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STUDENTS MOTIVATION TOWARDS ENGLISH SUBJECT IN RELATION TO ACADEMIC ACHIEVEMENT

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ABSTRACT

Objective of the Study To determine how English motivation varies depending on gender and location; to determine how English motivation and academic performance relate to different strata. 340 samples were obtained by the researcher using random sampling methods. Data was collected for the study using a questionnaire and the survey method. In this study, the reliability of the test item was assessed using Cronbach's alpha, and the computed result was 0.833. The 't' test and correlation (r) are employed as inferential statistics, while mean and standard deviation are used for descriptive statistics. Result found that Significant differences between boys' and girls' students, rural and urban students, and students were revealed in the t-test of English motivation. Boys, girls, rural students, and urban students all showed strong and favourable correlations between English motivation and academic ability. Secondary, higher secondary, rural, and urban students' motivation for English was found to have a substantial relationship, and their academic performance was strong. The researcher discovered that, regardless of gender, secondary school pupils' academic progress in English is significantly impacted by their motivation for a particular subject.

INTRODUCTION

For the development of the economy, modernization, and globalisation, English is an essential instrument. The value of learning English is determined by its motivation. India today faces tremendous opportunities and problems as it responds to major changes that haven't been seen in the world in a century. The pattern of sustainable development presents major possibilities and changes for second language acquisition. English is also a tool for imparting knowledge with an international perspective and competence, as well to being a crucial medium for coping with the growth of modernization and globalisation. Students' enthusiasm for studying English impacts how actively they learn the language. An important mental engine or energy source, motivation encompasses tenacity, effort, and completion of work.

In our country, English is a subject that is taught in primary, secondary, and higher school. It should not be confused with the method of teaching English as a foreign language in schools. It entails the investigation and analysis of works of English literature. Novels, plays, short tales, and poetry, most of which originate in Britain, the United States, and Ireland, are studied as part of English studies.

REVIEW OF RELATED LITERATURE

Wang (2008) conducted a study on Motivation and English Achievement an Exploratory and Confirmatory Factor Analysis of Chinese Students of English Learning. The goal of the study was to examine the relationship between intrinsic motivation, extrinsic motivation, and English success. It used the Intrinsic and Extrinsic Motivation Scale of English Learning. The 376 school kids were divided into a sample. There was a descriptive survey research. Data were examined. The relationship between various motivational factors and English achievement was then examined using Pearson correlations and multiple regressions. The study's conclusions showed that whereas controlled extrinsic motivation linked adversely with intrinsic motivation and success, autonomous extrinsic motivation positively correlated with both.

Ahmed & et al. (2015) conducted a study on Students' Motivation toward English Language Learning at Undergraduate Level. This descriptive study's major goal is to investigate why students at the college level are less motivated to learn the English language. 199 undergraduate students from the University of Sargodha Women Campus in Faisalabad, Pakistan, made up the study's population. The researchers created a questionnaire with a four-point Likert scale on the various levels of motivation for this purpose, and they provided the students the most time possible to complete it. With reference to the aforementioned aspects, the research's findings and conclusions demonstrate that motivation plays a significant part in learning.

Laseter, N.D. (2020) conducted a study on Student Motivation and Achievement in Second Language Learning. The factors determining the interest of learners to acquire a second language are different. The desire of students to learn a second language has been measured and explained using a number of techniques and ideas, according to studies. These metrics also demonstrate how motivation might affect performance in a language learning environment. The socio-educational model, the motivating self-system, and the self-determination theory are the theories that have attracted the most interest and recognition. Each theory provides considerable quantitative and qualitative data to support it, shedding light on the various variables that affect second-language learners' motivation to learn a language.

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Kitjaroonchai (2013) conducted a study on Motivation toward English language learning in secondary and high schools' students. The study's goal is to find out how motivated kids are to learn the English language in secondary and high schools, as well as any notable discrepancies between their motivation and that of other pupils. A modified 20-item motivational survey from Gardner's Attitude Motivation Test Battery was used in this study's descriptive survey research design. Through the use of random sampling techniques, 266 secondary and high school students were chosen as a sample. In this study, data were analysed using the t-test and Pearson product moment correlation methods. The study's findings showed that the students were highly motivated to acquire the English language, both intrinsically and extrinsically.

Motivation toward English language learning of students in secondary and high schools in education service area office 4, Saraburi Province, Thailand
Motivation toward English language learning of students in secondary and high schools in education service area office 4, Saraburi Province, Thailand

OBJECTIVE OF THE STUDY

1.To find out the difference of English Motivation among Gender & Locality.
2.To find out the relationship between English Motivation and Academic Performance in difference strata.

HYPOTHESIS OF THE STUDY

$H_0$1. There is no significant difference of English motivation between Boys and Girls students.
$H_0$2. There is no significant difference of English motivation between Rural Students and Urban Students.
$H_0$3. There is no significant relationship between English Motivation and Academic Achievement of Boys Students.
$H_0$4. There is no significant relationship between English Motivation and Academic Achievement of Girls students.
$H_0$5. There is no significant relationship between English Motivation and Academic Achievement of Rural Students.
$H_0$6. There is no significant relationship between English Motivation and Academic Achievement of Urban Students.

METHODOLOGY

The purpose of this study is to determine the relationship between school pupils' academic achievement and their motivation for acquiring a second language.

Variables: main variable for the present study English motivation & Academic achievement and classificatory variable Class (Secondary, Higher secondary)**,** Gender (Male, Female), Area (Rural, Urban).

Population : All higher secondary school of West Bengal were considered as population of this study.

Sample: The researcher collected 340 samples. Among them boys' students were 179 and girls' students were 161 students were taking Nadia and North 24 Parganas District of west Bengal.

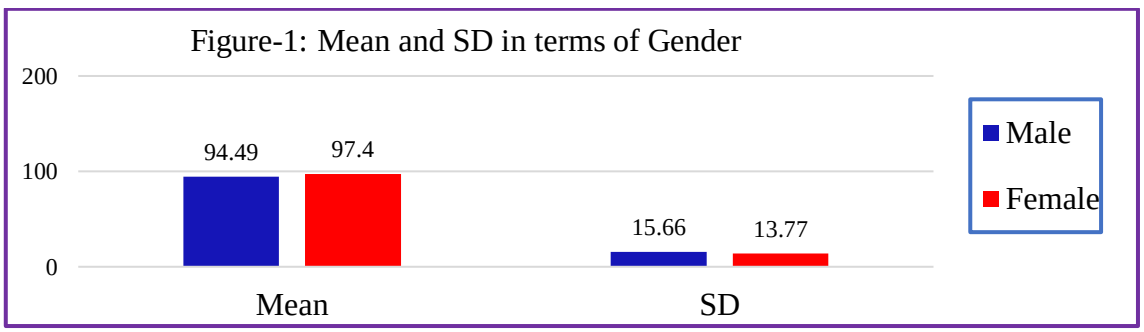
Tools: In the study researcher questionnaire tools was used and data were collected through survey method and 25 statement to send expert for judging validity of the test item as per his guide suggestions. With the aid of Cronbach's alpha, the reliability of the test item was evaluated in this study, and the computed result was 0.833.

Statistical interpretation: Mean and Standard Deviation used for descriptive statistics and 't' test and correlation (r) as inferential statistics and selected only 0.05 levels of significance for rejection or acceptance of null hypothesis.

ANALYSIS

$H_0$1.There is no significant difference of English motivation between Boys and Girls students.

Group	Number	Mean	S.D.	df	t-value	Remarks
Male	179	94.49	15.66	338	1.807	significant
Female	161	97.40	13.77			

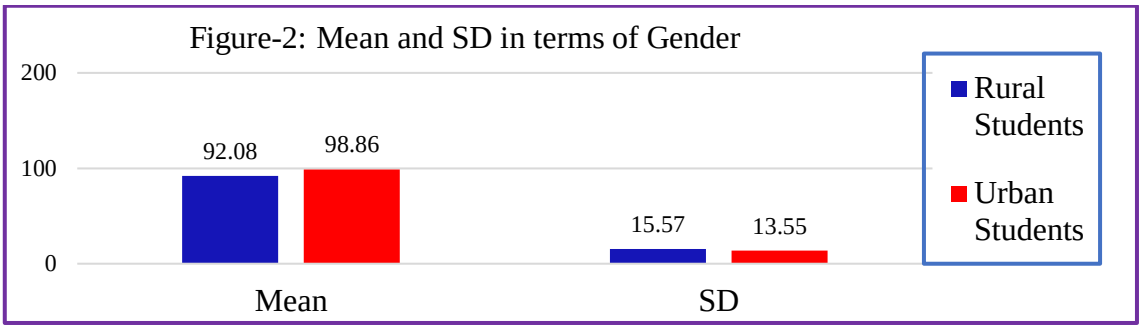


The calculated 't' value was found to be significant and the null hypothesis was rejected from the table's base. There is an evident difference in the pupils' English motivation between males and females.

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$H_0$2. There is no significant difference of English motivation between Rural Students and Urban Students.

Group	Number	Mean	S.D.	df	t-value	Remarks
Rural Students	150	92.08	15.57	338	4.2913	significant
Urban Students	190	98.86	13.55			



The predicted 't' value was considered to be significant and the null hypothesis was rejected based on the data shown in the table above. There is a clear distinction in English motivation between rural and urban students.

$H_0$3. There is no significant relationship between English Motivation and Academic Achievement of Total Boys Students.

Group	Number	Measure	'r' value	Remarks
Boys Students.	179	English motivation Academic Achievement	0.065	**Not significant**

The estimated 'r' value was found to be insignificant from the table's the other side, and the null hypothesis was rejected. Academic achievement of all boys students and English motivation are strongly correlated.

$H_0$4.There is no significant relationship between English Motivation and Academic Achievement of Girls students.

Group	Number	Measure	'r' value	Remarks
Total Girls Students.	161	English motivation Academic Achievement	0.394	**significant**

The estimated 'r' value was determined to be significant from the table's top and the null hypothesis was rejected. Academic achievement of all female students and mathematics motivation are significantly correlated.

$H_0$5.There is no significant relationship between English Motivation and Academic Achievement of Rural Students.

Group	Number	Measure	'r' value	Remarks
Rural Students.	168	English motivation Academic Achievement	0.288	**significant**

The estimated 'r' value was determined to be significant from the table's top and the null hypothesis was rejected. The link between rural students' academic achievement and English motivation is weakly positive and significant.

$H_0$6.There is no significant relationship between English Motivation and Academic Achievement of Urban Students.

Group	Number	Measure	'r' value	Remarks
Urban Students.	172	English motivation Academic Achievement	0.598	**Significant**

The estimated 'r' value was determined to be significant from the table's top and the null hypothesis was rejected. The association between urban students' academic achievement and English motivation is moderately good and substantial.

FINDINGS

1. There is a clear motivational difference in English between male and female students.
2. There is a clear motivational difference in English between urban and rural students.
3. Academic achievement of all boys' students and English motivation are positively significantly correlated.
4. Academic achievement of all female students and mathematics motivation are significantly correlated.
5. There is a weak correlation between rural students' academic achievement and their motivation to learn English.
6. There is a Moderately Positive Significant Relationship between Urban Students' Academic Achievement and English Motivation.

Significant differences between boys' and girls' students, rural and urban students, and students were revealed in the t-test of English motivation. Boys, girls, rural students, and urban students all showed strong and favourable correlations between English motivation and academic ability.

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CONCLUSION

Secondary, higher secondary, rural, and urban students' motivation for English was found to have a substantial relationship, and their academic performance was strong. The researcher discovered that, regardless of gender, secondary school pupils' academic progress in English is significantly impacted by their motivation for a particular subject. Many of the studies (Wang, F.X. (2008), Kitjaroonchai. N. (2013) identified a substantial gender difference in desire for learning English when compared to reviews of related literature. Numerous studies indicated no discernible difference in subject motivation based on gender. According to mean of the study, urban pupil performs better academically than rural pupil, and they also exhibit higher levels of intrinsic motivation than extrinsic motivation. The study's analysis as a whole concludes that "Motivation is the best way to learn and academic achievement."

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