collected. The results generated revealed that there is a significant difference in the mean of academic motivation in Childhood and Growing Up of pupil teachers between different gender in the B.Ed. course also found significant difference in intrinsic academic motivation in Childhood and Growing Up of pupil teachers between different gender and no such difference in extrinsic academic motivation in Childhood and Growing Up.

KEYWORDS : Academic Motivation, pupil teacher, Intrinsic Motivation, Extrinsic Motivation

INTRODUCTION

Motivation can be considered a driving force; a psychological drive that compels or reinforces an action towards a desire goal. Motivation elicits, controls and sustains certain goal-directed behaviours. To be motivated means to be moved to do something. motivation vary not only in level of motivation (i.e., how much), but also in the form of that motivation (i.e., what type), academic motivation can be understood as the students' desire or interest in engaging with learning and their school experience (Hulleman, et al, 2016). It is the driving force that directs, empowers, and sustains learning activities, helping students meet their educational goals while stimulating their own interests. According to Deci and Ryan (1985) theories of motivation are based on presumptions about human nature. Deci and Ryan in the year 2002 divided the motivational spectrum into three categories: intrinsic, extrinsic, and amotivation. Amotivation is the absence of motive to take action (Williams & Deci, 1996) Intrinsic motivation in an individual represents the behavior of doing an activity for itself, as well as the pleasure and satisfaction derived from participating in the activity (Deci, 1975; Deci and Ryan, 1985). Extrinsic motivation is dependent on an external source, it can be readily detected and is dependent on external factors (punishment, reward, etc.) (Dede & Argün, 2004, Kazusu, 1999). Environmental factors have an impact on extrinsic motivation (Yazıcı, 2009). Childhood and Growing Up is the psychological aspects paper in the NCTE 2014 curricular framework for two-year B.Ed. programme. It has a foundational course which will enable a teacher to understand their students' psychology. There are literatures supporting significant difference in academic motivation between genders. Bugler et al. (2013) in their study "Gender differences in adolescents' academic motivation and classroom behaviour" found that Girls reported higher levels of academic motivation, in particular in the positive dimensions of valuing, learning focus, task management and persistence. Chaudhry (2019) in his study "Exploring Gender Differences in Academic Motivation among Adolescents" found that male adolescents have significantly low rates of Intrinsic Motivation as compared to female adolescents. Turhan (2020) studied on "Gender Differences in Academic Motivation: A Meta-Analysis" and found that male students exhibited higher levels of academic motivation behaviors than those of female students. Khan et al. (2022) in their study "Examining the Role of Gender in Academic Motivation among Students: Evidences from District Malakand" found that compared to male pupils, female students are more driven to succeed academically and are capable of higher performance. Naz et al. (2020) found that gender and motivation types are associated with the sense that male students seem to respond more positively to extrinsic motivation while female students tend to have more intrinsic motivations. So the present study was an attempt to explore the difference in the academic motivation in Childhood and Growing Up of pupil teachers between gender. Also to explore the difference in intrinsic and extrinsic academic motivation in Childhood and Growing Up of pupil teachers between gender.

RESEARCH QUESTIONS:

1. Is there any difference in the academic motivation of pupil teachers in Childhood and Growing Up between genders?

2. Is there any difference in the intrinsic academic motivation of pupil teachers in Childhood and Growing Up between genders?
3. Is there any difference in the extrinsic academic motivation of pupil teachers in Childhood and Growing Up between genders?

Objectives :

- (1) To compare mean scores of academic motivation in Childhood and Growing Up of Male and female pupil teachers.
- (2) To compare mean scores of intrinsic academic motivation in Childhood and Growing Up of Male and female pupil teachers.
- (3) To compare mean scores of extrinsic academic motivation in Childhood and Growing Up of Male and female pupil teachers.

Hypotheses :

H₀₁ : There is no significant difference between mean scores of academic motivation in Childhood and Growing Up of Male and female pupil teachers

H₀₂ : There is no significant difference between mean scores of intrinsic academic motivation in Childhood and Growing Up of Male and female pupil teachers

H₀₃ : There is no significant difference between mean scores of extrinsic academic motivation in Childhood and Growing Up of Male and female pupil teachers

METHOD

Data Collection

Sample for the proposed study was consisted about 207 Pupil teachers of Teacher training institutions under SCERT, Odisha.

Tool used

Here data were collected using Academic Motivation Scale On Childhood and Growing Up developed and standardized by the investigators. The scale consists of 16 items on which the students have to give their response. The test items were categorized for three different dimensions of academic motivation such as Amotivation, extrinsic motivation, and intrinsic motivation. All the items followed by 6 points rating scale, such as strongly-disagree (marked as 1), disagree (marked as 2), partially disagree (marked as 3), partially agree (marked as 4), agree (marked as 5), strongly-agree (marked as 6).

Data Analysis

For the analysis of the collected data, descriptive statistics and independent sample t-test were used to find out significance difference between the mean of two variables.

RESULTS

Research Question 1

In research question 1, we investigated whether there is a significant difference in the academic motivation of pupil teachers in Childhood and Growing Up between genders using independent sample t test.

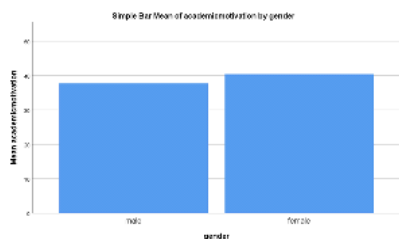
The hypothesis tested was as below:

H₀₁: There is no significant difference between mean scores of academic motivation in Childhood and Growing Up of Male and female pupil teachers.

Table 1: Gender wise N, M, SD, Independent sample t-value of Academic Motivation in Childhood and Growing Up

Gender	N	MEAN	SD	t-value	p
Male	103	37.74	6.22	-3.215	0.002
female	104	40.41	5.74		

According to the results depicted in table 1 it is seen that t-value is -3.215 which is significant at 0.05 level of significance. It signifies that the mean scores of Academic Motivation in Childhood and Growing Up between gender differ significantly. Therefore, null hypothesis that “There is no significant difference between mean scores of academic motivation in Childhood and Growing Up of Male and female pupil teachers” was rejected. Moreover the mean score of Academic Motivation in Childhood and Growing Up of female pupil teachers was revealed itself to be 40.41 that are considerably greater from the mean score of Academic Motivation in Childhood and Growing Up of male pupil teacher which was 37.74.



So we can say that Female pupil teachers were found to have more academic motivation in Childhood and Growing Up subject than in male pupil teacher.

Research Question 2

In research question 2, we investigated whether there is any difference in the intrinsic academic motivation of pupil teachers in Childhood and Growing Up between genders using independent sample t test.

The hypothesis tested was as below

H02: There is no significant difference between mean scores of intrinsic academic motivation in Childhood and Growing Up of Male and female pupil teachers

Table 2: Gender wise N, M, SD, Independent sample t-value of Intrinsic Academic Motivation in Childhood and Growing Up

Gender	N	MEAN	SD	t-value	p
Male	103	23.11	3.71	-3.809	0.000
female	104	24.88	2.95		

According to the results depicted in table 1 it is seen that t-value is -3.809 which is significant at 0.05 level of significance. It signifies that the mean scores of Intrinsic Academic Motivation in Childhood and Growing Up between gender differ significantly. Therefore, null hypothesis that “There is no significant difference between mean scores of Intrinsic Academic Motivation in Childhood and Growing Up of Male and female pupil teachers” was rejected. Again the mean score of Intrinsic Academic Motivation in Childhood and Growing Up of female pupil teachers was 24.88 that are considerably greater from the mean score of Intrinsic Academic Motivation in Childhood and Growing Up of male pupil teacher which was 23.11. So we can say that Female pupil teachers were found to have more Intrinsic academic motivation in Childhood and Growing Up subject than in male pupil teacher.

Research Question 3

In research question 3, we investigated whether there is any difference in the extrinsic academic motivation of pupil teachers in Childhood and Growing Up between genders using independent sample t test.

The hypothesis tested was as below

H03: There is no significant difference between mean scores of extrinsic academic motivation in Childhood and Growing Up of Male and female pupil teachers

Table 3: Gender wise N, M, SD, Independent sample t-value of extrinsic Academic Motivation in Childhood and Growing Up

Gender	N	MEAN	SD	t-value	p
Male	103	14.63	3.96	-1.561	0.120
female	104	15.53	4.30		

According to the results depicted in table 3 it is seen that t-value is -1.561 which is not significant at 0.05 level of significance. It signifies that the mean scores of extrinsic Academic Motivation in Childhood and Growing Up between gender did not differ significantly. Therefore, null hypothesis that “There is no significant difference between mean scores of extrinsic Academic Motivation in Childhood and Growing Up of Male and female pupil teachers” was not rejected.. So we can say that both Female and male pupil teachers were found to have equal extrinsic academic motivation in Childhood and Growing Up subject than in male pupil teacher.

CONCLUSION

The present study aimed to reveal whether there is a significant difference in academic motivation in Childhood and Growing Up between gender. Here data was collected using a Academic Motivation Scale on Childhood and Growing Up which was a six point likert scale and analysed through independent sample t test. Considering the result of the study it was seen that there was a significant difference between mean scores of academic motivation in Childhood and Growing Up of Male and female pupil teachers and Female pupil teachers were found to have more academic motivation in Childhood and Growing Up subject than in male pupil teachers. Again the collected data were analysed to study whether there is a significant difference in Intrinsic and extrinsic academic motivation in Childhood and Growing Up between gender. According to result, Female pupil teachers were found to have more Intrinsic academic motivation in Childhood and Growing Up subject than in male pupil teacher where as there is no significant difference between mean scores of extrinsic Academic Motivation in Childhood and Growing Up of Male and female pupil teachers.

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